

School Selection Strategy

Sub - Strategy





School Selection Strategy

Goal

Establish and maintain a two-year pipeline of projects in our targeted school zones using a transparent system that meets our values and prioritises diversity and equity.

Considerations

Phase I: Identify target school districts

The Mlambe Project works with partners to support education programming across Malawi.

- For work funded by TMP:
 - Balaka District has been the centre of TMP work and will continue as a priority location.
 - We will identify any other districts by the largest number of children being taught outside under trees. The analysis will be bi-annual.
 - The analysis will use available data. It will look at:
 - Average class size
 - Average number of classrooms per learner
 - The children's learning scores
 - Proximity to current activities
 - Government engagement and priorities
- For work funded by other organisations and delivered in partnership with TMP:
 - Any selected districts must have a demonstrable need and be in the bottom half of Malawi infrastructure provision.





Phase 2: Identify target zones within target school districts

- Transparent selection process using the following factors:
 - Central and local government engagement
 - Active government engagement is critical for a practical building project and ensuring ongoing support in school operation.
 - Local community engagement
 - Active local community engagement is imperative for providing support and resources for building and ongoing support in school operations.
 - Partner and funder visions and values
 - We must handpick like-minded partners and funders—their values and targets must align with our school selection strategy.
 - Diversity and equality in evaluation and filtering of target schools
 - All projects must meet our stated values and encourage diversity and equality within the school and the surrounding communities.

Process

Prerequisites:

- A trained Malawi Development Manager, who will rank projects and assess local government and community engagement.
- Resources available to gather and analyse data and produce reports with recommendations.
- Resources available to visit different communities and evaluate community engagement.

The process for selecting a zone:

1. **Access education data** for the zone

Complete when: Data is available for the different zones showing enrollment, current infrastructure, school learning outcomes, and number of teachers per school.

2. **Analyse the data to show** which zones:

- Are in most need of additional school infrastructure, using classroom to pupil ratio, average class size, etc.
- Have the lowest attainment levels.
- Are in a location where the organisation is capable of delivering infrastructure.
- Could be a suitable candidate for a Showcase School.



3. **Create a shortlist** of four to six zones ranked in order of importance.

Steps 2 and 3 complete when: We produce a report with analysis and recommendations.

4. **Engage with district government officials** to review the rankings and to discuss the report. We will invite the government into a dialogue and encourage their input. In agreement with the government, we will select the top three zones from the shortlist.

Complete when: TMP and the government agree on the top three zones.

5. **Visit the PEA (Primary Education Advisor) and local communities to assess levels of engagement.**

This should include:

- Meeting with the PEA to understand the priorities and assess the level of support.
- Visiting the top two schools the PEA recommends based on need for infrastructure. At each:
 - Meet with the village chiefs, SMC, PTA, and mothers' groups
 - Assess for infrastructure gaps
- Complete a summary report, including an assessment of whether there:
 - Is enough support from the PEA to continue.
 - Is enough support from the local community to continue.
 - Are enough infrastructure needs to continue.
- The assessor should remove any school zone that fails the assessment criteria listed above. They will then assign a score out of ten to:
 - PEA support
 - Village chief support
 - SMC / PTA / MG support
 - Infrastructure needs
 - Base level of infrastructure available

Complete when: A report is complete when a new zone for building is identified.



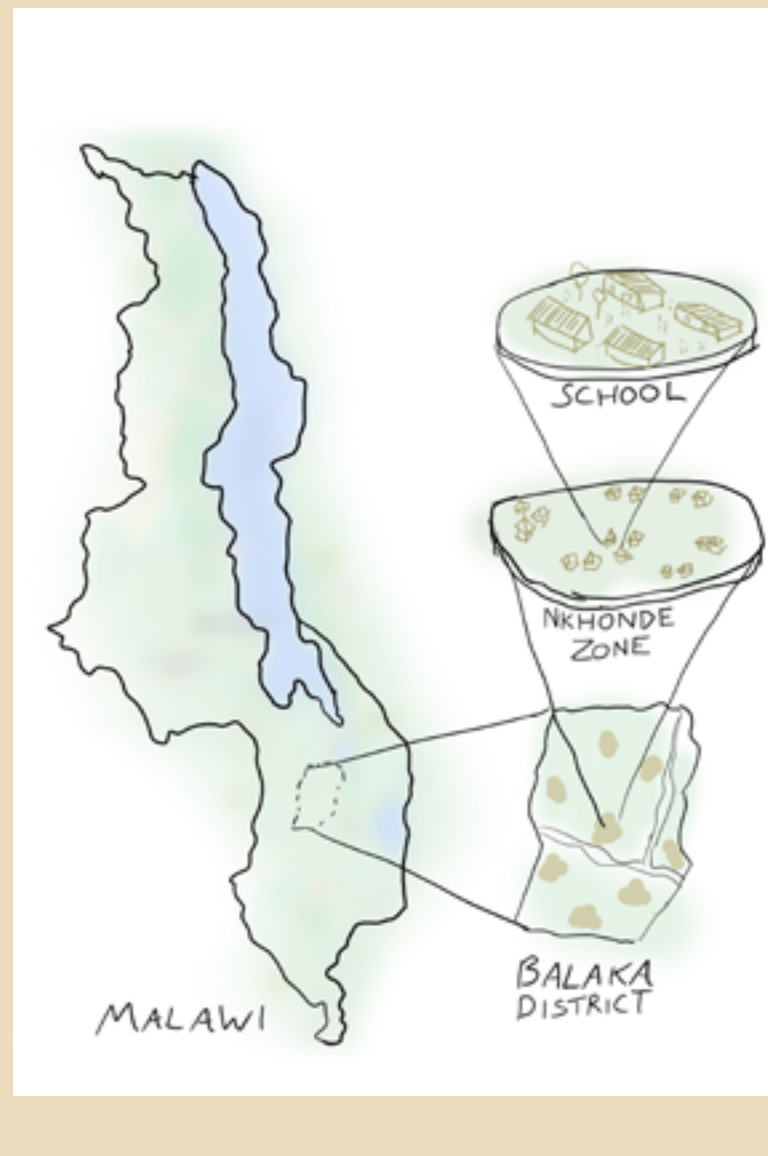
- 6. Select a specific school for development.** Once the zone is selected, the assessor should follow a process similar to the zone identification process, but with a reduced level of detail on analysis and a greater emphasis on school visits. The criteria should be the same as the criteria used to assess the zones.

Complete when: A school is selected.

- 7. Publish the prioritised list of projects on the website.** Trustees to approve the project list before publication.

Prioritised Deliverables

1. Targeted school zones: All education programming funded by The Mlambe Project for the year 2020/21 will be focused on Balaka District.
2. Current school zones and building projects being directly undertaken by The Mlambe Project
 - Current zones: Nkonde Zone
 - Current schools: Mlambe, Nankhono, Chikoleka
3. Prioritised list of future target projects
 - New zone within the Balaka District: One school selected for development
4. Future target school zones: An assessor should complete the first assessment of zones other than those in Balaka District by the end of 2021.



Future Actions

1. Develop training for a Malawi Development Manager to rank projects and assess local government and community engagement.
2. Follow the above process to select one school for development within Balaka District.
3. Follow the above process to identify future target school zones.

