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Terms of Reference

EVALUATION of

School Meals Programme in Malawi with financial support from United States Department of Agriculture (USDA)

2016 to 2018

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1. Introduction

1. The Terms of Reference (TOR) are for the activity evaluation of School Meals Programme in 13 districts of Nsanje, Chikhwawa, Chiradzulu, Phalombe, Thyolo, Mulanje, Zomba, Mangochi, Ntcheu, Dedza, Lilongwe, Salima and Kasungu. This evaluation is commissioned by WFP Malawi country office and will cover the period from October 2016 to December 2018.

2. The TOR was prepared by the WFP Malawi country office based upon an initial document review and consultation with stakeholders and following a standard template. The purpose of the TOR is twofold. Firstly, it provides key information to the evaluation team and helps guide them throughout the evaluation process; and secondly, it provides key information to stakeholders about the proposed evaluation.

3. The School Meals Programme is a two-year programme implemented by Ministry of Education Science and Technology with technical support of WFP Malawi and financial support from United States Department of Agriculture (USDA). The aim of the programme is to improve attentiveness on the demand side and improve literacy instruction on the supply side. These ultimately contributed to the overall goals of improved Literacy of School Aged Children (SO1) and increased use of Health and Dietary Practices (SO2). Four hundred and twenty-one schools in thirteen districts have been targeted.

4. A baseline study was conducted as part of the final evaluation of the 2016-2018 grant. The baseline focused on collecting key indicators of the programme as a basis for assessing progress and overall impact. The baseline data collection was done in December 2016, as part of the endline survey for the FY13 report. Being a two-year programme, a mid-term evaluation was not included, however monitoring reports provide information for some of the key indicators on the implementation progress.

5. Considering that this FY 2016-2018 programme will be ending September 30, 2018, it is imperative to assess the impact of the programme against the planned results in the targeted 13 districts. If technically feasible, the design should use comparison schools that are not implementing the school meals programme to compare results, as per the baseline methodology.

2. Reasons for the Evaluation

6. The reasons for the evaluation being commissioned are presented below.

2.1. Rationale

7. The evaluation is being commissioned for the following reasons:

8. To understand the contribution of the programme in improving access to quality education system in Malawi through the School Meals Programme. The evaluation will cover the actual implementation period of the programme (October 2016 to December 2018). However, it should be noted that the evaluation is being conducted before the actual project end date, which should be considered.

9. In support of the Government of Malawi, efforts towards social development through its Growth and Development Strategy III, under priority number II focusing on improved access and equity at all levels of the education system including improved Early Childhood Development, primary and secondary education among others, WFP Malawi has been providing technical support to the Malawi Government primary education programmes through the implementation of School Meals Programme. With financial support from USDA and technical support from WFP Malawi, the Malawi government is implementing the programme with the aim of improving literacy of school aged children and increasing use of health and dietary Practices.

10. Bearing in mind the important role of the programme to the overall education sector in Malawi, it is crucial to document the achievements in terms of impact, the potential to improve access to and the quality of education through its multidimensional approach, the operational processes, successes and challenges, their contributions for Government capacity building and ability to implement similar programmes in the future.

11. Furthermore, results and lessons learnt will inform and strengthen future initiatives, as well as provide inputs to the Government on best practices on how School Meals programmes can contribute to other developmental objectives including social protection.

12. The evaluation, among other objectives, will assess the impact of the programme against the set objectives. Even though there is no direct WFP accountability for improvement of literacy results1, the evaluation will, to the extent possible, include a literacy assessment. This will be considered within the context of whether secondary data on literacy does or does not align to this programme support and timeline. Prior to the start of the evaluation, WFP Malawi will liaise with the USAID Education to determine whether or not literacy data collected through the USAID-supported National Reading Programme (NRP) is available. If the data is available, it will be used to triangulate findings.

13. The findings of this evaluation will inform the Government of Malawi through Ministry of Education, WFP, USDA and other key stakeholders on relevance, effectiveness, efficiency, sustainability and impact that the programme (positive, negative, intended and unintended) has had at all levels. The findings will also provide valuable lessons to on what has worked and what has not worked for consideration in the design and implementation of other similar programmes in the future. Most importantly, the findings will provide valuable information to key stakeholders on the level of sustainability and potential for replication of good practices beyond the support of the programme.

2.2. Objectives

14. Evaluations in WFP serve the dual and mutually reinforcing objectives of accountability and learning.

- **Accountability –** The evaluation will assess and report on the performance and results of the School Meals Programme with financial support from USDA in the thirteen target districts of Nsanje, Chikhwawa, Chiradzulu, Phalombe, Thyolo, Mulanje, Zomba, Mangochi, Ntcheu, Dedza, Lilongwe, Salima and Kasungu. This evaluation will, therefore, ensure that the Development Assistance Committee of the Organisation for Economic Cooperation and Development (DAC/OECD) evaluation criteria of Relevance, Effectiveness, Efficiency, Impact and Sustainability are used to structure the evaluation and are adequately covered.

- **Learning –** The evaluation will determine the reasons why certain results occurred, derive good practices and pointers for learning that can be taken by key stakeholders including WFP, USDA and Government of Malawi in designing, replicating and implementing similar programmes in the future. It will provide evidence-based findings to inform operational and strategic decision-making. Findings will be actively disseminated and lessons will be incorporated into relevant lesson sharing systems.

- **Deepening understanding –** This evaluation will deepen knowledge and understanding of the underlying assumptions guiding the design and implementation of the programme and the cultural context in which the programme was implemented.

2.3. Stakeholders and Users

15. Several stakeholders both inside and outside of WFP have interests in the results of the evaluation, some of which will be asked to play a role in the evaluation process. Table 1 below provides a

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[1] In line with WFP's school Feeding Policy WFP/EB.2/2013/4-C.See Annex 1 of the theory of change for School Feeding.

preliminary stakeholder analysis, which should be deepened by the evaluation team as part of the Inception phase.

16. Accountability to affected populations is tied to WFP's commitments to include beneficiaries as key stakeholders in WFP's work. As such, WFP is committed to ensuring gender equality and women's empowerment in the evaluation process, with participation and consultation in the evaluation by women, men, boys and girls from different groups.

