



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



**Final Narrative Report for GIZ
November 2022**

Project Summary

Partner	Theatre for a Change
Districts of Implementation (include number of schools)	4 Teacher Training Colleges (TTCs) in Blantyre, Chiradzulo, Phalombe and Machinga and their 60 teaching practice catchment areas in the southern part of Malawi.
Date of last report on programme	March 2022
Project	Sexual and gender-based violence prevention and response in disaster affected areas.
Objective	To improve the ability of teachers to protect primary school children from sexual and gender-based violence in disaster affected areas.
Reporting period:	April 2022 – Sept 2022
Changes in the area of intervention of the project during the reporting period	<input type="checkbox"/> significant x minor <input type="checkbox"/> none
	In the last six months of the project there has been an outbreak of cholera in the southern region of Malawi. TfaC responded to this outbreak by emphasising, in all project activities, the importance of clean water and hygiene. Whilst the outbreak remains serious it has not adversely affected project activities.
Changes in the donor landscape during the reporting period	<input type="checkbox"/> significant x minor <input type="checkbox"/> none
	The donor landscape in Malawi has been impacted by the global economic crisis caused, in part, by Covid-19. This has resulted in shifts in donor priorities which will affect future availability of funding in Malawi.
Changes in the contribution made by the project to achieving the Programme objective	<input type="checkbox"/> yes <input checked="" type="checkbox"/> no
Achievement of the project objectives	<ul style="list-style-type: none"> • Training of lecturers within teacher training colleges (TTCs) to be able to recognize and respond appropriately to cases of sexual and gender-based violence (SGBV). • Supporting the creation of safeguarding committees within TTCs.

	<ul style="list-style-type: none"> • Empowering community stakeholders to continue project activities after the project comes to an end. • Delivering bespoke training to equip village chiefs with the skills they need to facilitate justice in cases of SGBV.
Project is on schedule	<input checked="" type="checkbox"/> yes <input type="checkbox"/> no
Risk assessment	<ul style="list-style-type: none"> • Reduction in community response mechanisms due to the impact of cholera. • Reduction in engagement as the project comes to an end. • Lack of government resources to adequately support pre-service teachers in their response to SGBV. • Other NGO projects are providing incentives and refreshments which can affect the motivation of participants in our project.
Estimated shortfall or overrun of the main cost lines is > 20%	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Qualitative Project Activity Update

Please note this activity update section focuses on information from the last six months of the project which was not captured in previous project reports.

Lecturers' training in case management and reporting

In the last two quarters of the project, TfaC focused on enabling the management of Teacher Training Colleges (TTCs) to understand, support and sustain the work TfaC has been doing for throughout the three-year project in TTCs and teaching practice catchment areas. As part of this sustainability plan, TfaC trained 80 lecturers within four TTCs so that they are equipped with improved knowledge, attitudes and skills in case management and reporting of cases of sexual and gender-based violence (SGBV). The training including supporting lecturers to understand nuances around transaction sex and exploitation and how SGBV affects the health and rights of their students. TfaC also supported the TTC management to respond to SGBV through the formation of TTC safeguarding committees. The hope is that by upstreaming this training, TTCs will not only be safe spaces for pre-service teachers to learn, but lecturers will also be able to teach, advise and support pre-service teachers on the ways they can make schools safer environments for children.

Community stakeholder training in child protection and safeguarding

As part of the sustainability approach of our work in the teaching practice schools, TfaC trained key community stakeholders (school management committee, Parent Teacher

Association, mother groups, community child protection workers) to improve their knowledge, attitude and skills about child protection and safeguarding. We want this training to enable the activities set up in the project period to continue to be delivered, and the community to have the skills and confidence to recognise and report cases of abuse appropriately.

