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EVALUATION

THE MALAWI GIRLS' EMPOWERMENT THROUGH EDUCATION AND HEALTH ACTIVITY (ASPIRE): 2017 PERFORMANCE EVALUATION REPORT

ANNEX 8: DATA COLLECTION TOOLS

February 2018

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THE MALAWI GIRLS' EMPOWERMENT THROUGH EDUCATION AND HEALTH ACTIVITY (ASPIRE)

2017 PERFORMANCE EVALUATION REPORT
ANNEX 8: DATA COLLECTION TOOLS

DISCLAIMER

The authors' views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development (USAID) or the United States Government.

Policy, Planning, and Learning–Learning, Evaluation, and Research

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ANNEX 8A: ROUND I (QUANTITATIVE) DATA COLLECTION TOOLS

2017 Performance Evaluation of the Malawi Girls' Empowerment through Education and Health Activity (ASPIRE)

ENGLISH AND CHICHEWA READING ASSESSMENT ADMINISTRATOR INSTRUCTIONS AND PROTOCOL

General Instructions: Establish a playful and relaxed rapport with the learner through a short conversation (see example topics below). The learner should perceive the assessment almost as a game to be enjoyed, rather than a test. Use this time to identify the language the learner is most comfortable communicating in. Read aloud, slowly and clearly.

Good morning. My name is ____ and I live in _____. I'd like to tell you a little about myself.

[Number and ages of children; favorite sport, radio, or television program, etc.]

1. What do you like to do when you are not in school?

[Wait for response; if student is reluctant, ask question 2, but if they seem comfortable continue to verbal assent].

2. What games do you like to play?

Verbal Assent: Read the text in the box clearly to the learners.

Let me tell you why I am here today. I work with ... and this school was chosen to implement a program on reading. We are trying to understand how children learn to read and, in general, about adolescents' life while learning at this school through this evaluation. This is not part of your school work and you will not get a grade. You were picked by chance and now we are inviting you to take part.

Ndikufuna kukuwuza chimene ndabwerera kuno lero. Ndimagwira ntchito ku ofesi yakafukufuku yaku Chancellor College yotchedwa Centre for Social Research (CSR), Ku Zomba. Sukulu ino ndi imodzi mwa sukulu zimene zinasankhidwa kuti ziyambitse ndondomeko ya kuwerenga. Tikufuna tidziwe za m'mene ana amaphunzirira kuwerenga komanso zina ndi zina za moyo wachinyamata pa school pano. Awa simayeso ayi ndipo sizikukhudzana ndi ntchito yako yamkalasi. Sitikupatsa malikisi. Iweyo unasankhidwa mwa maere ndipo tsopano ndikufuna kuti utenge nawo mbali.

We would like your help in this. But you do not have to take part if you do not want to.

Tikufunitsitsa kuti utenge nawo mbali komabe ngati sukufuna ukhoza kukana.

We are going to play a reading game. I am going to ask you to read letters, words and a short story out loud. After the game, I'd also like to ask you some questions about your life.

Tichita masewera owerenga. Ndikupempha kuti uwerenge mokweza zilembo, mawu, komanso kankhani kakafupi. Masewerawa akatha ndikufunsa zina ndi zina za moyo wako.

Using this stopwatch/device/gadget, I will see how long it takes you to read.

Ndigwiritsa ntchito wotchiyi kuti ndione kuti watenga nthawi yayitali bwanji ukuwerenga.

I will also ask you other questions about your family, like what language your family uses at home and some of the things your family has.

Ndifunsaso mafunso ena okhudza banja lanu. Ndifunsa mafunso ngati oti mumayankhula chilankhulo chanji kunyumba kwanu komanso za zinthu zina zimene banja lanu lili nazo.

I will NOT write down your name so no one will know these are your answers.

Sindikulemba dzina ndipo palibe angadziwe kuti mayankho awa ndi ako.

Once again, you do not have to participate if you do not wish to. Once we begin, if you would rather not answer a question, that's all right.

Monga ndanena kale, izi sizokakamiza. Tikayamba, palibe vuto ngati pangakhale mafunso ena amene sungafune kuyankha.

Do you have any questions?

Pali funso lili lonse?

Are you ready to get started?

Wakonzeka kuti Tiyanbepo?

Check box if verbal assent is obtained:

☐ **YES**

(If verbal assent is not obtained, thank the learner and move on to the next learner, using this same form.)

Information to be collected (for each learner whose assent was obtained)

A. Administrator's name	<i>Picklist corresponding to enumerator list</i>	G. Zone	<i>Picklist corresponding to zones</i>
B. Date of assessment	___ / ___ / ___ DD / MM / YYYY	H. District	Balaka..... 1 Machinga 2 Zomba..... 3
C. Time assessment started	___ : ___ am / pm	I. Unique learner code	
D. Time assessment ended	___ : ___ am / pm	J. Learner's standard	Standard 5. 1 Standard 6 2
E. School name	<i>Picklist corresponding to school sample</i>	K. Learner's sex	Male 1 Female 2
F. School EMIS number		L. Teacher's name	

SUB-TEST 1: ORAL READING PASSAGE – ENGLISH		⌚ 60 seconds	SUB-TEST 2: READING COMPREHENSION - ENGLISH			
Show the learner the sheet in the student stimulus booklet as you read the instructions.		👂 If a learner hesitates or stops on a letter for 3 SECONDS , say, “Go on.” 👉 If the learner does not provide a single correct word on the first line of text, do not ask any comprehension questions. If a learner says, “I don’t know,” mark as incorrect.	After the learner is finished reading, REMOVE the passage from in front of the learner. Ask the learner only the questions related to the text read. A learner must read all the text that corresponds with a given question. If the learner does not provide a response to a question after 10 seconds, mark “no response” and continue to the next question. Do not repeat the question.			
👂 Here is a short story. I want you to read it aloud, quickly but carefully. When you finish, I will ask you some questions about what you have read. When I say “Begin,” read the story as best you can. If you come to a word you do not know, go on to the next word. Put your finger on the first word. Ready? Begin.			👂 Now, I am going to ask you a few questions about the story you just read. Try to answer the questions as well as you can.			
✂ (/) Mark any incorrect letters with a slash (Ø) Circle self-corrections if you already marked the letter incorrect (]) Mark the final letter read with a bracket			✂ (✓) 1 = Correct (✓) 0 = Incorrect (✓) . = No response			
		Total words	Questions [Answers]	Correct	Incorrect	No Resp.
Chimwemwe was in Standard 5. He was always troublesome in class. One day, his teacher sent him to the head teacher’s office because he had misbehaved. The head teacher gave Chimwemwe a letter to his parents.		36	Who gave Chimwemwe the letter? [The head teacher gave Chimwemwe a letter.]	1	0	.
She told him to go home and come back to school with his parents the next day. Chimwemwe opened and read his father’s letter. He tore it into pieces.		65	Why did Chimwemwe tear the letter? [He was afraid of his father; it was a bad letter; he didn’t want to get in trouble.]	1	0	.
It was still morning, he decided to go to the bus depot where he met an old woman who was getting off a bus.		89	Who did Chimwemwe meet at the bus depot? [He met an old woman.]	1	0	.
He looked at the woman and said, “May I assist you?” The old woman gave Chimwemwe the bag she was carrying. As the old woman walked behind him, Chimwemwe walked very fast and later ran into the bush. The old woman shouted for help, but no one came to assist her.		140	How did Chimwemwe trick the old woman? [He asked to assist her.]	1	0	.
✂ Time remaining on stopwatch at completion (number of SECONDS).						
✂ Exercise discontinued: the learner had no correct answers in the first line.						

Good effort! Let's go on to the next section.

SUB-TEST 3: LISTENING COMPREHENSION – ENGLISH		📖 X		🕒 X	
🔊 I am going to read you a short story aloud ONCE in English and then ask you some questions. Please listen carefully and answer the questions as best as you can. Ready? Let's begin.				Remove the learner stimuli booklet from the learner's view.	
🗒️ (✓) 1 = Correct (✓) 0 = Incorrect (✓) . = No response					
The intelligent girl Today is the last day of school. All the pupils are eager to go for holidays. However, before doing so, they must know how they have performed during the year. The results are important because the learners are going to know whether they will go to the next class the following year or not. It is now 10 o'clock in the morning. The Standard 4 teachers have just finished announcing the names of the boys and girls who have passed their examinations. These will be going into Standard 5. It is now the turn of the Standard 5 teachers to call out the names of the boys and girls who have done well this term. These will be going into Standard 6. Standard 5 boys and girls are quiet. The class teacher begins speaking. "There was tough competition in Standard 5 this term," she says. She moves slightly forward, looks at the learners and clears her throat. "We have two learners," she clears her throat again. "We have two learners in position two and two in position three. All of them are boys. But in position one we have a girl," she says. "This girl is Takondwa Mbewe," she announces. The whole school claps hands and ululates. "Takondwa deserves to be top of the class. She works hard in class," the teacher says. "Sometimes, she helps other girls that need her help," the teacher continues. Meanwhile, Takondwa is so happy and excited that tears start running down her cheeks. These are tears of joy. Though she had worked hard this term, she had not expected to be top of the class. The previous terms she had come second. Takondwa walks slowly to the front. She receives a prize from the head teacher. All the teachers shake hands with her. The other learners clap hands for her. At home, Takondwa tells her parents about the results. The parents are very happy too. They buy her a new pair of shoes. All the girls in the village admire Takondwa and want to be like her.				Do not allow the learner to look at the passage or the questions.	
				If a learner says "I don't know," mark as incorrect.	
1. Why were the results of the term important? [It is the end of the school year; learners wanted a prize; it determines who goes to the next standard.]			1	0	.
2. Why did the Standard 5 teacher say the competition was tough? [Two learners tied for second place and third place.]			1	0	.
3. Why did Takondwa shed tears? [She was happy to be top of her class.]			1	0	.
4. What present did Takondwa receive from her parents? [New pair of shoes.]			1	0	.
5. Why do you think the girls of the village admire Takondwa? [She is smart; she works hard; she was top of her class; her new shoes.]			1	0	.

SUB-TEST 4: ORAL READING PASSAGE – CHICHEWA KUWERENGA NKHANI	 60 seconds	SUB-TEST 5: READING COMPREHENSION – CHICHEWA KUYANKHA MAFUNSO
Show the learner the sheet in the student stimulus booklet as you read the instructions. Onetsani ophunzira pepala lochokera m’buku la ophunzira pamene mukuwerenga malangizo.	👉 If a learner hesitates or stops on a letter for <u>3 SECONDS</u>, say, “Go on.”	After the learner is finished reading, REMOVE the passage from in front of the learner. Ophunzira akatha kuwerenga nkhani, chotsani pepala lomwe pali nkhani limene lili patsogolo pake.
🗣️ Here is a short story. I want you to read it aloud, quickly but carefully. When you finish, I will ask you some questions about what you have read. When I say “Begin,” read the story as best as you can. If you come to a word you do not know, go on to the next word. Put your finger on the first word. Ready? Begin. Iyi ndi nkhani yaifupi. Iyi ndi nkhani yayifupi. Ndifuna iwe undiwerengere mokweza, mofulumira koma mosamala. Ukatha kuwerengako ndikufunsa mafunso pa zomwe wawerenga. Ndikanena kuti yamba uwerenge mmene ungathere. Ngati upeze mawu omwe sukuwadziwa upititirize kuwerenga mawu otsatirawo. Loza chala chako pa mawu oyamba. Kodi wakonzeka? Yamba tsopano.	Ngati ophunzira wajejema kapena waima pa lembo pa masekandi atatu, nenani kuti “Pitiriza.” 👉 If the learner does not provide a single correct word on the first line of text, do not ask any comprehension questions. Ngati ophunzira walephera kuwerenga chiganizo choyamba, nenani “Zikomo” siyilani pomwepo ntchitoyi. If a learner says, “I don’t know,” mark as incorrect. Ngati wophunzira walephera kuwerenga, lembani “Walakwa.”	Ask the learner only the questions related to the text read. A learner must read all the text that corresponds with a given question. If the learner does not provide a response to a question after 10 seconds, mark “no response” and continue to the next question. Do not repeat the question. Funsani ophunzira mafunso okhawo amene akukhudzana ndi nkhani yomwe yawerengedwa. Oophunzira ayenera kuwerenga nkhani yomwe ikugwirizana ndi funso. Ngati ophunzira sakuyankha funso patatha Masekandi khumi, chongani kuti “palibe yankho” ndipo pitirizani ndi funso lotsatira. Musabwereza kufunso funso. 🗣️ Now I am going to ask you a few questions about the story you just read. Try to answer the questions as well as you can. Tsopano ndikufunsa mafunso angapo okhudza nkhani yomwe wawerenga Yesetsa kuyankha mafunso ochuluka omwe ungather.
✂ (/) Mark any incorrect words with a slash. Ikani chizindikiro ichi pa mawu omwe mwana walakwa kuwerenga. (Ø) Circle self-corrections if you already marked the letter incorrect. Ngati munachonga kale lembo lodzikonza yekha ngati lolakwa, lembani mzere mozungulira lembolo. (]) Mark the final letter read with a bracket. Chongani lembo lomwe mwana wawerenga komaliza ndi chizindikiro ichi.		✂ (✓) 1 = Correct [Wakhoza] (✓) 0 = Incorrect [Walakwa] (✓) . = No response [Sanayankhe funso]

	Total words	Questions <i>Mafunso</i> [Answers] [Mayankho]	Correct	Incorrect	No Response
Lidali tsiku lachisanu pamene sukulu yathu ya Kapeni idasewera mpira ndi ya Chimutu.	13	Kodi ndi sukulu ziti zinkasewera mpira? [Kapeni ndi Chimutu]	1	0	.
Tidakonzekera kwambiri ndi cholinga choti tipambane. Nawonso ochemelera sadalekelere.	22	Chifukwa chiyani a Kapeni anakonzekera kwambiri? [Kuti apambane]	1	0	.
Mpira udayamba. Mwadzidzidzi, oyimbira mpira adayimba wezulo ndipo nthawi yomweyo ochemelera a Chimutu adalowa m'bwalo akuvina ndi kuimba	40	Kodi chidachititsa a Chimutu kuti alowe m'bwalo akuvina ndi kuimba ndi chiyani? [Amasangalalira chigoli, sukulu yawo idagoletsa chigoli, oyimbira adayimba wezulo]	1	0	.
Osewera athu sadakhutire ndi chigolicho chifukwa adaona kuti oyimbirayo sadatsatire malamulo.	51	Kodi oyimbira mpira adaonetsa khalidwe lanji? [Lokondera, losadziwa]	1	0	.
Ngakhale zidali choncho masewero adapitilira ndipo potsiriza sukulu yathu idapambana	61	Ukuganiza kuti ndi chifukwa chiyani mpira udapitilira? [A Kapeni amadzidalira, a Kapeni adakonzekera kwambiri, aphunzitsi adawalimbikitsa]	1	0	.
🕒 Time remaining on stopwatch at completion (number of SECONDS). <i>Lembani nthawi yomwe yatsala pa wotchi pamapeto (nambala ya masekandi)</i>					
🕒 Exercise discontinued: The learner had no correct answers in the first line. <i>Chongani m'kabokosi ngati ntchitoyi sinapitirizidwe chifukwa ophunzira analibe mayankho olondola mu mzere woyamba</i>					

Good effort! Let's go on to the next section.
Wachita bwino. Tsopano tiye tipite ku gawo lotsatira.

SUB-TEST 6: DICTATION – ENGLISH		Learner answer sheet page 1 and pencil	ⓧ X
🔊 I am going to read you a short story. Please listen carefully. When I have read it through once, I will read it again very slowly, one sentence at a time, so that you can write down the words in the sentences. Do you understand what you are to do? Ready? Let us begin.			Give the learner the learner answer sheet for this sub-test. Do not allow the learner to look at the passage and scores after assessment. Read the test sentences at normal speed. Some of the words are hard, say them slowly. Collect the answer sheet from the learner when s/he finishes writing the final sentence. Score each sentence by counting correct words written by the learner. Record the scores against each sentence.
	Words Correct		
1. Susan's brother sends her to buy some apples at the shop.	___ / 11		
2. Along the way, she drops the money.	___ / 7		
3. She is very sad and she walks to her teacher's house.	___ / 11		
4. Susan knocks at the door and tells her teacher that she does not want to go back.	___ / 17		
5. Her teacher listens to her story and offers to help her.	___ / 11		
6. Her teacher has a box of apples.	___ / 7		
7. She will give some to Susan.	___ / 6		
Total:	___ / 71		

Now, I would like to ask you a few questions about reading.

NO.	QUESTIONS AND SORTERS	CODING CATEGORIES	SKIP TO
M.	<i>Do you feel more comfortable speaking English or Chichewa?</i>	English.....0 Chichewa 1	
N.	<i>Do you think it is easier to read in English or Chichewa?</i>	English.....0 Chichewa 1	
O.	<i>Which language do you enjoy reading in more, English or Chichewa?</i>	English.....0 Chichewa 1	
	<i>At home, does your family have:</i> Check all that apply		
P.1	<i>Radio</i>	No.....0 Yes 1	
P.2	<i>Mobile phone</i>	No.....0 Yes 1	
P.3	<i>Electricity</i>	No.....0 Yes 1	
P.4	<i>Fridge</i>	No.....0 Yes 1	
P.5	<i>Cooking stove</i>	No.....0 Yes 1	
P.6	<i>TV</i>	No.....0 Yes 1	
P.7	<i>Computer</i>	No.....0 Yes 1	
P.8	<i>Motorcycle</i>	No.....0 Yes 1	
P.9	<i>Bicycle</i>	No.....0 Yes 1	
P.10	<i>Car/Motor Vehicle</i>	No.....0 Yes 1	

NO.	QUESTIONS AND SORTERS	CODING CATEGORIES	SKIP TO
Q	<i>At home, where does your household get its water?</i> Select only one response.	Piped water into dwelling 1 Piped water to yard/plot 2 Public tap/standpipe 3 Borehole 4 Well 5 Spring 6 Rainwater 7 Bottled water 8 Tanker truck 9 Surface water (river, dam, lake/pond) 10 Other 11	

The End!

Proceed to the KAP survey.

2017 Performance Evaluation of the Malawi Girls' Empowerment through Education and Health Activity
(ASPIRE)

**ENGLISH AND CHICHEWA READING ASSESSMENT
LEARNER ANSWER SHEET AND STIMULI**

Chimwemwe was in Standard 5. He was always troublesome in class. One day, his teacher sent him to the head teacher's office because he had misbehaved. The head teacher gave Chimwemwe a letter to his parents. She told him to go home and come back to school with his parents the next day. Chimwemwe opened and read his father's letter. He tore it into pieces.

It was still morning, he decided to go to the bus depot where he met an old woman who was getting off a bus. He looked at the woman and said,

“May I assist you?” The old woman gave Chimwemwe the bag she was carrying. As the old woman walked behind him, Chimwemwe walked very fast and later ran into the bush. The old woman shouted for help, but no one came to assist her.

Lidali tsiku lachisanu pamene sukulu yathu ya Kapeni idasewera mpira ndi ya Chimutu. Tidakonzekera kwambiri ndi cholinga choti tipambane. Nawonso ochemelera sadalekelere. Mpira udayamba. Mwadzidzidzi, oyimbira mpira adayimba wezulo ndipo nthawi yomweyo ochemelera a Chimutu adalowa m'bwalo akuvina ndi kuimba. Osewera athu sadakhutire ndi chigolicho chifukwa adaona kuti oyimbirayo sadatsatire malamulo. Ngakhale zidali choncho masewero adapitilira ndipo potsiriza sukulu yathu idapambana.

6. Dictation

2017 Performance Evaluation of the Malawi Girls' Empowerment through Education and Health Activity (ASPIRE)

PRIMARY/SECONDARY SCHOOL HEAD TEACHER QUESTIONNAIRE

Preparation

This questionnaire is intended for the head teacher or, if the head teacher is not present, the individual best able to provide information about the school. Prior to starting data collection, the head teacher, evaluation team manager, and data collectors should meet for introductions.

Informed Consent

INTRODUCE YOURSELF AND THE PROJECT: Thank you very much for setting time aside for us today. My name is _____, and I am part of an evaluation team for the USAID-funded ASPIRE activity, which collaborates with the MoEST to improve adolescent girls' empowerment and achievement in upper primary and secondary schools through health and education.

