

2018



Malawi Government

Readmission Policy for Primary and Secondary Schools



MINISTRY OF EDUCATION, SCIENCE &
TECHNOLOGY (MOEST)



Malawi Government

Ministry of Education Science and Technology (MoEST)

Readmission Policy for Primary and Secondary Schools

May 2018

Foreword

Education is a basic requirement for human development and the right to education is a fundamental human right, without exception. Every person irrespective of their sex, caste, creed or religion should be provided with opportunities to education in order to attain complete human development. The right to education is guaranteed by the Constitution of Malawi and the state is mandated to adopt and implement policies or legislation that promote gender equality and make primary education accessible to all learners.

My Ministry has achieved gender parity in primary education which is one of the Sustainable Development Goals. Despite this achievement, primary education is facing challenges in retaining girls in the upper classes. Retention of girls is still a major challenge because more girls are dropping out of school and teenage pregnancy being one of the major reasons. This is why the Ministry introduced the readmission policy as early as 1993 to ensure that more girls complete school. Since the inception of this policy, many girls have benefited from this policy. However, emerging issues including policy shifts in both primary and secondary schools affected the proper implementation of the policy. These shifts have urged my ministry to review the policy by ensuring that all emerging issues including the new legislations are incorporated.

The policy will assist in promoting girls education by addressing barriers that prevent learners especially girls, from dropping out of school and complete the education cycles at both primary and secondary schools. This policy will lead to realization of aspirations of Malawi Government as stipulated in the Malawi Vision 2020, Malawi Constitution, the Education Act, the Malawi Growth and Development Strategy (MGDS III) and the National Education Policy. The Policy will also contribute to economic growth, girls' empowerment and attainment of gender equality in schools.

It is my sincere hope, that the concerted efforts of my ministry and development Partners to implement this policy, will enable more girls remain and complete school.

Honourable Bright Msaka, S.C.

MINISTER OF EDUCATION, SCIENCE AND TECHNOLOGY

Preface

Emerging gender related issues affecting girls' education, in primary and secondary schools prompted the ministry to review the Readmission Policy which was introduced in 1993. Although the Ministry developed guidelines in 1996 to facilitate the comprehension of the policy, not all communities and head teachers understood the policy. The absence of comprehensive policy and its guidelines led to variation in the implementation of the policy in schools. Consequently this led to poor retention of girls and lack of counselling and psycho social support.

The implementation of this policy encountered a number of challenges in its implementation phase which included punitive and reactionary measures as opposed to support to the learner; lack of clarity in the readmission procedures and lengthy processes to readmit the learners; negative attitudes towards teenage mothers and socio-economic constraints which often lead to early marriages. These barriers, coupled with poverty and unprofessional teacher conduct affected successful implementation of the readmission policy.

The policy is in tandem with various education and gender related laws of Malawi including the Constitution of Malawi. The policy is also aligned to International protocols and national goals and policies such as: the Sustainable Development Goals (SDGs) and various UN conventions on children's rights; the Malawi Growth and Development Strategy (MGDS III, 2017 – 2021), National Education Policy 2013, the National Education Sector Plan (NESP 2007 – 2017), and National Gender Policy 2011. The implementation of this policy will ensure that girls remain in school and complete the primary and secondary school cycles. The policy will guide all stakeholders in both primary and secondary education in complementing government efforts towards achieving girls' education.

Let me thank all the stakeholders that participated in the development process of this policy. The consultation process covered both the national and local levels and it is my expectation that the implementation of this policy will also be participatory. Let me urge all the stakeholders to be vigilant in their endeavours so that we can collectively achieve girls' education in Malawi.

Justin A.K. Saidi

SECRETARY FOR EDUCATION SCIENCE AND TECHNOLOGY

Table of Contents

FOREWORD	2
PREFACE	3
TABLE OF CONTENTS	4
<u>GLOSSARY</u>	8
1.1 Background	9
1.3 Problem Statement	12
1.4 Purpose of the policy	13
2.0 BROAD POLICY DIRECTIONS:	13
2.1 Policy Goal	13
2.2 Policy Outcomes	13
2.3 Policy Objectives	14
3.0 POLICY PRIORITY AREAS	15
3.1 Policy Priority Area 1: Readmission Procedures and Conducive Learning Environment	15
3.2 Policy Priority Area 2: Strengthen and establish School based Preventive Measures to address School Dropout among Learners	16
3.3 Policy Priority Area 3: Strengthen Community Support Mechanism and Services to Retain Readmitted Learners in School	17
3.4 Policy Priority Area 4: Coordination, Collaboration and Networking of Stakeholders in Provision of Various Services in Relation to Readmission Policy	18
4.0 IMPLEMENTATION ARRANGEMENTS	20
4.1 Institutional Arrangements	20
4.2 Implementation Plan	21
4.3 Monitoring and Evaluation	22
IMPLEMENTATION, MONITORING AND EVALUATION STRATEGY	24
Policy Priority Area 1: Readmission Procedures and Conducive Learning Environment	24
Policy Priority Area 2: Strengthen and establish School based Preventive Measures to address School Dropout among Learners	29
Policy Priority Area 3: Strengthen Community Support Mechanism and Services to Retain Readmitted Learners in School	31
Policy Priority Area 4: Coordination, collaboration and networking of stakeholders in provision of various services in relation to readmission policy	33

Policy Priority Area 2: Strengthen and Establish School based Preventive Measures to address School Dropout among Learners

39

List of Acronyms and Abbreviations

ACRWC	African Charter on the Rights and Welfare of the Child
ADC	Area Development Committee
CBO	Community Based Organization
CEDAW	Convention on the Elimination of Discrimination Against Women
CSO	Civil Society Organisation
CRC	Convention on the Rights of the Child
DCDO	District Community Development Officer
DEM	District Education Manager
DEMIS	District Education Management Information System
DIAS	Department of Inspection and Advisory Services
DHO	District Health Officer
DSWO	District Social Welfare Officer
DYO	District Youth Officer
EDM	Education Division Manager
EMIS	Education Management Information System
EFA	Education for All
FAWEMA	Forum for African Women Educationalists in Malawi
FBO	Faith Based Organization
GBV	Gender Based Violence
GEA	Gender Equality Act
MGDS	Malawi Growth and Development Strategy
MGCDSW	Ministry of Gender, Children, Disability and Social Welfare
MoEST	Ministry of Education Science and Technology
MoH	Ministry of Health
NESP	National Education Sector Plan
NGES	National Girls Education Strategy
NGO	Non-Governmental Organisation
NSO	National Statistics Office
PEA	Primary Education Advisor
PTA	Parent Teacher Association
SDG	Sustainable Development Goals
SHN	School Health & Nutrition
SMC	School Management Committee
SRH	Sexual Reproductive Health
TA	Traditional Authority
VAC	Violence Against Children
VDC	Village Development Committee
VSU	Victim Support Unit