Chiefs' training in child protection and safeguarding

Over the last year we noted a gap in our original strategy - chiefs were not able, nor always willing, to give the support needed to facilitate justice when dealing with issues of safeguarding and protection. TfaC identified this as a major barrier. As a result, in the last quarter, TfaC organised bespoke trainings to equip village chiefs with child protection and safeguarding knowledge and skills and the best practise ways of dealing with cases of abuse. Through this training we have also improved the relationships between the chiefs and their schools within their catchment area.

Quantitative Data Report

Please note as this is the final report this quantitative data report includes information for the full three years of the project.

Outcomes	Outcome Indicators	Baseline	Target	Endline	Note (Yrs. 1, 2 and 3)
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%	85%	93%	IPTE 14
		64%	85%	89%	IPTE 15 – benefitted from having some information from their peers in IPTE 15 prior to baseline.
		18%	85%	91%	IPTE 16
		26%	85%	90%	In-service teachers
		36%	85%	89%	Headteachers/SFP/mentors

	% score of teachers with positive attitudes to preventing and responding to SGBV	52%	75%	71%	IPTE 14: results may be lower due to online delivery method
		51%	75%	90%	IPTE 15
		17%	75%	95%	IPTE 16
		15%	75%	95%	In-service teachers
		21%	75%	93%	Headteachers/SFP/mentors
	% of teachers who report and follow up cases of abuse	N/A	55%	49%	Pre-service teachers: 59 out of 120 deployed to Teaching Practice Schools reported a case
		N/A	55%	33%	In-service teachers/ headteachers/safeguarding focal persons: 62 out of 186 trained reported a case
					The lower percentage than desired may be because many of these individuals trained work at the same school and so only one would be responsible for reporting

2. Increased SGBV knowledge, attitude and skills among primary school children in flood prone schools	% of children with comprehensive knowledge of SGBV	1%	60%	62%	Cohort 1
		6%	60%	67%	Cohort 2
		20%	60%	79%	Cohort 3 - We are unsure as to why the baseline for cohort 3 is so much higher than previous baselines. Cohort 3 schools are in the same districts as cohort 2 so there may have been some sharing of learning between children prior to baseline, but we would be surprised that this had such a dramatic effect. We continue to investigate.
	% of children who say they feel very confident in reporting abuse	16%	75%	71%	Cohort 1
		42%	80%	89%	Cohort 2
		42%	75%	95%	Cohort 3
	% of children who report cases of SGBV	18%	30%	33%	Cohort 1
		0%	30%	57%	Cohort 2
		20%	30%	44%	Cohort 3
3. Improved SGBV reporting and response systems are used by TTC and TPS Staff	% of SGBV reports followed up and supported through established and response systems		50%	100%	All cases were reported/followed up through the systems established in the TPS
	# of TTCs and TPS with confirmed and evidenced reporting and response systems		24	24	

Note: whilst we trained 334 1PTE 17 pre-services teachers in year 3 of the project, we were not able to conduct the endline due to a change in the school calendar. We have included 1PTE 17 in the output tables but not in the outcomes results.

Project Outputs	Output Indicators	Target	Total	M	F	Progress made/ Comments
1.1. 385 student teachers to complete SGBV Trainings	1.1.1 # of SGBV workshops delivered to pre-service teachers	140	164	N/A	N/A	This includes 40 workshops for IPTE 17.
	1.1.2 # of pre-service teachers who attend SGBV training workshops	800	819	400	419	This includes 334 from IPTE 17
1.2 45 in-service teachers to complete SGBV Trainings	1.2.1 # of SGBV workshops delivered to in-service teachers	40	40	N/A	N/A	This output was added in response to delay of IPTE 16 recruitment in TTCs.
	1.2.2 # of in-service teachers who attend the SGBV training workshops	80	80	40	40	This output was added in response to delay of IPTE 16 recruitment in TTCs.
1.3 40 pre-service teachers in reporting and responding to SGBV at TPS level	1.3.1 # of workshops delivered at TPS level	60	75	N/A	N/A	IPTE 16: delivery across 5 instead of planned 4 clusters
	1.3.2 # of pre-service teachers trained at TPS level	40	132	60	72	IPTE 16: able to train all deployed across 20 TPS due to savings on training venue and participant transport costs
	1.3.3 # of remote support sessions conducted	6	2	N/A	N/A	
	1.3.4. # of mentors identified to support in reporting and responding to SGBV during COVID-19	40	40	N/A	N/A	
2. 2800 children	2.1 # of Tingathe Club workshops	2040	1559	N/A	N/A	Workshops in year 1 were unable to happen due to covid

