

*REPORT ON WORKSHOP FOR DEVELOPING A NATIONAL DASHBOARD:
MALAWI “AGEE: ACCOUNTABILITY FOR GENDER EQUALITY IN EDUCATION
REPORT”*

DATE: 31ST JANUARY 2023

LILONGWE AT UFULU GARDENS



ESME KADZAMIRA, UNIVERSITY OF MALAWI

ELAINE UNTERHALTER, UNIVERSITY COLLEGE LONDON

By Faith
Sumani

LLB
student
at
Universit
y of
Malawi

TABLE OF CONTENTS

1. Background
2. Introduction.....
3. Objectives.....
4. Opening Remarks.....
5. List of Stakeholders Presiding the Meeting.....
6. Reviewed Aims for AGEE Malawi Dashboard....
7. Reviewed Criteria and Indicators for AGEE Malawi
Dashboard.....
8. Conclusions.....
9. Next Steps.....

Appendix 1: Criteria

Appendix 2: Indicator tables



1. BACKGROUND

AGEE seeks to participate in process of policy and planning that address gender inequalities at the level of the school, in social relations around the school, in the education system, and in national and international policies, laws and institutions. Organizations that have engaged with AGEE include the United Nations Girls, Education Initiative (UNGEI), the Global Partnership for Education (GPE), UNESCO, UNICEF, the FCDO Girls' Education Challenge, and international NGOS, including Plan, Save the Children and Action Aid.



2. INTRODUCTION

The prolific AGEE workshop on developing a national dashboard Malawi was held at Ufulu Gardens, Lilongwe on 31st January 2023. It was coordinated by Esme Kadzamira from University of Malawi and Elaine Unterhalter from University College London.

3. OBJECTIVES

The workshop overall objective was to take forward the work of the AGEE project and discussions held in Malawi in 2019 and 2020, with some concrete steps on developing a national dashboard for evaluating gender equality in education in Malawi.

THIS WORKSHOP BASED ITS FOCUS ON THE FOLLOWING AIMS:



✓ The aim of the national AGEE dashboard, to be developed through participatory discussions with key stakeholders, is to:

I) adapt the AGEE framework for use in Malawi, enabling government and civil society to evaluate changes in gender and intersecting inequalities in and through education

Ii) Co-ordinate the use of a range of different existing data sources, enabling connections to be made to the aspirations of a wide range of stakeholders concerned with gender equitable and gender transformative processes in and through education

Iii) Adhere to consultatively agreed criteria for the national dashboard and contribute to refining criteria for other countries to use with national dashboards.

Iv) Inform the drafting of key planning documents by government – e.g., work on the Education Sector Plan, EMIS

V) Support planning for potential actions to locate and develop data to feed into national planning and policy, on women's rights, gender equality and education.

Vi) Develop learning through the process of generating consultatively agreed criteria selecting indicators,

and presenting findings for other countries to use with national dashboards.

Vii) Provide lessons learned about the process of developing a national dashboard for use by groups working on project, neighborhood or institution focused dashboard.



Faith Sumani, University of Malawi (GJC), workshop rapporteur and one of the workshop attendees.

It was one day workshop. The workshop identified key stakeholders in the education sector, statistics, gender and the law who presided over this great engagement.