WVI
zEMIS

World Vision International
Zonal Education Management Information System

Glossary

By-Laws	A rule made by society to control the actions of its members
Case Management:	The process of assisting an individual child through direct support and referral to other needed services in addressing their protection concerns
Enrollment:	The total number of pupils/students who have registered in a class or school during the current school year.
Remedial Classes:	Extra classes offered to learners who are have missed some lessons
School dropout:	Temporary or permanent withdraw from education/school before its completion
School readmission:	Process of bringing back learners to school, these learners may have dropped out of school because of different reasons or challenges.
School withdrawal:	Refers to a situation where a learner voluntarily decides to leave school
Sexual Abuse:	Activities that includes unwanted sexual touching, unwanted attempted sex, physically forced sex and pressured sex
Teenage Mothers:	All girls who bear children below the age of 18

1.0 Introduction

School readmission refers to the process of bringing back learners to school, these learners may have dropped out of school because of different reasons or challenges. The reasons and challenges may include pregnancy, long illness, forced marriages, lack of basic needs including school fees. However, in order to ensure equitable access and gender parity in education, government has reviewed the readmission policy to ensure equitable access to quality education and completion of primary and secondary education cycles. After the review, the ministry will also ensure effective and proper dissemination and implementation of the policy

The reinforcement of this policy will also contribute to the achievement of the Sustainable Development Goal (SDG) 4, which **ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.**

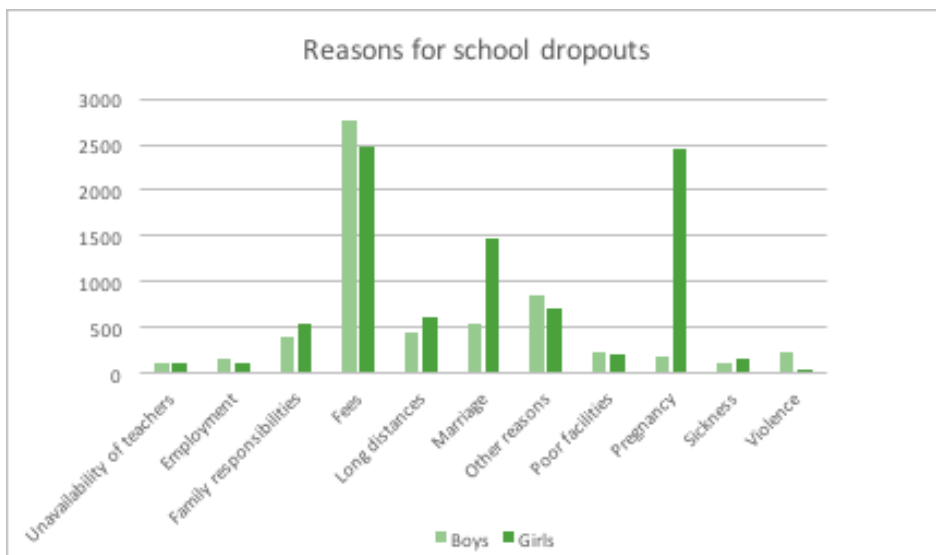
Government also recognises that the policy will promote equal education opportunities for both girls and boys. It will also have a positive impact on behaviour change in terms of sexual reproductive health and rights including knowledge of HIV and AIDS, maternal, and child health. Acquisition of such knowledge, attitudes and skills will result in them becoming productive citizens who will contribute towards national development.

1.1 Background

Girls' education has been on the global and national agendas of many countries including Malawi for some time now and yet the inequalities in girls' access to, achievement, attainment and accomplishment in education seem as intractable as ever. In lower primary, the enrolment between boys and girls is equal, in most cases, however as they progress to upper primary (from Standard 5), more girls than boys drop out of school before they acquire the essential knowledge, attitudes and skills that positively change their lives and those of societies in which they live (EMIS-2016).

Additionally, education statistics indicate that education is more favourable for boys than girls. Even when it has been equally provided for girls and boys, barriers have prevented girls from participating as effectively as boys, which leads to poor learning achievement, repetition and eventual dropping out of girls.

The major challenges for girls' education are access, retention and completion. Early and unintended pregnancies lead to a colossal loss of educational opportunities for girls. . According to EMIS report 2015, Pregnancy was one of the highest reasons of drop out among girls as indicated in the graph below.



Source: Source Ministry of Education, Education Management Information Systems 2015

Pregnancy, early marriage and fees among others, are the major cause of most girls dropping out of school. In Malawi, it is estimated that 29% of the teen-age girls begin child bearing (MDHS 2016). Vulnerable girls from poor resource households, orphans and those with disabilities are at high risk of dropping out of school. Often, parents cannot afford the direct and indirect costs for related basic needs. Many primary and secondary schools are located far away from homes, a factor that limits access to new entrants and affect retention of girls in school. On the other hand, it also affects many girls' transition from primary to secondary school level. Lack of access to secure and separate latrines for boys and girls also discourages adolescent girls from attending school. For mature girls, menstrual hygiene has been another cause for high rates of

absenteeism during menstruation, as schools do not have appropriate sanitary facilities for them.

1.2 Linkages with other Relevant Laws and other Policies

The policy is linked to various laws such as the Constitution of Malawi. The policy takes into cognisance that the right to education is guaranteed by the constitution under Chapter III Section 25 (1). Furthermore, under Section 13 (a and f), the state is mandated to adopt and implement policies or legislation that promote gender equality and make primary education compulsory and free to all learners. The policy aligns itself to the Education Act of 2013, through Section 13 that makes provision for a compulsory and tuition free primary education for every child below 18 years of age.

The readmission policy recognises the Child Care, Protection and Justice Act 2010, and The Marriage, Divorce and Family Relation Act 2015 on child maintenance and age of marriage. The policy associates itself to Gender Equality Act (GEA) 2013 which among other things prohibit any discrimination based on gender and promotes equal access to education and training and sexual reproductive health services.

The policy is linked to other relevant policies such as national development goals through the Malawi Growth and Development Strategy (MGDS III, 2017 – 2021). It aligns itself with National Education Policy 2016, the National Education Sector Plan (NESP 2007 – 2017) which among other things emphasize on the pillar of providing access and equity to all learners; National Girls Education Strategy (NGES) 2014 which emphasizes on girls promoting, excelling and completion of girls' education; United Nations Convention on the Rights of the Child, African Charter on the Rights and Welfare of the Child, CEDAW which advocate for children and women's rights and non-gender discrimination.