attend SGBV workshops in 40 flood prone schools	2.2 # of girls and boys who attend Girls' Clubs	2800	5197	1573	3624	We had greater attendance than originally predicted. We prioritise this activity once clubs were opened
	2.3 # of radio Listening sessions	1680	802	N/A	N/A	Workshops in year 1 were unable to happen due to covid
	2.4 # of participants who attend radio Listening Clubs	6040	3197	N/A	N/A	Workshops in year 1 were unable to happen due to covid.
3.1 The establishment or renewal and updating of four TTC and 20 TPS safeguarding reporting systems and safeguarding committees	3.1.1 # of meetings with TTC staff to establish systems	40	40	N/A	N/A	
	3.1.2 # of reporting procedures reviewed and verified	24	24	N/A	N/A	20 TPS schools and 4 TTCs
3.2 Training of 40 TTC lecturers and 60 TPS staff on safeguarding and child protection so they are confident	3.2.1 # workshops delivered to lecturers	8	36	N/A	N/A	The decision was taking to have shorter but more frequent trainings
	3.2.2 # lecturers trained	40	80	51	29	There was more demand from lecturers than originally anticipated
	3.2.3 # workshops delivered to TPS staff	30	30	N/A	N/A	Headteachers/mentors / safeguarding focal persons
	3.2.4 # TPS staff trained	60	106	70	36	Headteachers/ safeguarding focal persons. Also, we were able to include mentors at the 20 TPSs due to savings on training venue and participant transport costs

3.3 SGBV school-based meetings (led by pre-service teachers/head teachers)	3.3.1 # of workshops	40	40	N/A	N/A	
	3.3.2 # community members attending	100	164	N/A	N/A	
3.4 Follow up and support of reported cases of SGBV by project staff	3.4.1 # of reported SGBV cases	N/A	96	N/A	N/A	
	3.4.2 # of cases followed up	N/A	96	N/A	N/A	Referrals to health services, police, social welfare offices and child protection workers for support

Key successes of the project

There were a number of successes that the project team and participants have identified:

1. The project was able to strengthen safeguarding systems in teacher training colleges, primary schools, and communities. By establishing best practice support in all these locations, the project has left a strong legacy of improved, systemic response. We believe this linked up approach will lessen the risk of safeguarding cases going unreported and / or falling between the cracks.
2. This success above has been further strengthened though the project training stakeholders in case management. Stakeholders have including teacher training college management, lecturers, pre and in service teachers, and community members including mother group members and chiefs. These stakeholders have been supported to build strong relationships with duty bearers, including personnel from District Social Welfare Offices and the Police.
3. The radio programme has helped change attitudes of community members and increased dialogue around issues of sexual and reproductive health and gender-based violence which are often not discussed openly. Each broadcast received upwards of 1,000 interactions, including SMSs / social media polls / interaction through touch tag. Many of the project participants cited the broadcasts as being both fun and impactful.
4. The project significantly improved the comprehensive knowledge of teachers and children around SGBV and safeguarding/ child protection principles and procedures.