INTRODUCE EVALUATION: This interview is part of the ASPIRE Performance Evaluation, which will assess how the project is proceeding in terms of its results. Yours is one of 30 schools sampled for this evaluation in three districts (Balaka, Machinga, and Zomba). This is not an evaluation of your school, your performance, or the MoEST, and we will not be reporting on this school to anyone. I also want to tell you that I am not directly involved in any funding decisions for ASPIRE; I am here simply to gather information about the effectiveness of the project.

EXPLAIN CONFIDENTIALITY AND INFORMED CONSENT: Before we begin, we want to let you know that no information we gather during today's visit will be attributed to a specific school or person. All information used in the evaluation report will only be attributed to a general stakeholder group (e.g., teacher, head teacher, boy/girl learners, stakeholders in rural/urban areas or in district X) and this school will not be identified in any reports. Your participation is completely voluntary and you are free to stop the interview at any time or not to answer any questions, and this will not affect your relationship with ASPIRE or the MoEST.

CONFIRM TIMEFRAME AND ASK PERMISSION TO RECORD: This interview will take about 60 minutes and, if you don't mind, I would like to take notes today on this tablet/computer.

ANY QUESTIONS? Before we begin, do you have any questions about the interview?

ASK PERMISSION: Are you willing to participate?

☐ **YES**, informed consent provided. (If not provided, discontinue.)

SECTION A: BACKGROUND INFORMATION

NO.	QUESTIONS AND SORTERS	CODING CATEGORIES	SKIP TO
1	Date	__ / __ / __ DD / MM / YYYY	
2	Enumerator's name	<i>Picklist corresponding to enumerator list</i>	
3	Supervisor's name	<i>Picklist corresponding to supervisor list</i>	
4	School name	<i>Picklist corresponding to school sample</i>	
5	School EMIS number	_____	
6	Zone	<i>Picklist corresponding to zones</i>	
7	District	Balaka. 1 Machinga.....2 Zomba 3	

SECTION B: RESPONDENT'S BACKGROUND

NO.	QUESTIONS AND SORTERS	CODING CATEGORIES	SKIP TO
102	Respondent's age (in years):	_____ years	
103	Respondent's sex:	Male.....1 Female 2	
104	What is your position at this school?	Head Teacher.....1 Deputy Head Teacher 2 Other (specify) 3	
105	How many years have you been in this position (as head teacher or deputy head teacher)?	_____ years	
106	What is your highest academic qualification?	JCE.....1 MSCE 2 Diploma 3 Degree.....4 Other (specify) 5	
107	What kind of school is this?	Primary 1 Secondary 2	

SECTION C: SCHOOL RECORDS (ADMINISTRATIVE DATA)

C_1: 2015/16 and 2016/17 Learner Enrollment

(Enrollments should be based on the number registered at the start of the school year, whenever possible)

Standard/ Form	2015/2016									2016/2017								
	Femal e (10- 14)	Female (15-19)	Female (20-24)	Total Female	Male (10-14)	Male (15-19)	Male (20-24)	Total Male	Total Male + Female	Female (10-14)	Female (15-19)	Female (20-24)	Total Female	Male (10-14)	Male (15-19)	Male (20-24)	Total Male	TOTAL Male + Female
Standard 4/ Form 1																		
Standard 5/ Form 2																		
Standard 6/ Form 3																		
Standard 7/ Form 4																		
Standard 8																		

C_2: Total Number of Learners with Special Education Needs (SEN), Living with HIV, and Orphans and Vulnerable Children (OVC) in 2016/17 School Year

Standard / Form	Learners with SEN (self-identified)			Learners Living with HIV (self-identified)			OVC		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
Standard 4/ Form 1									
Standard 5/ Form 2									
Standard 6/ Form 3									
Standard 7/ Form 4									
Standard 8									

C_3: Total Number of Learners Who Are Too Sick to Participate in Daily School Activities

	Female 10-14	Female 15-19	Female 20-24	Total Female	Male 10-14	Male 15-19	Male 20-24	Total Male	TOTAL (Male + Female)
Standard 4/ Form 1									
Standard 5/ Form 2									
Standard 6/ Form 3									
Standard 7/ Form 4									
Standard 8									

C_4: Primary School Leaving Certificate of Education Record

Sex	2014/2015 (if available)		2015/2016		2016/2017	
	Number Enrolled	Number Passed	Number Enrolled	Number Passed	Number Enrolled	Number Passed
Female (10-14)						
Female (15-19)						
Female (20-24)						
Total Female						
Male (10-14)						
Male (15-19)						
Male (20-24)						
Total Male						
TOTAL (Male + Female)						

C_5: 2014/15, 2015/16, and 2016/17 Repeaters

Standard/Form	2014/2015 (if available) <i>(Repeated their previous year)</i>			2015/2016 <i>(Repeated their previous year in 2015/16)</i>			2016/2017 <i>(Currently repeating their previous year)</i>		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
Standard 4/Form 1									
Standard 5/Form 2									
Standard 6/Form 3									
Standard 7/Form 4									
Standard 8									

C_6: 2014/15, 2015/16, and 2016/17 Dropouts

Standard/ Form	2014/2015 (if available) (Cumulative for year)			2015/2016 (Academic year to date)			2016/2017 (Cumulative for year)		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
Standard 4/ Form 1									
Standard 5/ Form 2									
Standard 6/ Form 3									
Standard 7/ Form 4									
Standard 8									

C_7: 2015/16 and 2016/17 Progression

Standard/ Form	2015/2016									2016/2017								
	Female (10-14)	Female (15-19)	Female (20-24)	Total Female	Male (10-14)	Male (15-19)	Male (20-24)	Total Male	TOTAL Male + Female	Female (10-14)	Female (15-19)	Female (20-24)	Total Female	Male (10-14)	Male (15-19)	Male (20-24)	Total Male	TOTAL Male + Female
Standard 4/ Form 1																		
Standard 5/ Form 2																		
Standard 6/ Form 3																		
Standard 7/ Form 4																		
Standard 8																		

C_8: Teacher Population

	Female	How many female teachers are qualified?	Male	How many male teachers are qualified?	TOTAL TEACHERS (automatic sum)	Total number of qualified teachers? (automatic sum)
Total Teachers (Standards 1 – 8/ Forms 1 - 4):						
Of which, how many are assigned to each of the following standards/forms? <i>(May add up to more than totals above if some teachers are responsible for multiple grades or streams)</i>						
Standard 4/Form 1						
Standard 5/Form 2						
Standard 6/Form 3						
Standard 7/Form 4						
Standard 8						

NO.	QUESTION AND SORTER	CODING CATEGORIES	SKIP TO
108a	How many classrooms are there at this school?		
108b	How many streams are there at this school for each of the following standards/forms?	Total standards 1 – 3: _____ Standard 4/Form 1: _____ Standard 5/Form 2: _____ Standard 6/Form 3: _____ Standard 7/Form 4: _____ Standard 8: _____	
109	Have all your learners in Standards 4 to 8/Forms 1 to 4 received the prescribed English textbooks?	No.....0 Yes 1 Don't know 9999	
110	Have all your learners in Standards 4 to 8/Forms 1 to 4 received the prescribed Chichewa textbooks?	No.....0 Yes 1 Don't know 9999	
111	Has your school received English supplementary readers? <i>(If no, skip to 114)</i>	No.....0 Yes 1 Don't know 9999	114
112	How many English supplementary readers does your school have? (Total number)		
112b	How many different titles of English supplementary readers does your school have?		
113	Who provided the English supplementary readers? <i>(Multiple responses possible)</i>	MoEST. 1 MTPDS.....2 EGRA 3 Read Malawi. 4 UNICEF 5 Save the Children 6 Other (specify) 7	
114	Has your school received Chichewa supplementary readers? <i>(If no, skip to 117)</i>	No.....0 Yes 1 Don't know 9999	117

NO.	QUESTION AND SORTER	CODING CATEGORIES	SKIP TO
115	How many Chichewa supplementary readers does your school have?		
115b	How many different titles of Chichewa supplementary readers does your school have?		
116	Who provided the Chichewa supplementary readers?	MoEST. 1 MTPDS.....2 EGRA 3 Read Malawi. 4 UNICEF 5 ASPIRE 6 TIANA 7 Save the Children 8 Other (specify) 9	
117	Does the school have a school feeding program?	No.....0 Yes 1	

118	In the 2016/17 school year, how many Standards 5 to 8/Forms 1 to 4 teachers received in-service training in <i>reading instruction</i> supported by any development partner?	Female Teachers	Male Teachers	Total	
119	Standard 4/Form 1				
120	Standard 5/Form 2				
121	Standard 6/Form 3				
122	Standard 7/Form 4				
123	Standard 8				
124	How many Standard 5-8/Forms 1 to 4 teachers from this school have participated in a training on how to teach <i>advanced reading skills</i> by any development partner?	Female Teachers	Male Teachers	Total	
125	Standard 4/Form 1				
126	Standard 5/Form 2				
127	Standard 6/Form 3				
128	Standard 7/Form 4				
129	Standard 8				

NO.	QUESTION AND SORTER	CODING CATEGORIES	SKIP TO
130	Which organization(s) facilitated these trainings?	MoEST. 1 MTPDS.....2 EGRA 3 Read Malawi. 4 UNICEF 5 ASPIRE 6 TIANA 7 Literacy Boost 8 Other (specify) 9	
131	How many of the Standards 5 to 8/ Forms 1 to 4 teachers do you think need additional training on applying advanced reading skills methods in the classroom?	Standard 4/Form 1: _____ Standard 5/Form 2: _____ Standard 6/Form 3: _____ Standard 7/Form 4: _____ Standard 8: _____	
132	How often do you or someone else from your school review teachers' lesson plans?	Never.....0 Once per year. 1 Once every 2-3 months.....2 Once per month 3 Once every 2 weeks.....4 Every week.....5 Once a day 6	
133	In a term, how many times are Standards 5 to 8/Form 1 to 4 teachers provided with supervision or coaching in their classrooms?	Never.....0 One time.....1 Two times.....2 Three times 3 Four or more times.....4 Other (specify) 5	
134	What has been the average daily absentee rate (percentage) for learners in the following standards/forms this academic year?	a. Standard 4/Form 1: _____ b. Standard 5/Form 2: _____ c. Standard 6/Form 3: _____ d. Standard 7/Form 4: _____ e. Standard 8: _____	

NO.	QUESTION AND SORTER	CODING CATEGORIES			SKIP TO
135	Is it higher for boys or girls?	Higher for girls.....1 Higher for boys.....2 About the same for both sexes.....3 It varies by standard/form.....4			
136	Which of the following OVC services does your school provide?	School fees.....1 School uniforms 2 School shoes.....3 Scholastic materials 4 LSE textbooks 5 Activity cards 6 Sanitary pads 7 None of the above.....8 Other 9			
137	How many cases of pregnancy have been reported in this academic year?	10-14 years	15-19 years	Total (automatic)	
138	Standard 4/Form 1				
139	Standard 5/Form 2				
140	Standard 6/Form 3				
141	Standard 7/Form 4				
142	Standard 8				
143	Are dropout rates higher for boys or girls? (Dropout is defined as anytime a child leaves the education system prior to completion of that level, either primary or secondary.) (If participant chooses 3, skip to 145)	Higher for girls.....1 Higher for boys.....2 About the same for both sexes.....3 It varies by standard/form.....4			If 3, skip to 145
144	Why do dropout rates vary by standard/form?				

NO.	QUESTION AND SORTER	CODING CATEGORIES	SKIP TO
145	Rank the three primary reasons, not including transfers, in this school for girls' dropouts?	a. Limited availability of teachers: ____ b. Employment/wage earning: ____ c. Household work: ____ d. Taking care of siblings/other relatives: ____ e. Fees: ____ f. Distance from home to school: ____ g. Marriage: ____ h. Poor school facilities: ____ i. Pregnancy: ____ j. Sickness or injury: ____ k. Violence/safety: ____ l. Not motivated/Don't see importance of education: ____ m. Difficultly understanding the curriculum/ Poor performance: ____ n. Initiation: ____ o. Lack of menstrual hygiene management facilities at school: ____ p. Other (specify) _____	
146	Rank the three primary reasons, not including transfers, in this school for boys' dropouts?	a. Limited availability of teachers: ____ b. Employment/Helping with family work: ____ c. Taking care of siblings/other relatives: ____ d. Fees: ____ e. Long-distance travel: ____ f. Marriage: ____ g. Poor school facilities: ____ h. Fatherhood: ____ i. Sickness or injury: ____ j. Violence: ____ k. Not motivated/Don't see importance of education: ____ l. Difficultly understanding the curriculum/ Poor performance: ____ m. Initiation: ____ n. Other (specify) _____	
147	Is anything being done to reduce dropouts at your school?	No.....0 Yes 1	
148	Would you like for your school to be doing more to reduce dropouts?	No.....0 Yes 1	

NO.	QUESTION AND SORTER	CODING CATEGORIES			SKIP TO
149	Are repetition rates higher for boys or girls?	Higher for girls.....1 Higher for boys.....2 About the same for both sexes. 3 It varies by standard/form.....4			If 3, skip to 151
150	Why do repetition rates vary by standard/form?				
151	How many girls have been readmitted at this school in this academic year?	10-14 years	15-19 years	Total (automatic)	
152	Standard 4/Form 1				
153	Standard 5/Form 2				
154	Standard 6/Form 3				
155	Standard 7/Form 4				
156	Standard 8				
157	Does the school cater to OVCs and learners living with HIV?	No.....0 Yes 1 Don't know 9999			
158	How many reading fairs, if any, did your school host in this academic year?				
159	Does the school have a Parent Teacher Association (PTA)? <i>(If no, skip to 163)</i>	No.....0 Yes 1			163
160	In what year did it begin operating?				
161	How many times did the PTA meet in this (2016/17) academic year? <i>(Numeric response)</i>				
161b	When did the PTA last meet? (month and year)	____ / ____ (MM / YYYY)			

NO.	QUESTION AND SORTER	CODING CATEGORIES	SKIP TO
162	For which of the following does the PTA have decision-making authority and/or responsibility? (Read each answer choice; select all that apply; multiple responses possible)	a. Liaising with parents to support school development initiatives b. Conducting meetings with parents on learner attendance and achievement in class c. Sensitizing parents on the importance of girls' education d. Ensuring smooth and effective teaching and learning processes e. Maintaining discipline among teachers and learners f. Ensuring parents' participation in reading activities, such as reading fairs g. Ensuring that parents create more reading time for girls at home h. Other, please specify_____	
163	Does the school have a school management committee (SMC)? (If no, skip to 167)	No.....0 Yes 1	167
164	In what year did it begin operating?		
165	How many times did the SMC meet in this academic year (2016/17)? (Numeric response)	Never.....0 Once a year.....1 Twice per year.....2 Once every 2-3 months.....3 Once a month.....4 Once a week. 5 Don't know.....9999	
165b	When did the SMC last meet? (month and year)	____ / ____ (MM / YYYY)	

NO.	QUESTION AND SORTER	CODING CATEGORIES	SKIP TO
166	For which of the following does the SMC have decision-making authority and/or responsibility? (Read each answer choice; select all that apply; multiple responses possible)	a. School management b. Learner learning challenges and solutions c. Curriculum d. Physical school improvement efforts e. Maintenance of infrastructure/equipment f. Financial issues/fund raising g. Procurement and/or distribution of textbooks h. Reading instruction in after-school programming i. Other, please specify_____	
167	Does the school have a mothers' group? (If no, skip to 171)	No.....0 Yes 1	171
168	In what year did it begin operating?		
169	How many times did the mothers' group meet in this academic year (2016/17)? (Numeric reply)		
169b	When did the mothers' group last meet? (month and year)	____ / ____ (MM / YYYY)	
170	For which of the following does the mothers' group have decision-making authority and/or responsibility? (Read each answer choice; select all that apply; multiple responses possible)	a. Conducting home visits to dropout girls and encouraging them back to school (reenforcing implementation of the readmission policy) b. Participating in formulation of community bylaws on girls' education c. Sensitizing parents on the dangers of harmful sociocultural practices to girls d. Conducting guidance and counselling sessions with girls on a range of issues, including hygiene and sexual health e. Conducting income-generating activities, such as village savings and loans associations, maintaining school gardens and selling the produce in order to provide support to OVCs in the school f. Other, please specify_____	

NO.	QUESTION AND SORTER	CODING CATEGORIES	SKIP TO
171	Do you ever invite parents to participate in their learners' classrooms or extracurricular activities?	No.....0 Yes 1	
172	Are any other organizations supporting this school? (Other than PTA, SMC, and mothers' group) (If no, skip to 174)	No.....0 Yes 1	174
173	List the organizations supporting this school.		
174	Are any of these organizations specifically supporting girls' education programs? (If no, skip to 176)	No.....0 Yes	176
175	List the organizations supporting girls' education programs.		
176	Are any businesses supporting this school? (If no, skip to 178)	No.....0 Yes 1	178
177	List the businesses supporting this school.		
178	Are local traditional leaders actively supporting boys' education? (If no, skip to 180)	No.....0 Yes 1	180
179	Are local traditional leaders actively supporting girls' education?	No.....0 Yes 1	
180	Are any other individuals (not affiliated with any of the previously mentioned committees or groups) supporting <u>this school</u> ?	No.....0 Yes 1	
181	Are any other individuals (not affiliated with any of the previously mentioned committees or groups) supporting <u>girls' education</u> ? (If no, skip to 183)		183
182	Please list those individuals.		

NO.	QUESTION AND SORTER	CODING CATEGORIES	SKIP TO
183	Does the school have any hygiene promotion activities?	No.....0 Yes. 1	
184	Does the school have any menstrual hygiene promotion activities?	No.....0 Yes. 1	
185	Does your school have a WASH committee? <i>(If no, skip to 187)</i>	No.....0 Yes. 1 Don't know 9999	187
186	Is the WASH committee functioning?	No.....0 Yes. 1 Don't know 9999	
187	Does the school treat drinking water? <i>(If no, skip to 189)</i>	No.....0 Yes. 1 Don't know 9999	189
188	How does the school treat drinking water?	Boiling.....1 Filter. 2 Chlorine 3 Other (specify) 4	
189	Does the school have a copy of the MoEST policy on gender-based violence?	No.....0 Yes 1 Don't know 9999	
190	Does the school have a copy of the MoEST policy on learner disciplinary procedures?	No.....0 Yes 1 Don't know 9999	
191	Does the school have a copy of the MoEST Teachers' Code of Conduct?	No.....0 Yes 1 Don't know 9999	
192	Does the school have a copy of the MoEST Readmission Policy?	No.....0 Yes 1 Don't know 9999	

NO.	QUESTION AND SORTER	CODING CATEGORIES	SKIP TO
193	Which policies have been disseminated to parents of children attending the school? <i>(Multiple responses allowed)</i>	Readmission Policy.....0 Teachers' Code of Conduct 1 Policy on learner disciplinary procedures 2 Policy on gender-based violence 3 None of the above.....4 Don't know 9999	
194	Does the school have a copy of the National Girls' Education Strategy?	No.....0 Yes 1 Don't know 9999	
195	Does the school have a copy of the National Reading Strategy?	No.....0 Yes 1 Don't know 9999	

Thank you for your time and participation!

2017 Performance Evaluation of the Malawi Girls' Empowerment through Education and Health Activity (ASPIRE)

LEARNER KNOWLEDGE, ATTITUDES, AND PRACTICES (KAP) SURVEY QUESTIONNAIRE

Preparation

This questionnaire is intended for learners in Standards 5 and 6, and Forms 1 to 4. For respondents in Standards 5 and 6, this tool should be administered after the Reading Assessment.

Informed Assent

Let me tell you why I am here today. I work with ... and this school was chosen to implement a program on reading. We are trying to understand how children learn to read and in general about adolescents' life while learning at this school through this evaluation. This is not part of your school work and you will not get a grade. You were picked by chance and now we are inviting you to take part.

Ndikufuna kukuwuzza chimene ndabwerera kuno lero. Ndimagwira ntchito ku ofesi yakafukufuku yaku Chancellor College yotchedwa Centre for Social Research (CSR), Ku Zomba. Sukulu ino ndi imodzi mwa sukulu zimene zinasankhidwa kuti ziyambitse ndondomeko ya kuwerenga. Tikufuna tidziwe za m'mene ana amaphunzirira kuwerenga komanso zina ndi zina za moyo wachinyamata pa school pano. Awa simayeso ayi ndipo sizikukhudzana ndi ntchito yako yamkalasi. Sitikupatsa malikisi. Iweyo unasankhidwa mwa maere ndipo tsopano ndikufuna kuti utenge nawo mbali.