1.3 Problem Statement

The Ministry of Education Science and Technology (MoEST) in 1993 introduced a Readmission Policy which provided that a pregnant female learner, and the male learner responsible for the pregnancy, would be withdrawn from school for one academic year and be readmitted upon application. The Readmission Policy further provided that the learner would be given only one opportunity for readmission. Thus, the policy towards learner pregnancy remained punitive and reactionary. Evidently, the significant problem of learner pregnancies remained largely unaddressed. Additionally, there was a lack of clarity about the readmission procedures and processes, and where utilized, the process often proved to be lengthy and cumbersome for the learner seeking readmission. Following the implementation challenges of the 1993 Policy, the ministry developed a circular on Readmission Procedures in 2006. The procedures provided that *a pregnant female learner, and the male learner responsible for the pregnancy, needed to submit three copies of a letter to the head teacher regarding the pregnancy. Both learners are to be counseled by the school counseling committee. The counseling should include being informed about the possibility of readmission. Both learners must also be withdrawn from school for a year and the opportunity for readmission will only be given once in their education cycle.*

A study, which was done in six districts in Malawi, established that in the face of the challenge of keeping girls in school, the readmission policy was not effectively implemented. Only 49% of the girls who left school had been re-admitted in all the six sampled districts. Besides, most girls still dropped out of school even after their readmission due to lack of support services. This is largely attributed to lack of documented guidelines and procedures for readmission, negative attitudes towards teenage mothers, socio-economic constraints, lack of psycho social support, lack of counseling, girls' fear to return to the same schools because of unfriendly school environment. These barriers, coupled with poverty and unprofessional teacher conduct for example, create high levels of out-of-school girls and present barriers to effective

implementation of the readmission policy and other policies related to increasing access to girls' education.

Despite implementing the Readmission Procedures for 11 years gender disparities are still widespread and high teenage pregnancy among school girls leading to high dropout rates in the senior grades. Whilst the net enrolment in primary school has been steadily increasing for girls and the gender parity on pupils commencing the first grade of school improves, According to EMIS data from 2016, the survival rate of girls to standard 8 is 37 percent. This infers that despite an impressive primary enrolment rate, there is a high dropout rate among girls. This is worsened with increased incidences of child marriages in the country.

1.4 Purpose of the policy

The purpose of the policy is to provide guidance to all stakeholders on readmission of learners into schools with the aim of improving access, retention and completion of education cycle.

2.0 Broad Policy Directions:

2.1 Policy Goal

To promote equitable access, retention and completion of education cycle.

2.2 Policy Outcomes

Improved equitable access, retention and completion among girls and boys in education sector

2.3 Policy Objectives

The policy seeks to achieve the following objectives:

- To increase access, retention and completion of education cycle for girls and boys at primary and secondary education levels
- To simplify readmission procedures for all stakeholders
- To provide guidance to communities and schools in the management of learners who drop out of school
- To reduce vulnerability of learners through reduced dropout from school
- To strengthen school systems in the provision of counselling to readmitted learners to stay in school

3.0 Policy Priority Areas

3.1 Policy Priority Area 1: Readmission Procedures and Conducive Learning Environment

The current procedures for readmission are not user friendly and follow complicated steps and bureaucratic procedures for learners to be readmitted in school. Such cumbersome procedures hindered learners from being readmitted in school after dropping out due to pregnancy and child marriages. When readmitted in school learners especially girls are bullied and experience discrimination from their fellow learners and /including teachers. Such attitudes create stigma in the readmitted learners and consequently affect learning and academic performance.

Policy Statement(s)

The policy will ensure that:

- (i) Procedures for learners to be readmitted in school are decentralized and are less bureaucratic
- (ii) Implementation of readmission procedures is standardized
- (iii) Recommended withdrawal period for girl learners who fall pregnant is clearly defined
- (iv) School Management Committee (SMC) create a conducive environment for readmitted learners
- (v) Counselling and psycho social support are institutionalised in all schools for readmitted learners
- (vi) Extra-curricular activities that deter learners from risky behaviours are available in all schools

- (vii) Remedial academic support to readmitted learners is provided in all schools
- (viii) Reporting procedures for GBVs in schools are established and institutionalised
- (ix) School leadership adheres and reinforces readmission policy
- (x) Punitive measures of teenage pregnancy perpetrators are enforced according the laws of Malawi

3.2 Policy Priority Area 2: Strengthen and establish School based Preventive Measures to address School Dropout among Learners

Most of the learners especially girls are engaged in early unprotected sexual activity that contributes to pregnancy and early marriages. Some of the community members both the youth and adults contribute to girls' pregnancies and early marriages. As such communities have a critical role to play in ensuring that such incidences are reduced. On the other hand, teachers too, are mandated to deliver the curriculum which addresses issues of reproductive health and Life Skills to provide knowledge and basic skills to learners for sustainable livelihood. However, cultural issues and religious beliefs affect some teachers in the delivery of the curriculum resulting in learners not to have comprehensive understanding of reproductive health. Apart from pregnancies, some learners drop out due to long illnesses, gender based violence in the home as well as in the school environment, lack of school fees, and lack of other basic school needs and related materials.

Policy Statement(s)

The policy will ensure that:

- I. Provision of age appropriate comprehensive sexual reproductive health education among learners are promoted and strengthened
- II. Clear case management guidelines on cases of violence against learners are adopted
- III. Social protection services such as cash transfers and bursaries are accessed by all learners including those readmitted in school
- IV. Counselling and guidance services to all learners in primary and secondary schools are strengthened.
- V. Education related community structures participate in the provision of support services

3.3 Policy Priority Area 3: Strengthen Community Support Mechanism and Services to Retain Readmitted Learners in School

Most of the learners who drop out of school as a result of pregnancy and child marriages and wish to be readmitted face a number of challenges such as: child support while at school, lack of basic needs, poor parental attitude, stigma, and teenage mothers have challenges to manage their new status of being a parent and student at the same time.

Policy Statement(s)

The policy will ensure that:

- I. Special support mechanism at the family and community level to support the teenage parents/guardians are promoted
- II. By-laws that support girls' education are institutionalized

- III. Reporting procedures for GBVs in schools and communities are established and institutionalised
- IV. Linkages with health facilities to manage learners who are pregnant as a result of sexual abuse are strengthened
- V. Learners who are minors and are pregnant or were involved in early marriages are supported with counselling through child protection officers
- VI. Communities and local leaders are sensitized on all matters relating to readmission policy
- VII. Structures that detect and prevent violence against children at community level such as: victim support unit, community police, child protection officer, and mother groups are linked with school systems
- VIII. School, family and community support mechanisms for learners who drop out of school as a result of pregnancy and /or child marriages are promoted and enhanced

3.4 Policy Priority Area 4: Coordination, Collaboration and Networking of Stakeholders in Provision of Various Services in Relation to Readmission Policy

The causes of learners' drop out of school are multi-sectoral in nature hence need collaboration among various Ministries and stakeholders at national, district and community levels. Currently, there is weak collaboration, networking and uncoordinated efforts among various stakeholders in addressing issues of school dropout, particularly due to pregnancy and child marriages. There is need to have effective national, district and community level collaboration and networking across sectors in the implementation of the readmission policy.