4. OPENING REMARKS

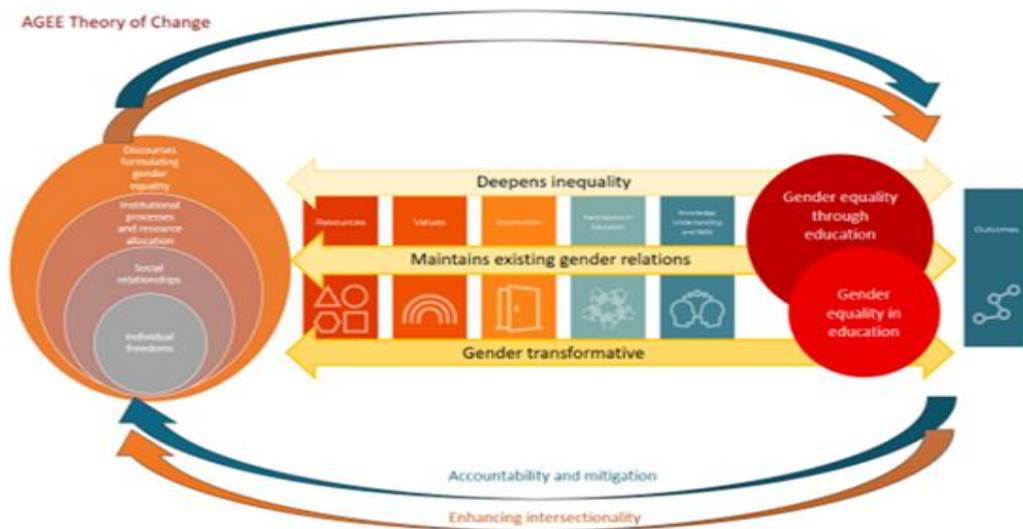
University of
Malawi

And

UNIVERSITY
COLLEGE OF
London

Report on “AGEE
workshop on
development on
national dashboard:
Malawi “

The workshop was warmly opened by Elaine Unterhalter from University College London. She started by introducing the AGEE project and framework. She also mentioned of the Theory of Change which is an underlined theoretical underpinning that AGEE uses for its basis of action. The theory among other things includes aspects of maintaining existing gender relations and gender transformative action by minimizing inequalities.



In her remarks she stated that *“THE AGEE PROJECT”* through a series of critical participatory discussions and in-depth interviews has, as of January 2023, consulted with over 400 representatives from government education departments, national statistical offices, civil society, academia and youth advocacy groups in Malawi and South Africa, and with a wide range of international students and organizations working on gender and education issues”.



Elaine Unterhalter from University College London

These discussions have provided insight into what constitutes gender inequality in education in different locations and contexts, as well as what issues are more applicable across diverse contexts, what data is perceived to be key to evaluating these inequalities, and how data and indicators might be used to bring about change. In addition, a range of pressing gender issues in education for which there are insufficient or no data have been highlighted.

Developing the AGEE Framework

- Participating** in wide ranging discussions with many partners.
- Contributing** to literature on gender, education and development.
- Using the capability approach to frame thinking about gender, human development and social policy.
- Thinking about** change together.

She further indicated that the AGEE framework sets out six distinct but interconnected ‘domains’ that are considered and (based on conceptual and empirical work) need to be represented within a more holistic measurement framework for gender equality and education. These include resources; values; opportunities; participation in education; knowledge, understanding and skills; and outcomes.