Table 1: Preliminary Stakeholders' analysis

Stakeholders	Interest in the evaluation and likely uses of evaluation report to this stakeholder
INTERNAL STAKEHOLDERS	
WFP Malawi Country Office	• Responsible for the overall planning and coordination of the evaluation exercise. • Assess the extent to which the objectives of the programme have been reached concerning the baseline and set targets. • Learn what has worked well and what has not worked well including reasons for each scenario to inform decision-making for scaling up, planning and improvement for the future. • Demonstrate accountability and transparency to the Donor, beneficiaries, partners and other stakeholders in the use of project resources and achievement of planned results. • Assess impact, sustainability, relevance, effectiveness and efficiency of the programme. • Inform the development of the UNDAF (2019-2023).
WFP Regional Bureau (RB) Johannesburg	• Responsible for oversight, technical guidance and support; • WFP management has interest in an independent/impartial account of the operational performance as well as in learning from the evaluation findings to apply this in tailoring support to Malawi as well as using this learning to support other country offices.
WFP Centre of Excellence Brazil	• Responsible for technical guidance and sharing of knowledge and policy innovations in linking school meal systems to local agriculture.
WFP Office of Evaluation (OEV) and Executive board (EB) - (HQ-Rome)	• OEV has a stake in ensuring that all decentralized evaluations commissioned by WFP country offices deliver quality, credible and useful evaluations respecting provisions for impartiality as well as articulating roles and responsibilities of various decentralized evaluation stakeholders as identified in the evaluation policy. • The WFP Executive Board (EB) has interest in being informed about the effectiveness of WFP operations and in particular progress in the implementation of the WFP evaluation policy (2016-2021). This evaluation will not be presented to the EB, but its findings may feed into annual syntheses and corporate learning processes. The successful completion of this evaluation will contribute towards achievement of the evaluation coverage norms which is a key performance indicator reported to the EB annually.
EXTERNAL STAKEHOLDERS	
Beneficiaries	• As the ultimate recipients of food assistance, beneficiaries have a stake in WFP determining whether its assistance is appropriate and effective. As such, the level of participation in the evaluation of women, men, boys and girls from different groups will be determined and their respective perspectives will be sought. • The beneficiary groups targeted shall include learners (boys and girls), community members, Parent Teacher Association (PTAs), school committees, smallholder farmers, etc. • While learners deserve equal access to the support provided irrespective of gender and other issues, community members and school structures are key enablers of meeting project objectives. As such, their roles considering gender and protection issues are to be considered.

	• While it may be challenging for the beneficiaries to access the evaluation results, application of the recommendations in improving programme implementation will be of great use in further taking into account beneficiaries' unique needs.
Malawi Government	• The Government of Malawi has a direct interest in knowing whether WFP activities in the country are aligned with its priorities, harmonised with the action of other partners and meet the expected results. Issues related to capacity development, handover and sustainability will be of interest. • The Government is also interested in knowing the extent to which the objectives of the programme have been reached concerning the baseline and set targets; and the extent of capacity development and sustainability of programme activities and benefits beyond the programme implementation period. • The key government ministries include Ministry of Education, Science and Technology (MOEST), Ministry of Health (MOH), Ministry of Agriculture, Irrigation and Water Development (MOAIW), Ministry of Finance, Economic Planning and Development (MOFPD) and Ministry of Gender (MOG).
UN Country Team	• The UN Country Team's (UNCT's) harmonized actions should contribute to the realisation of the government's developmental objectives. It therefore has an interest in ensuring that WFP operations are effective in contributing to the UN's concerted efforts. Various agencies are also direct partners of WFP at policy and activity level. For the intervention under evaluation, WFP works with UNICEF.
NGOs	• The NGO partners will, among other things, learn how the interventions and approaches that have worked and those that have not worked to inform future implementation modalities, strategic orientations and partnerships; • Key NGO partners include: CRECOM, Association of Early Childhood Development, World Vision International (WVI) and Save the Children.
United States Department of Agriculture (USDA)	• The programme is voluntarily funded by USDA. As a donor, USDA has an interest in knowing whether their funds have been spent efficiently and if the programme has been effective and contributed to their stated strategies and objectives. • Specifically, the goal is to understand the programme's contribution towards Improved Literacy of School Aged Children (SO1) and Increased use of Health and Dietary Practices (SO2).

17. The primary users of this evaluation will be:

- The Malawi Government which will be able to use the results to inform the potential transition to a National Home-Grown School Feeding Programme. These findings will be disseminated and shared to facilitate learning for other key stakeholders interested in and supporting social protection and development programming in Malawi.
- The WFP Malawi Country Office and its partners in decision-making, notably related to programme implementation and/or design, Country Strategy and partnerships, accountability and learning purposes.
- Given the core functions of the Regional Bureau (RB), the RB is expected to use the evaluation findings to provide strategic guidance, programme support, and oversight.
- WFP HQ may use the evaluation findings for wider organizational learning and accountability.
- OEV may use the evaluation findings, as appropriate, to feed into evaluation syntheses as well as for annual reporting to the Executive Board.
- USDA may use the evaluation to understand the extent to which the programme met its objectives, key challenges, lessons learnt and best practices for decision making and replications in other/future support.

18. Other users of the evaluation include:

- Key stakeholders involved in education, social protection and safety net programming, including UN agencies and NGOs.

3. Context and subject of the Evaluation

3.1. Context

19. **Geography and Demographics:** Malawi is a landlocked country located in East-Southern Africa with a population of 17.7 million, (49 percent males and 51 percent females). Majority (close to 85 percent), live in rural areas relying on rain-fed subsistence agriculture. The population of Malawi has increased by 32 percent from 1998 to 2008, representing an annual growth rate of 2.8 percent (National Statistics Office, 2008). The total fertility rate (TFR) has declined from 5.7 in 2010 to 4.4 births per woman. The TFR is particularly high in rural areas where it is reported at 4.7.[2] If the fertility rate remains constant, the population is projected to reach approximately 40.6 million by 2040.[3] Subsequently, the number of young people is projected to increase to 7.9 million by 2025 and to 15.9 million by 2050[4]. The projected growth will place an enormous burden upon on the education sector.