Policy Statement(s)

The policy will ensure that:

- I. Strong coordination and collaboration with Ministry of Health, Ministry of Youth, Ministry of Gender Disability and Social Welfare, Other relevant Government Departments, Development Partners and the Civil Society in the in the implementation and monitoring of the readmission policy is strengthened
- II. Platforms for networking among key stakeholders are institutionalized and supported
- III. Issues related to implementation of the policy are integrated in the various Technical Working Groups at all levels
- IV. Awareness of the policy is the responsibility of a number of stakeholders beyond school structures.

4.0 Implementation Arrangements

The implementation arrangements are presented under three sub topics: Institutional Arrangements; Implementation Plan and Monitoring and Evaluation.

4.1 Institutional Arrangements

The implementation institutional framework for this policy is geared towards ensuring that the MoEST assumes a leading role while realizing the increased role of partners, private sector, NGOs and the community members. The Ministry of Education, Science and Technology will coordinate the effective and efficient planning and implementation of the policy.

Among other things, the ministry will:

- I. Monitor and evaluate on periodic basis the progress made in realizing policy goals;
- II. Determine policy outcome indicators and plans;
- III. Assist districts to develop plans in relation to the policy priorities;
- IV. Establish development programs which will take care of capacity development in the context of aligning technical assistance with associated commodity aid, training requirements and improved structural and systemic approaches in the execution of the policy;
- V. Take necessary measures to ensure effective and efficient implementation of the policy.
- VI. Take strict administrative action of teachers involved in defiling the wards include police, judiciary, children themselves.

The Ministry of Health will complement the provision of sexual reproduction health education and services.

The Ministry of Gender, Children, Disability and Social Welfare will be responsible for social protection. Psychosocial support, Counselling, providing support through cash transfer, protecting children in need of care and protection. Work with the MOEST in ensuring that the expected outcomes are met and child rights protected. Prevent GBV that occurs at school and community level

Development Partners and Non-Governmental Organizations with potential interest will cooperate with the Government in effective and efficient implementation of the policy.

The Ministry of Youth Development and Sports will be responsible for youth empowerment and the promotion of sporting activities, recreation and provision of sporting facilities to Malawi youth.

The Ministry of Finance Economic Planning and Development will be responsible for funding education programmes and related services.

The Ministry of Local Government and Rural Development will integrate education activities into district development plan to promote decentralization.

Communities, Families and Parents will provide general management of schools, mobilize resources, and provide learners with their physical and social needs.

Human Rights Institutions will provide advocacy for human rights, promotion and protection of the rights of the child and interpretation of the law.

4.2 Implementation Plan

The implementation plan highlights policy outcomes, objectives, responsibility, time frame and estimated cost over a period of 5 years. Detailed implementation plan is attached at appendix 1.

4.3 Monitoring and Evaluation

The readmission policy will be monitored on monthly, quarterly and annual basis through program specific reports. Education Management Information Systems (EMIS) will be updated to track progress on the readmission of learners. In view of the decentralization process, DEMs and EDMs shall provide leadership in the monitoring of the policy in collaboration with the Planning Directorate at the Ministry of Education Science and Technology..

Government of the Republic of Malawi

The Readmission Policy for Primary and Secondary Schools

Implementation, Monitoring and Evaluation Strategy

Ministry of Education Science & Technology

P/Bag 328

Lilongwe 3

Malawi

Tel 01789422

Fax 01788 064

Implementation, Monitoring and Evaluation Strategy

1.0 Introduction

This strategy will operationalize the readmission policy. It has an implementation plan matrix and monitoring and evaluation framework.

2.0 Strategies for the Policy Priority Areas

The readmission policy has the following policy priorities areas: Readmission Procedures and Conducive Learning Environment, Strengthen and establish School based Preventive Measures to address School Dropout among Learners, Strengthen Community Support Mechanism and Services to Retain Readmitted Learners in School and Coordination, Collaboration and Networking of Stakeholders in Provision of Various Services in Relation to Readmission Policy

IMPLEMENTATION PLAN

Policy Priority Area 1: Readmission Procedures and Conducive Learning Environment			
Policy Statement 1: Procedures for learners to be readmitted in school are decentralized and are less bureaucratic			
Objective	Strategy	Responsibility	Time Frame
Ensure that all schools have flexible and less bureaucratic procedures for learners' readmission	1. Decentralize the school readmission management to district councils and education Divisions for primary and secondary schools respectively	MoEST, EDMs, DEMs, PEAs	2018-2021
	2. Develop standardized drop out and re-admission forms	MoEST	2018
	3. Assign the head teacher at every school to be responsible for administration of learner	DEM, PEAs	2018-2021

	readmission forms		
	4. PEA and DEM to coordinate administration of drop out and readmission of learners	PEAs, DEMs	2018-2021
Policy Statement 2: Implementation of readmission Procedures is standardized			
Objective	Strategy	Responsibility	Time Frame
Align procedures for school dropping out and readmission are standardized	1. Introduce learner school dropout & learner readmission forms to be filled by the learner, the guardian and school head teacher	MoEST,	2018-2021
	2. Process and institutionalize the management of learner drop out and readmission forms at zonal level (Primary) and divisional level for Secondary learners	DEMs, EDMs, DOSS and PEAs	2018-2021
	3. Build capacity of PEAs, teachers, head teachers, SMCs, Mother Groups and all relevant stakeholders in the management of learner dropping out and readmitted in school	MoEST, Development Partners, NGOs	2018
	4. Identify and include indicators for re-admitted girls and boys in DEMIS and EMIS	MoEST, Stakeholders	2018
Policy statement 3: Recommended withdrawal period for girl learners who fall pregnant shall be clearly defined			
Objective	Strategy	Responsibility	Time Frame
Determine withdrawal period for girl learners who fall pregnant	1. Sensitize learners who fall pregnant to return to school six months after giving birth and during first term	Learner, Parents, Head teachers, Mother Groups,	2018-2021
	2. Institutionalize counselling and guidance for boys' responsible pregnancy	Head teachers, parents/guardians, teachers	On going
Policy Statement 4: School Management Committee (SMC) create a conducive environment for readmitted learners			
Objective	Strategy	Responsibility	Time Frame
Enhance conducive	1. Institutionalize school level feedback sessions with teachers and	MoEST, DEMs, PEAs,	2018-2021