We would like your help in this. But you do not have to take part if you do not want to.
Tikufunitsitsa kuti utenge nawo mbali komabe ngati sukufuna ukhoza kukana.

We are going to play a reading game. I am going to ask you to read letters, words and a short story out loud. After the game, I'd also like to ask you some questions about your life.
Tichita masewera owerenga. Ndikupempha kuti uwerenge mokweza zilembo, mawu, komanso kankhani kakafupi. Masewerawa akatha ndikufunsa zina ndi zina za moyo wako.

Using this stopwatch/device/gadget, I will see how long it takes you to read.
Ndigwiritsa ntchito wotchiji kuti ndione kuti watenga nthawi yayitali bwanji ukuwerenga.

I will also ask you other questions about your family, like what language your family uses at home and some of the things your family has.
Ndifunsaso mafunso ena okhudza banja lanu. Ndifunsa mafunso ngati oti mumayankhula chilankhulo chanji kunyumba kwanu komanso za zinthu zina zimene banja lanu lili nazo.

I will NOT write down your name so no one will know these are your answers.
Sindikulemba dzina ndipo palibe angadziwe kuti mayankho awa ndi ako.

Once again, you do not have to participate if you do not wish to. Once we begin, if you would rather not answer a question, that's all right.

Monga ndanena kale, izi sizokakamiza. Tikayamba, palibe vuto ngati pangakhale mafunso ena amene sungafune kuyankha.

Do you have any questions?

Pali funso lili lonse?

Are you ready to get started?

Check box if oral assent is obtained:

☐ **Yes**

(If assent is not obtained, thank the child and move on to the next child, using this same form.)

ENGLISH AND CHICHEWA

SECTION A: BACKGROUND INFORMATION

NO.	QUESTIONS AND SORTERS	CODING CATEGORIES	SKIP TO
3	Learners' sex	Male 1 Female 2	
4	Date	__ / __ / ____ DD / MM / YYYY	
5	Time started (<i>automatic field</i>)		
6	Time ended (<i>automatic field</i>)		
7	Enumerator's name	<i>Picklist corresponding to enumerator list</i>	
8	Supervisor's name	<i>Picklist corresponding to supervisor list</i>	
9	School name:	<i>Picklist corresponding to school sample</i>	
10	School EMIS ID:		
11	Zone	<i>Picklist corresponding to zones</i>	
12	District	Balaka 1 Machinga.....2 Zomba 3	
13	Grade	Standard 5.....1 Standard 6.....2 Form 1.....3 Form 2.....4 Form 3.....5 Form 4.....6	
14	OVC	No.....0 Yes.....1	

SECTION B: LEARNER INFORMATION

NO.	QUESTIONS AND SORTERS	CODING CATEGORIES	SKIP TO
101	What is your age? <i>Uli ndi zaka zingati?</i>	_____ years old	If <15, skip to 104
102	<i>If aged 15 and above, ask:</i> Are you married? <i>Uli pa banja?</i> <i>(If Yes, skip to 104)</i>	No.....0 Yes.....1	104
103	<i>If aged 15 and above, ask:</i> Have you ever been married? <i>Unakwatiwapo?</i>	No.....0 Yes.....1	
104	What language(s) do you speak at home? <i>Mumayankhula ziyankhulo zANJI mukakhala kunyumba?</i> <i>(Multiple responses possible)</i>	Chichewa 1 Yao.....2 Tumbuka 3 English 4 Other (specify)_____ 5	

NO.	QUESTIONS AND SORTERS	CODING CATEGORIES	SKIP TO
105	What language(s) do you speak with your friends? <i>Mumayankhulana ziyankhulo zANJI ndi anzako?</i> (Multiple responses possible)	Chichewa 1 Yao.....2 Tumbuka 3 English 4 Other (specify)_____ 5	
106	In which class were you last year? <i>Kodi chaka chatha unali kalasi yANJI?</i>	Standard 4.....1 Standard 5.....2 Standard 6 3 Standard 8.....4 Form 1.....5 Form 2.....6 Form 3.....7 Form 4.....8	
107	Are you repeating your current standard this year? <i>Kodi kalasi yomwe uli chaka chino ukubweleza?</i>	Yes.....1 No.....0	

SECTION C: HOME LEARNING ENVIRONMENT

108	Do you have reading materials at home? <i>Kodi kunyumba kwanu, kuli mabuku ndi zina zowelenga?</i> (If no, skip to 110)	No.....0 Yes.....1	110
109	What reading materials do you have in your home? <i>Uli ndi mabukhu ndi zinthu zina zowelenga zANJI kunyumba?</i>	Newspapers/periodicals.....1 Books for adults 2 Children's books.....3 Other children's reading materials 4 Religious books.....5 Other reading material 6 Nothing.....7	
110	Does anyone at home read to you? <i>Kunyumba kwanu alipo yemwe amakuwelengela mabukuwa ndi zina zowerengazi?</i> (If no, skip to 112)	No.....0 Yes.....1	112

NO.	QUESTIONS AND SORTERS	CODING CATEGORIES	SKIP TO
111	How often does someone at home read to you? <i>Amakuwelengela mabukuwa pafupi pafupi bwanji konyumbako?</i>	Hardly ever 1 Only sometimes 2 2-3 times a week 3 Every day 4	
112	Do you read on your own at home? <i>Kunyumba umawelenga pa wekha?</i> (If no, skip to 114)	No.....0 Yes.....1	114
113	How often do you read at home on your own? <i>Pawekha umawelenga pafupi pafupi bwanji kunyumbako?</i>	Never.....1 Occasionally.....2 Regularly 3	
114	Does anyone at home help you with your homework? <i>Kunyumba kwanu alipo yemwe amakuthandiza ukakhala ndi homework/ntchito yakunyumba?</i>	No.....0 Yes.....1	
115	Do you ever take books home from school? <i>Umatha kutengela kunyumba ma buku a ku sukulu?</i> (If no, skip to 121)	No.....0 Yes.....1	121
116	In what language are most of the books you take home from school? <i>Mwa mabuku omwe umatengera kunyumbawo ambiri amakhala a chiyankhulo chanji?</i>	English. 1 Chichewa 2 Both.....3	
117	Do you read the books you take from school? <i>Mabuku omwe watenga ku sukulu umawerenga?</i> (If yes, skip to 119)	No.....0 Yes.....1	119
118	Why do you not read the books you take home from school? <i>Nchifukwa chiyani suuwelenga mabuku omwe watenga kuchokela ku sukulu?</i> (Multiple responses possible)	I don't know how to read 1 I don't have electricity so I can't see the books.....2 I don't have time 3 Other (specify).....4	

NO.	QUESTIONS AND SORTERS	CODING CATEGORIES	SKIP TO
119	How long do you typically keep the books you take home from school? <i>Mabuku omwe umatenga kuchokera ku sukulu umakhala nawo nthawi yayitali bwanji kunyumbako?</i>	Less than a day..... 1 1 day 2 2-3 days 3 1 week 4 2-3 weeks.....5 I keep the book 6	
120	Why do you keep the books at home? <i>Mchifukwa chiyani sunabwenze mabukuwa?</i> (Skip to 121)	Afraid to lose the book 1 Lost the book.....2 Was given the book to keep.....3 Other (specify) 4	

SECTION D: FEELINGS ABOUT SCHOOL

121	What do you like about coming to school? <i>Kodi ndi chiyani chomwe chimakusangalatsa kuti uzibwera ku sukulu?</i> (Multiple responses possible)	Seeing my friends. 1 Learning new things.....2 Seeing my teacher 3 School meals.....4 I like everything. 5 Other (specify) 6 I don't like anything 7	
122	What do you not like about coming to school? <i>Kodi ndi chiyani chomwe sichimakusangalatsa kubwera ku sukulu?</i> (Multiple responses possible)	Other children are mean. 1 It's boring.....2 I don't understand the lessons 3 The teacher is mean 4 There is no latrine or it's too dirty 5 I have to sit on the floor, no desk 6 I don't have textbooks 7 I am too tired 8 I am hungry 9 It's hard to pay attention.....10 I don't feel well. 11 Other children fight too much 12 I like everything 13 Other (specify) 14	

NO.	QUESTIONS AND SORTERS	CODING CATEGORIES	SKIP TO
123	How would you describe your Chichewa teacher's attitude towards the class? <i>Aphunzitsi ako a Chichewa ndi otani?</i>	Nice/happy. 1 Neutral/neither happy nor unhappy....2 Mean/unhappy 3	
124	How would you describe your English teacher's attitude towards the class? <i>Aphunzitsi ako a Chingelezi ndi otani?</i>	Nice/happy. 1 Neutral/neither happy nor unhappy....2 Mean/unhappy 3	
125	How much do you think you learn at school? <i>Ukuganiza kuti mumaphunzira mokwanira bwanji ku sukulu?</i>	Nothing.....0 Not much.....1 Some 2 A lot.....3	
126	How long does it take you to walk to school? <i>Umayenda nthawi yaitali bwanji kukafika ku sukulu?</i>	Less than 30 minutes.....1 30 minutes to 1 hour 2 More than an hour 3	
127	Do you feel safe walking to school? <i>Kodi sumaopa china chili chonse ukapita ku sukulu?</i> (If yes, skip to 129)	No.....0 Yes.....1	129
128	If you don't feel safe walking to school, what kind of things make you feel unsafe? <i>Ngati umaopa, ndi zithu ziti zomwe zimakuopya?</i> (Multiple responses possible. You <u>can</u> read the responses.)	Zilombo 1 Njoka.....2 Miseu yake ndiyovuta 3 Anthu achipongwe.....4 Anyamata ankhanza 5 Atsikana ankhanza.....6 Ndimaopa kusochera 7 Other (specify) _____ 8	
129	Do you get teased at school? <i>Kodi umavutisidwa ku sukulu?</i> (If no, skip to 131)	No.....0 Yes.....1	131
130	Who teases you at school? <i>Amene amakuvutisayo ndi ndani?</i> (Multiple responses possible. You <u>can</u> read the responses.)	Boys 1 Girls.....2 Teachers 3 Other (specify) _____ 4	

NO.	QUESTIONS AND SORTERS	CODING CATEGORIES	SKIP TO
131	Do you ever get punished at school? <i>Kodi umapasidwa zibalo ku sukulu?</i> (If no, skip to 134)	No.....0 Yes.....1	134
132	What do you get punished for? <i>Umlandila zibalo mukachita chiyani?</i> (Multiple responses are possible)	Making noise 1 Showing up late 2 Fighting with other children 3 Answering a question incorrectly. 4 Not paying attention 5 Other (specify) 6	
133	How do you get punished? <i>Chimakhala chibalo chanji?</i> (Multiple responses are possible)	Sent out of classroom 1 Sweep classroom/school grounds 2 Corporal punishment 3 Kneel/stand on one leg for a long time.4 Bring grass or reeds.....5 Stay after school and do schoolwork .6 Other (specify) 7	

SECTION E: GENERAL HEALTH AND SEXUAL AND REPRODUCTIVE HEALTH

134	How often did you miss school because you were sick during this academic year? <i>Chaka chino wajomba kangati ku sukulu chifukwa chodwala?</i>	Almost never 1 Occasionally 2 A lot 3	
135	How often did you miss school because someone in your family was sick during this academic year? <i>Chaka chino wajomba kangati ku sukulu chifukwa choti wina wadwala ku nyumba?</i>	Almost never 1 Occasionally 2 A lot 3	
136	Where do you go to seek care when you are sick? <i>Mukadwala, mumapita kuti kukalandila chithandizo?</i> (Multiple responses allowed)	Health clinic 1 Hospital 2 Traditional healer 3 Nowhere, I stay home 4 Other (specify) 4	
137	How often have you visited a health clinic this academic year? <i>Chaka chino wapitapo kuchipatala kangati utadwala?</i>	Almost never 1 Occasionally 2 A lot 3	

NO.	QUESTIONS AND SORTERS	CODING CATEGORIES	SKIP TO
138	Have you ever seen the doctor or nurse or visited a health clinic for a sexual or reproductive health service in this academic year? <i>Kodi mchaka chino wakumanako ndi dokotala kapena namwino kapena kupita kuchipatala kukalandila chithandizo chokhuzana ndi kugonana ndi uchembele wabwino?</i> (If no, skip to question 141)	No.....0 Yes.....1	141 140 for boys
139	FOR GIRLS ONLY: What sexual reproductive health services did you seek? <i>Ndi thandizo lanji lokhuza kugonana ndi uchembele wabwino lomwe umafuna kukalandira ku malo amenewa?</i> (Do not read answers)	Family planning 1 Condoms.....2 Emergency contraception 3 Menstrual pain.....4 Post-gender-based violence care 5 Safe abortion.....6 Cervical screening.....7 Sexually transmitted infection 8 Other 9	
140	FOR BOYS ONLY: What sexual reproductive health services did you seek? <i>Ndi thandizo lanji lokhuza ndi kugonanalomwe umakafuna kulandira ku malo amenewa?</i> (Do not read answers)	Safe sex education.....1 Male condoms.....2 Sexually transmitted infection 3 Post-gender-based-violence care 4 Male circumcision.....5 Self-testicular examination.....6 Pregnancy prevention 7 Other (specify) 8	
141	In the past academic year, have you used any Youth-Friendly Health Services (YFHS)? <i>Kodi chaka chatha wapitako ku malo othandiza achinyamata pa nkhani zogonana komanso uchembele wabwino?</i> (If no, skip to question 144)	No.....0 Yes.....1	144
142	Who referred you to this service? <i>Amene anakutumizani malo amenewa ndi ndani?</i>	Teacher 1 Mothers' group 2 Relative 3 Religious leader 4 Friends 5 Other (specify) 6	

NO.	QUESTIONS AND SORTERS	CODING CATEGORIES							SKIP TO
143	How satisfied were you with the referral process? <i>Unakhutira nayo bwanji njira yomwe anagwilisa ntchito pokutumizila ku malo amenewa?</i>	Very unsatisfied 1 Unsatisfied 2 Very satisfied.....3 Satisfied 4							
144	Are there any health problems (diseases) you are worried about for yourself? <i>Pali matenda aliwonse omwe umaopa pa moyo wako?</i> (If no, skip to 146)	No.....0 Yes.....1							146
145	What health problems (diseases) are you most worried about? <i>Ndi matenda anji amene umawaopa?</i>	HIV/AIDS.....1 Gonorrhoea (chizonono/mabomu) 2 Malaria 3 Syphilis (Chindoko) 4 TB.....5 Diarrhoea 6 Other (specify) 7							
146	Who would you feel most comfortable discussing the following issues with? <i>Amene ungathe kumasuka naye kukambirana nkhani izi ndi ndani?</i> (Read list below one by one and tick one response for each item)	Parent ... 1	Friend ... 2	Older sibling ... 3	Teacher ... 4	Health worker ... 5	Religious leader ... 6	Grandparent ... 7	Other (specify)
147	FOR GIRLS: Menstruation [kusamba (nsambo)] FOR BOYS: Wet dream [kutuluka umuna usiku pogona/kuziloteru]								
148	Body changes [kusintha kwa thupi]								
149	Sexual feelings [zilakolako za zagonana]								
150	When to start having sex [nthawi yoyenera kuyamba kugonana]								
151	Kissing [kupsopsonana]								
152	Dating [kupanga chibwenzi]								
153	How pregnancy occurs [mmene munthu amatengela mimba (pathupi)]								
154	Childbirth [zaubeleki]								
155	Sexually transmitted infections (STIs) [matenda opatsilana pogonana]								
156	HIV and AIDS								

NO.	QUESTIONS AND SORTERS	CODING CATEGORIES			SKIP TO
	Are these statements true or false? <i>Kodi izi ndi zoonza kapena zabodza?</i> (Read out the statements one at a time)	True = 1	False = 2	Don't know = 3	
157	A woman can become pregnant at first intercourse. <i>Mzimayi angathe kutenga pathupi ngakhale kuli koyamba kugonana ndi mwamuna.</i>				
158	A man cannot have children at 50 years. <i>Mzibambo sangakhale ndi mwana ali ndi zaka 50.</i>				
159	For a man/boy, sperm is released during intercourse. <i>Mzibambo kapena mnyamata amatulusa umuna nthawi yagonana.</i>				
160	For a girl, going through puberty, breasts become bigger. <i>Kwa m'tsikana, akatha msinkhu mabele amakula.</i>				
161	For a girl, going through menstruation is a normal part of puberty. <i>Kwa m'tsikana, kusamba ndi mchitidwe omwe umachitika akatha msinkhu.</i>				
162	For a girl going through puberty, hair grows under the armpits and private parts. <i>Tsikana akatha msinkhu tsitsi limamela kunkhwapa komanso kumaliseche.</i>				
163	For a boy going through puberty, facial hair starts to grow. <i>Mnyamata akatha msinkhu ndevu zimayamba kumela.</i>				
164	For a boy going through puberty, testicles and penis get bigger. <i>Mnyamata akatha msinkhu maliseche amakula.</i>				
165	For a boy going through puberty, voice becomes deeper. <i>Mnyamata akatha msinkhu amayamba kulankhula besi.</i>				
166	Have you heard of sexually transmitted infections (STIs)? (Explain: STIs are infections/diseases one can get from having sex.) <i>Munamvako za matenda opatsilana pogonana?</i> (If no, skip to 172)	No.....0 Yes.....1			172

NO.	QUESTIONS AND SORTERS	CODING CATEGORIES	SKIP TO
167	What types of infections/diseases do you know that one can get from having sex? (STIs) <i>Ndi matenda anji omwe mukuwadziwa opatsilana pogonana?</i> (Do not read list. Multiple responses are possible.)	HIV/AIDS.....1 Gonorrhoea.....2 Syphilis.....3 Herpes (HPV).....4 Hepatitis B.....5 Chancroid.....6 Chlamydia 7 Candidiasis.....8 Genital warts. 9 Other (specify) 10	
168	Do you know of any of the signs and symptoms that indicate the presence of STI in men? If yes, what are they? <i>Mukudziwako zizindikilo zosonyeza kuti mzibambo ali ndi matenda opatsilana pogonana? Tchulani zizindikilozi.</i> (Do not read list. Multiple responses are possible.)	Discharge from the penis 1 Pain during urination 2 Wounds/sores in the genital area.....3 Other (specify) 4 Don't know 9999	
169	What are the signs and symptoms that indicate the presence of STI in women? If yes, what are they? <i>Mukudziwako zizindikila zosonyeza kuti mzimayi ali ndi matenda opatsilana pogonana? Tchulani zizindikilozi.</i> (Do not read list. Multiple responses are possible.)	Burning or itching during urination 1 Red itchy genital area 2 Smelly vaginal discharge. 3 Bleeding between periods.....4 Other (specify) 5 Don't know 9999	
170	How do people protect themselves from STIs? <i>Anthu amadziteteza bwanji ku matenda opatsilana pogonana?</i> (Do not read list. Multiple responses are possible.)	Using condoms 1 Going for a test to rule out STIs before having sexual intercourse 2 Abstinence. 3 Being faithful to one's partner.....4 Other (specify) 5 Don't know 9999	
171	Where can people go for treatment if they have an STI? <i>Anthu angapeze thandizo kuti atapezeka ndi matenda opatsilana pogonana?</i> (Do not read list. Multiple responses are possible.)	Pharmacy 1 Hospital or clinic.....2 Traditional healer. 3 Other (specify) 4 Don't know 9999	

