



Improving the ability of teachers to protect primary school children from sexual and gender-based violence in flood affected areas

Year One Narrative Report for GIZ
Oct 2019 – Sept 2020



Project Summary

Partner	Theatre for a Change
Districts of Implementation (include number of schools)	40 schools; districts of Blantyre, Chiradzulo, Phalombe and Machinga and their teaching practice catchment area.
Date of last report on programme	Oct 2019 – March 2020
Project	Reducing SGBV in flood affected areas.
Objective	To improve the ability of teachers to protect primary school children from sexual and gender-based violence in flood affected areas.
Reporting period:	10/2019 to 09/2020
Changes in the area of intervention of the project during the reporting period	<input checked="" type="checkbox"/> significant <input type="checkbox"/> minor <input type="checkbox"/> none
	COVID-19; pre-service teachers not allocated to pre-identified Teaching Practice Schools (TPS).
Changes in the donor landscape during the reporting period	<input checked="" type="checkbox"/> significant <input type="checkbox"/> minor <input type="checkbox"/> none
	COVID-19
Changes in the contribution made by the project to achieving the programme objective	<input checked="" type="checkbox"/> yes <input type="checkbox"/> no
Achievement of the project objective	<ul style="list-style-type: none"> • Training delivered to 325 pre-service and 38 in-service teachers with high engagement and positive response from participants. • Established 40 Girls' Clubs in flood-prone areas. • Set-up safeguarding reporting mechanisms in all teaching practice schools. • Positive establishment of networks and rapport with national and community stakeholders. • Adaptation of pre-service teacher training curriculum to online and self-study delivery.
Project is on schedule	<input checked="" type="checkbox"/> yes <input type="checkbox"/> no
Risk assessment	<ul style="list-style-type: none"> • There is a risk that if schools close again due to COVID-19 that the delivery of Girl's Clubs will be affected.

	<ul style="list-style-type: none"> Teaching Practice Schools are scheduling lessons on a rotational basis which reduces the availability of pre-service teachers to deliver Girls' Clubs; time for delivery to cohort one is reduced. The recruitment of IPTE 16 may be delayed by the Teacher Training Colleges affecting the ability to run a second cohort of Girls' Clubs. Other NGO projects are providing additional incentives and equipment to pre-service teachers and in-service teachers which affects the motivation of those enrolled in our project. <p>(see report section on 'Challenges and mitigations')</p>
Estimated shortfall or overrun of the main cost lines is > 20%	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Quantitative Data Report

Outcomes	Outcome Indicators	Baseline	Target	Endline	Note
1. Improved SGBV knowledge, attitudes and skills of teachers in Teaching Practice Primary Schools and Teacher Training Colleges	% of teachers with comprehensive knowledge of SGBV and safeguarding /child protection principles and procedures	26%	95%	93%	IPTE 14: baseline delivered online which may explain lower results to start
		64%	95%		IPTE 15: endline due in 2021
	% score of teachers with positive attitudes to preventing and responding to SGBV	52%	80%	71%	IPTE 14
		51%	80%		IPTE 15: endline due in 2021
	% of teachers who report and follow up cases of abuse	N/A	70%	34% to date	Pre-service teachers were only in-post for 1 month before schools closed

2. Increased SGBV knowledge, attitude and skills among primary school children in flood prone schools	% of children with comprehensive knowledge of SGBV	1%	75%		IPTE 15 Girls' Clubs: endline due Dec 2020, delayed due to COVID-19
	% of children who say they feel very confident in reporting abuse	16%	80%		IPTE 15 Girls' Clubs: endline due Dec 2020
	% of children who report cases of SGBV	18%	50%		IPTE 15 Girls' Clubs: endline due Dec 2020