environment for readmitted learners at school level	readmitted learners	Head Teachers, Mother groups	
	2.Assign teachers to mentor readmitted learners in primary and secondary schools	Head Teachers, PEAs, DEMs	2018-2021
	3. Create platforms for alumni and readmitted girls to interface and provide school related support	Head Teachers, SMC	2018 – 2021
	4. Strengthen SMC and PTA meetings with parents and guardian	SMC, Head teachers, parents	On going
	5 Develop and implement disciplinary procedures for learners who bully readmitted learners	Head teacher, section heads, SMC	2018-2021
	6.Finalise and enforce code of conduct for teachers who bully readmitted learners	DEM, EDM, Head Teacher, PEA, SMC	2018-2021
	7. Create a GBV reporting structure at school level	Head Teacher, PEA, SMC, Child Protection Officers, Community Police	2018-2021
	8. Strengthen linkage with other stakeholders in responding to cases of GBV	Head-teacher, SMC Mother Group	On going
Policy statement 5: Counselling and psycho social support are institutionalised in all schools for readmitted learners			
Objective	Strategy	Responsibility	Time Frame
Implement special counseling and psychosocial support in all the schools	1. Develop special counseling guidelines for readmitted students in schools	MoEST, MoH, Development partners, NGOs	2018-2021
	2. Build Capacity of Discipline Committees in schools to manage various types of counseling sessions	MoEST, MoH, Development partners, NGOs	2018-2021
Policy Statement 6: School structures to manage learners counselling needs shall be established and standardised in schools.			

Objective	Strategy	Responsibility	Time Frame
Institutionalize counseling committees at school level	1. Strengthen the counselling committees by linking them with existing school based structures.	SMC, Mother Groups, PTAs, Head Teachers	2018-2021
	2. Ensure that the school based counselling committee includes: members of School Management Committee (SMC), Mother Groups, Parent Teachers Association (PTA) and female teachers.	MoEST	2018-2019
	3. Build capacity of the counselling committees	MoEST, MoGCDSW	2018-2021
	4. Provide equipment and materials for the counselors	MoEST MoGCDSW	2018-2021
Policy Statement 7: Extra curricula activities that discourage learners from risky behaviours are available in all schools			
Objective	Strategy	Responsibility	Time Frame
Promote extra curricula activities that discourage learners from risky behaviors	1. Strengthen and encourage extra curricula activities in schools	MoEST	2018-2021
	2. Provide support to extra activities at school level through the assignment of patrons and matrons to different extra curricula activities	PEAs, DEMs, Head Teachers,	2018-2021
	3. Sensitize communities on the importance of extra curricula activities	SMC, Head teacher, PTA	2018-2021
Policy Statement 8: Remedial academic support to readmitted learners is provided in all schools			
Objective	Strategy	Responsibility	Time Frame
Improve academic performance of readmitted learners	1. Institutionalize remedial classes in schools and ensure the participation of readmitted learners	Head Teachers, teachers	2018 - 2021
	2. Institutionalize learner peer support for readmitted girls	Head teachers, teachers, learners	2018 – 2021

Policy statement 9: Reporting procedures for GBV in schools are established and institutionalised			
Objective	Strategy	Responsibility	Time Frame
Establish and institutionalize reporting procedures for GBV	1. Establish school based structures for reporting and referral system for GBVs	Head Teachers, Child Protection Officers	2018-2021
	2. Introduce anonymous reporting systems in schools i.e. suggestion boxes	Head Teachers, Child Protection Officers	2018-2021
	3. Link the school GBV reporting system with other criminal response systems	DEMs, MoGCDSW	2018-2021
	4. Develop strong feedback and tracking system of the GBV Cases	Head Teachers, Child Protection Officers	2018-2021
Policy statement 10: School leadership adheres and reinforces readmission policy			
Objective	Strategy	Responsibility	Time Frame
Reinforce implementation of readmission policy at school level	1. Ensure that all learners (or their guardians) who dropped out of school due to pregnancy fill the forms	Head Teachers	Ongoing
	2. Ensure timely submission of readmission forms from primary schools to the PEA and from secondary schools to division	Head Teachers, PEAs and EDM	On going
	3. Create favorable school environment for the girl learner who has been re-admitted	Head Teachers and teachers	Ongoing
Policy statement 11: Punitive measures of teenage pregnancy perpetrators are enforced according to the laws of Malawi			
Objective	Strategy	Responsibility	Time Frame
Enforcement of laws on perpetrators responsible for teenage pregnancy	1. Enforce teachers' Code of Conduct	PEAs, DEMs EDMs	Ongoing
	2. Report all pregnancy perpetrators to appropriate authorities	Learners, Parents	Ongoing
	3. Ensure criminal prosecution for appropriate cases	Parents, Community	Ongoing

		Structures	
	4. Empower children on the existing laws on child protection	Teachers, Mother groups, SMC	On going
	5. Equip children with knowledge and skills to identify and report on sexual abuse	Teachers, Mother groups, SMC	On going

Policy Priority Area 2: Strengthen and establish School based Preventive Measures to address School Dropout among Learners

Policy Statement 1: Provision of age appropriate comprehensive sexual reproductive health education among learners are promoted

Objective	Strategy	Responsibility	Time Frame
Enhance the provision of comprehensive sexual reproductive health education among learners	1. Review the school curriculum to include comprehensive sexual reproductive health education among learners	MoEST, MoH, Development partners, NGOs	2018-2021
	2. Establish Comprehensive Sexual Education (CSE) extra-curricular activities for learners	MoEST, MoH, Partners, NGOs	2018-2021
	Orient teachers on comprehensive sexuality education (CSE)	MoEST	On going
	3. Establish appropriate school referral system for SRHR services	MoEST, MoH, Partners, NGOs	Ongoing
	4. Ensure availability of SRH information and education materials	MoEST, Partners, NGOs	On going
	5. Provide gender sensitive sexual reproductive health education for learners in school	DEMs, PEAs, Head Teachers, Mother Groups, SMC	2018-2021

Policy Statement 2: Counselling and guidance services to all learners in primary and secondary schools are strengthened.

Objective	Strategy	Responsibility	Time Frame
Enhance counseling and guidance services to all learners in primary and	1. Provide comprehensive counselling that shall include career prospects, good health, economic independence and increased productivity.	MoEST, MoH, Partners, Head Teachers,	2018-2021

secondary schools	2. Introduce career guidance books and manuals on counselling in primary and secondary schools	MoEST, MIE, DPs	2018 - 2021
	3. Provide education on SRHR services for all learners in primary and secondary schools	Head Teachers, PEAs, SMCs, Mother Groups	2018-2021
Policy Statement 3: Clear case management guidelines on cases of violence against learners are adopted.			
Objective	Strategy	Responsibility	Time Frame
Ensure clear case management guidelines are in place and in use	Develop case management guidelines	MoGCDSW	2018-2021
Policy Statement 4: Social protection services such as cash transfer, bursary are accessed by all learners including those readmitted in school			
Objective	Strategy	Responsibility	Time Frame
Ensure that social protection services such as cash transfers, bursary are accessed by readmitted in all school	1.Promote access to social protection services such as cash transfers, bursary by readmitted learners	DEMs, DSWO, PEAs, Head teachers.	2018-2021
Policy Statement 4: Education community structures participate in the provision of support services			
Objective	Strategy	Responsibility	Time Frame
Promote participation of mother groups in the provision of sexual reproductive health education and counseling to	1.Build capacity of mother groups and other relevant structures in counseling skills	MoEST, DSWO, Partners	2018-2021
	2. Develop counseling manuals for mother groups and other relevant community structures	MoEST, DSWO, Partners,	2018-2021