NO.	QUESTIONS AND SORTERS	CODING CATEGORIES	SKIP TO
172	Have you ever heard of HIV and AIDS? <i>Munamvako za kachilombo ka HIV ndi AIDS?</i> (If no, skip to 192)	No.....0 Yes.....1	192
173	Where did you hear about HIV and AIDS? <i>Unamvela kuti zokhuza kachilombo ka HIV ndi matenda AIDS?</i> (Do not read list. Multiple responses possible.)	Hospital 1 Radio.....2 Teacher 3 Video and film. 4 Drama and songs 5 Friends 6 Relatives. 7 Television.....8 Other (specify) 9	
174	How do you think HIV can be transmitted? <i>Kodi kachilombo ka HIV amapatsilana mu njila zANJI?</i> (Do not read list. Multiple responses possible.)	Sexual intercourse 1 Contaminated blood (blood transfusion/sharing needles/razors)...2 Mother to child.....3 Other (specify) 4	
175	If you wanted to get tested for HIV, where would you go? <i>Kodi Utafuna kukayezetsa kachilombo ka HIV, ukhoza kupita kuti?</i>	Health clinic.....1 VCT mobile clinic 2 Traditional healer. 3 Other (specify) 4 Don't know 9999	
176	Have you ever had an HIV test? <i>Kodi unayamba wayezetsapo kuti udziwe ngati uli ndi kachilombo ka HIV?</i> (If yes, go to 178)	No.....0 Yes.....1	178

NO.	QUESTIONS AND SORTERS	CODING CATEGORIES			SKIP TO
177	Why have you not gone for an HIV test? <i>Mchifukwa chiyani suunayezetsepo kachilombo ka HIV?</i> (Do not read list. Multiple responses possible.)	I have never had sex 1 Voluntary counseling and testing not available in the community.....2 Trusts his or her partner.....3 Afraid of living a stressful life if found I am HIV positive 4 Not currently sexually active (but have had sex previously) 5 Uses condoms consistently.....6 Believes HIV tests are not always accurate. 7 Other (specify) 8			
	For 178-185: For the following questions, please answer (Yes/No/Unsure) to whether you think people can get HIV from each of the sources I list: <i>Mafunso otsatilawa mudiwuze ngati mukuganiza kuti anthu atha kutenga kachilombo ka HIV kudzela njira izi:</i> (READ OUT THE LIST)	Yes = 1	No = 0	Unsure = 3	
178	Mosquito bites [<i>kulumidwa ndi udzudzu</i>]				
179	Sharing clothes/bedding [<i>kubwelekana zovala kapena zofunda</i>]				
180	Drinking from the same glass [<i>kumwela kapu imodzi ndi ali ndi kachilombo ka HIV kapena akudwala AIDS</i>]				
181	Holding hands with someone with HIV or AIDS [<i>kugwirana manja ndi munthu yemwe ali ndi kachilombo ka HIV kapena akudwala AIDS</i>]				
182	Shaking hands with someone with HIV or AIDS [<i>kupatsana moni wapadzanja ndi munthu yemwe ali ndi kachilombo ka HIV kapena akudwala AIDS</i>]				
183	Sharing soap with someone with HIV or AIDS [<i>kubwelekana sopo ndi munthu oti ali ndi kachilombo ka HIV kapena akudwala AIDS</i>]				
184	Bathing in the same water with someone with HIV or AIDS [<i>kusamba limodzi ndi munthu oti ali mkachilombo ka HIV kapena akudwala AIDS</i>]				
185	Witchcraft [<i>muufiti</i>]				
186	Is it possible for a healthy-looking person to have HIV? <i>Kodi ndizotheka munthu ooneka wa thanzi kukhala ndi kachilombo ka HIV?</i>	No.....0 Yes.....1			

NO.	QUESTIONS AND SORTERS	CODING CATEGORIES	SKIP TO
187	How do people reduce the risk of HIV transmission? <i>Anthu amachepetsa bwanji chiopyezo chopatsilana kachilombo ka HIV?</i> (DO NOT READ THE LIST)	Using a condom 1 Abstaining from sex.....2 Limiting sexual partners to one 3 Other (specify) 4 Circumcision 5	
188	Is it possible to cure AIDS? <i>Kodi ndikotheka kuchilisa matenda a AIDS?</i> (If no, skip to 190)	No.....0 Yes.....1 Don't know. 9999	190
189	How do you think AIDS can be cured? <i>Kodi mukuganiza kuti matenda a AIDS tingaachize bwanji?</i>	Traditional herbs. 1 Modern medicine.....2 Other (specify) 3 Don't know. 9999	
190	If someone is HIV positive, is there anything that can be done to reduce the virus in the body? <i>Ngati munthu ali ndi kachilombo ka HIV, pali china chili chonse chingachitike kuti tichepetse chiwelengelo cha tizilombo mnthupi mwake?</i> (If no, skip to 192)	No.....0 Yes.....1 Don't know. 9999	192
191	What can be done to reduce the virus in the body of someone who is infected? <i>Chingachitike ndi chiyani kuti tichepetse chiwelengelo cha kachilombo mnthupi mwake?</i> (DO NOT READ THE LIST)	Anti-retroviral drugs.....1 Herbal treatment 2 Other (specify) 3 Don't know. 9999	
192	Have you ever had sexual intercourse with another person? <i>Munayamba mwagonanapo ndi munthu?</i> (If yes, skip to 194)	No.....0 Yes.....1	194
193	Have you ever had any type of sexual contact with another person? <i>Kodi munayamba mwakisanapo, kususitana, mwagwiranagwiranapo mkhosi, mabele, matako, miyendo kaya kumaliseche ndi munthu?</i>	No.....0 Yes.....1	

NO.	QUESTIONS AND SORTERS	CODING CATEGORIES	SKIP TO
194	Do you know of any contraceptive methods (methods to prevent pregnancy)? <i>Kodi pali njila iliyonse ya kulela yomwe ukuziwa?</i> (If no, skip to 199)	No.....0 Yes.....1	199
195	Name all the contraceptive methods you know. <i>Tchulani njila zonse zakulela zomwe mukuziwa?</i> (Do not read list. Multiple responses possible.)	Condom.....1 Injectables (Depo) 2 Pill 3 Foaming tablets.....4 Withdraw 5 IUD 6 Diaphragm.....7 Sterilization (male/female).....8 Rhythm 9 Other (specify) 10	
196	What are some of the methods you have used to prevent pregnancy when having sex? <i>Ndi njila ziti zomwe unagwilisapo ntchito pofuna kupewa mimba nthawi yomwe umagonana?</i> (Do not read list. Multiple responses possible.)	Condom.....1 Injectables (Depo) 2 Pill 3 Foaming tablets.....4 Withdraw 5 IUD 6 Diaphragm.....7 Sterilization (male/female).....8 Rhythm 9 Other (specify) 10	
197	What type of contraceptive, if any, did you use the last time you had sex? <i>Nthawi yomwe munagonana komaliza, munagwilisila ntchito njila yanji yakulela?</i> (If none, skip to 199)	Condom.....1 Injectables (Depo) 2 Pill 3 Foaming tablets.....4 Withdraw 5 IUD 6 Diaphragm.....7 Sterilization (male/female).....8 Rhythm 9 None.....10 Other (specify) 11	199

NO.	QUESTIONS AND SORTERS	CODING CATEGORIES	SKIP TO
198	Where did you get it/them from? <i>Unazitenga kuti njila za kulela zimenezi?</i>	Have never used 0 Hospital/clinic 1 Shop.....2 Pharmacy 3 Friend 4 Other (specify) 5	
199	Typically, where can a person get a condom? <i>Kawirikawiri munthu amatenga kuti makondomu?</i> (Multiple responses possible)	Hospital/clinic 1 Shop.....2 Pharmacy 3 Friend 4 Other (specify) 5 Don't know. 9999	
200	Do you plan on using a condom in the future? <i>Ukuganizira zogwilitsa ntchito makondomu mtsogolo muno?</i> (If yes, go to 202)	No.....0 Yes.....1 Not sure.....2	202
201	Why will you not use a condom in the future? <i>Mchifukwa chiyani sungazagwilisile ntchito makondomu msongolo muno?</i>	Fear that condom might break 1 Fear that condom may have holes and therefore not safe 2 May make sex unpleasurable 3 Partner may suspect promiscuity 4 Condoms not readily available 5 Other (specify) 6	

SECTION F: WASH

202	Is there always water available for drinking at school? <i>Kodi madzi akumwa amapezeka nthawi zonse kusukulu kwanu?</i>	No.....0 Yes.....1	
203	Is there always water available for handwashing at school? <i>Madzi osamba mmanja amapezeka nthawi zonse kusukulu kwanu?</i>	No.....0 Yes.....1	
204	Is the water pump/tap sometimes broken? <i>Mpopi kapena mjigo wanu nthawi zina umaonongeka?</i>	No.....0 Yes.....1	

NO.	QUESTIONS AND SORTERS	CODING CATEGORIES	SKIP TO
205	Can you get a drink of water anytime you want at school? <i>Kodi nthawi zonse wafuna madzi ku sukulu kwanu, umawapeza?</i>	No.....0 Yes.....1	
206	Can you go to the toilet whenever you want, including during class? <i>Umantha kupita ku chimbudzi nthawi iliyonse yomwe ukufuna ngakhale nthawi ya kalasi?</i>	No.....0 Yes.....1	
207	Are the toilets ever locked? <i>Zimbuzi zanu zimakhala zolokedwapo/zokiyidwapo/zokhomedwapo?</i>	No.....0 Yes.....1	
208	At recess/lunch/breaks, are there queues for the toilets? <i>Kodi nthawi ya pa break, ku chimbudzi kumakhala mzere wodikilira kulowa mu chimbudzimo?</i>	No.....0 Yes.....1	
209	Does everybody always get a chance to use the toilet? <i>Kodi aliyense amakhala ndi mwai ogwiritsa ntchito chimbudzicho?</i>	No.....0 Yes.....1	
210	Do you use the school toilet? <i>Mumagwilisa ntchito zimbuzi za pa sukulu?</i>	No.....0 Yes.....1	
211	Do you feel comfortable using the school toilet? <i>Umakhala omasuka kugwirisa ntchito zimbuzi za pa sukulu?</i> (If yes, skip to 213)	No.....0 Yes.....1	213
212	Why do you not feel comfortable using the school toilet? <i>Nchifukwa chiyani suukhala omasuka kugwilitsira ntchito chimbuzi cha pa sukulu?</i>	There is no privacy 1 It is not clean 2 Boys/girls will see me.....3 There is no water 4 Toilet too close to classrooms.....5 Toilet location is not safe.....6 Other (specify) 7	
213	Are the toilets at school nicer than the toilets at home? <i>Kodi zimbuzi za ku sukulu ndi zabwino kuposa cha kunyumba kwanu?</i>	No.....0 Yes.....1	

NO.	QUESTIONS AND SORTERS	CODING CATEGORIES	SKIP TO
214	Do you ever use the bush/wall/yard instead of the toilet/urinal? <i>Kodi umazithandizapo patchile kapena kukodzela khoma mmalo mwa kuchimbudzi?</i>	No.....0 Yes.....1	
215	Do you ever see bullying at the toilets? <i>Kodi umaonako wina akuzunzidwa ku chimbuzi monga kumenyedwa, kukankhidwa, kukwapulidwa, kutsinidwa ndi zina?</i>	No.....0 Yes.....1	

QUESTIONS FOR GIRLS ONLY

216	Does anyone ever bother you when you are in the toilet? <i>Kodi alipo aliyense yemwe amakuvutisa ukakhala muchimbudzi?</i> (If no, skip to 218)	No.....0 Yes.....1	218
217	Who bothers you when you go to the toilet? <i>Amakuvutisa ndani ukakhala muchimbudzi?</i>	Boys 1 Girls.....2 Teachers 3 Other (specify) 4	
218	What could be done to improve your privacy at school toilets? <i>Chingachitike ndi chiyani pofuna kuti usamaoneredwe mu zimbudzi zapasukulu panu?</i>		
219	Would you like school better if the toilets were more private? <i>Kodi ungaikonde sukulu kwambiri utati ukulowa m'chimbudzi choti sukuoneredwa?</i>	No.....0 Yes.....1	

QUESTIONS REGARDING MENSTRUATION

220	Have you started menstruating? <i>Kodi unatha msinkhu? / Unayamba kusamba?</i> (If no, end here)	No.....0 Yes.....1	END
221	Do you come to school when you are menstruating? <i>Kodi Umabwela ku sukulu ukakhala kuti ukusambamo (uli ku mwezi)?</i> (If yes, skip to 224)	No.....0 Yes.....1	224

NO.	QUESTIONS AND SORTERS	CODING CATEGORIES	SKIP TO
222	What would make you want to come to school even when you are menstruating? <i>Chimene chimakupangitsa kubwela kusukulu ngakhale ukusambamo (uli ku mwezi) ndi chiyani?</i> (Prompt if necessary: security, private washing facilities, etc.)		
223	Would facilities for cleaning/disposing of sanitary napkins/rags at school make you want to come to school even while you are menstruating? <i>Kodi pasukulu panu patapezeka zipangizo zothandiza ukamasambamo ngati motaira nyanda ndi mapadi, kusamba m'manja, kuchapira, ungathe kumabwela kusukulu ngakhale ukusambamo (uli ku mwezi)?</i>	No.....0 Yes.....1	
224	What support do you have at home during menstruation? <i>Umalandila chisamaliro/ chithandizo chanji kunyumba ukakhala kuti ukusambamo (uli ku mwezi)?</i>		
225	Do the teachers teach you about what to do when you are menstruating? <i>Aphunzitsi anu amakuphunzitsani zoyenela kuchita mukakhala kuti mukusambamo? (muli ku mwezi)?</i>	No.....0 Yes.....1	

Thank you for your participation!

2017 Performance Evaluation of the Malawi Girls' Empowerment through Education and Health Activity (ASPIRE)

SCHOOL CHECKLIST

Preparation

This checklist should be completed during a tour of the school grounds after the head teacher questionnaire has been completed. The head teacher should accompany the enumerator on the school tour.

Introduction

If the checklist and tour are being completed with a respondent other than the Head Teacher Questionnaire respondent, conduct the introduction from the Head Teacher Questionnaire.

SECTION A: BACKGROUND INFORMATION

NO.	QUESTIONS AND SORTERS	CODING CATEGORIES
1	Date	__ / __ / __ DD / MM / YYYY
2	Enumerator's name	<i>Picklist corresponding to enumerator list</i>
3	Supervisor's name	<i>Picklist corresponding to supervisor list</i>
4	School name	<i>Piclist corresponding to school sample</i>
5	School EMIS ID	
6	Zone	<i>Picklist corresponding to zones</i>
7	District	Balaka 1 Machinga 2 Zomba.....3
8	Respondent is same as Head Teacher Questionnaire respondent	
9	IF NO TO 8: List respondent's type	

SECTION B: CHECKLIST

No.	Observed Conditions	Yes	No	Not applicable
	CONDITION OF SCHOOL PREMISES			
1	School surrounding is clean, without litter.			
2	School has rubbish dump/pit.			
3	School has productive environment (plantings/flowers/orchard/woodlot) to make the school more attractive.			
3b	School premises contains shaded areas for children outside.			
4	The school site is well drained.			
	SCHOOL INFRASTRUCTURE			
5	Are there classroom blocks for all classes (streams/sections)?			
5b	IF NO to 5: Are there outdoor shelters with shade that serve as classrooms?			
6	Buildings and classrooms have functioning locks.			
7	There are no broken windows.			
8	Most or all classrooms have enough desks for all learners.			
9	Classrooms appear to have a range of learning materials available—not simply years-old posters or paintings on the wall.			
10	Classrooms have space for teachers and learners to move around.			
10b	Classrooms have sufficient ventilation.			
11	Classrooms have sufficient light.			
12	Classrooms have electricity.			
13	There is a school (not classroom) library.			
	TEACHING AND LEARNING MATERIALS			
14	The school has library books (even if there is no library).			
15	The library appears to be well stocked.			

No.	Observed Conditions	Yes	No	Not applicable
16	The library appears to be actively used by learners and teachers.			
17	The books in the library are in good condition.			
18	Most textbooks appear to have been distributed to learners. <i>(Select “not applicable” if there are no textbooks in the school.)</i>			
20	A teachers’ lounge/room is available.			
21	Teachers’ lounge/room is in good condition.			
21b	Latrines are available specifically for teachers. <i>(If yes, please specify type in Q46–49.)</i>			
	WASH FACILITIES			
22a	The school has clean water available for learners to drink/wash their hands.			
22b	There are safe drinking water points outside each classroom.			
23	Latrines are available.			
24	Latrines have walls.			
25	Latrines have roof.			
26	Latrines are clean.			
27	Latrines are available specifically for girls. <i>(If yes, please specify type in Q46–49.)</i>			
28	Latrines are available specifically for boys. <i>(If yes, please specify type in Q46–49.)</i>			
29	Latrine is available specifically for children with special educational needs.			
30	Girls’ latrine is a respectful distance away from boys’ latrine.			
31a	Latrines have doors for privacy.			
31b	Entrance to latrines faces away from classroom block.			
32	Latrines can be locked from inside for safety and privacy.			

No.	Observed Conditions	Yes	No	Not applicable			
33	Latrines are available specifically for teachers.						
34	There are handwashing facilities in the school.						
35	Handwashing stations are next to latrines.						
36	There is soap or other handwashing supplies near the wash stand.						
37	The area is wet, indicating that the handwashing facility is functional.						
38	There is a reminder for handwashing near the latrine.						
39	All feces are deposited inside the pit.						
40	There is no fecal material around pit on floor.						
41	Wiping material is disposed of safely.						
42a	School has menstrual hygiene management facilities.						
42b	IF YES to 42a: Menstrual hygiene management facilities have an area for proper disposal of sanitary pads and/or other related materials.						
42c	IF YES to 42a: Menstrual hygiene management facilities include a private hand- and pad-washing facility (separate from handwashing station outside latrine).						
43	Latrine does not smell bad.						
44	There are cleaning items such as broom, scrub brush, etc., for the latrine.						
45	There are posters, other information, education, and communication (IEC) materials with hygiene messages on walls.						
46	Please list the number of toilet facilities, by type, available for boys, girls, and teachers at this school. (Type number for each type.)	Pit latrine	VIP	Skyloos	Arborloos	Other	Total
47	Boys						
48	Girls						
49	Teachers						

ANNEX 8B: ROUND 2 (QUALITATIVE) DATA COLLECTION TOOLS

2017 Performance Evaluation of the Malawi Girls' Empowerment through Education and Health Activity (ASPIRE)

SEMI-STRUCTURED INTERVIEW GUIDE: EXTERNAL STAKEHOLDERS AND PARTNERS

This guide will be adapted to answer questions for the following groups: private sector, mothers' groups, community-based organizations, nongovernmental organizations, development partners, and traditional and faith leaders.

Date:

Respondent's name:

Title/affiliation of respondent:

Contact information of respondent:

Interviewer(s):

School (if applicable):

Zone:

District:

Informed Consent

INTRODUCE YOURSELF AND PROJECT: Thank you very much for setting time aside for us today. My name is _____, and I am part of an evaluation team for the USAID-funded ASPIRE activity, which collaborates with the MoEST to improve adolescent girls' empowerment and achievement in upper primary and secondary schools through health and education.

INTRODUCE EVALUATION: This interview is part of the ASPIRE Performance Evaluation, which will assess how the project is proceeding in terms of its results. This is not an evaluation of your school, your performance, or the MoEST, and we will not be reporting on this school to anyone. I also want to tell you that I am not directly involved in any funding decisions for ASPIRE; I am here simply to gather information about the effectiveness of the project.

EXPLAIN CONFIDENTIALITY AND INFORMED CONSENT: Before we begin, we want to let you know that no information we gather during today's visit will be attributed to a specific school or person. All information used in the evaluation report will only be attributed to a general stakeholder group (e.g., teacher, head teacher, boy/girl learners, stakeholders in rural/urban areas or in district X) and this school will not be identified in any reports. Your participation is completely voluntary and you are free to stop the interview at any time or not to answer any questions, and this will not affect your relationship with ASPIRE or the MoEST.

CONFIRM TIME FRAME AND ASK PERMISSION TO RECORD: This interview will take about 60 minutes, and if you don't mind, I would like to take notes today on this tablet/computer.

ASK PERMISSION: Are you willing to participate?

- ☐ **YES, informed consent provided.** (If not provided, discontinue.)

ASK PERMISSION TO AUDIO RECORD: I would like to take an audio recording of this session to help ensure my notes are accurate. After I verify my notes, I will destroy the recording.

- ☐ **YES, consent provided to audio record.**
- ☐ **NO, consent not provided to audio record.** (Do not record; take written notes only.)

ANY QUESTIONS? Before we begin, do you have any questions about the interview?

Introduction/Background

1. Please tell me/us briefly how you have been engaged in ASPIRE activities working to improve girls' education and health since it began in December 2014.