AGEE FRAMEWORK

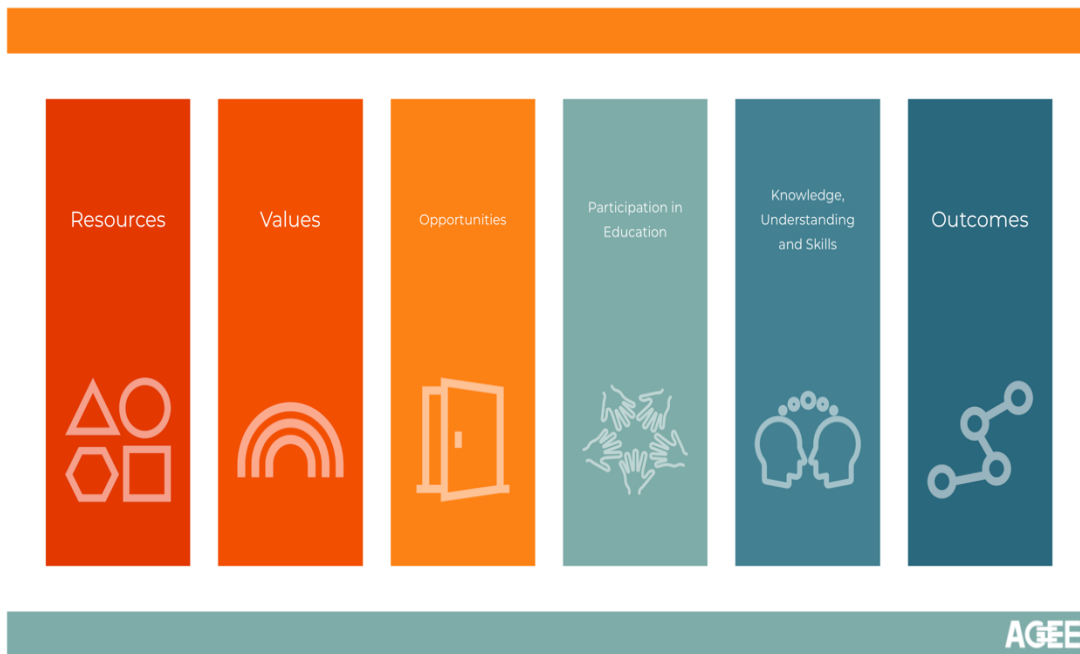


Diagram showing the six distinct and interconnected AGEE framework domains

The framework is explained as follows,

1. The resources domain reflects the goods and services required for a gender equitable education system. Resources include, for example: funding, policies, school infrastructure, trained teachers, administrators, support workers and information.

2. The values domain contains information on norms relating to gender and education, for example, provisions in constitutions, and survey data on attitudes to girls' and women's education.
3. The opportunities domain reflects the policy context and economic and social environment, such as laws, and national curricula. This domain includes ideas about, for example: the policy context and how this is put into practice; gendered aspects of the political, economic, geographic and cultural/social environment; and gender relations within educational institutions.
4. The participation domain considers gender differences in the capability to participate in education, and levels of participation and progression of girls and boys in all levels of education. Measures in this domain might include, for example: looking at differences in participation in education by socio-economic status, location, race, and ethnicity.
5. The knowledge, skills and understanding domain captures information about learning across all areas of the curriculum (not just literacy and numeracy), ideally including values around rights and gender equality; and forms of learning and teaching.
6. The outcomes domain takes a broad definition of the results of education, for example, to include economic empowerment, political participation, and speaking out against gender-based violence (unterhalter et al., 2022).

5. KEY STAKEHOLDERS PRESIDING OVER THE WORKSHOP



Esieme Kadzamire, University of Malawi, researcher and academia

Soon after the workshop was officially opened with a number of stakeholders from different sectors including National Statistical Office, Ministry of Gender, Ministry of Education, Gender Justice Unit presiding over the discussion for review of key criteria and indicators began. The following representatives participated:

	Name	Organization
1	Elaine Unterhalter	UCL
2	Esthery Kunkwenzu	UNIMA
3	Faith Sumani	University of Malawi /Gender Justice C
4	Fiona Ngulube	Ministry of Education
5	Grace Kafulatira Mulima	Ministry of Education
6	Loyce Fatch	Ministry of Education
7	Omega Chibwana	Ministry of Education
8	Deborah Kwilirani	Gender Justice Unit
9	Esme Kadzamira	University of Malawi

Table showing of AGEE workshop attendees at 31st January 2023: Ufulu Gardens Lilongwe

One of the reasons for including different stallholders for the national dashboard review was to have clear understanding of limits of gender parity that explains social relations of gender. That speaks for a need for visible records of gender equality performance and trends. To achieve this a combination of young activists, good statistics and clear data is vital. The statistics will help to measure how gender equality is fairing, where we are and where we are going in achieving gender equality.



To realise necessary information that reflects a Malawian setting national dashboard for accountability for gender equality the following questions were asked during the work shop and that helped to measure the relevance of different indicator for Malawi.

What would be some of the key aims, values and processes to be used in this work?

Consider the criteria currently being used for the AGEE cross national dashboard:

Are these useful and appropriate for a Malawi national dashboard?

- *What needs to be added or taken away?*
- *What is missing from the current version of the cross national dashboard that is crucial to the Malawi context?*
- *Are there data on these processes that meet the draft criteria?*
- *Pooling knowledge on data sources*



6. AIMS FOR AGEE NATIONAL DASHBOARD: MALAWI

The aims of the national AGEE dashboard, developed through participatory discussions with key stakeholders were to:

- I) Adapt the AGEE framework for use in Malawi, enabling government, diverse institutions and civil society to evaluate changes in gender and intersecting inequalities in and through education, monitor trends and patterns in the data assembled through the AGEE dashboard for evidence based planning and decision-making.
- Ii) Co-ordinate the use of a range of different existing data sources, enabling connections to be made to the aspirations of a wide range of stakeholders concerned with gender equitable and gender transformative processes in and through education.
- Iii) Inform the drafting of key planning documents by government – e.g., work on the education sector plan, EMIS, the national strategies (girls' education strategy, adolescent education strategy, teacher education strategy).