Outputs	Output Indicators	Year 1 target	October 2019-September 2020 Actual			Progress made/ Comments
			Total	M	F	
1.1 320 student teachers to complete SGBV Trainings	1.1.1 # of SGBV workshops delivered to pre-service teachers	60	44	N/A	N/A	IPTE 14 (24 workshops); IPTE 15 (20 workshops) In order to promote attendance and training completion, the project chose to deliver fewer workshops, but to extend their content and time; this target will be revised in year 2
	1.1.2 # of pre-service teachers who attend SGBV training workshops	320	325	151	174	165 IPTE 14 pre-service teachers were trained; 160 IPTE 15 pre-service teachers were trained
	1.1.3 # of SGBV workshops delivered to lecturers	8	4	N/A	N/A	Due to COVID -19 the sessions were suspended; to resume in year 2 of the project

	1.1.4 # of lecturers who attend SGBV training workshops	40	20	12	8	As above
1.2 45 in-service teachers to complete SGBV Trainings	1.2.1 # of SGBV workshops delivered to in-service teachers	45	45	N/A	N/A	This output was introduced in response to pre-service teacher deployment outside of target schools
	1.2.2 # of in-service teachers who attend the SGBV training workshops	40	36	27	9	Within 10 schools
2. 1600 girls and 800 boys attend SGBV workshops in 40 flood prone schools	2.1 # of Girls' Club workshops	840	189	N/A	N/A	Suspended the sessions due to COVID- 19; sessions resumed in October
	2.2 # of girls who attend Girl's Clubs	1600	1572	N/A	1572	As above
	2.3 # of radio Listening Clubs	320	0	N/A	N/A	This will resume in year 2 to coordinate with cohort 2 of Girls' Club; however, 31 broadcasts were made targeting pre and in- service teachers and headteachers
	2.4 # of participants who attend radio Listening Clubs	2400	0	0	0	As above
	2.5 # SGBV cases Reported and followed up	N/A	33	0	33	Referrals to health services, police, social welfare offices and child protection workers for support

Qualitative Project Activity Update

Recruitment of staff and office set-up

Three project staff were recruited - Project Officer, MEL Officer, and Logistics Officer. GIZ further supported the set-up and running of the project through provision of a project vehicle and access to a furnished Blantyre based office.

Needs Assessment

TfaC conducted a Needs Assessment in October 2019 across the four Teacher Training Colleges (TTC) and in eight selected Teaching Practice Schools (TPS) previously affected by floods. The activity set out to assess the needs of girls and pre-service teachers in relation to SGBV prevention and response.

32 key informant interviews were carried out with TTC lecturers, Chiefs, head teachers, District Education Managers (DEMs), District Social Welfare Officers, and representatives from the Department of Disaster Management (DODMA). Focus groups were also conducted with 128 parents, 48 pre-service teachers and 106 children in single-sex groups.

The Needs Assessment confirmed the prevalence of SGBV, the additional risk during floods, and highlighted the challenges in prevention, response and reporting for children, pre-service teachers and community members. Key project recommendations based on analysis of the Needs Assessment included:

- The project needs to consider how reports of SGBV will be handled during floods, taking into account the reported transport and access challenges
- Boys must be included in SGBV prevention and response interventions
- The project should make deliberate efforts in recruiting girls who have been affected by or are at risk of floods
- The project should find a way of making sure that the children feel safe enough to report cases and that the children understand the gravity of SGBV
- SGBV referral flow charts and ICE materials are vital in the project in order for pre-service teachers and girls to have clear reporting steps
- Ensure pre-service teachers are fully aware of SGBV rights and that this knowledge is transferred to the girls
- Highlight that pre-service teachers are responsible for reporting SGBV- they have a legal obligation and a duty of care



Focus group discussion with parents during needs assessment

- Highlight that pre-service teachers cannot under any circumstances have sexual relations with their learners - this is illegal and against their duty of care
- Highlight to pre-service teachers that the SGBV rights also apply to them, and they also have the right to report SGBV against themselves; identify safe reporting pathways within Teacher Training Colleges
- Ensure ample time is given to the cultural attitude exercises within the workshops

The findings were shared with the project staff and partners. The project's training and curriculum materials were designed to meet the recommendations of the Needs Assessment as well as integrate existing and context-specific SGBV prevention and response strategies.