learners			
Policy Priority Area 3: Strengthen Community Support Mechanism and Services to Retain Readmitted Learners in School			
Policy Statement 1: Special support mechanism at the, family and community level to support the teenage parents are promoted			
Objective	Strategy	Responsibility	Time Frame
Enhance special support mechanism at the school, family and community level to support teenage parents	1. Sensitize parents or guardians for the teen age parents to take care of the child during school session	TA, ADC, VDC, Mother groups, DSWO, SMC	2018-2021
	2. Mobilize local leaders to promote parent and guardian support to the child while the teenage parent is at school	TA, ADC, VDC, Mother groups, DSWO, SMC	2018-2021
	3. Promote establishment of community day care centers for children giving clear guidance to communities on procedures on the same. 4. Resource day care centres	MoEST, DSWO, NGOs	2018-2021
Policy Statement 2: By-laws ¹ that support girls' and boys' education are institutionalized			
Objective	Strategy	Responsibility	Time Frame
Support and institutionalize by laws that promote boys and girls education	1.Support development of community by-laws that promote education access, retention, and completion among girls and boys. Ensure that the by-laws do not infringe human rights	PEAs, SMC, Traditional leaders	On going
	2. Standardize by-laws that support girls and boys education	MoEST, MoJCA, MoGCDSW, MoLG, DEMs & EDMs	On going
	3. Strengthen existing by-laws that are in support of girls and boys education	MoEST, DEMs, EDMs	On going

¹ By-laws that are in tandem with the principle law of the land

Policy Statement 3: School based guidelines and procedures that reduce stigma towards learners readmitted in schools are established			
Objective	Strategy	Responsibility	Time Frame
Develop school based guidelines and procedures for reducing stigma and discrimination for learners readmitted in schools	1. Develop and disseminate guidelines and procedures for reducing stigma and discrimination for readmitted learners in schools 2. Sensitise staff and learners on accepting readmitted learners and reducing stigma towards such learners.	MoEST, DSWO, Mother Groups, Police PEAs, Ministry of civic education	2018-2021
Policy Statement 4: Linkages with health facilities to manage learners who are pregnant as a result of sexual abuse are strengthened			
Objective	Strategy	Responsibility	Time Frame
Enhance linkages with health facilities to manage learners who are pregnant as a result of rape, incest	1. Develop procedures for referral to health facilities for learners who have experienced rape and incest	DEMs, DSWO, MoH,	2018-2021
	2. Develop special counseling guidelines for victims of rape and incest at school level	MoEST, MoH, Police	2018- 2021
Policy Statement 5: Learners who are minors and are pregnant or were involved in early marriages are supported with counselling through child protection officers			
Objective	Strategy	Responsibility	Time Frame
Promote counseling for learner minors who are pregnant or were in early marriages	1. Develop referral mechanism for minors who are pregnant or were involved in early marriages to child protection officers	MoEST, DHOs, DSWO, Head teacher,	2018-2021
Policy Statement 7: Communities are sensitized on all matters relating to readmission policy			
Objective	Strategy	Responsibility	Time Frame

Enhance community sensitization on the provision of psychosocial support to learners who have been readmitted in school	1. Sensitize community's structures on the school readmission policy	PTAs, Mother groups, TA, SMCs, DEMs, PEAs.	2018-2021
Policy Statement 8: Structures that detect and prevent violence against children at community level linked with school systems			
Objective	Strategy	Responsibility	Time Frame
Enhance collaboration among community based structures and school based structures in the management of violence against children.	1.Sensitize community structures and school based structures on their roles and responsibilities in management of violence against children.	PEAs, Child protection officers	2018-2021
	2.Promote linkages between structures that detect and prevent violence against children at community level with school system	Head Teachers, PEA, DEMs, Police, DSWO, CCPW.	2017-2021
Policy Priority Area 4: Coordination, collaboration and networking of stakeholders in provision of various services in relation to readmission policy			
Policy Statement 1: Strong coordination and collaboration with Ministry of Health, Ministry of Youth, Ministry of Gender Disability and Social Welfare, Other relevant Government Departments, Development Partners and the Civil Society in the in the implementation and monitoring of the readmission policy is strengthened			
Objective	Strategy	Responsibility	Time Frame
Strengthen coordination and collaboration with Ministry of Health, Ministry of Youth, Ministry of	1. Ensure that the provision of sexual reproductive health services is provided in MoH institutions and not in schools	DEMs, PEA, DHOs, DSWO, Head Teachers	2018-2021
	2. Engage relevant stakeholders in the provision of support services such as bursaries, social cash	DEMs, PEAs, Head Teachers, SMCs	2018-2021
	3. Provide support to readmitted mothers to ensure retention in	MoEST, DPs, NGOs, CBOs	ongoing

Gender Disability and Social Welfare, Other relevant Government Departments, Development Partners and the Civil Society in the implementation and monitoring of the readmission policy	school		
	4. Link schools with nearby clinics for youth friendly services	Head Teachers, DHOs, PEAs, DEMs	2018-2021
Policy Statement 2: Platforms for networking among key stakeholders are institutionalized and supported			
Objective	Strategy	Responsibility	Time Frame
Promote linkages for learners readmitted to school with community based structures for social protection	1. Develop referral mechanism for learners who have been readmitted to school with community social support systems	Head teacher, PEAs SMC, ADCs, VDC, CBOs	2017-2021
	2. Develop guidelines for tracking readmitted learners' welfare and performance in school for remedial purposes.	DSWO, PEA, Head Teacher, SMC	2017-2021
Policy Statement 3: Issues related to implementation policy are integrated in the various Technical Working Groups at all levels			
Objective	Strategy	Responsibility	Time Frame
Enhance guidelines for handling perpetrators of VAC from the community level	1. Develop clear linkages with school and other sectors such as social welfare department and Police services in managing perpetrators of VAC	DEMs, PEA, DSWO, Police VSU	2018-2021=21
	2. Orient schools in the management of perpetrators of VAC among learners at school and community level	MoEST, DEMs, DSWO, NGOs, CSOs	2018-2021
Policy Statement 4: Awareness of the policy is the responsibility of a number of stakeholders beyond school structures.			