2. What other activities are you engaged in outside of the ASPIRE project that help promote improvement in girls' education and health?

ASPIRE Design and Implementation

ASPIRE aims to improve educational achievement for girls in upper primary and secondary schools in Balaka, Machinga, and Zomba districts through three objectives:

- Improving reading skills for girls in upper primary school
- Increasing adoption of positive sexual and healthcare-seeking behaviors among youth
- Decreasing key structural and cultural barriers for girls.

We would like to explore the progress in these areas over the last 2 years, and whether and how ASPIRE has influenced that progress.

3. What progress, if any, has been made in improving girls' health and healthcare-seeking behaviors, particularly for girls in upper primary and secondary schools (ages 10–19), over the last 2 years?

Pakaza ziwili zapitazi pali kusitha kulikonse komwe kwachitika pakupititsa patsogolo nkhani zokhudza umoyo, ukhondo ndi makhalidwe abwino atsikana (Mu Standard 4 mpaka 8)?

Probe for changes in assessing sexual and reproductive health services, core HIV and violence prevention packages, referral systems, and risk-reduction strategies.

a) What contributed to this progress?

Chabweretsa kusithaku ndi chani?

Probe for key drivers of change, including key stakeholders driving those changes.

4. What role, if any, has ASPIRE played in this progress?

Nanga a ASPIRE athindizirapo pa kusithaku?

(If respondent responds with “none” or “I don’t know,” skip to Q5.)

Probe: What milestones have been achieved? Have results met expectations? Why or why not?

b) What might ASPIRE have done differently to enhance progress toward these outcomes?

Nanga a ASPIRE anakapanga chani chosiyana ndi zomwe anapangazi kuti zinthu zisithe?

5. What progress, if any, has been made in reducing other cultural and structural barriers to girls’ education for girls in upper primary and secondary schools (ages 10–19) in the past 2 years?

Pazaka ziwili zapitazi pali kusitha kulikonse komwe kwachitika kokhuza kuchepetsa zikhalidwe komonso zikhulupiliro zolepheretse kupititsa patsogolo maphunziro atsikana (Omwe ali mu Standard 4 mpaka 8)

Probe for changes in re-entry to school, hygiene and sanitation issues, cultural beliefs, teachers’ attitudes, community support, and so on.

a) What contributed to this progress?

Chabweretsa kusithaku ndi chani?

Probe for key drivers of change, including key stakeholders driving those changes.

6. What role, if any, has ASPIRE played in this progress?

Nanga a ASPIRE athindizirapo pa kusithaku?

Probe for support and engagement with traditional community leaders, parent-teacher associations (PTAs), school management committees (SMCs), district education managers (DEMs), and so on.

(If respondent responds with “none” or “I don’t know,” *skip to Q8.*)

a) What might ASPIRE have done differently to enhance progress towards these outcomes?

7. In your opinion, how successful has ASPIRE’s integrated model of addressing education, health, and other cultural barriers been in improving girls’ achievement in primary and secondary school?

M’maganizo anu ndinjira ziti zimene a ASPIRE anagwiliritsa ntchito pankhani yokhudza maphunziro, zaumoyo komanso zikhalidwe kuti maphunziro atsikana ku Primary ndi Secondary apite patsogolo?

a) What are some of the factors that enable this model to be successful?

Ndiziti zomwe zapangangitsa kuti zinthu ziyende bwino?

Probe for cross-sectoral collaboration.

b) What are some challenges that hinder the success of this model?

Ndizolephetsa ziti zomwe zapangitsa kuti zinthu zisayende bwino?

Probe for multiple funding streams from USAID (e.g., PEPFAR, DREAMS, Education, WASH).

Integrating with other USAID Partners: ASK ALL ZONES

In this section, we will discuss how ASPIRE has integrated with other partners to collaborate and coordinate to meet ASPIRE objectives.

8. How, if at all, has ASPIRE worked with other USAID development partners and projects to achieve their objectives?

Nanga ASPIRE yagwira bwanji ntchito ndi mabungwe ena kuti zolinga zawo zikwanilitsidwe?

Probe: Level and type of activities integrated, including coordinating school fairs, health activities, sanitation activities, and so on.

Probe for partnering with other projects including: EGRA/MERIT, SSDI Services, PSI, BLM, Dignitas, etc.

- a) **What factors have helped enhance this coordination and integration with other USAID development partners and projects?**

Chapangitsa kuti gwirizano wawo upite patsogolo?

Probe: Who are the key stakeholders and/or what are the design features or contextual factors that enhance success?

- b) **What factors have hindered coordination and integration with ASPIRE with other USAID development partners and projects?**

Nanga ndi zolepheretsa ziti zomwe zapangitsa kuti gwirizano usapite patsogolo?

Probe: Who are the key stakeholders and/or what are the design features or contextual factors that hinder success?

- c) **What opportunities are there to improve coordination and integration with other USAID development partners and projects in the future?**

Tili ndikuthereka kwanji komwe kungapatsitse kuti gwirizano wathu upitilize kupita patsogolo?

Probe for perceived benefits, challenges, and opportunities for better integration?

Engaging the Private Sector

9. **How has ASPIRE worked with the private sector [insert company name if interviewing private sector] to achieve its outcomes?**

Nanga ASPIRE yagwira bwanji ntchito ndi mabungwe omwe sali aboma ena kuti zolinga zawo zikwanilitsidwe?

Probe: Number and types of initiatives supported by private sector to support girls' education; income/resources generated from private sector firms in support of ASPIRE activities.

- a) **What factors enhance success in working with the private sector?**

Chapangitsa ndi chani kuti kagwilidwe kawo kantchito ndimabungwe omwe siaboma kayende bwino?

Probe for perceived benefits of this relationship.

b) What factors hinder success in working with the private sector?

Nanga chapangitsa ndi chani kuti kagwilidwe kawo kantchito ndimabungwe omwe siaboma kasayende bwino?

Probe for perceived challenges of this relationship.

c) What opportunities are there to improve coordination and integration with the private sector in the future?

Tili ndikuthereka kwanji kuti gwirizano wathu ndi mabungwe omwe saliaboma apitilize kupita patsogolo?

Probe for perceived benefits, challenges, and opportunities for better integration.

Project Successes, Challenges, and Lessons Learned

10. Please think of a time when you were really impressed by the work done by ASPIRE. Tell me the story of that time. Who was involved? What happened? What enabled that activity/project/event to be a success? What best practices can you share with me?

Taganizani nthawi yomwe inuyo munasangalitsidwa ndi ntchito zomwe ASPPIRE akugwira. Tandifotokozereni zomwe zinachitika? Ndipo panali ndani? Anathandizirapo ndi ndani kuti zochitikazo zitheke? Ndichani chomwe munaphunzirapo chomwe mungathe kundifokokozerana?

11. Overall, what lessons have been learned thus far from the ASPIRE activity?

Ndichani chomwe mwaphunzirapo chosiyana ndi program ya ASPIRE?

Looking Forward

Let's imagine it is December 2018 and there has been a vast improvement in achievement levels for girls in primary and secondary school: teenage pregnancy is reduced, the school dropout rate is reduced, and there is an increase in re-entry after pregnancy.

12. What needs to happen now to achieve that result?

Ndiye titani kuti zomwe tikunenazi/kukamba zikwanilitsidwe?

Probe for specifics in each category: education and literacy, adoption of sexual and reproductive health behaviors, reduction of structural/cultural barriers, better coordination, and so on.

Probe for who needs to be engaged to achieve those results.

13. What are the three most important things you would recommend that ASPIRE do, moving forward, to best contribute to this result? Why?

Mungandiuzeke zinthu zitatu zomwe inuyo mukuona kuti zingangitse kuwanitsira zomwe tikukambazi?

Conclusion

14. Is there anything else that you would like to add or suggest I/we ask about?

Muli ndi zoonjezera?

15. What questions do you have for me/us?

Muli ndi funso?

THANK YOU VERY MUCH FOR YOUR TIME AND INSIGHTS.

End audio recording.

INTERVIEWER NOTES

Reflect on and note thoughts about the following questions. Include any comments, impressions, or special information about the person or organization interviewed, or the interview process.

1. What were the most important or memorable statements the respondent made during the interview? OR What were the most salient points that came out of this interview?

2. What was the most compelling story the respondent shared?

3. Overall, what do you think was the most important to the respondent?

4. What did you learn that should be explored further?

5. What did you already know that this interview confirmed?

2017 Performance Evaluation of the Malawi Girls' Empowerment through Education and Health Activity (ASPIRE)

SEMI-STRUCTURED INTERVIEW GUIDE: GOVERNMENT OFFICIALS

This guide will be adapted to answer questions for district and central government officials, trainers, and other government representatives.

Date:

Respondent's name:

Title/Affiliation of respondent:

Contact information of respondent:

Interviewer(s):

School (if applicable):

Zone:

District:

Informed Consent

INTRODUCE YOURSELF AND PROJECT: Thank you very much for setting time aside for us today. My name is _____, and I am part of an evaluation team for the USAID-funded ASPIRE activity, which collaborates with the MoEST to improve adolescent girls' empowerment and achievement in upper primary and secondary schools through health and education.

INTRODUCE EVALUATION: This interview is part of the ASPIRE Performance Evaluation, which will assess how the project is proceeding in terms of its results. This is not an evaluation of your school, your performance, or the MoEST, and we will not be reporting on this school to anyone. I also want to tell you that I am not directly involved in any funding decisions for ASPIRE; I am here simply to gather information about the effectiveness of the project.

EXPLAIN CONFIDENTIALITY AND INFORMED CONSENT: Before we begin, we want to let you know that no information we gather during today's visit will be attributed to a specific school or person. All information used in the evaluation report will only be attributed to a general stakeholder group (e.g., teacher, head teacher, boy/girl learners, stakeholders in rural/urban areas or in district X) and this school will not be identified in any reports. Your participation is completely voluntary and you are free to stop the interview at any time or not to answer any questions, and this will not affect your relationship with ASPIRE or the MoEST.

CONFIRM TIME FRAME AND ASK PERMISSION TO RECORD: This interview will take about 60 minutes, and if you don't mind, I would like to take notes today on this tablet/computer.

ASK PERMISSION: Are you willing to participate?

- ☐ **YES, informed consent provided.** (If not provided, discontinue.)

ASK PERMISSION TO AUDIO RECORD: I would like to take an audio recording of this session to help ensure my notes are accurate. After I verify my notes, I will destroy the recording.

- ☐ **YES, consent provided to audio record.**
- ☐ **NO, consent not provided to audio record.** (Do not record; take written notes only.)

ANY QUESTIONS? Before we begin, do you have any questions about the interview?

Introduction/Background

1. Please tell me/us briefly how you have been engaged in ASPIRE activities working to improve girls' education and health since it began in December 2014?

2. What other activities are you engaged in outside of ASPIRE that help promote improvement in girls' education and health?

ASPIRE Design and Implementation

ASPIRE aims to improve educational achievement for girls in upper primary and secondary schools in Balaka, Machinga, and Zomba districts through three objectives:

- Improving reading skills for girls in upper primary school
- Increasing adoption of positive sexual and healthcare-seeking behaviors among youth
- Decreasing key structural and cultural barriers for girls.

We would like to explore the progress in these areas over the last 2 years, and whether and how ASPIRE has influenced that progress.

3. What progress, if any, has been made in improving girls' education in upper primary and secondary school (ages 10–19) over the last 3 years?

Pakaza ziwili zapitazi pali kusitha kulikonse komwe kwachitika kokhudzana ndi kupititsa patsogolo maphunziro atsikana mu ma Primary ndi ma Secondary School?

Probe for changes in reading levels, increase in school reading fairs and clubs, teachers' knowledge and training, and so on.

Probe for the most important changes.

b) What contributed to this progress?

Chabweretsa kusithaku ndi chani?

Probe for key drivers of change and key stakeholders involved.

4. What role, if any has ASPIRE played in this progress?

Nanga a ASPIRE athandizirapo pa kusithaku (kusitha kopititsa patsogolo maphuziro atsikana)?

(If respondent responds with “none” or “I don’t know,” skip to Q5.)

Probe: What milestones have been achieved? Have results met expectations? Why or why not?

a) What might ASPIRE have done differently to enhance progress toward these outcomes?

Nanga a ASPIRE anakapanga chani chosiyana ndi zomwe anapangazi kuti zinthu zisithe?

5. In your opinion, how successful has ASPIRE’s integrated model of addressing education, health, and other cultural barriers been in improving girls’ achievement in primary and secondary school?

M’maganizo anu ndinjira ziti zimene a ASPIRE anagwiliritsa ntchito pankhani yokhudza maphunziro, zaumoyo komanso zikhalidwe kuti maphunziro atsikana ku Primary ndi Secondary apite patsogolo?

a) What are some of the factors that enable this model to be successful?

Ndiziti zomwe zapangangitsa kuti zinthu ziyende bwino?

Probe for cross-sectoral collaboration.

b) What are some challenges that hinder the success of this model?

Ndizolephetsa ziti zomwe zapangitsa kuti zinthu zisayende bwino?

Probe for multiple funding streams from USAID (PEPFAR, DREAMS, Education, WASH, etc.)

Integrating with other USAID Partners: ASK ALL DISTRICTS

In this section, we will discuss how ASPIRE has integrated with other partners in order to collaborate and coordinate to meet ASPIRE objectives.

6. How, if at all, has ASPIRE worked with other USAID development partners and projects to achieve their objectives?

Nanga ASPIRE yagwira bwanji ntchto ndi mabungwe ena kuti zolinga zawo zikwanilitsidwe?

Probe for level and type of activities integrated, including coordinating school fairs, health activities, sanitation activities, and so on.

Probe for partnering with other projects (e.g., EGRA/MERIT, SSDI Services, PSI, BLM, Dignitas).

a) What factors have helped enhance this coordination and integration with other USAID development partners and projects?

Chapangitsa kuti gwirizano wawo upite patsogolo?

Probe: Who are the key stakeholders and/or what are the design features or contextual factors that enhance success?

b) What factors have hindered coordination and integration with other USAID development partners and projects?

Nanga ndi zolepheretsa ziti zomwe zapangitsa kuti gwirizano usapite patsogolo?

Probe: Who are the key stakeholders and/or what are the design features or contextual factors that hinder success?

c) What opportunities are there to improve coordination and integration with other USAID development partners and projects in the future?

Tili ndikuthereka kwanji komwe kungapatsitse kuti gwirizano wathu upitilize kupita patsogolo?

Probe for perceived benefits, challenges, and opportunities for better integration?

Coordinating with District Government Bodies

7. How has ASPIRE coordinated with district government officials to achieve their objectives?

Nanga aASPIRE amagwira bwanji ntchito ndi ogwira ntchito zaboma kuti zolinga zawo zikwanilitsidwe?

Probe: Alignment of project goals with district goals; engagement and coordination with MoEST, DEM, DEC, CEC, DWO, MOH, DHO, HAS, NAC in activities.

a) What factors helped enhance coordination and integration with government officials?

Chapangitsa kuti gwirizano wawo upite patsogolo?

Probe for perceived benefits of this coordination.

b) What factors hindered coordination and integration with government officials?

Nanga ndi zolepheretsa ziti zomwe zapangitsa kuti gwirizano usapite patsogolo?

Probe for perceived challenges of this coordination.

c) What opportunities are there to improve coordination and integration with government officials in the future?

Tili ndikuthereka kwanji komwe kungapatsitse kuti gwirizano wathu upitilize kupita patsogolo?

Probe for perceived benefits, challenges, and opportunities for better integration.

Cross-Cutting Issues

8. How, if at all, has ASPIRE used technology to achieve the project's goals?

Nanga ASPIRE agwiliratsa bwanji ntchito njira zamakono kuti akwanilitse zolinga zawo?

Probe: Mobile phones, tablets, or other devices to monitor services, share information, and so on.

c) What opportunities are there for increased use of technology to improve girls' education outcomes?

Pali tsogolo zinalililonse lomwe likusonyeza kuti maphunziro atsikana apita patsogolo kudzera pogwiritsa ntchito njira zamakonozi?

- d) What challenges are there for ASPIRE to increase use of technology to improve girls' education outcomes?**

Pali zolepheretsa zomwe a ASPIRE amakuna nazo pankhani yakagwilitsidwe ntchito kanjira za makono kuti maphunziro atsikana apite patsogolo?

- 9. How, if at all, has ASPIRE worked to increase institutional capacity of the organizations and individuals that support girls' empowerment, health, and education?**

Nanga a ASPIRE apangapo chani kuti mapungwe ena omwe akuthandiriza maphunziro atsikana komanso moyo wawo upite patsogolo?

Probe for activities carried out that increase the capacity of educational system teacher refresher training in reading and comprehension skills, efforts for capacity building of government officials, and so on.

- e) What opportunities are there for ASPIRE to further increase capacity of these individuals/institutions?**

ASPIRE alindikuthekera kwanji kuti mabungwe komanso anthu omwe akugwira nawo ntchito akhale okwanira/ambiri?

- f) What challenges are there for ASPIRE to increase capacity of these individuals/institutions?**

Nanga ndi zolepheretsa ziti zomwe ASPIRE akukumana nazo kuti mabungwe komanso anthu omwe akugwira nawo ntchito akhale okwanira/ambiri?

- 10. How, if at all, has ASPIRE worked to increase and strengthen policies for girls' education?**

Nanga a ASPIRE akugwirira ntchito popititsa ndikulimbingitsa ndondomeko zokhudza maphunziro atsikana?

- g) What opportunities are there for ASPIRE to strengthen education policies?**

Kodi ASPIRE alindikuthekera kwanji polimbikitsa ndondomeko ya maphunziro atsikana?

h) What challenges are there for ASPIRE in strengthening education policies?

Nanga ndi zolepheretsa ziti zomwe ASPIRE polimbikitsa ndondomeko ya maphunziro atsikana?

Project Successes, Challenges, and Lessons Learned

11. Please think of a time when you were really impressed by the work done by ASPIRE. Tell me the story of that time. Who was involved? What happened? What enabled that activity/project/event to be a success? What best practices can you share with me?

Taganizani nthawi yomwe inuyo munasangalitsidwa ndi ntchito zomwe ASPIRE akugwira. Tandifotokozereni zomwe zinachitika? Ndipo panali ndani? Anathandizirapo ndi ndani kuti zochitikazo zitheke? Ndichani chomwe munaphunzirapo chomwe mungathe kundifokokozerana?

12. Overall, what lessons have been learned thus far from the ASPIRE activity?

Ndichani chomwe mwaphunzirapo chosiyana ndi program ya ASPIRE?

Looking Forward

Let's imagine it is December 2018 and there has been a vast improvement in achievement levels for girls in primary and secondary school: teenage pregnancy is reduced, the school dropout rate is reduced, and there is an increase in re-entry after pregnancy.

13. What needs to happen now to achieve that result?

Ndiye titani kuti zomwe tikunenazi/kukamba zikwanilitsidwe?

Probe for specifics in each category: education and literacy, adoption of sexual and reproductive health behaviors, reduction of structural/cultural barriers, better coordination, etc.

Probe for who needs to be engaged to achieve those results

14. What are the three most important things you would recommend ASPIRE does moving forward to best contribute to this result? Why?

Mungandiuzeke zinthu zitatu zomwe inuyo mukuona kuti zingangitse kuwanitsira zomwe tikukambazi?

Conclusion

15. Is there anything else that you would like to add or suggest I/we ask about?

Muli ndi zoonjezera?

16. What questions do you have for me/us?

Muli ndi funso?

THANK YOU VERY MUCH FOR YOUR TIME AND INSIGHTS.

End audio recording.

INTERVIEWER NOTES

Reflect and note thoughts about the following questions. Include any comments, impressions, or special information about the person or organization interviewed or the interview process.

1. What were the most important or memorable statements the respondent made during the interview? OR What were the most salient points that came out of this interview?

2. What was the most compelling story the respondent shared?

3. Overall, what do you think was the most important to the respondent?

4. What did you learn that should be explored further?

5. What did you already know that this interview confirmed?

2017 Performance Evaluation of the Malawi Girls' Empowerment through Education and Health Activity (ASPIRE)

SEMI-STRUCTURED INTERVIEW GUIDE: SCHOOL STAFF

This guide will be adapted to answer questions for the following groups: teachers, head teachers.