TTC training manual and Girls' Club curriculum development

Through a collaboration between our curriculum department, project staff and an external consultant, we developed a concise and focused training programme for pre-service teachers set-out within a TTC SGBV Training Manual. The content of the manual was developed with reference to the project's logframe and Needs Assessment, Malawi National Disaster Recovery Framework Reports, TfaC's Right to Learn SGBV Manual and other specialist SGBV readings. The five learning topics within the TTC training programme are:

- Communication and Facilitation
- Gender, power, and assertiveness
- SGBV and floods
- Child safeguarding and reporting SGBV
- Radio Listening Clubs and Interactive Theatre methodology

A similar process was followed for the development of the primary school Girls' Club curriculum, created to suit the age of the students and their prior knowledge. Learning topics within the Girls' Club curriculum are:

- Team building and communication
- Rights and assertiveness
- Gender expectations – power, gender imbalance
- Sexual harassment and consent
- Sexual and reproductive health rights
- Sexual and gender-based violence
- Accessing help for and reporting of SGBV
- Interactive Drama and SGBV

As a result of COVID-19 and the subsequent restrictions, it was not possible to deliver in-person training for IPTe 14. In response to this, the project team worked closely with TfaC's Education Consultant Specialist to revise the training curriculum content and delivery method to a combination of self-study materials and online interaction. While the content focus remained the same, new approaches were used to ensure learning remained participatory e.g. online quizzes, use of audio and video for role-plays and demonstrations.

Stakeholders Entry Meetings

In early November 2019, soon after the Needs Assessment exercise, we conducted entry meetings with the TTC authorities on the purpose of the project and to seek their guidance

and support for its successful implementation. As a result of these meetings, the project forged supportive and engaged TTC involvement. In order to strengthen our work relationship, we have also managed to link ourselves with the all Districts social welfare officers in our catchment areas who have linked us with community social workers, this approach has helped us to strengthen our Safeguarding reporting mechanism.

SGBV training for pre-service teachers in TTCS

The project delivered training to 160 IPTE 15 pre-service teachers in November and December 2019 and to 165 IPTE 14 pre-service teachers in June 2020.

IPTE 15 training

Prior to the training the team administered a baseline to the IPTE 15 pre-service teachers to measure their existing SGBV knowledge, attitudes and skills. These results then fed into an adaptive review of the TTC training manual to integrate learning. The project team identified manual topics that would require more focus and introduced new or revised workshop activities to ensure this.

A six-day training course was delivered at each of the four TTCs. Engagement and interest of participants was high, with 100% attendance at each workshop. Key learning points include:

- Pre-service teacher training needs to focus the most on encouraging positive SGBV attitudes and developing reporting skills, rather than increasing knowledge – evidenced by results from the Needs Assessment, baseline and IPTE15 workshop interaction.
- Delivering the training programme over a short and intensive approach enabled focused and accelerated learning for the pre-service teachers.

Follow-up training and an endline is due for delivery to IPTE 15 in year two, after their return from their teaching practice placement.

IPTE 14 training

The delivery of training to IPTE 14 was affected by COVID-19 which meant the closure of all educational institutions and the need for pre-service teachers to leave the TTCs. Despite this challenge, the project team worked closely with the TTC management to successfully recruit a full cohort of pre-service teachers to work with them remotely.

As described previously, the curriculum was adapted to a mixed-method delivery of self-study materials and online sessions. The baseline was administered remotely prior to the training via Survey Monkey. Baseline scores were lower for IPTE 14 than for IPTE 15; this may be due to the fact that as it was mostly delivered via an online survey, participants had less opportunity to seek clarification for language or questions they did not understand. Over the six-week programme, pre-service teachers were required to complete a self-study module at the start of each week – which had been printed and distributed to each participant in advance. Following this, they then participated in a series of online sessions throughout the remainder of the week on knowledge, attitude and skills. In addition to the core group sessions, additional online single-sex spaces and discussions were set up, allowing for more candid and in-depth explorations of sensitive topic areas.

