



Outcomes Report

A summary report based on pupil data from September 2014 to January 2019

The Mamie Martin Fund provides support in the form of fees and help with practical needs in the North of Malawi. We do this through the schools there.

This report summarises the outcomes of our work as identified from data collected on MMF-supported pupils over five school years, 2014-19.

Numbers

Secondary schooling in Malawi comprises four forms. In the most recent five school years (2014-15 to 2018-19)

443 school years supported

- 220 girls have been supported by the Mamie Martin Fund
- 18 students have been supported through all four years of secondary school
- MMF supported 433 years of schooling - an

Kept 220 girls in school over 5 years

average of 86 girls per year

- 'Support' means that fees and associated costs are paid. This is done directly to the organisation running the school (e.g. CCAP) or to the school itself where that is more appropriate, such as Mchengautuba Community Day Secondary School.

The difference between the number of girls supported and the number supported for the whole four years of their secondary schooling requires explanation. A number of factors are at play,

- These figures only cover five years so the number who could have completed four years is small
- Until 2018, schools sometimes moved girls from an MMF bursary to another bursary. This practice has been stopped; an MMF bursary is now the most advantageous one available in the schools we support and an MMF girl would be disadvantaged if she were transferred to another bursary. The practice of moving girls between bursaries also made it difficult to provide pastoral support to our girls as we would wish and to record that support.

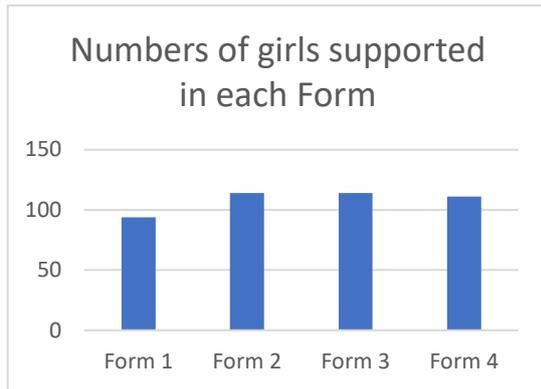


Figure 1 Girls supported by Form

Many girls are not picked up as needing support when they first enter secondary school. Others' situations change while they are at school. This means that not all MMF girls are supported from Form 1. The data demonstrate this by showing that slightly fewer girls were supported in Form 1 (94) than in Forms 2 (114), 3 (114) or 4 (111) – Figure 1.

'Practical needs'

MMF bursaries pay for the girls' fees and boarding costs, where the school is a boarding one. In Bandawe, the MMF bursary now includes membership of the local Health Clinic. All MMF girls have other needs as few of them have enough (if any) personal money for their 'practical needs'. Figure 2 shows the items mentioned in relation to these needs by how often those issues were raised. Unsurprisingly, the necessities of attending school stand out as most urgent. This is a salutary reminder of the unmet basic needs of many girls in Malawi. Note that 'pocket money' in Malawi is for necessities, such as soap, and not for luxuries.



Figure 2 Practical needs

Why girls need MMF support

Poverty is widespread in Malawi and the girls who are selected by the schools as being in need of an MMF bursary are amongst the poorest in the school. The specific reasons why girls need MMF support are illustrated in Figure 3.

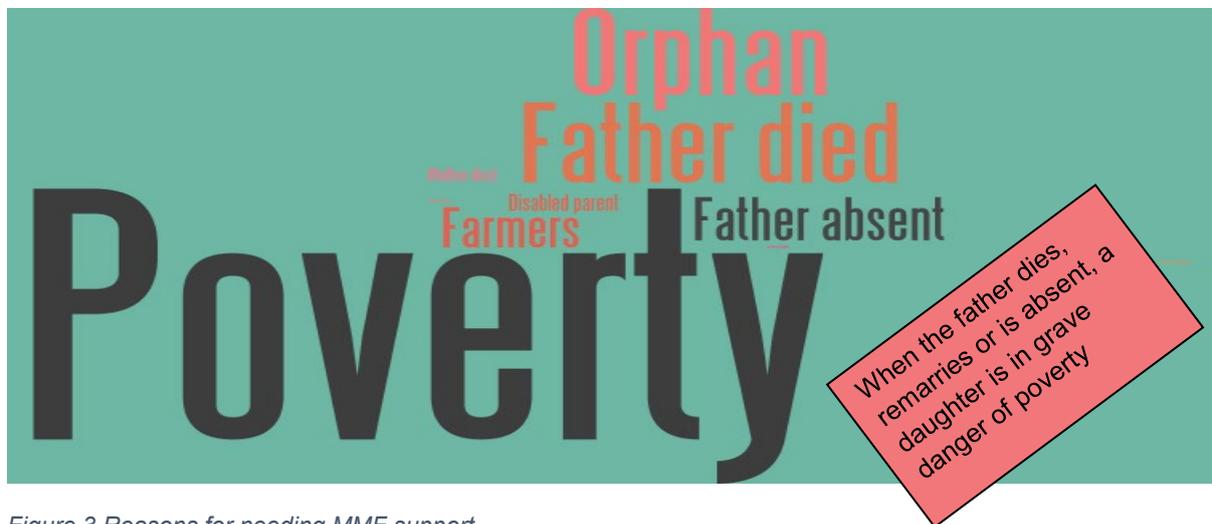


Figure 3 Reasons for needing MMF support

A theme emerges of fathers being unable to support the pupil (usually because of death) and mothers being unable to fill this financial gap because they do not work outside the home. Farmers would appear to be among the poorest families since this factor is mentioned many times.

There are other factors in the girls' lives which make them needy and three particular issues emerged from the data (Figure 4). There were five (5) mentions of polygamous families in 156 records and four (4) mentions (favourable and other) of stepmothers, indicating remarriages or polygamy. It is commonly reported in North Malawi that daughters of first marriages have less access to family resources than their fathers' stepdaughters. Six (6) of the records mention the girl living with her grandmother, supporting the common knowledge that grandmothers play a significant role where parents have died or are otherwise unable to care for them.



Figure 4 Factors in girls' poverty

Number of children in family	Number of girls
1	2
2	13
3	15
4	35
5	32
6	28
7	16
8	6
9	4
10	3

The girls for whom there is family size data (154) come from large families, by Western standards. 90% of the girls come from a family with 3 or more children, 80% with 4 or more and 51% have 4 or more siblings (5 or more children), see Table 1.

Table 1 Number of siblings in families of MMF girls

Conclusions

Combining the data about why girls need MMF support with the family size data, one can suggest some evidence of the long-term impact of supporting girls' education. Educated women tend, statistically, to go on to have smaller family sizes and are more likely to be able to find work and so be able to support a child's education in the absence of a father's income. Their children will, it is hoped, not be so dependent on their father being present and financially supportive of them because they, the new generation of mothers, will be able to make decisions about family size and are more likely to be economically active and able to support their children directly.

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Figure 5 MMF beneficiaries at Bandawe Girls Secondary School in 2018

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MMF Registered address – 43 RAVENSCROFT, IRVINE, AYRSHIRE KA12 9DE
Admin Office – 6 DEWAR STREET, DOLLAR FK14 7EP.
Tel: 01259 742827 07852 317825