20. **Poverty, food and nutrition insecurity:** Malawi is also one of the poorest countries in the world regarding income, health and education; ranked 170 out of 188 countries (UNDP Human Development Index, 2016). Poverty is compounded by widespread food and nutrition insecurity, which manifests most significantly in the poor nutritional status of children as evident by a significant increase in the number of admissions into Community Management of Acute Malnutrition treatment facilities across the country in 2015-16 (Food and Nutrition Response Plan 2015).

21. **Education:** Primary education has been free since 1994 and, consequently, enrolment has risen steadily from 4.49 million in 2013 to 4.9 million in 2016 (2.4 boys and 2.5 girls) (EMIS report 2016). Gender Parity index (GPI) is now reported at 1.01 in 2016 from 1.0 in 2013 (EMIS report 2016). However, the GPI decreases as early as Standard 4 grade with girls dropping out and repeating to a much greater extent than boys. Notable progress has been made in the education sector over the last decade with the primary net enrolment rate (NER) almost at 100 percent. However, provision of basic education services still faces significant challenges regarding the Pupils-trained teacher ratio and pupils-classroom ratio, making it extremely difficult to deliver quality education. The national dropout rate is at 3.9 percent (3.8 percent for boys and 4 percent for girls). Among other reasons, costs related to schooling (uniforms, books, school development funds, etc.) are indicated as the main reason for dropout of boys and girls. However, most of the girls are reported to be dropping out because of pregnancies and early marriages (EMIS report, 2016). Attendance of students and teachers is also problematic, and it is negatively affected by poverty and economic hardship.

22. **Gender:** As per the 2015 UN Gender Inequality Index, Malawi ranks 145 out of 188 countries. Inequality is most evident in rural areas where female-headed households are more likely than male-headed households to be poor and less educated (IFPRI, 2011). This can be explained in part due to the specific impediments women face in accessing vital productive resources and education, as well as cultural practices that are a barrier to women's empowerment. It is recognized that the many negative educational outcomes for girls are a result of complex contextual factors such as poverty, cultural practices and gender inequalities; attitudes and behaviours of boys and men, parents,

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[2] Demographic Health Survey- 2015/16

[3] Ministry of Economic Planning and Development, 2012

[4] RAPID, 2012

teachers and other community members; as well negative attitudes and behaviours by the girls themselves.

23. The National Education Policy (NEP), aligns itself to the Education for All (EFA, 2000) goals and other international declarations including the Sustainable Development Goals.[5] Additionally, the policy is aligned to the Malawi Vision 2020 and the Malawi Growth and Development Strategy III (MGDS III 2017-2022). The NEP is also closely linked to the National Gender Policy and National Policy on Early Childhood Development (ECD). The implementation of the School Meals Programme's 10 key activities and results is aligned with and contributes to the NEP through priority number one, which focuses on quality, accessible and equitable basic education along with other governing guidelines and related policies.

3.2. Subject of the evaluation

24. The evaluation will assess all the key activities/results specifically on its impact and the extent to which the objectives have been achieved. The School Meals Programme with USDA financial support was approved in September 2016 and implementation started in October 2016. The two-year programme which targeted 637,473 learners in 456 primary schools and 35 Early Childhood Development Centres (ECDs) is expected to end in December 2018. For the implementation of the two-year programme, USDA provided financial support equivalent to US$22,016,871. Refer to the detailed budget in Annex 9.

25. During the FY 2016-2018 implementation period, the School Meals Programme planned to achieve the following results: (1) Increased skills and knowledge of school administrators; (2) Improved quality of Literacy instruction and materials; (3) Increased government engagement and capacity to manage and implement school feeding programmes; (4) Better access to school supplies and Materials; (5) Increased skills and knowledge of teachers; (6) Increased access to food (school meals); (7) Improved teacher and student attendance; (8) Improved policy and regulatory framework; (9) Increased knowledge of health, hygiene, nutrition and sanitation practices and (10) Increased student enrolment rates.

26. The stated results were to be achieved through, fourteen key activities including the following (1) Provide school Meals; (2) Develop partnerships with farmer Organisations to supply food to schools; (3) Establish school gardens; (4) Provide non-food items (energy saving stoves, cooking pots and eating utensils); (5) Trainings on commodity management, food storage and preparation; (6) Capacity building at local, district and national level; (7) Trainings on good health and nutrition practices; (8) Literacy promotion activities; (9) Distribute school supplies and materials; (10) Raising awareness on importance of education; (11) Provide Take Home Rations; (12) Provide Bursaries; (13) Construct/Rehabilitate Junior secondary schools and (14) Construct/Rehabilitate kitchen, storerooms and feeding shelters.

27. To ensure increased skills and knowledge of school administrators, WFP provides trainings and workshops to school administrators, District Education Managers, Primary Education Advisors, and School Health and Nutrition Coordinators and build the capacity of communities and government stakeholders to deliver a comprehensive school feeding program. WFP's partners include Ministry of Education Officials, district councils, district education managers, school administrators, and community committees as well as NGO partners.

28. In order to improve quality of literacy instruction and materials, WFP Malawi collaborated with WVI and advocated with the Government of Malawi to develop and distribute supplementary reading materials to SMP-targeted schools in most need. WFP School Meals Programme was implemented in the same schools where the USAID supported National Reading Programme (NRP) was

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[5] The National Education Policy, 2016

implemented. The NRP aimed to support teacher training, provision of textbooks, monitoring and supervision as well as improve the quality of literacy instruction particularly for children in grade 1-4. The key role of the Ministry of Education was to ensure that the teachers were trained, text books were distributed on time and new approaches of teaching were applied through the USAID project. In addition, WFP activities focused on building the capacity of school-based committees such as Parent Teacher Associations (PTAs) and School Management Committees in all schools receiving assistance through the McGovern-Dole Programme and the National Reading Programme as well as the Early Childhood Development Centres (ECD) to effectively monitor teaching, teacher attendance, and learning activities. Teachers received in-service training to improve literacy instruction techniques. Community members were also trained to create reading materials to increase access to reading materials inside and outside the classroom. Lastly, WFP supported and strengthened the existing reading camps in partnership with World Vision Malawi to provide a chance for children to interact with reading materials, as well as work with peers in creative ways that promotes literacy and life skills.