Key challenges and mitigation for this new remote approach included:

- *Managing a large cohort of participants online.* This was mitigated by creating groups for each TTC to promote connection, a central administrative channel and to deliver the knowledge component of the training. However, within each TTC group, sub-groups of up to 10 participants were created who then participated together in the online sessions of attitude and skills, for which smaller groups were more conducive to learning and development.
- *The very nature of remote learning coupled with restraints of technology (Internet bandwidth, WhatsApp being the most accessible medium), meant that the training was less participatory.* The adaption of the curriculum and the innovation of facilitators enabled the training to be as participatory as possible. Facilitators made the sessions interactive through the use of group energisers, online quizzes, sharing of real experiences, video clips and live discussions both via audio and chat functions.
- *Not all pre-service teachers had access to smart phones.* For the minority without smart phones, the training officers followed up with 1-1 calls to discuss key training themes and answer questions.

The results of the endline with IPTE 15 demonstrates proof of concept in the effectiveness of on-line training. While the results were marginally below our intended target, considering this was the first time we had delivered training on-line, TfaC recognises the positive impact on participants. Key results and findings from the baseline and end line survey are summarised below:

- *Knowledge:* The number of pre-service teachers able to demonstrate comprehensive SGBV knowledge (i.e. scored over 80%) increased from 26% at baseline to 93% at end-line.
- *Attitude:* the average score on demonstrating positive attitudes increased from 52% at baseline to 71% at end-line.
- *Skills:* the average score on demonstrating skills in reporting abuse increased from 51% at baseline to 89% at end-line.

An analysis of the results in more detail highlighted areas for focus and improvement in future TfaC SGBV training programmes:

- *Child protection knowledge saw the lowest score increase at endline.* There is a need for additional focus during training on the definition of safeguarding and reporting mechanisms; additional resources on safeguarding will also be included within the training manuals.
- *While results improved significantly at endline, there were still a number of participants who felt a child was at fault when abuse was perpetrated by an adult.* More scenarios and case studies on this issue need to be added for discussion within the training, as well as repetition and clarity of the message that the adult is always responsible.
- *With the online approach there was less opportunity for the facilitator to identify learning gaps during delivery.* In future, when undertaking similar training with other cohorts the project team will incorporate regular interactive quizzes throughout the training to identify areas where additional focus is required, rather than waiting for the endline results once training has completed.

Overall, the adaptation and innovation of online training was successful, enabling the team to build up positive training relationships with the participants, test out new ways of facilitation, achieve impact and recognise the benefit of same-sex online spaces.

IPTE 15 pre-service teacher deployment to Teaching Practice Schools

During initial project planning GIZ provided TfaC with a list of 40 target TPSs to include in our delivery of Girls' Clubs. These schools were identified for being most prone to flooding.

However, the Department for Teacher Education advised in late December that pre-service teachers would no longer carry out their in-service training in 29 of these schools. This is because of the poor roads and the conditions of these schools which could put pre-service teachers at high risk during flooding. This challenge was mitigated with the following measures:

- Of the original list of 40 schools, 11 of the schools received TfaC trained pre-service teacher placements and no adaptation was necessary
- The nine most flood-prone schools within the original list did not receive pre-service teacher placements; TfaC decided to prioritise support for these schools by delivering the SGBV training to their in-service teachers and supporting them to set-up Girls' Clubs
- An additional 20 schools were not on the original list, but were selected as the most flood prone of schools still receiving pre-service teacher placements; they were selected based on reports from the DEM, DODMA and TTC management

TfaC were pleased to ensure that 20 of the original focus schools were integrated within the project, and identify and include 20 additional schools at risk of flooding. 60 trained pre-service teachers were deployed to set-up Girls' Clubs. The students were established in the teaching practice schools and Girls' Club activities began in February 2020 but were affected by COVID-19 with government school closure.