IV) Support planning for potential actions to locate and develop data, or manipulate and analyse data currently held, to feed into national planning and policy, on women's rights, gender equality and education.

V) Develop learning through the process of generating consultatively agreed criteria, selecting indicators, and presenting data for other countries to use with national dashboards.

VI) Provide lessons learned about the process of developing a national dashboard for use by groups working on project, neighbourhood or institution focussed dashboards.



Picture showing girls in Malawi returning back to school after childbirth.

7. REVIEWED CRITERIA AND INDICATORS

The main course of duty during the workshop was on reviewing different criteria and indicators for the Malawi dashboard, starting with the review of the criteria (Appendix 1), on this particular day different stakeholders during the meeting were actively involved in reviewing the cross national dashboard over the Malawian dashboard criteria.

The workshop however dwelled much on the indicators a table (Appendix 2) shows a record of the stakeholder's views on the indicators, discussed at Lilongwe workshop on the AGEE dashboard: Malawi, 31 January 2023.

OVERALL COMMENTS

The stakeholders made the following overall comments on criteria and indicators which were reviewed

- ✓ Most of the indicators adopted are relevant
- ✓ Malawi has a lot of data collected for different indicators but most of it is manipulated data
- ✓ Malawi has a number of good sources of data that includes NSO,EMIS,HIS
- ✓ There is a need for more research and survey to fill in the gaps
- ✓ Other indicators were considered not practical for Malawi
- ✓ Malawi has a lot of data which is left unreported
- ✓ Other indicators were more of subjective rather than objective

8. CONCLUSIONS AND MINUTES FOR NEXT MEETING

- ✓ Need for more stakeholder comments on outcomes section
- ✓ Adopted the members present as an advisory committee
- ✓ Need for expert surveys to verify the workshop discussions and data
- ✓ Develop partnership
- ✓ Apply for funding

9. NEXT STEPS :

- ✓ Develop a project around national dashboard ,with those attending the workshop as an interim advisory committee
- ✓ Expert survey (to approx. 100 participants) to review /validate selected indicators for national dashboard .would need funding to develop and trial the survey and analyse the data
- ✓ If funding secured for expert survey, work up a proposal for developing the national dashboard, possibly a one year project linked in with work on the national education sector improvement plan.

Appendix 1: Criteria

THE FOLLOWING, IS A SEGMENT SHOWING THE REVIEWED CRITERIA AT UNIVERSITY OF MALAWI/ AGEE WORKSHOP, LILONGWE, 31 JANUARY 2023

CRITERIA THAT APPLY TO THE PORTFOLIO OF INDICATORS ASSOCIATED WITH THE AGEE NATIONAL DASHBOARD FOR MALAWI

Essential criteria for portfolio as a whole

1. The portfolio of indicators should be transparent, easy to communicate, interpret and comprehend. *The key messages should be able to be translated into multiple languages for building accountability and supporting data collection.*
2. The portfolio of indicators should be balanced across each of the AGEE domains, avoiding overlaps and taking into account gaps, and suitable proxies (transparently explained), representing as appropriate each sub-domain. For each of the AGEE domains, there should be at least two indicators.
3. The portfolio as a whole should include at least some indicators that highlight particular gender inequality and women's rights concerns within and beyond the education sphere, e.g., gender-based violence, reproductive rights. The portfolio should include at least one indicator in each AGEE domain relating to women's rights and a gender transformative perspective that goes beyond merely noting different experiences of men and women and instead seeks to help dismantle the institutions, relationships and/or distributions of power in specific sites that establish and maintain unjust and discriminatory processes and outcomes.
4. The indicators should portray the situation in Malawi from 2015 (as a baseline)

Desirable criterion for portfolio as a whole

5. As new indicators become available in the AGEE domains where information has not been routinely assembled, they should be given priority. New indicators need to meet all essential criteria for being included as indicators in the cross-national dashboard. (new indicators should be sought as additional relevant issues emerge over time; thus, an agenda around existing gaps will be actively documented by the project.)
6. The portfolio of indicators should be sensitive to the inclusion of the poorest (rural and urban), out of school children, orphans, children with disabilities and special needs, the most marginalised, and those in the remotest areas, refugees, displaced populations, and the processes through which they are often excluded from data collection. (while indicators of these experiences may not be immediately available, they will inform the application of criteria 4 and 6.)