Objective	Strategy	Responsibility	Time Frame
Promote awareness of school readmission policy to a number of stakeholders beyond school structures	1. Popularize the school readmission policy to local government structures and CBOs and FBOs	DEMs, PEAS, Head Teacher	2018-2021
Promote awareness of school readmission policy with community structures	Orient church leaders, ADC, VDC, CBOs on the revised school readmission policy	PEAs, NGOs	2018-2019
Promote awareness of the school readmission policy to Ministry of Education and Science officials	Sensitize Ministry of Education Structures on the revised school readmission policy	DEMs, EDMs,	2018-2019

Monitoring and Evaluation Framework

Policy Priority Area 1: Readmission Procedures and Conducive Learning Environment						
Outcome 1: Procedures for learners to be readmitted in school are decentralized and are less bureaucratic						
Objective	Output	Performance Indicator	Target	Baseline	Source of Verification	Assumptions/Risks
To ensure that all schools have flexible and less bureaucratic procedures for learners' readmission	Decentralized school readmission procedures in place	Number of primary school with readmission procedures in place	5864	0	DEP	Availability of the procedures
		Number of secondary school with readmission procedures in place	1516	0	DEP	Availability of the procedures
Outcome 2: Implementation of readmission Procedures is standardized						
Objective	Output	Performance Indicator	Target	Baseline	Source of Verification	Assumptions/Risks
To ensure that procedures for school dropout and readmission are standardized	Standardized forms for school dropout and readmission in place	Number of primary of school with standardized drop out and school readmission forms	5864	0	DEP	Integration of forms in the EMIS
		Number of primary of school with standardized drop out and school readmission forms	1516	0	DEP	Availability of data
Outcome 3: Recommended withdrawal period for girl learners who fall pregnant shall be clearly defined						
Objective	Output	Performance Indicator	Target	Baseline	Source of Verification	Assumptions/Risks

To standardize withdrawal period for learners	Standardized withdrawal period established	Percentage of learners readmitted within the prescribed period	80%	0%	NSO	NSO willingness to incorporate the indicator
Outcome 4: School Management Committee (SMC) create a conducive environment for readmitted learners						
Objective	Output	Performance Indicator	Target	Baseline	Source of Verification	Assumptions/Risks
To create conducive environment for readmitted learners through engagement with SMC	SMCs in schools oriented and engaged	Percentage of schools with active SMCs that create conducive environment for readmitted learners	80%	0%	DEP	Commitment of SMCs
Outcome 5: Counselling and psycho social support are institutionalised in all schools for readmitted learners						
Objective	Output	Performance Indicator	Target	Baseline	Source of Verification	Assumptions/Risks
To implement special counseling and psychosocial support for all readmitted learners in all the schools	Counseling and psychosocial support for readmitted learners established in schools	Percentage of schools with counseling and psychosocial support for readmitted learners in schools	80%	0	DEP	Documentation of counseling sessions
		Percentage of readmitted learners who attended the counseling sessions	95%	*TBD	DEP	Availability of documentation
Outcome 6: School structures to manage learners counselling needs shall be established and standardised in schools.						
Objective	Output	Performance Indicator	Target	Baseline	Source of Verification	Assumptions/Risks
To institutionalize	School counseling	Percentage of school with functional counseling	80%	0	DEP	Availability of information

counseling structures at school level	committees established	committee in place				
Outcome 7: School extra curriculum activities that deter learners from risky behaviours are available in all schools						
Objective	Output	Performance Indicator	Target	Baseline	Source of Verification	Assumptions/Risks
To promote school extra curriculum activities that deter learners from risky behaviors	School extra curriculum activities in place	% of school with extra curriculum activities that promote sexual reproductive information	80%		DEP	Availability of resources and materials for SRH
Outcome 8: Remedial academic support to readmitted learners is provided in all schools						
Objective	Output	Performance Indicator	Target	Baseline	Source of Verification	Assumptions/Risks
To promote remedial academic support to readmitted learners in schools	Remedial academic support for readmitted learners in place	% of schools offering remedial academic support to readmitted learners	80%	0	DEP	Commitment of head teachers
Outcome 9: Reporting procedures for GBVs in schools are established and institutionalised						
Objective	Output	Performance Indicator	Target	Baseline	Source of Verification	Assumptions/Risks
To establish procedures for GBV reporting in schools	GBV reporting procedures in place	% of schools with GBV reporting procedures	80%	0	DEP	Commitment of PEAs and Head teachers
Outcome 10: School leadership adheres and reinforces readmission policy						

Objective	Output	Performance Indicator	Target	Baseline	Source of Verification	Assumptions/Risks
To promote adherence and reinforcement of the policy	Mechanism of policy enforcement in place	%ge of schools adhering to the school readmission policy	80%	0	DEP	Willingness of PEASs
Outcome 11: Punitive measures of teenage pregnancy perpetrators are enforced according the laws of Malawi						
Objective	Output	Performance Indicator	Target	Baseline	Source of Verification	Assumptions/Risks
To promote enforcement of laws on perpetrators responsible for teenage pregnancy.	Perpetrators of teenage pregnancy receiving punitive measures	% of schools reporting perpetrators of teenage pregnancy	50%	0%	DEP, NGOs Human Rights Institutions	Willingness of head teachers to report
		% of perpetrators of teenage pregnancy prosecuted	100%	0%	DEP, NGOs Human Rights Institutions	Willingness to report the cases by head teachers
Policy Priority Area 2: Strengthen and Establish School based Preventive Measures to address School Dropout among Leaners						
Outcome 1: Age appropriate comprehensive sexual reproductive health education and services enhanced						
Objective	Output	Performance Indicator	Target	Baseline	Source of Verification	Assumptions/Risks
To enhance the provision of age appropriate comprehensive sexual reproductive health education	Age appropriate comprehensive SRH education and services in schools institutionalize	% of schools providing age appropriate comprehensive SRH education and services	60%	0	DIAS	Coordination between, basic, secondary directorate with DIAS

and services among learners	d					
Outcome 2: Guidance and Counseling services for all learners in schools strengthened						
Objective	Output	Performance Indicator	Target	Baseline	Source of Verification	Assumptions/Risks
To enhance counseling and guidance services to all learners in primary and secondary schools	General counseling and guidance to all learners in schools established	% of schools offering guidance and counseling services	80%	*need verification	PEAs/SHN Social Welfare, DHO	Willingness of Head teachers and Teachers, Social welfare officers and DHO
Outcome 3: Clear case management guidelines on cases of violence against learners are adopted.						
Objective	Output	Performance Indicator	Target	Baseline	Source of Verification	Assumptions/Risks
To ensure that case management guidelines on VAC are adopted and applied in schools.	Guidelines on case management on cases of violence against learners developed	Guidelines for case management for violence against learners	1	0	Basic and Secondary Education Directorate, MoGCDSW	Cooperation among stakeholders
Outcome 4 Social protection services such as cash transfer, bursary are accessed by all eligible learners including those readmitted enhanced						
Objective	Output	Performance Indicator	Target	Baseline	Source of Verification	Assumptions/Risks
To ensure that social protection services such as cash transfers and bursary are	Cash transfer and bursary provided to needy readmitted	% of needy readmitted students provided with cash transfer and bursary	100%	0	DEMs, EDM, Basic and Secondary directorate	Availability of resources
		Training of trainers for	60%		Basic and	Availability of resources