29. To increase government engagement and capacity to manage and implement school feeding programmes, WFP participated and assisted the Government of Malawi in finalizing the development of the National School Health and Nutrition (SHN) policy, aimed at strengthening the legal framework for school feeding and budget allocation. Secondly, WFP supported the dissemination and implementation of the SHN policy, review of the National School Health and Nutrition Strategy and the Best Practices study to inform programming. In addition, WFP facilitated coordination meetings of the school feeding development partners working group to enhance coordination between partners and Government, and continued to chair the forum. WFP participated in various technical working groups (TWGs) and provided technical assistance to the Government of Malawi on the delivery of a quality and sustainable national school meals program. WFP continued to provide technical guidance and mentorship to the government and supported the SHN department to identify gaps that required WFP attention in order to effectively implement the programme. WFP recruited technical staff to assist government implement key strategic activities that will continue to promote government leadership and ownership, leading to implementation of a universal National School Meals Programme.

30. In order to increase access to school supplies and materials, the programme ensured timely provision and replacement of School Feeding cooking and eating utensils, including fuel efficient stoves and cooking pots to all project schools to improve quality of feeding as well as feeding time. In collaboration with the Ministry of Energy and Natural Resources, suppliers and the Ministry of Education, WFP trained volunteer cooks and community members on use and maintenance of the fuel-efficient stoves.

31. In order to increase access to food (school meals) and improve attendance, WFP provided school meals to 456 primary schools in 13 districts and 35 ECD centres in two districts in the most food insecure districts in Malawi. WFP enhanced the capacity of school feeding committees made up of parents and community members to effectively oversee timely food preparation and distribution.

32. In order to increase knowledge on health, hygiene, nutrition and sanitation practices, WFP carried out trainings and mobilization campaigns on good health and nutrition including dissemination of messages on the importance of hand washing with soap in schools receiving assistance through the McGovern Dole Programme and their surrounding communities. WFP continued to provide training on good health and nutrition practices for head teachers, school feeding focal points, primary education advisors, district school health and nutrition coordinators, and district education managers.

33. The key implementing partners for the programme include the MOEST responsible for the implementation of the programme, Ministry of Health responsible for the implementation of Nutrition and health related components of the programme in schools and surrounding communities, MOAIW responsible for capacity strengthening activities of the Smallholder Farmers and Farmer organisations, MOFEPD responsible for the National Social protection activities under which the School Meals programme is being implemented and MOG for the implementation of the ECD component. Other partners include CRECOM responsible for social mobilisation through awareness campaigns, Association of Early Childhood Development responsible for ensuring quality implementation of the ECD programme, WVI responsible for the implementation of the Literacy component of the programme and Save the Children responsible for the bursary and construction component.

34. The programme level Results Framework is presented in Annex 7. The Indicators in the results framework are used to measure the achievements of the programme. The results framework provides detailed and systematic linkages of the overarching objectives of the programme and the planned activities.

35. More information on implementation and lessons learned will be drawn from the monitoring reports. Results on how these have been used in programme adjustments will be part of this evaluation to inform future design and implementation decisions.

4. Evaluation Approach

4.1. Scope

36. This evaluation will follow the United Nations Evaluation Group (UNEG) Norms and Standards. Adopted in 2005 and revised in 2016, these norms and standards have served in strengthening and harmonizing evaluation practice across the UN system and are used as a key reference for evaluators around the globe.

37. The School Meals Programme with USDA financial support is a two-year programme implemented in 456 primary schools and 35 ECD centers in 13 districts. Beneficiaries of the programme include all learners in all the targeted schools as well as surrounding communities within the target schools. At the local level, the programme has also been working with Farmer Organizations, Parent Teachers Associations; School Management Committees; peer educators, health facilities; Mother Groups; Police; Teachers; parents, gate keepers, etc. which should also be targeted by the evaluation. The scope of the evaluation covers the 13 Districts in which the SMP is implemented, all the programme activities and the period October 2016 to December 2018.

4.2. Evaluation Criteria and Questions

38. **Evaluation Criteria** The evaluation will apply the international evaluation criteria of relevance, effectiveness, efficiency, impact and sustainability.[6] Gender Equality and Human Rights will be mainstreamed and reflected throughout the evaluation design (including the tools), implementation (data collection and analysis), results, recommendations, dissemination and utilization of findings.

39. **Evaluation Questions** Allied to the evaluation criteria, the evaluation will address the following key questions, which will be further developed by the evaluation team during the inception phase. Collectively, the questions aim at highlighting the key lessons and performance of the School Meals Programme, which could inform future strategic and operational decisions.

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[6] For more detail see: http://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm and http://www.alnap.org/what-we-do/evaluation/eha