Date:

Respondent's name:

Title/Affiliation of respondent:

Contact information of respondent:

Interviewer(s):

School (if applicable):

Zone:

District:

Informed Consent

INTRODUCE YOURSELF AND PROJECT: Thank you very much for setting time aside for us today. My name is _____, and I am part of an evaluation team for the USAID-funded ASPIRE activity, which collaborates with the MoEST to improve adolescent girls' empowerment and achievement in upper primary and secondary schools through health and education.

INTRODUCE EVALUATION: This interview is part of the ASPIRE Performance Evaluation, which will assess how the project is proceeding in terms of its results. This is not an evaluation of your school, your performance, or the MoEST, and we will not be reporting on this school to anyone. I also want to tell you that I am not directly involved in any funding decisions for ASPIRE; I am here simply to gather information about the effectiveness of the project.

EXPLAIN CONFIDENTIALITY AND INFORMED CONSENT: Before we begin, we want to let you know that no information we gather during today's visit will be attributed to a specific school or person. All information used in the evaluation report will only be attributed to a general stakeholder group (e.g., teacher, head teacher, boy/girl learners, stakeholders in rural/urban areas or in district X) and this school will not be identified in any reports. Your participation is completely voluntary and you are free to stop the interview at any time or not to answer any questions, and this will not affect your relationship with ASPIRE or the MoEST.

CONFIRM TIME FRAME AND ASK PERMISSION TO RECORD: This interview will take about 60 minutes, and if you don't mind, I would like to take notes today on this tablet/computer.

ASK PERMISSION: Are you willing to participate?

- ☐ **YES, informed consent provided.** (If not provided, discontinue.)

ASK PERMISSION TO AUDIO RECORD: I would like to take an audio recording of this session to help ensure my notes are accurate. After I verify my notes, I will destroy the recording.

- ☐ **YES, consent provided to audio record.**
- ☐ **NO, consent not provided to audio record.** (Do not record; take written notes only.)

ANY QUESTIONS? Before we begin, do you have any questions about the interview?

Introduction/Background

- 1. Please tell me/us briefly how you have been engaged in ASPIRE activities working to improve girls' education and health since it began in December 2014?**

- 2. What other activities are you engaged in outside of the ASPIRE that help to promote improvement in girls' education and health?**

ASPIRE Design and Implementation

ASPIRE aims to improve educational achievement for girls in upper primary and secondary schools in Balaka, Machinga, and Zomba districts through three objectives:

- Improving reading skills for girls in upper primary school
- Increasing adoption of positive sexual and healthcare-seeking behaviors among youth
- Decreasing key structural and cultural barriers for girls.

We would like to explore the progress in these areas over the last 2 years, and whether and how ASPIRE has influenced that progress.

- 3. What, if any, progress has been made in improving girls' education in upper primary and secondary school (ages 10–19) over the last 2 years?**

Pakaza ziwili zapitazi pali kusitha kulikonse komwe kwachitika kokhudzana ndi kupititsa patsogolo maphunziro atsikana mu ma Primary ndi ma Secondary School?

Probe for changes in reading levels, increase in school reading fairs and clubs, teachers' knowledge and training, and so on.

Probe for the most important changes.

- a) What contributed to this progress?**

Chabweretsa kusithaku ndi chani?

Probe for key drivers of change and key stakeholders involved.

4. What, if any, role has ASPIRE played in this progress?

Nanga a ASPIRE athandizirapo pa kusithaku (kusitha kopititsa patsogolo maphuziro atsikana)?

(If respondent responds with “none” or “I don’t know,” skip to Q5.)

Probe: What milestones have been achieved? Have results met expectations? Why or why not?

a) What might ASPIRE have done differently to enhance progress towards these outcomes?

Nanga a ASPIRE anakapanga chani chosiyana ndi zomwe anapangazi kuti zinthu zisithe?

5. In your opinion, how successful has ASPIRE’s integrated model of addressing education, health, and other cultural barriers been in improving girls’ achievement in primary and secondary school?

M’maganizo anu ndinjira ziti zimene a ASPIRE anagwiliritsa ntchito pankhani yokhudza maphunziro, zaumoyo komanso zikhalidwe kuti maphunziro atsikana ku Primary ndi Secondary apite patsogolo?

a) What are some of the factors that enable this model to be successful?

Ndiziti zomwe zapangangitsa kuti zinthu ziyende bwino?

Probe for cross-sectoral collaboration.

b) What are some challenges that hinder the success of this model?

Ndizolephetsa ziti zomwe zapangitsa kuti zinthu zisayende bwino?

Probe for multiple funding streams from USAID (e.g., PEPFAR, DREAMS, Education, WASH).

Integrating with other USAID Partners: ASK ALL DISTRICTS

In this section, we will discuss how ASPIRE has integrated with other partners in order to collaborate and coordinate to meet ASPIRE objectives.

6. How, if at all, has ASPIRE worked with other USAID development partners and projects to achieve their objectives?

Nanga ASPIRE yagwira bwanji ntchto ndi mabungwe ena kuti zolinga zawo zikwanilitsidwe?

Probe: Level and type of activities integrated including coordinating school fairs, health activities, sanitation activities, and so on.

Probe for partnering with other projects (e.g., EGRA/MERIT, SSDI Services, PSI, BLM, Dignitas).

a) What factors have helped enhance this coordination and integration with other USAID development partners?

Chapangitsa kuti gwirizano wawo upite patsogolo?

Probe: Who are the key stakeholders and/or what are the design features or contextual factors that enhance success?

b) What factors hindered coordination and integration with with other USAID development partners?

Nanga ndi zolepheretsa ziti zomwe zapangitsa kuti gwirizano usapite patsogolo?

Probe: Who are the key stakeholders and/or what are the design features or contextual factors that hinder success?

c) What opportunities are there to improve coordination and integration with other USAID development partners in the future?

Tili ndikuthereka kwanji komwe kungapatsitse kuti gwirizano wathu upitilize kupita patsogolo?

Probe for perceived benefits, challenges, and opportunities for better integration.

Coordinating with District Government Bodies

7. How has ASPIRE coordinated with district government officials to achieve their objectives?

Nanga aASPIRE amagwira bwanji ntchito ndi ogwira ntchito zaboma kuti zolinga zawo zikwanilitsidwe?

Probe: Alignment of project goals with district goals; engagement and coordination with MoEST, DEM, DEC, CEC, DWO, MOH, DHO, HAS, NAC in activities.

a) What factors enhance coordination with district government officials?

Chapangitsa kuti gwirizano wawo upite patsogolo?

Probe: Perceived benefits of this coordination.

b) What factors hinder coordination with district government officials?

Nanga ndi zolepheretsa ziti zomwe zapangitsa kuti gwirizano usapite patsogolo?

Probe: Perceived challenges of this coordination.

c) What opportunities are there to improve coordination and integration with district government officials in the future?

Tili ndikuthereka kwanji komwe kungapatsitse kuti gwirizano wathu upitilize kupita patsogolo?

Probe: Perceived benefits, challenges, and opportunities for better integration.

Cross-Cutting Issues

8. How, if at all, has ASPIRE used technology to achieve the project's goals?

Nanga ASPIRE agwiliratsa bwanji ntchito njira zamakono kuti akwanilitse zolinga zawo?

Probe: Mobile phones, tablets, or other devices to monitor services, share information, and so on.

a) What opportunities are there for increased use of technology to improve girls' education outcomes?

Pali tsogolo zinalililonse lomwe likusonyeza kuti maphunziro atsikana apita patsogolo kudzera pogwiritsa ntchito njira zamakonozi?

b) What challenges are there for ASPIRE to increase use of technology to improve girls' education outcomes?

Pali zolepheretsa zomwe a ASPIRE amakuna nazo pankhani yakagwilitsidwe ntchito kanjira za makono kuti maphunziro atsikana apite patsogolo?

9. How, if at all, has ASPIRE worked to increase institutional capacity of the organizations and individuals that support girls' empowerment, health, and education?

Nanga a ASPIRE apangapo chani kuti mapungwe ena omwe akuthandiriza maphunziro atsikana komanso moyo wawo upite patsogolo?

Probe for activities carried out that increase the capacity of educational system teacher refresher training in reading and comprehension skills, efforts for capacity building of government officials, etc.

a) What opportunities are there for ASPIRE to further increase capacity of these individuals/institutions?

Aspire alindikuthekera kwanji kuti mabungwe komanso anthu omwe akugwira nawo ntchito akhale okwanira/ambiri?

b) What challenges are there for ASPIRE to increase capacity of these individuals/institutions?

Nanga ndi zolepheretsa ziti zomwe ASPIRE akukumana nazo kuti mabungwe komanso anthu omwe akugwira nawo ntchito akhale okwanira/ambiri?

10. How, if at all, has ASPIRE worked to increase and strengthen policies for girls' education?

Nanga a ASPIRE akugwirira ntchito popititsa ndikulimbingitsa ndondomeko zokhudza maphunziro atsikana?

a) What opportunities are there for ASPIRE to strengthen education policies?

Kodi ASPIRE alindikuthekera kwanji polimbikitsa ndondomeko ya maphunziro atsikana?

b) What challenges are there for ASPIRE in strengthening education policies?

Nanga ndi zolepheretsa ziti zomwe ASPIRE polimbikitsa ndondomeko ya maphunziro atsikana?

Project Successes, Challenges, and Lessons Learned

11. Please think of a time when you were really impressed by the work done by ASPIRE. Tell me the story of that time. Who was involved? What happened? What enabled that activity/project/event to be a success? What best practices can you share with me?

Taganizani nthawi yomwe inuyo munasangalitsidwa ndi ntchito zomwe ASPIRE akugwira. Tandifotokozereni zomwe zinachitika? Ndipo panali ndani? Anathandizirapo ndi ndani kuti zochitikazo zitheke? Ndichani chomwe munaphunzirapo chomwe mungathe kundifokokozerana?

12. Overall, what lessons have been learned thus far from the ASPIRE activity?

Ndichani chomwe mwaphunzirapo chosiyana ndi program ya ASPIRE?

Looking Forward

Let's imagine it is December 2018 and there has been a vast improvement in achievement levels for girls in primary and secondary school: teenage pregnancy is reduced, school dropout rate is reduced, and there is an increase in re-entry after pregnancy.

13. What needs to happen now to achieve that result?

Ndiye titani kuti zomwe tikunenazi/kukamba zikwanilitsidwe?

Probe for specifics in each category: education and literacy, adoption of sexual and reproductive health behaviors, reduction of structural/cultural barriers, better coordination, and so on.

Probe for who needs to be engaged to achieve those results.

14. What are the three most important things you would recommend that ASPIRE do, moving forward, to best contribute to this result? Why?

Mungandiuzeke zinthu zitatu zomwe inuyo mukuona kuti zingangitse kuwanitsira zomwe tikukambazi?

Conclusion

15. Is there anything else that you would like to add or suggest I/we ask about?

Muli ndi zoonjezera?

16. What questions do you have for me/us?

Muli ndi funso?

THANK YOU VERY MUCH FOR YOUR TIME AND INSIGHTS.

End audio recording.

INTERVIEWER NOTES

Reflect on and note thoughts about the following questions. Include any comments, impressions, or special information about the person or organization interviewed or the interview process.

1. What were the most important or memorable statements the respondent made during the interview? OR What were the most salient points that came out of this interview?

2. What was the most compelling story the respondent shared?

3. Overall, what do you think was the most important to the respondent?

4. What did you learn that should be explored further?

5. What did you already know that this interview confirmed?

2017 Performance Evaluation of the Malawi Girls' Empowerment through
Education and Health Activity (ASPIRE)

**SEMI-STRUCTURED INTERVIEW GUIDE:
USAID AND ASPIRE STAFF**

Date:

Respondent's name:

Title/Affiliation of respondent:

Interviewer(s):

Informed Consent

INTRODUCE YOURSELF AND PROJECT: Thank you very much for setting time aside for us today. My name is _____, and I am part of an evaluation team for the USAID-funded ASPIRE activity, which collaborates with the MoEST to improve adolescent girls' empowerment and achievement in upper primary and secondary schools through health and education.

INTRODUCE EVALUATION: This interview is part of the ASPIRE Performance Evaluation, which will assess how the project is proceeding in terms of its results. I also want to tell you that I am not directly involved in any funding decisions for ASPIRE; I am here simply to gather information about the effectiveness of the project.

EXPLAIN CONFIDENTIALITY AND INFORMED CONSENT: Before we begin, we want to let you know that no information we gather during today's visit will be attributed to a specific school or person. All information used in the evaluation report will only be attributed to a general stakeholder group (e.g., teacher, head teacher, boy/girl learners, stakeholders in rural/urban areas or in district X) and this school will not be identified in any reports. Your participation is completely voluntary and you are free to stop the interview at any time or not to answer any questions, and this will not affect your relationship with ASPIRE or the MoEST.

CONFIRM TIME FRAME AND ASK PERMISSION TO RECORD: This interview will take about 60 minutes, and if you don't mind, I would like to take notes today on this tablet/computer.

ASK PERMISSION: Are you willing to participate?

- ☐ **YES, informed consent provided.** (If not provided, discontinue.)

ASK PERMISSION TO AUDIO RECORD: I would like to take an audio recording of this session to help ensure my notes are accurate. After I verify my notes, I will destroy the recording.

- ☐ **YES, consent provided to audio record.**
- ☐ **NO, consent not provided to audio record.** (Do not record; take written notes only.)

ANY QUESTIONS? Before we begin, do you have any questions about the interview?

Introduction/Background

- 1. Please tell me/us briefly how you have been engaged in ASPIRE activities working to improve girls' education and health since it began in December 2014?**

ASPIRE Design and Implementation

ASPIRE aims to improve educational achievement for girls in upper primary and secondary schools in Balaka, Machinga, and Zomba districts through three objectives:

- Improving reading skills for girls in upper primary school
- Increasing adoption of positive sexual and healthcare-seeking behaviors among youth
- Decreasing key structural and cultural barriers for girls.

We would like to explore the progress in these areas over the last 2 years, and whether and how ASPIRE has influenced that progress.

- 2. What, if any, progress has been made in improving girls' health and healthcare-seeking behaviors in upper primary and secondary schools (ages 10–19) over the last 2 years?**

Pakaza ziwili zapitazi pali kusitha kulikonse komwe kwachitika pakupititsa patsogolo nkhani zokhudza umoyo, ukhondo ndi makhalidwe abwino atsikana (Mu Standard 4 mpaka 8)?

Probe for changes in assessing sexual and reproductive health services, core HIV and violence prevention packages, referral systems, and risk reduction strategies.

- a) What has contributed to this progress?**

Chabweretsa kusithaku ndi chani?

Probe for key drivers of change, including key stakeholders driving those changes.

- b) What role, if any, has ASPIRE played in this progress?**

Nanga a ASPIRE athindizirapo pa kusithaku?

(If respondents responds with “none” or “I don’t know.” skip to QZ.)

Probe: What milestones have been achieved? Have results met expectations? Why or why not?

- c) **What might ASPIRE have done differently to enhance progress toward these outcomes?**

Nanga a ASPIRE anakapanga chani chosiyana ndi zomwe anapangazi kuti zinthu zisithe?

3. **What progress, if any, has been made in reducing other cultural and structural barriers to girls' education for girls in upper primary and secondary schools (ages 10–19) in the past 2 years?**

Pazaka ziwili zapitazi pali kusitha kulikonse komwe kwachitika kokhuza kuchepetsa zikhalidwe komanso zikhulupiliro zolepheretse kupititsa patsogolo maphunziro atsikana (Omwe ali mu Standard 4 mpaka 8)?

Probe for changes in re-entry to school, hygiene and sanitation issues, cultural beliefs, teacher's attitudes, community support, and so on.

- a) **What contributed to this progress?**

Chabweretsa kusithaku ndi chani?

Probe for key drivers of change, including key stakeholders driving those changes.

- b) **What role, if any, has ASPIRE played in this progress?**

Nanga a ASPIRE athandizirapo pa kusithaku (Kusitha zikhalidwezi)?

Probe for support and engagement with traditional community leaders, PTAs, SMCs, DEMs, etc. (If respondent responds with “none” or “I don’t know,” skip to Q9.)

4. **In your opinion, how successful has ASPIRE's integrated model of addressing education, health, and other cultural barriers been in improving girls' achievement in primary and secondary school?**

M'maganizo anu ndinjira ziti zimene a ASPIRE anagwiliritsa ntchito pankhani yokhudza maphunziro, zaumoyo komanso zikhalidwe kuti maphunziro atsikana ku Primary ndi Secondary apite patsogolo?

FOR USAID/ASPIRE staff: Particularly probe for discussion of integrating health, education and other cultural barriers, but also collaborating with other development programs, including key stakeholders driving those changes.

a) What are some of the factors that enable this model to be successful?

Ndiziti zomwe zapangangitsa kuti zinthu ziyende bwino?

Probe for cross-sectoral collaboration.

b) What are some challenges that hinder the success of this model?

Ndizolephetsa ziti zomwe zapangitsa kuti zinthu zisayende bwino?

Probe for multiple funding streams from USAID (e.g., PEPFAR, DREAMS, Education, WASH).

Integrating with other USAID Partners

In this section, we will discuss how ASPIRE has integrated with other partners in order to collaborate and coordinate to meet ASPIRE objectives.

5. How, if at all, has ASPIRE worked with other USAID development partners and projects to achieve their objectives?

Nanga ASPIRE yagwira bwanji ntchito ndi mabungwe ena kuti zolinga zawo zikwanilitsidwe?

Probe: Level and type of activities integrated including coordinating school fairs, health activities, sanitation activities, and so on.

Probe for partnering with other projects (e.g., EGRA/MERIT, SSDI Services, PSI, BLM, Dignitas).

a) What factors have helped enhance this coordination and integration with other USAID development partners and projects?

Chapangitsa kuti gwirizano wawo upite patsogolo?

Probe: Who are the key stakeholders and/or what are the design features or contextual factors that enhance success?

b) What factors hindered coordination and integration with ASPIRE with other USAID development partners and projects?

Nanga ndi zolepheretsa ziti zomwe zapangitsa kuti gwirizano usapite patsogolo?

Probe: Who are the key stakeholders and/or what are the design features or contextual factors that hinder success?

- c) What opportunities are there to improve coordination and integration in the future?**

Tili ndikuthereka kwanji komwe kungapatsitse kuti gwirizano wathu upitilize kupita patsogolo?

Probe for perceived benefits, challenges, and opportunities for better integration.

Coordinating with District Government Bodies

- 6. How has ASPIRE coordinated with district government officials to achieve their objectives?**

Nanga aASPIRE amagwira bwanji ntchito ndi ogwira ntchito zaboma kuti zolinga zawo zikwanilitsidwe?

Probe: Alignment of project goals with district goals; engagement and coordination with MoEST, DEM, DEC, CEC, DWO, MOH, DHO, HAS, NAC in activities.

- a) What factors enhance coordination with district government officials?**

Chapangitsa kuti gwirizano wawo upite patsogolo?

Probe for perceived benefits of this coordination.

- b) What factors hinder coordination with district government officials?**

Nanga ndi zolepheretsa ziti zomwe zapangitsa kuti gwirizano usapite patsogolo?

Probe for perceived challenges of this coordination.

- c) What opportunities are there to improve coordination and integration in the future?**

Tili ndikuthereka kwanji komwe kungapatsitse kuti gwirizano wathu upitilize kupita patsogolo?

Probe for perceived benefits, challenges, and opportunities for better integration.

Engaging the Private Sector

7. How has ASPIRE worked with the private sector *[insert company name if interviewing private sector]* to achieve its outcomes?

Nanga ASPIRE yagwira bwanji ntchito ndi mabungwe omwe sali aboma ena kuti zolinga zawo zikwanilitsidwe?

Probe: Number and types of initiatives supported by private sector to support girls' education, income/resources generated from private sector firms in support of ASPIRE activities.

a) What factors enhance success in working with the private sector?

Chapangitsa ndi chani kuti kagwilidwe kawo kantchito ndimabungwe omwe siaboma kayende bwino?

Probe for perceived benefits of this relationship.

b) What factors hinder success in working with the private sector?

Nanga chapangitsa ndi chani kuti kagwilidwe kawo kantchito ndimabungwe omwe siaboma kasayende bwino?

Probe for perceived challenges of this relationship.

c) What opportunities are there to improve coordination and integration with the private sector in the future?

