

	Intervention Logic	Indicators	Sources of data	Assumptions
<b>Outputs for SO 1 - Promote equitable enrolment</b>	1.1 Upgraded and expanded secondary school infrastructure, and expanded technical vocational education facilities in secondary schools, including improved access to students with disabilities, WASH facilities and climate resilient infrastructure	1.1.1 Number of Community Day Secondary Schools (CDSS) upgraded and expanded with support of the action  1.1.2 Number of additional resilient spaces created in the targeted schools with support of the action  1.1.3 Number of CDSSs with technical vocational facilities introduced by the action  1.1.4 Number of cluster centre resource rooms constructed  1.1.5 % of pupils enrolled in primary and secondary schools providing drinking water, adequate sanitation, and adequate hygiene services (SDG 4.35)	1.1.1 Construction reports, Annual Education Sector Performance reports  1.1.2 EMIS: Malawi Annual Education Statistics  1.1.3 EMIS: Malawi Annual Education Statistics  1.1.4 Construction reports  1.1.5 EMIS: Malawi Annual Education Statistics	MoEST will follow the selection guideline to identify the most in-need schools for the upgrading and expansion, also in coordination with other DPs involved in infrastructure development
	1.2 Increased access to secondary education, particularly for female students and students living in vulnerable situations.	1.2.1 Number of students supported by the action who have been retained in secondary education (disaggregated by sex, age, disability)  1.2.2 % of students in target schools supported by psychosocial (counselling & guidance) programmes implemented with support of the action	1.2.1, 1.2.2 a) Education Sector Performance System: School reports b) Progress reports by CSOs (grantees)	Female and other students in vulnerable situations are receptive to the incentives and remain in secondary school for the entire secondary education cycle.