CRITERIA THAT APPLY TO THE BALANCE OF INDICATORS WITHIN EACH AGEE DOMAIN:

Essential criterion for balance of indicators within each AGEE domain

7. The selected indicators for each AGEE domain should highlight the most important issues in that domain, noting gender and intersectional inequalities as articulated by groups affected, concerned and engaged with a process of gender transformational change. (a list of gaps will be maintained, and this will be used to establish a priority list for action in filling data gaps.)

Desirable criterion for balance of indicators within each AGEE domain

8. The selected indicators for each AGEE domain should include some objective and some subjective indicators, where appropriate to the domain¹.

CRITERIA THAT APPLY TO SINGLE INDICATORS

Essential criteria for single indicators

- 9 . Relevance. Relevance for assessing gender inequality and equality in access to, in and through different kinds of learning sites and their impacts *on* education in the first five domains of the AGEE framework, and as an outcome of education in the sixth domain (outcomes).
- 10 Legitimacy- The indicator in question qualifies as relevant and legitimate in the sense that it is endorsed (and rated highly vis-à-vis other potential indicators) by relevant stakeholders concerned with gender transformative approaches.
- 11 Disaggregation by demographic characteristics as relevant for cross regions/districts comparison. The indicator, where appropriate, can be disaggregated by population sub-group and reviewed drawing on descriptive intersectionality² – the most relevant for our purposes are gender/sex, ethnicity, disability, age, religion and belief, social and economic class / status, geographic location, and national status / citizenship, *health status?*.

¹ In this context, 'subjective indicators' are those which capture a subjective component, such as personal perspectives, experiences or personal assessments (for example, responses to questions on experiences of bullying or discrimination, or life satisfaction). Objective indicators are independent from personal evaluation of the respondent and may be based, for example, on external observations or other forms of data collection, such as literacy rates, or life expectancy.

² 'Descriptive intersectionality' is defined by Unterhalter et al. (2020), as an approach which highlights overlapping differences within groups defined by gender. They present this as an interpretation of intra-categorical intersectionality in McCall's (2005) distinction between intra-categorical, inter-categorical, and anti-categorical formulations of intersectionality. Please see Unterhalter, E., Robinson, L., & Balsera, M. (2020). 'The politics, policies and practices of intersectionality: Making gender equality inclusive and equitable in and through education'. *Background paper prepared for the Global Education Monitoring Report Gender Report*.

- 12 Geographical coverage. For each indicator, measures are available that permit monitoring across all districts or a range of districts from all regions. *As data to support new indicators becomes available, this should be considered for inclusion only if it has been collected in an adequate range across districts, regions and background conditions*
- 13 Aspect of inequality and/or equality. The indicator captures a result in terms of an outcome or process associated with the layers of focus for analysis, monitoring and evaluation on gender equality and intersectional opportunities in and through education (see figure 1).
- 14 Frequency. Where appropriate, the indicator is (or could be) collected reasonably frequently (at least every five years) for monitoring purposes.
- 15 Level. The indicator relates, where appropriate, to individuals, households, schools or broader social or political units including humanitarian coordination structures.
- 16 Robustness. The indicator is subject to the standard statistical requirements of accuracy, reliability, validity and coverage.

Appendix 2: INDICATORS FOR AGEE MALAWI DASHBOARD

Note: indicators highlighted green are in the cross national dashboard, and were considered appropriate to use in the national dashboard. Indicators highlighted blue were added at the workshop. Notes indicate data sources, or forms of manipulation of existing data needed

1. RESOURCES

1.1 FINANCIAL AND POLICY- NATIONAL, INSTITUTIONAL AND IDEAS

	RELEVANCE	REVIEW BY WORKSHOP PARTICIPANTS	DATA SOURCES	COMMENT
1	Level of gender responsiveness in education sector plan (ESP)		GPE	Done by GPE, but still considered relevant
2	Level of public finance allocated to gender equality and women's empowerment		NSO	NSO may have data quarterly reports
3	Expenditure on education as a proportion of total government expenditure			
4	Perceptions of corruption (not education specific)			