Tili ndikuthereka kwanji kuti gwirizano wathu ndi mabungwe omwe saliaboma apitilize kupita patsogolo?

Probe for perceived benefits, challenges, and opportunities for better integration.

Cross-Cutting Issues

8. How, if at all, has ASPIRE used technology to achieve the project's goals?

Nanga ASPIRE agwiliratsa bwanji ntchito njira zamakono kuti akwanilitse zolinga zawo?

Probe: Mobile phones, tablets, or other devices to monitor services, share information, and so on.

- a) **What opportunities are there for increased use of technology to improve girls' education outcomes?**

Pali tsogolo zinalililonse lomwe likusonyeza kuti maphunziro atsikana apita patsogolo kudzera pogwiritsa ntchito njira zamakonozi?

- b) **What challenges are there for ASPIRE to increase use of technology to improve girls' education outcomes?**

Pali zolepheretsa zomwe a ASPIRE amakuna nazo pankhani yakagwilitsidwe ntchito kanjira za makono kuti maphunziro atsikana apite patsogolo?

Project Successes, Challenges, and Lessons Learned

9. **Please think of a time when you were really impressed by the work done by ASPIRE. Tell me the story of that time. Who was involved? What happened? What enabled that activity/project/event to be a success? What best practices can you share with me?**

Taganizani nthawi yomwe inuyo munasangalitsidwa ndi ntchito zomwe ASPPIRE akugwira. Tandifotokozereni zomwe zinachitika? Ndipo panali ndani? Anathandizirapo ndi ndani kuti zochitikazo zitheke? Ndichani chomwe munaphunzirapo chomwe mungathe kundifokozera?

10. **Overall, what lessons have been learned thus far from the ASPIRE activity?**

Ndichani chomwe mwaphunzirapo chosiyana ndi program ya ASPIRE?

Looking Forward

Let's imagine it is December 2018 and there has been a vast improvement in achievement levels for girls in primary and secondary school: teenage pregnancy is reduced, the school dropout rate is reduced, and there is an increase in re-entry after pregnancy.

11. **What needs to happen now to achieve that result?**

Ndiye titani kuti zomwe tikunenazi/kukamba zikwanilitsidwe?

Probe for specifics in each category: education and literacy, adoption of sexual and reproductive health behaviors, reduction of structural/cultural barriers, better coordination, and so on.

Probe for who needs to be engaged to achieve those results.

12. What are the three most important things you would recommend that ASPIRE do, moving forward, to best contribute to this result? Why?

Mungandiuzeke zinthu zitatu zomwe inuyo mukuona kuti zingangitse kuwanitsira zomwe tikukambazi?

Conclusion

13. Is there anything else that you would like to add or suggest I/we ask about?

Muli ndi zoonjezera?

14. What questions do you have for me/us?

Muli ndi funso?

THANK YOU VERY MUCH FOR YOUR TIME AND INSIGHTS.

End audio recording.

INTERVIEWER NOTES

Reflect on and note thoughts about the following questions. Include any comments, impressions, or special information about the person or organization interviewed or the interview process.

1. What were the most important or memorable statements the respondent made during the interview? OR What were the most salient points that came out of this interview?

2. What was the most compelling story the respondent shared?

3. Overall, what do you think was the most important to the respondent?

4. What did you learn that should be explored further?

5. What did you already know that this interview confirmed?

2017 Performance Evaluation of the Malawi Girls' Empowerment through
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**FOCUS GROUP DISCUSSION GUIDE:
COMMUNITY-BASED GROUPS**

Date:

Number of participants: _____ male _____ female

Interviewer:

Notetaker:

School:

Zone:

District:

Background for Data Collectors

ABOUT THIS FOCUS GROUP DISCUSSION: The evaluation team will use focus group discussions with organizations such as mothers' groups, community-based organizations (CBOs), nongovernmental organizations (NGOs), and community leaders to answer questions on ASPIRE's progress, achievements, challenges, and lessons learned for moving forward in the project.

The focus group will take up to 90 minutes, including setup and introduction.

Introduction

INTRODUCE YOURSELF AND PROJECT: Thank you very much for setting time aside for us today.

Tikuthokoza kwambiri chifukwa chitipatsa nhawi yanu kuti tikam, bilane.

My name is _____, and I am part of an evaluation team for the USAID-funded ASPIRE activity, which collaborates with the MoEST to improve adolescent girls' empowerment and achievement in upper primary and secondary schools through health and education.

Dzinala langa ndi, ndipo ndine mmodzi wa anthu amene akuchita kafukufuku wa ASPIRE, project yothandizidwa ndui USAID, imne imalumikizana ndi unduna wa maphunziro umene uma ukuyesetsa kupititsa patsogolo maphunziro atsikanammakalai kuyambira sitanade 5 kupta mtsogolo mpaka ku sekondale, kupyolera mmaphunziro komanso nkhani ya thanzi labwino. _____

INTRODUCE EVALUATION: This focus group discussion is part of the ASPIRE Performance Evaluation, which will assess how the project is proceeding in terms of its results. *Kukambilana kwathuku ndimbali imodzi ya kafukufu wokhudza ASPIRE imene itafufuze mmene bungweli likugwilira ntchito.*

This is not an evaluation of your school, your performance, or the MoEST, and we will not be reporting on this school to anyone.

Sikuweluza mmene sukulu yanu ikugwilira ntchito, kapena mmene inu mukugwilira ntchito, kapena mmene unduna wa maphunziro ukugwilira ntchito, ndipo stdizamuneneza wina aliyense.

I also want to tell you that I am not directly involved in any funding decisions for ASPIRE; I am here simply to gather information about the effectiveness of the project.

Ndikufuna ndikudziwitseninsu kuti sinditengaponso mbali ina iliyonse popeleka makobidi a bungwe limeneli, koma ndili paqno kuti ndingoyelera nawo nkhani zokhudzana ndikayendetse ka polojekiyi.

EXPLAIN CONFIDENTIALITY AND INFORMED CONSENT: Before we begin, we want to let you know that no information we gather during today's visit will be attributed to a specific school or person.

Tisanayambe kukambitsana, ndati ndikudziwitseni kuti nkhani zones tikambilane lero sidzalosera kwainu kapena sukulu imene mumagwila nnayo ntchito.

All information used in the evaluation report will only be attributed to a general stakeholder group (e.g., teacher, head teacher, boy/girl learners, stakeholders in rural/urban areas or in district X), and this school will not be identified in any reports.

Nkhani zones zimene titolere zikhudzana ndi gulu la anthu amene ali ndi chidwi pankhani ya maphunziro a atsikana, mwachitsanzo: aphuzitsi, a Head, mnyamata/mtsikana, kapena gulu lokondweretsedwa ndi nkhanayi kumadera akumidzi kapena mtauni) ndipo sukuluyo sidtidzayiwulula.

Your participation is completely voluntary. You are free to stop the interview at any time or not to answer any questions, and this will not affect your relationship with ASPIRE or the MoEST.

Ndikufuna kwanu kutenga nawo kapena kusatenga nawo mbali mukafukufukuyu, ndinu omasuka kuiya kutenga nawo mbali nthawi ina iliyonse kapena kusya kuyankha mafunso. Chiganizo choterechi sichidzapangitsa munthu udani wina ulionse pakati painu ndi ASPIRE kana unduna wamaphunziro.

There is no reward for participation and no penalty for non-participation.

Dziwani ich, simulandila mphotho ina iliyonse potenga mbali kapena chilango china chilichonse posatengapo mbali.

CONFIRM TIME FRAME AND ASK PERMISSION TO RECORD: This discussion will take about 90 minutes and, if you don't mind, I would like to take notes today on this tablet/computer.

Kukambilana kwathu kutenga nthawi zokwana ora limodzi ndimphimbi 30. Ndikupempheni kuti ndizilemba pakomputa yanga pamene tikucheza.

ASK PERMISSION: Are you willing to participate?

Kodi mukupeleka chilolezo choti ticheze nanu?

☐ **YES informed consent provided.** (If not provided, discontinue.)

Inde, ndapeleka chilolezo kuti mucheze nane.

ASK PERMISSION TO AUDIO RECORD: I would like to take an audio recording of this session in order to help ensure my notes are accurate.

Ndikupempha kuti ndijambule mau a zomwe tikambilane pano.

After I verify my notes, I will destroy the recording.
Ndikakamvetsera zokambilana kuti zafanana ndizimene ndimalemba ndidzafuta nkhani zonsezi.

- ☐ **YES, consent provided to audio record.**
Ndabvomela kuti mujambule zokambilana zathu.
- ☐ **NO, consent not provided to audio record.** (Do not record; take written notes only.)
Ndakana kuti mujambule zokambilana zathu.

ANY QUESTIONS? Before we begin, do you have any questions about this focus group discussion?

Mungakhale ndimafunso ena ali onse tisayambe zokambilana zathu?

Background

INSTRUCTIONS TO INTERVIEWER: As an introduction, have everyone go around and say their name and title. Ensure the setting is relaxed and comfortable for the participants, and that they understand this is not an evaluation of their performance but of the ASPIRE project overall. Record each person's name and affiliation. Tell everyone that we first want to understand how they have been involved with the ASPIRE project, but then will take a step back and ask about girls' education and empowerment more broadly.

1. First, let's understand your involvement with ASPIRE. What do you know about the ASPIRE activity? How have you been involved?

Tandiuzeni momwe inuyo mumagwirila ntchito ndi ASPIRE, mukudziwapo chani chokhudzana ndi project imeneyi?

Probe on personal involvement.

Project Implementation

2. What progress, if any, has been made in improving girls' learning and academic achievement in upper primary and secondary school over the last 2 years?

Pazaka ziwili zapitazi pali kusitha kulikonse komwe kwachitika kokhudzana ndi kupititsa patsogolo maphunziro atsikana mu ma Primary ndi ma Secondary School?

Probe for changes in reading levels, increase in school reading fairs and clubs, knowledge of teachers, school attendance, dropouts, and so on.

Probe for the most important changes.

a) What drove those changes?

Chabweretsa kusithaku ndi chani?

Probe for their specific roles and contribution made thus far, including their work with schools, students, and other development partners.

3. What role, if any, has ASPIRE played in those changes?

Nanga a ASPIRE athandizirapo pa kusithaku (kusitha kopititsa patsogolo maphuziro atsikana)?

Probe: Tasks carried out by ASPIRE; Have results met expectations? Why or why not?

a) What might have ASPIRE done differently to enhance progress toward these outcomes?

Nanga a ASPIRE anakapanga chiani chosiyana ndi zomwe anapangazi kuti zinthu zisithe?

4. What, if any, progress has been made in improving girls' health and healthcare-seeking behaviors in your community over the last 2 years?

Pakaza ziwili zapitazi pali kusitha kulikonse komwe kwachitika pakupititsa patsogolo nkhani zokhudza umoyo, ukhondo ndi makhalidwe abwino atsikana?

Probe for changes in assessing sexual and reproductive health services, girls attending school, dropout rates due to pregnancies.

Probe for use of Youth-Friendly Health Services, increase in HIV testing among students, number of pregnancies, referral services, and so on.

a) What drove this progress?

Chabweretsa kusithaku ndi chani?

Probe for key drivers of change: Who are the key stakeholders who might have influenced those changes?

b) What role, if any, has ASPIRE played in achieving this progress?

Nanga a ASPIRE athandizirapo pa kusithaku?

Probe: What tasks has ASPIRE carried out to achieve this progress? Have results met expectations? Why or why not?

c) What might ASPIRE have done differently to enhance progress toward these outcomes?

Nanga a ASPIRE anakapanga chani chosiyana ndi zomwe anapangazi kuti zinthu zisithe?

Probe: What have been their experiences, including challenges working with ASPIRE?

5. What progress, if any, has been made in reducing cultural and structural barriers to girls' education in the past 2 years?

Pazaka ziwili zapitazi pali kusitha kulikonse komwe kwachitika kokhuza kuchepetsa zikhalidwe komanso zikhulupiro zolepheretse kupititsa patsogolo maphunziro atsikana?

Probe: Probe for changes in sexual and reproductive health policies, HIV, gender and school safety, re-entry to school, hygiene and sanitation, cultural beliefs, teachers' attitudes, community support, violence (bullying and teasing among other forms), stigma and discriminatory practices, conflicting messages (double standards), and so on.

a) What drove this progress in girls' educational achievement?

Chabweretsa kusithaku ndi chani?

Probe for key drivers of change, with cultural and structural barriers, key stakeholders driving those changes, and so on.

b) What role, if any has ASPIRE played in progressing girls' educational achievement?

Nanga a ASPIRE athandizirapo pa kusithaku (Kusitha zikhalidwezi)?

Probe for tasks carried out by ASPIRE. Have results met expectations? Why or why not?

Coordination and Collaboration

FACILITATOR READ: Now, we want to learn a little more about how ASPIRE has coordinated with various actors to achieve their objectives. We are going to ask about each actor and factors that enhanced and hindered coordination based on your personal experience working with ASPIRE and other actors. ASPIRE has three main objectives:

- Improved reading skills for girls in upper primary school
- Increased adoption of positive sexual and healthcare-seeking behaviors among youth

- Decreased key structural and cultural barriers for girls.

6. How has ASPIRE coordinated with your organization to achieve its objective?

Nanga a ASPIRE amagwira bwanji ntchito ndi bungwe lanu kuti akwanilitse zolinga zawo?

Probe: Depending on stakeholders in the group, allow each stakeholder group to answer the following questions:

a) What factors enhance coordination?

Chabweretsa kusithaku ndi chani?

b) What factors hinder coordination?

Nanga a ASPIRE athandizirapo pa kusithaku (Kusitha zikhalidwezi)?

Looking Forward: Lessons Learned and Best Practices

Let's imagine it is December 2018 and ASPIRE has accomplished all of its objectives in upper primary and secondary schools in Balaka, Machinga, and Zomba districts:

- It has improved reading skills for girls in upper primary school.
- It has increased adoption of positive sexual and healthcare-seeking behaviors among youth.
- It has decreased key structural and cultural barriers for girls.

7. What needs to happen now to achieve that result?

Ndichani chomwe chikuyenera kuchitika kuti zimenezi zichitike?

Probe for specifics in each category: adoption of sexual and reproductive health behaviors, structural/cultural barriers.

8. What are the three most important things you would recommend that ASPIRE do, moving forward, to best contribute to this result? Why?

Mungandiuzeke zinthu zitatu zomwe inuyo mukuona kuti zingangitse kuwanitsira zomwe tikukambazi?

9. From your perspective, what are some best practices that have been learned from ASPIRE that you can share with me?

Mukuona kwanu ndintchito ziti zabwino zimene mwaphunzira kuchokera kwa ASPIRE zomwe mungathe kugawana nane?

Probe: What processes and practices can be replicated?

10. Overall, what lessons have been learned thus far from the ASPIRE activity?

Mwaphunzirapo chani kudzera ku ASPIRE?

11. What do you think will happen to ASPIRE activities once funding ends next year?

Kodi ntchito ayiyamba a ASPIREYI muganiza kuti idzapita mtsogolo bwanji ASPRE ikadzatha?

Probe: How sustainable do you think the ASPIRE activities are? Which activities will remain and which ones will end? Why?

Kodi machitachita a ASPREyawa tingadzawapitilize bwanji? Kodiameneadzatheretu ndiati? Nanga amene anfgadzapitilire ndiati? Fotokozani zifukwa zake.

Conclusion

12. Is there anything else that you would like to add or suggest I/we ask about?

Pali choonjezera?

13. What questions do you have for me/us?

Mungakhale ndi funso linalililonse?

THANK YOU VERY MUCH FOR YOUR TIME AND INSIGHTS.

FACILITATOR AND NOTETAKERS' NOTES

Reflect on and note thoughts about the following questions. Include any comments, impressions, or special information about the person or organization interviewed or the discussion process.

1. What were the most important or memorable statements the respondents made during the interview? OR What were the most salient points that came out of this discussion?

2. What was the most compelling story the respondents shared?
3. Overall, what do you think was the most important to the respondent?
4. What did you learn that should be explored further?
5. What did you already know that this discussion confirmed?

2017 Performance Evaluation of the Malawi Girls' Empowerment through Education and Health Activity (ASPIRE)

FOCUS GROUP DISCUSSION GUIDE: STUDENTS

Date:

Number of participants: _____ male _____ female

School:

Zone:

District:

Facilitator:

Notetaker:

Background for Data Collectors

ABOUT THIS FOCUS GROUP DISCUSSION: The evaluation team will use focus group discussions with the following student groups to answer questions on ASPIRE's progress, achievements, challenges, and lessons learned for moving forward in the project:

- Upper primary and secondary school boy students
- Upper primary and secondary girl students.

Focus group discussions will be conducted separately with boys and girls. Data collectors are responsible for taking the necessary additional measures (e.g., talking with teachers, parents, students) prior to starting data collection to ensure students feel comfortable discussing personal health and education topics. In addition to sex and age, socioeconomic status and any other cultural and religiously relevant factors will be taken into account when creating these discussion groups.

The focus group discussion will take up to 90 minutes, including setup and introduction.

To have a welcoming and comfortable environment for children, data collectors will conduct participatory focus groups, engaging the students in the interview process. The data collector will set up the room with six flipcharts, one for each stage of the ecological model (family, school, community, with one set for reaching, and one set for health). Data collector 1 will ask questions and record the answers on the flipchart, while data collector 2 takes notes on the conversations occurring in the room.

Introduction

INFORMED ASSENT: My name is _____ and I live in _____. I'd like to tell you a little about myself.

Dzina langa ndine ndipo ndimakhala ku Ndingakonde kukufotokozera za moyo wanga.

Number and ages of children; favorite sport, radio or television program, etc.

1. What do you like to do when you are not in school?

Kodi umakonda kuchita chiani ngati siuli ku sukulu?

Wait for response; if student is reluctant, ask Question 2, but if they seem comfortable, continue to verbal assent.

2. What games do you like to play?

Kodi ndi masewera otani amene umakonda kusewera?

VERBAL ASSENT – Read the following text clearly to the child:

Let me tell you why I am here today. I work with the Ministry of Education and this school was chosen to implement a program on reading. We are trying to understand how children learn how to read through this evaluation. This is not part of your school work and you will not get any grade. You were picked by chance, but we are inviting you to take part because you are in this age and class (Standards 5, 6, and 7), and you come to a school where children of your age and class learn to read.

Ndifuna kukuuza chifukwa chake ndabwera kuno lero. Timagwira nchito ndibungwe lomwe likugwira ntchito ndi unduna wa maphunziro ndipo tikufuna kumvetsetsa mmene ana amaphunzirira kuwerenga. Kucheza kwathu si kukudzana ndi mayeso, mwachoncho sikuti ulandira marikisi ayi. Iwe wasankhidwa mwamwai chifukwa uli mu kalasi imeneyi komanso umaphunzira kuwerenga.

We would like your help in this. But you do not have to take part if you do not want to.
Ife tifuna thandizo lako pa nkhaniyi. Koma iwe suyenera kutengamo mbali ngati sukufuna.

We are going to play a reading game. I am going to ask you to read letters, words, and a short story out loud.

Ife ndi iweyolinuyo tidzachita masewero a kuwerenga. Ine ndidzakufunsa kuti uwerenge malembo, mau ndi ka nkhani kochepe mokweza mau.

Using this stopwatch/device/gadget, I will see how long it takes you to read.

Mwakugwiritsa nchito wochi iyi, ndidzaona nthawi imene utenge kuti utsirize kwerenga.

I will also ask you other questions about your family, like what language your family uses at home and some of the things your family has.

Ndidzakufunsanso mafunso ena okhudza banja la kwanu zo khudza chiyankhulo chimene mumayankhula komaso zinthu kapena katundu amene banja lanu lilinalo.

I will NOT write down your name so no one will know these are your answers.

Sindilemba dzina lako ndipo palibe aliyense adzadziwa za mayankho ako.

Once again, you do not have to participate if you do not wish to. Once we begin, if you would rather not answer a question, that's all right. There is no reward for participation and no penalty

for non-participation.

Komanso, uli ndi ufulu kusatengapo mbali ngati siukufuna kutero. Tikayamba kufunsa mafunso, ngati palifunso lomwe siukufuna kuyankha, ukhoza kusayankha, palibe mulandu.

Do you have any questions?

Kodi uli ndi mafunso alionse?

Are you ready to get started?