Table 2: Criteria and evaluation questions

Criteria	Evaluation Questions
Relevance of the programme	• To what extent is the USDA supported school Meals programme still relevant to the needs of school aged children and to what extent is the programme aligned with school health and nutrition policy (SHN) as well as the Malawi National Social Support Programme that anchors school feeding as part of the social protection/safety net and other related sectoral strategies? • To what extent and How does the USDA supported school Meals programme complement and link with the work of the Government of Malawi and other SMP partners such as Marys Meals and other non-governmental organisations and UN agencies working on School Health, nutrition and school feeding especially the work of USAID's supported National reading Programme and Marys Meals support? • Are the activities and outputs of the USDA supported School Meals programme consistent with the overall goal and the attainment of its objectives and intended outcomes? • Were the distinct needs of women, men, boys and girls from different marginalized groups in very difficult to access areas in Malawi addressed?
Effectiveness	• To what extent were the programme's objectives met and anticipated results achieved (as per the results framework)? • How effective has the programme been in achieving intended outputs (including the number of beneficiaries served disaggregated by women, men, girls, and boys) and outcomes (compared to plan and as per results framework)? • How effective are the monitoring and evaluation systems and processes? • What are the changes to the M&E system and processes that need to be made in order to improve the utility, credibility, and reliability of the data and information collected? • To what extent were cross-cutting results in areas of gender, protection and partnership achieved?
Efficiency	• How efficient is the programme, in terms of transfer cost, cost per beneficiary, logistics, and timeliness of delivery compared to alternative School Meals models? • To what extent and how has the assistance managed to reach the right beneficiaries with the right quantity and quality of assistance, at the right time? Attention will be given to gender disaggregation and analysis. • How much does it cost (Government, WFP and communities) to implement the school feeding programme to achieve the outcomes and the impact that it has achieved? • What are the key cost drivers for the school feeding programme? • Given the identified cost drivers, could the same outcomes be attained at lower costs, or higher outcomes achieved with the same resources? • How efficient is the programme in terms of financial and human resources in relation to achieved outputs and outcomes?
Impact	• To what degree have the project outputs and outcomes contributed to progress towards the higher-level results in the results framework? • Have there been unintended outcomes, either positive or negative? • What internal and external factors affected the project outputs and outcomes leading to high level intended results?

Sustainability	• To what extent is the government of Malawi taking ownership of, demonstrating commitment and contributing to the programme (budget, policies, personnel etc)? • What is the level of national readiness and capacity at national and district levels to independently implement the programme? • What steps has the project taken to address the sustainability of the project activities? • What additional steps need to be taken in order to improve the chances of sustainability of the activities and benefits derived from the project activities?

4.3. Evaluability assessment and Data availability

40. **Evaluability** is the extent to which the subject can be evaluated in a reliable and credible fashion. Evaluability is high if the subject has: (a) a clear description of the situation before/at the start that can be used as reference point to measure change (baseline); (b) a clear statement of intended outcomes, i.e. the desired changes that should be observable once implementation is under way or completed; (c) a set of clearly defined and appropriate indicators with which to measure changes; and (d) a defined timeframe by which outcomes should be occurring; and (e) A system for regularly collecting, storing and analysing performance data.

41. **The level of evaluability** of the School Meals Programme to meet the objectives set out in section 2.2 is assessed to be high at this preliminary stage because a) A baseline was conducted at the start of the programme in 2016 as part of the end line survey for the 2013-2016 programme; b) regular monitoring of the programme through the various coordination mechanisms; c) Final evaluation of the previous programme was conducted.   As such, sufficient information exists for assessment of the achievements of intended outcomes and the utilisation of resources over the period under review. A detailed evaluability assessment will be carried out at the inception phase to determine the appropriateness of the methodological approach proposed in section 4.6 below. It is expected that the evaluation will make use of already existing data as follows:

   • Baseline study report and associated data sets
   • Routine Progress Reports
   • Project proposal including the Results Framework
   • Monitoring reports
   • Final evaluation of FY2013 and associated data sets

42. The evaluation team will use secondary data from the Education Management Information System (EMIS) and the District Education Management Information System (DEMIS) of the Malawi MoEST. EMIS includes information on a whole range of education indicators, such as enrolment, drop-out rates and gender composition, among others. If EMIS is not properly implemented or absent in the intervention schools, the evaluation team will suggest alternative ways to collect indicators relating to the programme's educational outcomes and agree on alternative data sources together with evaluation committee. Other sources of data include monitoring reports and school records of which the latter will be primary data.

43. The evaluation team will use secondary data from the USAID-supported National Reading Programme. If NRP data is not available, the evaluation will include literacy assessment to the extent possible.

44. Concerning quality of data and information, the evaluation team should:

   • Assess data availability and reliability as part of the inception phase expanding on the information provided. This assessment will inform the data collection;

- Systematically check accuracy, consistency and validity of collected data and information and acknowledge limitations/caveats in drawing conclusions using the data.

4.4. Ethical consideration

45. The evaluation will follow UNEG guidelines on the ethical issues in relation to human participants, including children and vulnerable groups. All participants in the study will be fully informed about the nature and purpose of the evaluation and their requested involvement. Only participants who have given their written or verbal consent (documented) should be included in the evaluation process.

46. The evaluation firm is expected to provide a detailed plan on how the following principles will be ensured throughout the evaluation process: 1) Respect for dignity and diversity 2) Fair representation; 3) Compliance with codes for vulnerable groups (e.g., ethics of research involving young children or vulnerable groups); 4) Redress; 5) Confidentiality; and 6) Avoidance of harm.

47. Specific safeguards must be put in place to protect the safety (both physical and psychological) of both respondents and those collecting the data. These should include:

- A plan to protect the rights of the respondent, including privacy and confidentiality
- The interviewer or data collector is trained in collecting sensitive information;
- Data collection tools are designed in a way that is culturally appropriate and does not create distress for respondents or discomfort for the data collection staff;
- Data collection visits are organized at the appropriate time and place to minimize risk to respondents;
- The interviewer or data collector can provide information on how individuals in situations of risk can seek support (referral);

48. Appropriate ethical approval will be sought from the Malawi National Committee on Research in Social Sciences and Humanities.

49. Within the provisions of the long-term agreement with WFP, the evaluation firm may not publish or disseminate the Evaluation Report, data collection tools, collected data or any other documents produced from this consultancy without the express permission of, and acknowledgement of WFP.

4.5. Methodology

50. Efforts will be made to adopt the methodology to Malawi context and in a way, that will respond to the evaluation questions under each criterion as per section 4.2. Given the availability of data from 2014-16 final evaluation and 2016 baseline, the design should allow assessment of the impact of the project interventions. A mixed methods approach (using both qualitative and quantitative methods) will be used and will involve the following processes:

- A careful analysis of existing quantitative and qualitative data from secondary sources (2016 baseline, 2014-16 final evaluation, EMIS, DEMIS, school records, MGD project documents, the Malawi Vulnerable Assessment Committee (MVAC) 2016 and 2017; Malawi Demographic and Health Survey (DHS) 2015-16; Malawi Micronutrient Survey Key Indicators Report 2015-16 and education reports and statistical bulletins).
- Collection of quantitative and qualitative primary data.