5	Broadband internet subscriptions per 100 inhabitants			
6	Proportion of population with access to a mobile phone network			
	Access to radio and TV		NSO surveys	
	Level of indebtedness of country		Ministry of finance economic report (annually)	
	Trends in donor support		DAC/ or GPE? Education development budget (demarcated between donors and government)	Where it is going and how much; not just total amount

1.2 FINANCIAL- FAMILY/SOCIAL RELATIONSHIPS

RELEVANCE	REVIEW BY WORKSHOP PARTICIPANTS	DATA SOURCES	COMMENT
Proportion of family income spent on children's education	Seen as very critical to include	IHS	Question asked but not analysed

Number of households classified as poor and ultra-poor in the poverty report		Poverty report	Look at ways to relate this to education
Numbers applying for bursaries			May need to look at poverty data more closely

1.3 SCHOOLS AND TEACHERS- NATIONAL INSTITUTIONS

	MOST RELEVANT	REVIEW BY WORKSHOP PARTICIPANTS	DATA SOURCES	COMMENT
1	Percentage of secondary schools with single-sex basic sanitation facilities		Data is in EMIS	
2	Percentage of primary schools with single-sex basic sanitation facilities		Data is in EMIS	
3	Women as a percentage of qualified teachers		In EMIS	

	at primary, lower secondary and senior secondary school			
4	Proportion of schools with computers, libraries, laboratories and sports grounds			No data yet on adequacy; could look at relation of learners to computers; would need data manipulation. Compile separate indicators
	Ratio of pupils to textbooks		EMIS	This block of data may work better under opportunities - discuss
	Ratio of pupils to desks		EMIS	
	Pupil: classroom ratio		EMIS	
	Pupil: teacher ratio		EMIS	
	Population distribution by distance to school		GIS	GIS data

2. VALUES

2.1 NATIONAL INSTITUTIONS AND IDEAS

	MOST RELEVANT	REVIEW BY WORKSHOP PARTICIPANTS	DATA SOURCES	COMMENT
1	Presence of legal frameworks to promote and monitor equality and non-discrimination on the basis of sex			
2	Legal age for marriage set at 18			
3	Ratification of CEDAW (convention on the elimination of all forms of discrimination against women) with or without reservations			
4	Ratification of cade (convention against			

	discrimination in education)			
5	Laws criminalising or protecting sexual orientation			Divided views on whether to include
6	Presence of national human rights institutions complying with Paris principles and Maputo protocol			
7	Ratification of international bill of rights			
	Ratification of African charter of human rights			
	SADC gender protocol			
	Ratification of CRC and au convention			

2.2 INDIVIDUAL VALUES

	MOST RELEVANT	REVIEW BY WORKSHOP	DATA SOURCES	COMMENT
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		PARTICIPANTS		
1	views on women's right to physical integrity, social and economic participation including higher education, and role in political and economic leadership			no Malawi data and nothing collected by NSO: would need a survey on this
2	women and men over 15 guaranteed full and equal access to sexual and reproductive health care, information and education			
3	girls and boys have equal rights to be born and have care and support needed to survive to 5			

4	women and men have access to health care			
5	women guaranteed equal rights to land ownership and control			
6	women and men guaranteed rights to freedom of association and collective bargaining at work			

3. OPPORTUNITIES

3.1 NATIONAL LAWS POLICIES AND LEVELS OF ENACTMENT

	MOST RELEVANT	REVIEW BY WORKSHOP PARTICIPANTS	DATA SOURCES	COMMENT
1	Presence of legal framework guaranteeing 9+ years of free and compulsory public education for all			

2	Presence of legislation to protect and facilitate education of pregnant adolescent girls			
3	Presence of legislation on child protection, to prevent corporal punishment in schools			
4	Endorsement of the safe school declaration			
5	Classification in relation to disasters – climate, health (pandemics)			
	Legislation on the prevention of domestic violence			TBC
	School guidelines on preventing SRGBV			Something giving mear in national policy on girls ED and gender equality

3.2 SOCIAL RELATIONS- RELATIONSHIPS EXPANDING CAPABILITIES

	MOST RELEVANT	REVIEW BY WORKSHOP PARTICIPANTS	DATA SOURCES	COMMENT
1	Proportion of time spent by adolescents (girls and boys) on unpaid domestic and care work			No data, but IHS may collect. To check and also labour force survey
2	Prevalence of marriage among girls under 18			In DHS and MICS
3	Proportion of young women and men (18-29) who have experienced sexual violence by age 18			
4	Prevalence of reports of violence against women			