In-service teacher training

In the month of February 2020, TfaC delivered in-service teacher training in nine of the most flood-prone TPS schools. These teachers agreed to take part in both the training and establishment of Girls' Clubs. As these schools were remote and isolated, the teachers' reception of and engagement in the training was very positive. Key learning includes:

- Despite being in-service teachers, the cohort still demonstrated similar gaps in SGBV knowledge, attitude and skills identified during the Need Assessment and pre-service teacher baseline, as observed during their training workshops.
- Project staff needed to manage in-service teacher expectations on the project, including stipend amounts.
- Due to the late project adaptation of including in-service teachers, the project's inception period did not include relevant district level stakeholders; this made initial engagement of the in-service teachers more challenging.

TTC Lecturer Training

In March 2020 we trained lecturers over two days at Blantyre and Chiradzulo TTCs. The purpose of this training is to support the sustainability of the project and garner support from lecturers for its delivery. Content included communication and facilitation skills, equal

participation, SGBV and child safeguarding, as well as training in how lecturers could support TfaC's monitoring activities. We paused the training for Phalombe and Machinga due to COVID-19 but will resume in year two now TTCs are reopen.

Establishment of Girls' Clubs and baseline activities

In January 2020, we established 40 Girls' Clubs at each of the selected Teaching Practice Schools. Project officers introduced the project to the relevant head teachers and teachers, distributed workshop materials, and provided orientation to facilitators on monitoring, management and in-situ SGBV reporting mechanisms.

In February 2020, we conducted a participatory Girls' Club Baseline with 152 learners from 14 TPSs. We focused on measuring the children's existing SGBV knowledge, attitudes and skills. Key results and findings from the baseline survey:

- *1% of children had comprehensive SGBV knowledge;* the majority of children do not know the legal age of a child, what gender and sexual rights are, what SGBV is or examples of it, or harmful cultural practices that contribute to SGBV
- *84% of children reported they did not feel very confident in reporting abuse;* none of them were able to demonstrate comprehensive skills in reporting SGBV
- *Of the 38% of children who reported having experienced abuse, only 18% had reported it;* all those who reported abuse, reported it to their parents

The results of the baseline are being fed into the review of the TTC training programme and Girls' Club manual in Year Two.

Girls' Clubs began in February with four weeks of sessions at each of the 40 schools delivered before schools were closed in mid-March as a response to COVID-19. Over 1,592 children attended, with an average 95% attendance at each workshop.

The government announced that schools would re-open in October 2020. In preparation, TfaC delivered Girls' Club mobilisation sessions to IPTe 15 students prior to their redeployment to schools, including guidance on COVID-19 prevention measures, as well orientation on TfaC's adapted tool-kit which provides alternatives for contact activities. TfaC has agreed with education authorities to follow strict COVID-19 prevention measures, and the team will provide additional support and visits to teaching practice schools at the re-opening of Girls'



Clubs. There is now a reduced time period for Girls' Club curriculum delivery, affected further by the issue of increased teaching hours for pre-service teachers due to learner rotation schedules at schools. The team are working closely with the schools, their headteachers and the pre-service teachers to identify times for make-up workshops wherever possible. However, we do anticipate that the learning outcomes of the girls in cohort one might be negatively impacted.

Girls' Club delivered with COVID-19 prevention measures

SGBV reporting and follow-up

33 cases of SGBV and abuse were received and followed-up to since the Girls' Clubs began in February. 93% were cases of sexual abuse and 7% were neglect. Each survivor and their family received support as relevant to their individual case; all cases were reported to the appropriate authority and those who needed healthcare were provided immediate access. Active stakeholders included police, the Department of Social Welfare and Community Victim Support Units.

Key challenges and mitigations in reporting and follow-up of SGBV and abuse include:

- *Despite training pre-service teachers in reporting SGBV, TPS lacked reporting mechanisms and headteachers lack adequate knowledge on response procedures.* In response TfaC worked with each TPS school to identify a streamlined reporting structure and are now supporting them to link to relevant Community Child Protection Officers.
- *For pre-service teachers without phones or in isolated areas, project staff face a barrier in being able to provide advice and guidance on cases.* As a mitigation TfaC identified school staff with phones that they could use to regularly contact these pre-service teachers; pre-service teachers were also advised on reporting external reporting structures should school structures not respond adequately.
- *Some pre-service teachers express fear of backlash from their TPS school and communities if they report SGBV.* TfaC will include this scenario within their training programme in year two; TfaC are working with Head teachers to improve reporting and response mechanisms.
- *During COVID-19 school closures the majority of pre-service teachers left their allocated teaching practice school districts and were not able to observe or report abuse for the children within those teaching authorities.* In response, TfaC used its radio broadcasts to disseminate key messages and information on SGBV prevention and response, particularly within the context of COVID-19. 31 broadcasts were aired, and headteachers, pre-service teachers and in-service teachers at the project's schools were provided with information on broadcast times.
- *During training of the pre-service teachers TfaC received disclosures of SGBV that they had personally experienced. It is imperative that these teachers are provided with adequate counselling to ensure they are equipped to effectively support their own learners on issues of SGBV. No free counselling services are currently available.* As a recommendation TfaC put forward to GIZ the option of the project providing pre-service teachers with counselling via St John of God. This service delivery is now being finalised by GIZ and TfaC hope it will start at the beginning of year two.

Key Successes

- The project trained the target number of pre-service teachers with significant improvement demonstrated via the endline results in SGBV knowledge, attitudes and skills. This was despite COVID-19 restrictions and the use of online training.
- Despite challenges in SGBV reporting mechanisms at school and community level, through training and partnership with the Teaching Practice Schools, the project has seen increased reports of GBV and abuse in recent months.

- The TfaC methodology was successfully adapted to self-study and online delivery, as well as a revision of its facilitation toolkit for COVID-proof activities. effective to different adaptation and interventions.
- TfaC has established a strong and comprehensive partnership with TTC management, district stakeholders, GIZ and Fountain of Life, enabling the sharing of best-practice and increased impact through joint approaches to challenges.
- TfaC joined and collaborated with the National Education Cluster. This enables the project to get government updates quickly as well as influence the MoEST in its response to SGBV.

Key Challenges and Mitigations

- *COVID-19 disrupted the delivery of Girls' Clubs with schools remaining closed for over 6 months and may be at risk of closing again. Teaching Practice Schools are scheduling lessons on a rotational basis which reduces the availability of pre-service teachers to deliver Girls' Clubs. There is also reduced time for delivery of clubs to cohort 1.* The project will complete the delivery of the Girls' Club curriculum to cohort 1 girls and boys through delivery of sessions in October and November. Girls' Clubs are now being delivered in smaller group size should restrictions be imposed moving forward in response to COVID-19. TfaC is working in close partnership with headteachers at Teaching Practice Schools to ensure a schedule is agreed.
- *Many cases of abuse involving children were underreported in most Teaching Primary Schools) during COVID-19 as a result of pre-service teachers returning home, and a lack of active reporting mechanisms at school level.* As a way forward, TfaC have worked with each Teaching Practice School to set-up reporting mechanisms at school level, and are in the process of working with the District Social Welfare Offices to link schools to their relevant Community Child Protection Worker. In year two, we will provide safeguarding training to the Teaching Practice Schools to ensure sustainability in protection even after the pre-service teachers have completed their placement.
- *The MoEST has advised that there may be a delay in the recruitment of IPTE 16 pre-service teachers. This means that there would be no pre-service teacher cohort to deliver Girls' Clubs to the second cohort of children in year two.* TfaC can reallocate its pre-service teacher training funds to provide training for in-service teachers at the Teaching Practice Schools. A decision will be made in December 2020 once more information is available.
- *Other NGO projects are providing additional incentives and equipment to pre-service teachers and in-service teachers which affects the motivation of those enrolled in our project.* TfaC continue to provide clear messaging on project expectations and provide in-service costs such as airtime credit for training. TfaC will also continue to highlight the benefit of the professional training to pre-service teachers.