51. The sub-sections below provide an overview of the quantitative and qualitive approaches to be applied during collection of primary data. The full and detailed methodology will be finalized by the evaluation team during the inception phase.

Quantitative Approach

52. A multi-stage sampling design utilizing both probability and non-probability sampling methods will be applied with three stages. The three stages of sampling will begin with sampling at district level, followed by zonal selection and finally school level sampling. With the unit of study being the schools, a quasi-experimental design consisting of selected schools under MGD SMP as treatment/case schools and those without SMP as control schools will be surveyed in the same districts selected at the first stage. The methodology outlined here is similar to the baseline survey sampling procedures which will facilitate comparisons with a possibility of significant cases surveyed at baseline being included. Sample size calculation will be pegged at 95% confidence interval with 5% error margin which is deemed satisfactory to generate reliable and valid data. The study proposes the use of random selection, with girls and women given equal opportunity as boys and men throughout the selection process. There may be need for affirmative action in maximizing female participation through deliberate efforts to include them for interviews and ensure that at least 40% of participants are female.

53. The quantitative methodology will focus on the use of two surveys and a checklist directed at schools/ECDs, households and teachers/care givers. Sample size and allocation will mirror the baseline with the following breakdown: 125 treatment schools and 63 control schools; 11 treatment ECDs and 6 control ECDs and finally 762 treatment households and 369 control households.

Qualitative Approach

54. Collection of qualitative data will be done simultaneously with the quantitative survey. It will include interviews and discussions with stakeholders through Focus Group Discussions (FGD), key informant interviews (KIIs), Group interviews (GIs) or In-depth interviews (IDIs).

55. Focus Group discussions (FGDs) questionnaires will be administered to learners, teachers, relevant school committees and parents, in separate groups for boys, girls, men and women. In total there shall be about 40 focus group discussions (22 treatment and 18 control group).

56. Lastly, key informant interviews shall be conducted with representatives from USDA, school directors, leaders of relevant school committees, Ministry of Education officials involved in the coordination of the project, Representatives of the District Councils, Ministry of Gender Children and Social Welfare, WFP and Cooperating Partner staff who are involved in the management of the project. In total, there shall be around 75 people interviewed.

57. The number and choice of stakeholders for the qualitative studies was determined in reference to the 2016 baseline to allow comparability of results.

58. The evaluation firm will consider the above proposed methodology and refine the sampling during the proposal stage, and provide explanations as appropriate. The evaluation team will review and finalize the proposed methodological approach during the inception phase including the data collection methods identified to ensure that specific evaluation questions are addressed. This will be reviewed by the evaluation reference group and approved by the Evaluation Committee. The evaluation manager, in close consultation with the M&E team for the programme will provide an oversight role in ensuring that the agreed methodology is adhered to during the entire evaluation process. At the very minimum, the proposed methodology will include the following:

- Employ the relevant DAC evaluation criteria for evaluating Development Assistance (Relevance, Effectiveness, Efficiency, Impact and Sustainability)
- Demonstrate impartiality and lack of biases by relying on a cross-section of information sources (stakeholder groups, including beneficiaries, etc.). The selection of field visit sites will also need to demonstrate impartiality.

- Using mixed methods (quantitative, qualitative, participatory etc.) to ensure triangulation of information through a variety of means. Specifically, mixed methods will be used for the analysis of all levels of results thus at the process, output, outcome and potential impact.
- Apply an evaluation matrix geared towards addressing the key evaluation questions taking into account the data availability as discussed in section 4.4, the budget and timing constraints;
- Ensure using mixed methodology, such that women, girls, men and boys from different stakeholder groups participate and that their different voices are heard and used in the analysis and reflected in the final report;
- Mainstream gender equality and women's empowerment, as above;
- Articulate description of data sources, data collection methods; proposed data collection instruments; sampling procedures; data quality assurance mechanisms; and data analysis methods.

59. To ensure independence and impartiality of the evaluation, a multi-stakeholder Evaluation Committee will be established to oversee the implementation of the evaluation and safeguard its impartiality. This committee will be composed of representatives from WFP and the government to be represented by Ministry of Education. Additionally, the evaluation team will be expected to outline steps to be taken towards quality assurance.

4.6. Quality Assurance and Quality Assessment

60. WFP's Decentralized Evaluation Quality Assurance System (DEQAS) defines the quality standards expected from this evaluation and sets out processes with in-built steps for Quality Assurance, Templates for evaluation products and Checklists for their review. DEQAS processes are based on the UNEG norms and standards and good practice of the international evaluation community and aims to ensure that the evaluation process and products conform to best practice.

61. DEQAS will be systematically applied to this evaluation. The WFP Evaluation Manager will be responsible for ensuring that the evaluation progresses as per the DEQAS Process Guide and for conducting a rigorous quality control of the evaluation products ahead of their finalization.

62. WFP has developed a set of Quality Assurance Checklists for its decentralized evaluations. This includes Checklists for feedback on quality for each of the evaluation products. The relevant Checklist will be applied at each stage, to ensure the quality of the evaluation process and outputs.

63. To enhance the quality and credibility of this evaluation, an outsourced quality support (QS) service directly managed by WFP's Office of Evaluation in Headquarter provides review of the draft terms of reference, inception and evaluation report and provide:

- Systematic feedback from an evaluation perspective, on the quality of the draft terms of reference, inception and evaluation report;
- Recommendations on how to improve the quality of the final inception/evaluation report

64. The evaluation manager will review the feedback and recommendations from QS and share with the team leader, who is expected to use them to finalise the inception/ evaluation report. To ensure transparency and credibility of the process in line with the UNEG norms and standards [1], a rationale should be provided for any recommendations that the team does not take into account when finalising the report.

65. This quality assurance process as outlined above does not interfere with the views and independence of the evaluation team, but ensures the report provides the necessary evidence in a clear and convincing way and draws its conclusions on that basis.