5	Proportion of men and women who express views which condone domestic violence			
6				
7	Proportion of children (1-17) who have experienced physical punishment and/or psychological aggression by caregivers			
8	Proportion of youth (girls and boys 15-24) not in education, employment or training			Data manipulation needed from MICS
9				
10	Proportion of women and men who express views critical of women who work outside the family			

1 1	Proportion of women who have access to financial services			
1 2	Proportion of women in managerial positions			Collected through ministry of gender
1 3	Proportion of children aged 5-17 years engaged in paid child labour			
1 4	Women as a proportion of all representatives in parliament			
1 5	Proportion of girls and boys (to age 18) using the internet			
1 6	Proportion of women and men who express views that indicate confidence in the judicial system and courts			Afro barometer
1 7	Number of victims of human			

	trafficking per 100,000 population			
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3.3 INDIVIDUAL -OPPORTUNITIES EXPERIENCED BY INDIVIDUALS

	MOST RELEVANT	REVIEW BY WORKSHOP PARTICIPANTS	DATA SOURCES	COMMENT
1	Mean years of schooling, women aged 25+			
2	Prevalence of undernourishment in girls and boys (5-18)		EMIS	Only under 5 rate; data to be checked to 18 on micronutrients; possibly cohort tracking and EMIS individual based. In EMIS book – data to be analysed (collected since 2019)
3	Proportion of women and men			

	reporting an experience of discrimination or harassment			
4	Prevalence of malnutrition among girls and boys (0-5)			
5	Maternal mortality ratio			
6	Prevalence of anaemia in young women (15-20)			
	Mental health and availability of psychosocial support			Emerging issue needing data

4. PARTICIPATION

4.1 INSTITUTIONAL- PARTICIPATION IN EDUCATION INSTITUTIONS

	MOST RELEVANT	REVIEW BY WORKSHOP PARTICIPANTS	DATA SOURCES	COMMENT

1	Adjusted GPI completion rate primary education			
2	Adjusted GPI completion rate lower secondary education			
3	Adjusted GPI completion rate upper secondary education			
	Age adjusted completion rate			To be developed from EMIS data
	Cohort completion rate			
4	Expected years of schooling, by sex for primary			EMIS
	Expected years of schooling, by sex for secondary			EMIS
5	Repetition rates by sex across all grades for primary			EMIS, IHS, DHS
	Repetition rates by sex across all grades for			EMIS, DHS, HIS

6	Adjusted GPI in grade p in primary education			To be done in the revised curriculum
7	GPI graduation ratio from tertiary programmes			HEMIS
8	Adjusted GPI of GER in tertiary education			HEMIS
9	Adjusted GPI of participation in TVET by 15-24			HEMIS
10	Standardised test scores, reading, mathematics and health knowledge by sex			Moe (EGRA, EGMA, SACMEQ, MLA, zonal standardised tests), MICS Move to KUS?
	Number of longitudinal dropouts as proportion of enrolments			Data manipulation Cohort tracking data
	Estimates of out of school children by sex			MICS

4.2 SOCIAL RELATIONS

NO AVAILABLE INDICATORS IDENTIFIED FOR CROSS NATIONAL

INDICATORS	REVIEW BY WORKSHOP PARTICIPANTS	DATA SOURCES	COMMENT
Number of towns with by-laws supporting school attendance, girls education and ending early marriages			
Number of children from social transfers by sex			
Amount time spent on school work by gender			Time use diaries
Number of children who are currently married			DHS, MICS
Dropouts linked to poverty menstrual			

hygiene- for the future			
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4.3 INDIVIDUAL- INDIVIDUAL VIEWS ON EDUCATION

	MOST RELEVANT	REVIEW BY WORKSHOP PARTICIPANTS	DATA SOURCES	COMMENT
1	Proportion of girls and boys reporting missing schooling			Look into whether GHS will be redone in Malawi
2	Proportion of girls and boys reporting experience of bullying (social media, personal attacks)			GHS – look into whether will be updated for Malawi
3	Proportion of women and men satisfied with the quality of schooling			Repetition rates by sex across all grades shows that this is objective. World values survey

