

FCDO Malawi Project Logframe indicators

The following table outlines how and when each of the logframe outcome and output indicators of the project are measured

Indicator	Data source for measurement	Date / interval for measurement	Notes
Outcome indicators			
1. Primary school leaving exam pass rate of girls in upper primary at schools targeted by CAMFED's Learner Guides (disaggregated by district)	MoE - EMIS / MANEB data on exam results	Annual – academic year	These logframe fields are updated asap after release of the EMIS data on exam results.
2. Proportion of supported girls in targeted primary schools who are successfully promoted to the next grade or transition to secondary school (disaggregated by disability)	CAMFED Programme Database	Annual – academic year	Promotion rates are calculated once progression of students has been confirmed and finalised. CAMFED anticipates progression rates will be finalised two months into each new academic year. Transition rate from Standard 8 to Form 1 from national level 2017 EMIS is as follows: Trans S8-Form 1: G=41% (B=36%. Av=38%)
3. Survival rate without repetition (Standards 5-8) for partner Primary Schools (disaggregated by gender)	MoE – EMIS data	Annual – academic year	CAMFED uses UNESCO's 'survival rate by grade' for calculating completion. This approach uses the 'reconstructed cohort method', which requires enrolment data (and repetition data, if available) by grade for two consecutive years. CAMFED does not anticipate receiving school-level EMIS data for partner schools from MoE before the end of Term 1 in the following academic year. EMIS data for the 2022 academic year will therefore not be available by the submission of the final report to FCDO.

<p>4. Percentage of girls attending school regularly. (Measured as the proportion of the cohort with an attendance rate at or above 85% across the school year.) (disaggregated by disability)</p>	<p>CAMFED Programme Database</p>	<p>Annual – academic year</p>	<p>Provisional targets were set on the assumption that the rate of regular attendance will be similar to the rate observed in the 2017 baseline survey for CAMFED's Girls Education Challenge project in rural primary schools in Zambia.</p> <p>Data gathered from school registers will be conducted during the endline evaluation. Triangulation of attendance data in registers using spot checks.</p>
<p>Output indicators</p>			
<p>1.1- Number of girls receiving a responsive package of material and financial support (SUF) at primary level (annual)</p>	<p>CAMFED routine and regular monitoring</p>	<p>Termly</p>	
<p>1.2- Number of girls receiving a responsive package of material and financial support (SUF) at secondary level (annual)</p>	<p>CAMFED routine and regular monitoring</p>	<p>Termly</p>	
<p>2.1 - Number of CAMA (CAMFED Alumnae) recruited, trained and supported as Learner Guides to support disadvantaged girls in upper primary school</p>	<p>CAMFED routine and regular monitoring</p>	<p>Termly</p>	
<p>2.2 - Number of upper primary school students benefitting from Learner Guide programme as a result of DFID support (disaggregated by gender, district)</p>	<p>CAMFED routine and regular monitoring</p>	<p>Termly</p>	

2.3 - Number of learning resources printed and distributed to schools (annual)	CAMFED routine and regular monitoring	Termly	
2.4 Proportion of Learner Guides who are visible leaders in their communities through, for example, representation on local decision-making bodies and school management committees, to be able to influence the support provided to marginalised girls	Learner Guide Survey	Midway point – operational research and end of project Learning Product research	
2.5 - Number of Learner Guides receiving BTEC qualifications/training as teachers (cumulative)	CAMFED routine and regular monitoring	Termly	
2.6 – Number of Learner Guides receiving KIVA loans (cumulative)	CAMFED routine and regular monitoring	Termly	
3.1- Number of Teacher Mentors (TMs), Community Development Committees (CDC) members, School Based Committee members, and Study Circle Coordinators trained (annual)	CAMFED routine and regular monitoring	Termly	
3.2 Proportion of partner schools with a Child Protection Policy in place (annual)	Quantitative and Qualitative research	Independent endline evaluation May to July 2022	This indicator will be measured at the endline evaluation. However, qualitative data for this indicator was also gathered during the operational research.
3.3- Proportion of students who know who to turn to in order to report cases of abuse (disaggregated by gender)	Quantitative and Qualitative research	Independent endline evaluation May to July 2022	This indicator will be measured at the endline evaluation, however, the Learner Guide survey administered during the operational research included questions on safeguarding and reporting.

<p>3.4 - Proportion of students who feel confident that if they reported a case of abuse, their report will be acted on (disaggregated by gender).</p>	<p>Quantitative and Qualitative research</p>	<p>Independent endline evaluation May to July 2022</p>	<p>This indicator will be measured at the endline evaluation. However, the well-being student survey administered under the operational research provided indicative data for this indicator in advance of the end of project evaluation.</p>
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