66. The evaluation team will be required to ensure the quality of data (validity, consistency and accuracy) throughout the analytical and reporting phases. The evaluation team should be assured of the

accessibility of all relevant documentation within the provisions of the directive on disclosure of information. This is available in <u>WFP's Directive (#CP2010/001)</u> on Information Disclosure.

67. Furthermore, to ensure independent quality check, an oversight visit by the Regional Evaluation Officer will be part of the plan. This will in addition ensure alignment to the evaluation management plan.

68. All final evaluation reports will be subjected to a post hoc quality assessment by an independent entity through a process that is managed by OEV. The overall rating category of the reports will be made public alongside the evaluation reports.
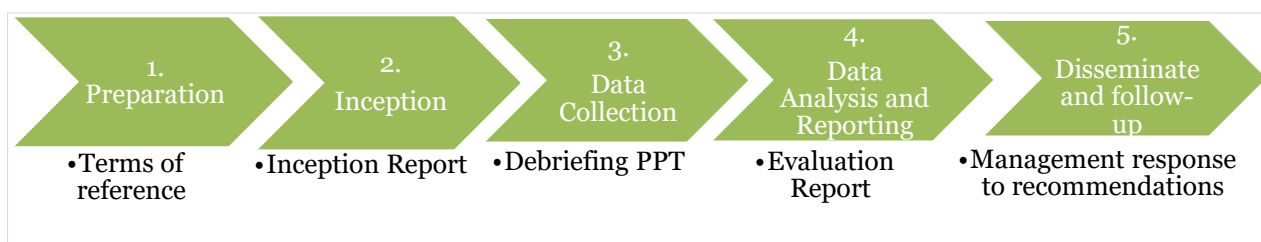
4.7. Risks and Limitations

69. The evaluation firm will assess the limitations of the proposed evaluation methodology. The team shall provide suggestions for adjustments to the evaluation committee through the inception report. The evaluation team and evaluation committee shall collaboratively decide how to proceed during the inception phase. However, it comes at a time when at least 80 percent of the project period will have been completed, hence minimal risk. Enrolment for the last term of 2018 will have begun.

70. **Potential Risks:** Two potential risks to the methodology have been identified. First risk is related to time constraints, as the final evaluation is to be completed before the end of the programme in December 2018. Second, the evaluation team is may have challenges regarding the availability of data for some indicators due to poor record keeping, as well as quality issues. However, secondary data sources from monitoring may assist for the best estimates possible.

71. **Mitigation actions:** Using the experience of the baseline survey and end line survey for FY2013, it is possible to estimate the level of effort that will be required for the end line and make proposals to the team during the inception phase. The team will then deepen the proposed approach to meet the needs of the evaluation within the overall timeline and budget constraints. In terms of data, the team will explore different options to fill any data gaps including collection of primary data.

5. Phases and Deliverables

72. The evaluation will proceed through five phases with deliverables and deadlines for each phase as follows:

Figure 1: Summary Process Map

1. Preparation	2. Inception	3. Data Collection	4. Data Analysis and Reporting	5. Disseminate and follow-up
•Terms of reference	•Inception Report	•Debriefing PPT	•Evaluation Report	•Management response to recommendations

73. **Phase 1: Preparation:** Drafting the TORs, sharing with stakeholders for review and comments; reviewing for quality assurance as appropriate and finalising TORs. This will be followed by recruitment of the evaluation team (2 months).

74. **Phase 2: Inception - 6 week timeline**

- Evaluability assessment and refinement of the evaluation matrix. Desk Review and elaboration of the evaluation methodology and drafting the inception report comprising an evaluation plan, the methodology and the evaluation Matrix. Review of relevant Programme documents, reports on data availability, the local context, and the proposed evaluation methodology. Based on the desk review,

an inception report shall be prepared, detailing the evaluators' understanding of what is being evaluated and why, showing how each evaluation question will be answered by way of proposed methods, suggested sources of data and data collection procedures. The inception report will include a proposed schedule of tasks, activities and deliverables, designating a team member with the lead responsibility for each task or product. Moreover, it shall include a list of indicators for which the evaluation team aims at collecting primary data and data collection tools.

- There shall be a discussion of the evaluation methodology and evaluation plan with WFP, after which the team will provide the evaluation committee with an opportunity to verify that they share the same understanding about the evaluation and clarify any pending issues. The team will incorporate adjustments as appropriate.
- The inception report will then be subjected to quality review by the independent quality support (QS) mechanism provided by WFP which will provide feedback on how the draft can be improved.
- Finalisation of the inception report will then be approved by the chair of the evaluation committee. Upon approval of the inception report, the evaluation team will start the data collection.

75. **Phase 3: Data collection (field work) – one month timeline**

- **Field work:** Collection of the quantitative and qualitative data as per the evaluation methodology in the inception report, and guided by the evaluation matrix. If data cannot be collected as foreseen in the inception report, the evaluation team shall report back to WFP in order to discuss possible alternatives/solutions;
- **Preliminary analysis and Debriefing session:** After the fieldwork, the evaluation team shall present initial findings and impression from the fieldwork. The results shall be presented to the ERG, other WFP members and stakeholders involved in the evaluation for initial inputs.

76. **Phase 4: Data Analysis and Reporting**

- **Data analysis and preparation of a draft evaluation report:** The team will carry out data analysis and produce a first draft of the evaluation report. The evaluation report shall answer the evaluation questions listed in this ToR. Moreover, the report shall include an executive summary, a detailed description of each activity, a description and justification of the adopted evaluation methodology and its limitations, a detailed presentation and discussion of the evaluation results, and a discussion of lessons learned. WFP shall review the first draft evaluation report to ensure that the evaluation report meets the required quality criteria and planned objectives (4 weeks).
- The final evaluation report will be prepared using the template provided by WFP and follow UNEG evaluation report standards.
- Review of the draft evaluation report by the evaluation committee and discussions with the team as appropriate. (2 weeks)
- Evaluation team to revise the evaluation report based on the feedback from the evaluation committee to produce the second draft. (2 weeks)
- The second draft report is submitted to the QS service for review and feedback.
- Team will receive feedback from QS and update the evaluation report to produce third draft (1 week).
- Validation workshop to be held with key stakeholders to discuss evaluation results;
- The team will revise the report based on the discussions during the validation workshop to produce the final Evaluation Report (3 weeks after the validation workshop).