Key challenges of the project:

The project team identified the following as the main challenges faced over the last three years:

1. The project was intended to work in disaster affected areas, but the Covid-19 pandemic added further challenges to an already challenging project. The pandemic significantly disrupted activities as schools and colleges closed. The team were forced to be creative in their response, including turning to online support to keep in touch with project participants and continue learning.
2. The pandemic also had an impact on the Ministry of Education's timetable for teacher training. This resulted in some of our activities having to take place over a much shorter time period than planned and / or in holidays. In these instances, we tried to prioritise the areas we focused on, but necessarily this compromised the depth of learning we were able to offer.
3. During the project there were several times when learners and their families were displaced due to significant climate disasters including cyclones and flooding. As learners and their families coped with extremely difficult situations, learners were vulnerable to harm and abuse. Schools were transformed into disaster centres which disrupted learning. In some cases, project schools were impossible to reach for many months after, making it hard to provide in person monitoring and support.
4. Malawi has experienced significant economic challenges, particularly in the last year of the project. This has particularly affected the cost / availability of fuel which resulted in the rethinking of some activities in order to complete the project within the budget allocation.

Key learning from the project:

The project has resulted in lots of organisational learning which we will be able to take forwards into future work.

1. TfaC's expertise is centred on sexual and reproductive health. In this project we were challenged to deepen our understanding of sexual and gender-based violence and how to respond best to this. As a team we now feel more equipped to continue this important thematic focus on the future.
2. The project gave us space to explore why children and adults choose not to report the abuse they experience. These insights give us learning we can take into future project planning.
3. During the project we realised the importance of working with chiefs as key community stakeholders from the onset. We also understood the importance of training in-service teachers, as well as pre-service teachers for project sustainability. We will take this learning forwards into all future project planning.
4. The pandemic and climate disasters pushed us to explore a blended learning approach, using WhatsApp / zoom / online delivery alongside face-to-face training. Whilst we still see the value of face-to-face training, the blended learning tools now provide us with greater flexibility, particularly when working in hard-to-reach areas or in response to humanitarian situations.

Project testimonials

“Being a single mother and a student, taking part in SGBV project from the TTC to the teaching practice, the knowledge gained has always been very productive to me. My confidence around sexual reproductive health and child protection has been boosted. I am a confident mother and teacher because of TfaC trainings and project approach. I am fully aware of the reporting procedure and how I can support my learners. I have learnt some of the approaches that I can use to empower parents or guardians to report child safeguarding cases. Since I joined TfaC sessions at the TTC am now able and confident that I am ready to support the learners to prevent SGBV in the areas of disaster since I have knowledge and experience.”

Facilitator from Chiradzulu TTC

“Talking about sexual reproductive health and sexual gender-based violence is seen as a taboo in most Malawian communities including my own culture, to me learning and participating in SGBV training has been very helpful both personally and professionally. Previously, I didn’t have adequate knowledge and skills around SGBV and principals of safeguarding. I took all normal when some of the things were happening among women. But after going through the trainings, I am able to identify acts of abuse and how I can report and support the participants including myself, negotiate my opinion in order to support the vulnerable girls and stand out as their models. In addition to that, my self-confidence child safeguarding and protection issues has increased with clear understanding of protection and safeguarding and their support systems. The knowledge has added value to my career as a teacher to ensure that children are protected. I owe all this to TfaC. Waaaphiiii.”

Facilitator from Blantyre TTC

Teaching profession has always been my dream career since my childhood. Being trained by TfaC under SGBV project has complemented my dreams. Firstly, as a person I am capable of speaking publicly as well as developing skills and deeper understanding of SGBV and how can teachers and stakeholders support the learners and other people who are vulnerable and how they can deal with the perpetrators of abuse with confidence. In addition, TfaC approach of work has helped me as a teacher to be able to deliver work confidently as well as the methodology that I have learnt by utilizing the content in daily class delivery. The knowledge and skills that I have learnt from TfaC around safeguarding and protection, am able to encourage my learners to report cases of abuse as well as support them to follow up once a child has reported the case to me. Moving on am looking forward to the scaling up of the work to the whole primary schools in Malawi because the approach that TfaC is taking is an excellent approach and sustainable way building teachers capacity in their profession.”

Facilitator from Phalombe TTC



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Thank you