Key COVID-19 Adaptations

- Pre-service teacher self-study training pack developed and distributed; online SGBV training through WhatsApp.
- Introduction of online single sex sessions and motivational talks for pre-service teachers.
- Online baseline and end line surveys using Survey Monkey.
- Expanded the SGBV reporting mechanism to include reports via WhatsApp and phone.
- Radio broadcasts on SGBV refocused on headteachers, pre-service teachers and in-service teachers within project schools.
- Girls' Clubs will be delivered in line with the set COVID- 19 measures by government. This includes smaller group sizes, social distancing, provision of PPE, and adaptation of TfaC's methodology toolkit.

Recommendations

- TfaC should ensure safeguarding knowledge is improved across the project's stakeholders to ensure SGBV and abuse are reported. *TfaC's curriculum team will create additional safeguarding content for IPTE 15's next training module, strengthening areas where endline knowledge was lowest in IPTE 14's endline; TfaC's project officers will deliver safeguarding training in year two to identified focal persons at schools and TTCs who will then be responsible for supporting pre-service teachers in mentoring and reporting cases of abuse.*
- TfaC should continue utilisation of technology platforms i.e. WhatsApp, Survey Monkey to promote engagement with pre-service teachers. *TfaC will use online single sex WhatsApp groups as a safe space for open conversations on issues of SGBV. Survey Monkey will be used throughout future trainings as a quick tool to check on leaning as the course progresses and to be able to adapt the training as needed in response.*
- TfaC should engage the TTC lecturers further to support project delivery and increase project sustainability *TfaC will provide continuous professional development training with lecturers in year two and employ them in support of monitoring activities for the project; TfaC staff will continue to work with them in partnership.*
- TfaC should ensure there is adequate support for pre-service teachers during their placement at schools. *TfaC will increase its monitoring frequency and methods, including regular phone calls, a WhatsApp support group and the utilisation of TTC lecturers to support progress checks of the activities.*

Sustainability and Alignment with Existing Initiatives

- TfaC has deliberately engaged heads of primary schools as project focal personnel in responding and reporting any abuse cases involving children in their schools. Plans are

also underway to organise additional safeguarding training in 2021 to build their capacity in responding to any reports of abuse.

- TfaC is working closely with National Education and Protection Clusters and relevant district stakeholders; the project is aligned with the National Education Standards and Malawi's Response to National Disaster Preparedness during Floods or Disasters.
- To strengthen the response and support for children affected by abuse, the project has started to link project schools with the Department of Social Welfare.
- TfaC is sharing information, learning and resources with the TTCs and the Teaching Practice Schools. For example, the radios we provided the schools with are also used for TPS academic related programs.

Case studies

AoC training

Praise is one of the youngest and also one of the most vibrant Girls' Club female facilitators in Machinga district. Praise grew up in a flood prone area and heard about many incidents of young girls, including peers, in her community who were being sexually abused. Before she



she went to college, she had no idea that she could respond to and report the sexual abuse that happens to other women and girls. ***“I always [had] a mind-set that if it does not directly affect me or concern me then I can just watch and not get involved because it is none of my business”.***

However, her attitude towards these issues began to change when she decided to join TfaC's training. ***“Right now, as a trained Agent of Change, the knowledge I obtained during the SGBV training at TTC in gender relationships and power, as well as [skills in] assertiveness propelled me to change my attitude towards abuses...I fully understand that it's not their fault at all and I am able to share the knowledge I acquired and I am proud of the choice I made to supporting young girls in primary schools who might also experience what my peers went through during my primary school days.”***

GBV Protection

Evanca is one of the Girls' Club facilitators who responded to and reported on a case of SGBV at her Teaching Practice School. Evanca ***“applauds the introduction of Girls' Clubs...because it has empowered the girls to stand up for their rights through the assertiveness and self-esteem sessions.”*** In her role as a facilitator, Evanca shared information about SGBV at Girls' Clubs, including the right to say no to marriage and how to report abuse. A 13-year-old girl then then reported to Evanca that she had recently forced to marry a 28-year-old man.

Evanca shared the case with her headteacher and they reported it to the Department of Social Welfare. Support was provided to both the girl and her parents to address the issue, resulting in the removal of the girl from the marriage. The man left the area for Mozambique before charges could be made. The girl is now back at school and participating once again in Girls' Clubs.