accessed by all eligible learners including those readmitted	learners	community structures in counseling conducted			secondary school directorate	and willingness of communities
Policy Priority Area 3: Strengthen Community Support Mechanism and Services to Retain Readmitted Learners in School						
Outcome 1: Special support mechanism for readmitted teenage learners at the school, family and community level enhanced						
Objective	Output	Performance Indicator	Target	Baseline	Source of Verification	Assumptions/Risks
To enhance special support mechanism at the school, family and community level to support teenage parents	Community support mechanism for teenage learners in place	Percentage of TAs with community by laws that support readmitted teen age mothers	80%	*TD	Child protection officers / Ministry of Local MoGCDSW, Government	Willingness of community members to support teenage learners
		Percentage of teenage mothers with children at day care centres	60%	*TD	Child protection officers /PEAs	Willingness of communities to support day care centers
Outcome 2: By-laws that support girls' education are institutionalized						
Objective	Output	Performance Indicator	Target	Baseline	Source of Verification	Assumptions/Risks
To promote institutionalization of by laws that support girls education	By laws that promote girls education institutionalized	Number of Districts with by laws that promote girls education	34	*TD	PEAs	Cooperation of village leaders and school authorities
Outcome 3: Reporting procedures for GBVs in schools are established and institutionalised						
Objective	Output	Performance Indicator	Target	Baseline	Source of Verification	Assumptions/Risks
To introduce	Procedures for	Procedures for GBV in	1	0	Basic and	Availability of

reporting procedures for GBV in schools	reporting GBV developed	school in place			secondary directorate	documentation
		Percentage of schools with procedures for reporting GBV in place	95%	0	PEA, Demis, zEMIS	Willingness of Head teachers
Outcome 4: Linkages with health facilities to manage learners who are pregnant as a result of sexual abuse strengthened						
Objective	Output	Performance Indicator	Target	Baseline	Source of Verification	Assumptions/Risks
To enhance linkages with health facilities to manage learners who are pregnant as a result of sexual abuse	Procedures for referral to health facilities for learners who have experienced sexual abuse developed	Procedures for referral to health facilities for learners who have experienced sexual abuse in place	1	0	Basic and secondary directorate, Ministry of Gender	Availability of documentation
		Percentage of schools with procedures for referral to health facilities for learners who have experienced sexual abuse	95%	0	PEAs, ZEMIS, DEMIS	Willingness of school personnel to implement the procedures
Outcome 5: Learners who are minors and are pregnant or were involved in early marriages are supported with counselling through child protection officers enhanced						
Objective	Output	Performance Indicator	Target	Baseline	Source of Verification	Assumptions/Risks
To promote counseling for learner who are pregnant or were in early marriages	Referral mechanism to child protection officers developed	Availability of referral mechanism to child protection officer for learners who were pregnant or were involved in early marriages in place	1	0	DEMs	Willingness for Children Protection Officers to manage referrals from schools
Outcome 6: Communities sensitization on the provision of psychosocial support to learners who have been readmitted in school promoted						
Objective	Output	Performance Indicator	Target	Baseline	Source of	Assumptions/Risks

					Verification	
To enhance community sensitization on the provision of psychosocial support to learners who have been readmitted in school	Community structures mobilized to sensitize communities to support learners readmitted in school	Percentage of school based communities sensitized on psychosocial support to learners readmitted in school	80%	0	DEM office, NSO	Willingness of communities to provide psychosocial support to readmitted learners
Outcome 7: Community structures that detect and prevent violence against children at community level linked with school-based structures strengthened						
Objective	Output	Performance Indicator	Target	Baseline	Source of Verification	Assumptions/Risks
To link community structures that detect and prevent VAC at community with school –based community structures	VAC community structures linked with school-based community structures	Percentage of schools linked with VAC community structures	80%	*TD	PEAs, DEP	Willingness of community structures to cooperate
Policy Priority Area 4: Coordination, Collaboration and Networking of Stakeholders in Provision of Various Services in relation to Readmission Policy						
Outcome 1: Collaboration among various Government Ministries and other partners in implementation and monitoring of the readmission policy strengthened						
Objective	Output	Performance Indicator	Target	Baseline	Source of	Assumptions/Risks

					Verification	
To strengthen coordination structures that detect and prevent violence against children	Girls education TWG/ task force established	Functional Girls education TWG/ task force	1	0	Planning Directorate	Availability of resources
Outcome 2: Platforms for networking among key stakeholders are institutionalized and supported						
Objective	Output	Performance Indicator	Target	Baseline	Source of Verification	Assumptions/Risks
To develop guidelines for networking among stakeholders	Guidelines for linkages developed	Guidelines for networking operational at District and National levels	1	0	DEMs, Planning Directorate	Willingness for stakeholders to collaborate
Outcome 3: Issues related to implementation of the policy are integrated in the relevant Technical Working Groups at all levels enhanced						
Objective	Output	Performance Indicator	Target	Baseline	Source of Verification	Assumptions/Risks
To enhance integration of issues related to learner readmission with relevant TWGs	Readmitted learners' issues integrated into relevant TWGs	Percentage of issues integrated into relevant TWGs	100%	0	Planning Directorate	Willingness of other TWGs to incorporate readmitted learners' issues

Outcome 4: Strong coordination with Ministry of Health, Ministry of Youth, Ministry of Gender, Children, Disability and Social Welfare and other service providers in the provision of support services including sexual reproductive health education and services enhanced						
Objective	Output	Performance Indicator	Target	Baseline	Source of Verification	Assumptions/Risks
To enhance coordination with Ministry of Health through District Health Offices and other service providers in the provision of sexual reproductive health education and services	Coordination between schools and DHOs/ NGOs in provision of sexual reproductive health education established	Percentage of schools collaborating with health facilities in the provision of SRH services	80%	0	DEM	Willingness of health workers to provide sexual reproductive services and education without incentives
Outcome 5: Awareness of the policy raised by stakeholders beyond school structures promoted						
Objective	Output	Performance Indicator	Target	Baseline	Source of Verification	Assumptions/Risks
To engage community	Awareness of school	Percentage of households aware of the school	60%	0	NSO	Willingness of NSO to incorporate the indicator in

structures in the awareness of the school readmission policy	readmission policy to all stakeholder conducted	readmission policy				their random surveys
To orient community structures on the roles and responsibilities in the implementation of the readmission policy.	Community structures oriented on the roles and responsibility in the implementation of the readmission policy	Percentage of community structures oriented	80%	0	NSO	Willingness of NSO to include the indicator