Kodi wakonzeka kuti tiyambe?

Check box if verbal assent is obtained:

☐ YES

Background

INSTRUCTIONS TO THE INTERVIEWER: Establish a playful and relaxed rapport with the students through a short introductory exercise. Begin by saying, “We would like to get to know you better.” Have students go around the room and have everyone share their name, grade, school, and what your favorite food/football team/singer (choose what is appropriate for the group). Use this time to identify the languages the children are most comfortable communicating in.

1. What, if anything, you have heard about the ASPIRE activity in your community [list ASPIRE activities]?

Choyamba ndikufuna ndidziwe komwe mumachokera. Mumapita School yanji? Muli Class yanji? Nanga munayamba mwamvako za ASPIRE Project? Ngati munamva, ASPIRE imapanga chani? ASPIRE imapanga zogwilizana ndi zomwe zimachitika mudera lino?

Probe with specific activities that occur in that community, including health days at school, referral groups, WASH grounds, reading fairs, and so on.

Reading Skills: PRIMARY SCHOOLS ONLY. IF SECONDARY, SKIP TO HEALTH AND HYGIENE SECTION

PREPARATION: Have 10 cards in a line on the wall/floor/table. Each card should have a number between 1 and 10 written on it. Provide each student with two different-color sticky notes/stickers and ask:

6. PRIMARY SCHOOLS ONLY: If you had to rate your reading skills 2 years ago, with 1 being unable to read and 10 being perfect reading skills, where would you rate yourself?

Mukanati muchonge m'mene mumadziwila kuwelenga zaka ziwili zapitazi, mukadaziika pati (1: Sutha kuwenga, 10: Umatha kuwelenga kwambili)?

Ask the students to come up to the wall and put the first color where they thought they were 2 years ago.

7. Where would you rate yourself now?

Nanga panopa mungaziike pati?

Ask the students to come up to the wall and put the second color where they think they are now.

Bring everyone back together and ask them to reflect.

8. What things do you do that help you improve your reading skills?

Ndichani chomwe inuyo mumachita kuti kuwelenga kwanu kupite patsogolo?

Explain now that we have their answers, we are going to ask some questions about why they think their reading skills have or have not improved, and how different people and structures in their lives have helped them or made reading more difficult. We will write their answers on flipcharts around the room.

FLIPCHART 1: FAMILY

9. First, let's start with your family. How have your family members helped you become a better reader?

Tiyambe ndi anthu abanja panu/abale anu, iwowa amakuthandizirani bwanji kuti mukhale anthu odziwa kuwelenga?

Probe for any mention of reading at home, bringing books home from school, parents' participation in PTA meetings, positive gender attitudes, and so on.

10. Are there things that make it challenging for you to focus on learning to read when you are at home?

Mukakhala kunyumba, pali chomwe chimakhulepheletsani kuti muziphunzira kuwelenga?

a) Are there things that make it challenging for family members to support your reading?

Pali zinthu zilizonse zomwe zimalepheletsani kuti anthu apabanja lanu akukuthanzizirani kuti mudziwe kuwelenga?

Probe for any mention of missed school, taking care of the house, taking care of relatives, school fees, and so on.

FLIPCHART 2: SCHOOL

11. How has your school helped you become a better reader?

Nanga Schhol yanu yakuthandizirani bwanji kuti mukhale anthu odziwa kuwelenga?

Probe for any mention of reading clubs, reading days, competition, school books, teacher's attitude, teacher's knowledge, part-time teaching, and so on.

12. Are there things at your school that make it challenging for you to improve your reading?

Pali chomwe chimakhulepheletsani kuschoolkuno kuti kwanu kuwelenga kwanu kupite patsogolo?

Probe for any mention of missed school, environment at school, teacher's performance, not able to take books home.

FLIPCHART 3: COMMUNITY

13. How have your community members helped you become a better reader?

Anthu adera lanu amakuthandizirani bwanji kuti mukhale anthu odziwa kuwelenga?

Probe for any mention of civil society organizations, mothers' groups, Youth-Friendly Health Services, businesses supporting students, youth groups, and so on.

Probe for any mention of gender norms, re-entry into school, violence outside of school, etc.

Kodi mdera lanu lino Pali zinthu zilizonse zomwe zimalepheletsa kuti mudziwe kuwelenga?

DISCUSSION

14. What role, if any, have ASPIRE activities played in enhancing your reading skills?

Kodi ndi ntchito ziti za ASPIRE zomwe zathandizira kupititsa patsogolo maluso owelenga?

Probe: What activities have been undertaken with you taking an active part? How have they worked? Why or why not?

Health and Hygiene

Another important part of improving your education is ensuring you are healthy and happy, and able to attend school on a regular basis. We are going to do the same activity we did for your reading skills for your knowledge of sexual and reproductive health issues. If you feel uncomfortable or don't want to answer any of these questions, you don't have to.

PREPARATION: For this activity, have students rate themselves individually on paper cards. Each piece of paper should have a line from 1 to 10. Have each student rate themselves and then have a discussion.

- 15. If you had to rate your knowledge of sexual and reproductive health issues overall (issues such as sexually transmitted infections, safe pregnancy, HIV/AIDS, etc.) 2 years ago, where would you rate yourself (1 being bad, 10 being very good)?**

Mukanati muchonge m'mene mumadziwila nkhani zokhudza umoyo wabwino wokhudza achinyamata (matenda opatsilana pogonana, kuziteteza kuti musatenge mimba) mukadaziika pati (1: simumadziwa, 10: mumadziwa kwambili)?

Ask the students mark their answers on their paper.

- 16. Where would you rate your knowledge now?**

Nanga panopa mungaziike pati?

Ask the students write their answers on their paper.

- 17. Explain that we are now going to ask some questions about how different people and structures in their lives have helped. We will write their answers on the same flipcharts around the room.**

FLIPCHART 4: FAMILY

- 18. How has your family helped you learn about sexual and reproductive health topics, such as pregnancy, hygiene, family planning, and HIV?**

Anthu abanja panu/abale anu akuthandizirani bwanji kuti mukhale anthu odziwa nkhani zimenezi?

Probe for any mention of pregnancy, hygiene, family planning, gender attitudes, menstrual hygiene, and so on.

- 19. Are there ways in which your family could further support you in learning about these topics?**

Palinso njira zina zomwe anthu akubanja kwanu angathe kukuthandizirani kuti muziwe zambili zokudza zimenezi?

Probe for any mention of challenges in gender dynamics, HIV stigma, cultural and traditional expectations, inability to access contraceptives, and so on.

FLIPCHART 5: SCHOOL

20. In what ways has your school helped you learn about sexual and reproductive health, and engage in positive health-seeking behavior?

School ino yakuthandizirani bwanji kuti mukhale anthu odziwa nkhani zokhudza umoyo wabwino wokhudza achinyamata?

Probe for any mention of teaching on sexual and reproductive health, encouraging voluntary counseling and testing (VCT), Youth-Friendly Health Services, teaching around menstrual hygiene, latrines, and so on.

21. Are there factors at your school that make it challenging to learn about hygiene and sexual and reproductive health, and engage in positive health-seeking behavior?

Probe for any mention of gender dynamics, HIV stigma, stopping bullying, stopping teasing, better policy of sexual education, re-entry school following pregnancy, safe latrines, and so on.

22. Are there ways in which your school could further support you in learning about these topics?

Palinso njira zina zomwe school ino ingathe kukuthandizirani kuti muziwe zambili zokudza zimenezi?

Probe for any mention of gender dynamics, reducing HIV stigma, stopping bullying, teasing, policy of sexual education, inability to re-enter school following pregnancy, safe latrines, and so on.

FLIPCHART 6: COMMUNITY

23. In what ways have members of your community helped you learn about sexual and reproductive health, and the health services available in your community?

Ndinjira ziti zimene anthu amdera lino akuthandizirani kuti mukhale anthu odziwa nkhani zokhudza umoyo wabwino wokhudza achinyamata?

Probe for any mention of teaching on sexual and reproductive health, encouraging VCT, menstrual hygiene management, referrals, provision of hygiene services or products, and so on.

24. Are there ways in which your community could further support you in learning about these topics?

Palinso njira zina zomwe anthu amdera lino angathe kukuthandizirani kuti muziwe zambili zokudza zimenezi?

Probe for any mention of gender dynamics, hierarchical issues, HIV stigma, stigma surrounding sexually active adolescents' cultural and traditional expectations, and so on.

DISCUSSION:

25. What role, if any, have ASPIRE activities played in helping you learn about sexual and reproductive health, and the health services available in your community?

Kodi ntchito za ASPIRE zakuthandizani bwanji kuti mudziwe zambili zokhudza umoyo wabwino wokhudza achinyamata?

Probe: If they don't know what ASPIRE activities are, have a list of ASPIRE activities (e.g., Youth-Friendly Health Services, referral services, distribution safe sex materials by schools or mother's groups). What activities have been undertaken? How have they worked? Why or why not?

Looking Forward: Lessons Learned Discussion

Now, we want you to imagine that it is 2 years from now, you have graduated from or progressed in school, and are very successful and working toward your chosen career goals.

26. What would be the most important in helping you in achieving that result?

Ndichani chomwe chingakuthandizireni kuti mumalize bwino School yanu?

Probe for specifics in each category: reading, adoption of sexual and reproductive health behaviors, structural/cultural factors, health facility factors.

27. Please write on your paper the three most important things you think someone or some organization could do to help contribute to this result? Why?

Tandilembeleni zinthu zitatu zomwe mabungwe angakuthandizireni kuti mudzamalize bwino maphunziro anu?

Conclusion

28. Is there anything else that you would like to add or suggest I/we ask about?

Pali choonjezera?

29. What questions do you have for me/us?

Mungakhale ndi funso linalililonse?

THANK YOU VERY MUCH FOR YOUR TIME AND INSIGHTS.

FACILITATOR AND NOTETAKERS' NOTES

Reflect on and note thoughts about the following questions. Include any comments, impressions, or special information about the person or organization interviewed or the discussion process.

1. What were the most important or memorable statements the respondents made during the interview? OR What were the most salient points that came out of this discussion?

2. What was the most compelling story the respondents shared?

3. Overall, what do you think was the most important to the respondents?

4. What did you learn that should be explored further?

5. What did you already know that this discussion confirmed?

2017 Performance Evaluation of the Malawi Girls' Empowerment through
Education and Health Activity (ASPIRE)

**FOCUS GROUP DISCUSSION GUIDE:
SCHOOL STAFF (TEACHERS AND HEAD TEACHERS)**

Date:

Number of participants: _____ male _____ female

School (if applicable):

Zone:

District:

Facilitator:

Notetaker:

Background for Data Collectors

ABOUT THIS FOCUS GROUP DISCUSSION: The evaluation team will use focus group discussions with teachers to answer questions on ASPIRE's progress, achievements, challenges, and lessons learned for moving forward in the project.

The focus group will take up to 90 minutes, including setup and introduction.

Introduction

INTRODUCE YOURSELF AND PROJECT: Thank you very much for setting time aside for us today. My name is _____, and I am part of an evaluation team for the USAID-funded ASPIRE activity, which collaborates with the MoEST to improve adolescent girls' empowerment and achievement in upper primary and secondary schools through health and education.

INTRODUCE EVALUATION: This focus group discussion is part of the ASPIRE Performance Evaluation, which will assess how the project is proceeding in terms of its results. This is not an evaluation of your school, your performance, or the MoEST, and we will not be reporting on this school to anyone. I also want to tell you that I am not directly involved in any funding decisions for ASPIRE; I am here simply to gather information about the effectiveness of the project.

EXPLAIN CONFIDENTIALITY AND INFORMED CONSENT: Before we begin, we want to let you know that no information we gather during today's visit will be attributed to a specific school or person. All information used in the evaluation report will only be attributed to a general stakeholder group (e.g., teacher, head teacher, boy/girl learners, stakeholders in rural/urban areas or in district X) and this school will not be identified in any reports. Your

participation is completely voluntary. You are free to stop the interview at any time or not to answer any questions, and this will not affect your relationship with ASPIRE or the MoEST.

CONFIRM TIME FRAME AND ASK PERMISSION TO RECORD: This discussion will take about 90 minutes and, if you don't mind, I would like to take notes today on this tablet/computer.

ASK PERMISSION: Are you willing to participate?

- ☐ **YES, informed consent provided.** (If not provided, discontinue.)

ASK PERMISSION TO AUDIO RECORD: I would like to take an audio recording of this session to help ensure my notes are accurate. After I verify my notes, I will destroy the recording.

- ☐ **YES, consent provided to audio record.**
☐ **NO consent not provides to audio record.** (Do not record; take written notes only.)

ANY QUESTIONS? Before we begin, do you have any questions about this focus group discussion?

BACKGROUND

As an introduction, have everyone go around, and say their name and title. Ensure the setting is relaxed and comfortable for the teachers, and that they understand this is not an evaluation of their performance but of the ASPIRE project overall. Record each person's name, title, and school. Tell everyone that we first want to understand how they have been involved with the ASPIRE activity, but then will take a step back and ask about girls' education and empowerment more broadly.

2. First, let's understand your involvement with ASPIRE. What do you know about the ASPIRE activity? How have you been involved?

Tandiuzeni momwe inuyo mumagwirila ntchito ndi ASPIRE, mukudziwapo chani chokhudzana ndi project imeneyi?

Probe on personal involvement.

Project Implementation

3. What progress, if any, has been made in improving girls' learning and academic achievement in upper primary and secondary school over the last 2 years?

Pakaza ziwili zapitazi pali kusitha kulikonse komwe kwachitika kokhudzana ndi kupititsa patsogolo maphunziro atsikana mu ma Primary ndi ma Secondary School?

Probe for changes in reading levels, increase in school reading fairs and clubs, knowledge of teachers, school attendance, dropouts, and so on.

Probe for the most important changes.

4. What drove those changes?

Chabweretsa kusithaku ndi chani?

Probe for key drivers of change and key stakeholders involved; what roles did they play?

5. What role, if any, has ASPIRE played in those changes?

Nanga a ASPIRE athandizirapo pa kusithaku (kusitha kopititsa patsogolo maphuziro atsikana)?

Probe for tasks carried out by ASPIRE: What milestones have been achieved? Have results met expectations? Why or why not?

a) What might have ASPIRE done differently to enhance progress toward these outcomes?

Nanga a ASPIRE anakapanga chani chosiyana ndi zomwe anapangazi kuti zinthu zisithe?

6. What, if any, progress has been made in improving girls' health and healthcare-seeking behaviors over the last 2 years?

Pakaza ziwili zapitazi pali kusitha kulikonse komwe kwachitika pakupititsa patsogolo nkhani zokhudza umoyo, ukhondo ndi makhalidwe abwino atsikana?

Probe for changes in assessing sexual and reproductive health services, girls attending school, dropout rates due to pregnancies.

Probe for use of Youth-Friendly Health Services, increase in HIV testing among students, number of pregnancies, referral services, and so on.

a) What drove this progress?

Chabweretsa kusithaku ndi chani?

Probe for key drivers of change, including key stakeholders driving those changes.

b) What has been ASPIRE's role in this progress?

Nanga a ASPIRE athandizirapo pa kusithaku?

Probe: What milestones have been achieved? Have results met expectations? Why or why not?

- c) What might ASPIRE have done differently to enhance progress toward these outcomes?**

Nanga a ASPIRE anakapanga chani chosiyana ndi zomwe anapangazi kuti zinthu zisithe?

- 7. What progress, if any, has been made in reducing cultural and structural barriers to girls' education in the past 2 years?**

Pazaka ziwili zapitazi pali kusitha kulikonse komwe kwachitika kokhuza kuchepetsa zikhalidwe komanso zikhulupiro zolepheretse kupititsa patsogolo maphunziro atsikana?

Probe for changes on sexual and reproductive health policies, HIV, gender and school safety, re-entry to school, hygiene and sanitation, cultural beliefs, teachers attitudes, community support, violence (bullying and teasing among other forms), stigma and discriminatory practices, conflicting messages (double standards), and so on.

- a) What drove this progress?**

Chabweretsa kusithaku ndi chani?

Probe for key drivers of change, cultural and structural barriers, key stakeholders driving those changes, and so on.

- b) What has been ASPIRE's role in this progress?**

Nanga a ASPIRE athandizirapo pa kusithaku (Kusitha zikhalidwezi)?

Probe: Tasks carried out by ASPIRE. What milestones have been achieved? Have results met expectations? Why or why not?

Coordination and Collaboration

Now, we want to learn a little more about how ASPIRE has coordinated with various actors to achieve their objectives. We are going to ask about each actor and factors that enhanced and hindered coordination.

8. How has ASPIRE coordinated with external stakeholders, including mothers' groups, parent-teacher associations, etc.?

Nanga a ASPIRE amagwira bwanji ntchito ndi macompany or business omwe siaboma, CBO's, Mother Group, etc.?

a) What factors enhance coordination?

Chapangitsa kuti gwirizano wawo upite patsogolo?

b) What factors hinder coordination?

Nanga ndi zolepheretsa ziti zomwe zapangitsa kuti gwirizano usapite patsogolo?

9. How has ASPIRE integrated with other USAID development partners?

Nanga a ASPIRE amagwira bwanji ntchito ndi ma development partners ena a USAID?

a) What factors enhance integration?

Chapangitsa kuti gwirizano wawo upite patsogolo?

b) What factors hinder integration?

Nanga ndi zolepheretsa ziti zomwe zapangitsa kuti gwirizano usapite patsogolo?

10. How has ASPIRE coordinated with government officials?

Nanga a ASPIRE amagwira bwanji ntchito ndi anthu aboma?

a) What factors enhance coordination?

Chapangitsa kuti gwirizano wawo upite patsogolo?

b) What factors hinder coordination?

Nanga ndi zolepheretsa ziti zomwe zapangitsa kuti gwirizano usapite patsogolo?

11. How successful do you think ASPIRE's overall approach for improving girls' education has been over the past 2 years?

Pazaka ziwili zapitazi mukuona ngati ASPIRE yabambana bwanji pankhani zokhudza kupititsa patsogolo maphunziro atsikana?

ASPIRE's objectives are:

- Improved reading skills for girls in upper primary school
- Increased adoption of positive sexual and healthcare-seeking behaviors among youth
- Decreased key structural and cultural barriers for girls' education.

Probe on processes taken for each change; are they on course on set milestone (explain the response).

Looking Forward: Lessons Learned and Best Practices

INTERVIEWER READ: Let's imagine it is December 2018 and ASPIRE has accomplished all of its objectives in upper primary and secondary schools in Balaka, Machinga, and Zomba districts:

- It has improved reading skills for girls in upper primary school.
- It has increased adoption of positive sexual and healthcare-seeking behaviors among youth.
- It has decreased key structural and cultural barriers for girls.

12. What needs to happen now to achieve that result?

Ndichani chomwe chikuyenera kuchitika kuti zimenezi zichitike?

Probe for specifics in each category: reading, adoption of sexual and reproductive health behaviors, structural/cultural barriers.

13. What are the three most important things you would recommend that ASPIRE do, moving forward, to best contribute to this result? Why?

Mungandiuzeke zinthu zitatu zomwe inuyo mukuona kuti zingangitse kuwanitsira zomwe tikukambazi?

14. From your perspective, what are some best practices that have been learned from ASPIRE that you can share with me?

Mukuona kwanu ndintchito ziti zabwino zimene mwaphunzira kuchokera kwa ASPIRE zomwe mungathe kugawana nane?

Probe: What processes and practices can be replicated?

15. Overall, what lessons have been learned thus far from the ASPIRE activity?

Mwaphunzirapo chani kudzera ku ASPIRE?

Conclusion

16. Is there anything else that you would like to add or suggest I/we ask about?

Pali choonjezera?

17. What questions do you have for me/us?

Mungakhale ndi funso linalililonse?

THANK YOU VERY MUCH FOR YOUR TIME AND INSIGHTS.

FACILITATOR AND NOTETAKERS' NOTES

Reflect on and note thoughts about the following questions. Include any comments, impressions, or special information about the person or organization interviewed or the discussion process.

1. What were the most important or memorable statements the respondents made during the interview? OR What were the most salient points that came out of this discussion?

2. What was the most compelling story the respondents shared?

3. Overall, what do you think was the most important to the respondents?

4. What did you learn that should be explored further?

5. What did you already know that this discussion confirmed?

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