4	Proportion of women and men expressing views that schooling provides adequate skills for employment or starting a business			World values survey – check if conducted in Malawi
	Children's aspirations and confidence by sex			Check SACMEQ
	Views on levels of fear and insecurity (adults and children)			Check UNDP data source

5. KNOWLEDGE, UNDERSTANDING AND SKILLS

5.1 INSTITUTIONAL- LEVELS OF LITERACY AND NUMERACY

	MOST RELEVANT	REVIEW BY WORKSHOP PARTICIPANTS	DATA SOURCES	COMMENT

1	Adjusted GPI of proportion children with minimum level of reading proficiency at end primary school			Move from participation
2	Adjusted GPI of proportion children with minimum level of maths proficiency at end primary school			
3	Adjusted GPI proportion of children with minimum proficiency level reading at end lower secondary			
4	Adjusted GPI proportion of children with minimum proficiency level maths at end lower secondary			

5	Percentage of girls and boys achieving MLP in reading and maths			
6	Adjusted GPI population over 15 who are literate			
7	Presence of social citizenship, ESD in national education policies, sexual and reproductive health curricula, teacher education and student assessment			Review needed, but information present
	Children's knowledge of SRH			Data source? SACMEQ

5.2 INDIVIDUAL - ENGAGEMENT WITH FURTHER OR HIGHER EDUCATION

	MOST RELEVANT	REVIEW BY WORKSHOP PARTICIPANTS	DATA SOURCES	COMMENT

1	GPI of students enrolled in stem courses			
2	Women as a proportion of teachers in tertiary education			
3	Proportion of women in skilled occupations who have received training			
4	GPI numbers (10-25) accessing ICT training			
	Knowledge and confidence of how to report GBV			Source to be investigated Structures for reporting to be looked at (look into building into UNESCO bid)

6. OUTCOMES

6.1 HEALTH

	MOST RELEVANT	REVIEW BY WORKSHOP PARTICIPANTS	DATA SOURCES	COMMENT
1	Proportion of women of reproductive age (15-18 years) who have their need for family planning satisfied with modern methods			NSO has data
2	Numbers making use of health services (taking account of sex, location and level of need)			Ministry OF Health AND Information
	Fertility rate			DHS

6.2 ECONOMIC (NOTE: NO DETAILED DISCUSSION FROM HERE; PARTICIPANTS WILL REVIEW THROUGH CORRESPONDENCE)

	MOST RELEVANT	REVIEW BY WORKSHOP PARTICIPANTS	DATA SOURCES	COMMENT
1	Proportion of time spent by women			Data in NSO sources

	and men on unpaid domestic and care work			
2	Proportion of women to men living below 50 per cent of median income			Data in NSO sources; not reported
	Numbers receiving social grants as a proportion of those who are ultra-poor			

6.3 POLITICAL

4 INDICATORS RATED MOST RELEVANT AND MOST IMPORTANT BY A MAJORITY OF PARTICIPANTS (BY COUNT AND MEAN)

	MOST RELEVANT	REVIEW BY WORKSHOP PARTICIPANTS	DATA SOURCES	COMMENT
1	Proportion of women in positions in national and local institutions, including (a) the legislatures; (b) the			

	public service; and (c) the judiciary, compared to national distributions, by sex, age, disability and population group			
2	Proportion of population which believe decision- making is inclusive and responsive			

6.4 SOCIAL

4 INDICATORS RATED MOST RELEVANT AND MOST IMPORTANT BY A MAJORITY OF PARTICIPANTS (BY COUNT AND MEAN)

	MOST RELEVANT	REVIEW BY WORKSHOP PARTICIPANT S	DATA SOURCES	COMMENT
1	Proportion of women aged 15-49 years who make their own informed decisions regarding sexual relations,			

	contraceptive use, and reproductive health care			
2	Proportion of population that has convenient access to public transport, by sex, age and persons with disabilities			

6.5 CULTURAL

	MOST RELEVANT	REVIEW BY WORKSHOP PARTICIPANTS	DATA SOURCES	COMMENT
1	Proportion of men and women who express views regarding feeling safe			
2	Proportion of women who own a mobile telephone			