77. **Phase 5: Dissemination follow up:** This will include follow up and completion of management responses to the evaluation recommendations. This phase will be undertaken by WFP upon finalization of the report. WFP management with the evaluation manager, will institute a tracking system for tracking of the responses.

The deliverables and deadlines for each phase are as follows:

Deliverables	Deadline

Inception report	6 weeks after the start of evaluation activities
Fieldwork report	1 week after the end of fieldwork activities
Debrief session	1 week after the end of fieldwork activities
Draft Evaluation report	2 weeks after the end of fieldwork activities
Final Evaluation Report	6 weeks after the end of fieldwork activities
Evaluation brief - a 2-4-page summary of evaluation findings with graphs and charts appropriate for a non-technical audience	6 weeks after the end of fieldwork activities
Power Point Presentation of evaluation results	6 weeks after the end of fieldwork activities
Clean datasets of primary data	6 weeks after the end of fieldwork activities

6. Organization of the Evaluation

6.1. Evaluation Conduct

78. The evaluation team will conduct the evaluation under the direction of its team leader and in close communication with the evaluation manager. The team will be hired following agreement with WFP on its composition.

79. The evaluation team will not have been involved in the design or implementation of the subject of evaluation or have any other conflicts of interest. Further, they will act impartially and respect the code of conduct of the evaluation profession.

80. The evaluation team shall respect the evaluation schedule in annexe 2. Changes to the timeline are subject to the consent of WFP Malawi through the evaluation committee and should be detailed in the inception report with justification/rationale for any deviations from the overall timeline.

81. The evaluation team are expected to be completely impartial in the whole study and will be free to draw its own conclusions, not influenced from anyone—whether individual or agency and completely free from political manipulations of its conclusions.

6.2. Team composition and competencies

82. The evaluation team is expected to be composed of three to four team members, including the team leader. The team must include national and international experts and be gender balanced. The team should include specialists in Education with expertise in Literacy, Nutrition, Agriculture and Gender/Social Development. The team should also include strong quantitative and qualitative methods expertise. To the extent possible, the evaluation will be conducted by a gender-balanced, geographically and culturally diverse team with appropriate skills to assess gender dimensions of the subject as specified in the scope, approach and methodology sections of the ToR. At least one team member should have WFP experience, preferably the team leader.

83. The team will be multi-disciplinary and include members who together have an appropriate balance of expertise and practical knowledge in the following areas:
    - Demonstrated experience in designing and leading complex evaluations;
    - Highly experienced in a range of evaluation approaches including approaches that mix quantitative, qualitative and participatory methods;
    - Team composition should demonstrate familiarity and experience in implementation of quasi-experimental studies.
    - Strong knowledge and experience in selection and implementation of statistically accepted sampling methods;
    - Strong data analysis skills for both qualitative and quantitative data; including costs analysis;
    - Excellent report writing skills;

- Technical competence in the development field with good understanding of the education sector in Malawi and development issues in the context of Rights Based Approaches and social protection / safety net programming in a developing country;
- Gender expertise and good knowledge of gender issues and tools for integrating human rights and their link with nutrition, health and gender equality in education;
- The team should have strong analytical and communication skills, evaluation experience and familiarity with Malawi and/or Eastern and Southern Africa region;
- At least one team member should have experience in evaluating WFP programmes.

84. The Team leader will have technical expertise in one of the technical areas listed above as well as expertise in designing methodology and data collection tools and demonstrated experience in leading similar evaluations. She/he will also have leadership, analytical and communication skills, including a track record of excellent writing and presentation skills.

85. Her/his primary responsibilities will be: i) refining the evaluation approach and methodology (as already outlined in para 49; ii) guiding and managing the team; iii) leading the evaluation mission and representing the evaluation team; iv) drafting and revising, as required, the inception report, the end of field work (i.e. exit) debriefing presentation and evaluation report in line with DEQAS.

86. The team members will bring together a complementary combination of the technical expertise required and have a track record of written work on similar assignments.

87. Team members will: i) contribute to the methodology in their area of expertise based on a document review; ii) conduct field work; iii) participate in team meetings and meetings with stakeholders; iv) contribute to the drafting and revision of the evaluation products in their technical area(s).

6.3. Security Considerations

88. Security clearance will follow the following guide;
- As an 'independent supplier' of evaluation services to WFP, the evaluation company is responsible for ensuring the security of all persons contracted, including adequate arrangements for evacuation for medical or situational reasons. The consultants contracted by the evaluation company do not fall under the UN Department of Safety & Security (UNDSS) system for UN personnel.
- Consultants hired independently are covered by the UN Department of Safety & Security (UNDSS) system for UN personnel which cover WFP staff and consultants contracted directly by WFP. Independent consultants must obtain UNDSS security clearance for travelling to be obtained from designated duty station and complete the UN system's Basic and Advance Security in the Field courses in advance, print out their certificates and take them with them.[7]

89. However, to avoid any security incidents, the Evaluation Manager is requested to ensure that:
- The WFP CO registers the team members with the Security Officer on arrival in country and arranges a security briefing for them to gain an understanding of the security situation on the ground.
- The team members observe applicable UN security rules and regulations – e.g. curfews etc.

90. In overall, there are no specific security issues of concern in relation to this evaluation.

7. Roles and Responsibilities of Stakeholders

91. The **WFP Malawi Management (Director or Deputy Director)** will be responsible for the following;

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[7] Field Courses: Basic https://dss.un.org/bsitf/; Advanced http://dss.un.org/asitf

- Appointing a staff as evaluation manager. To ensure a process that is as impartial as possible, the evaluation manager should not be the staff who are involved in the day-to-day implementation of the programme;
- Approve the final ToR, inception and evaluation reports.
- Ensure the independence and impartiality of the evaluation at all stages, including establishment of an Evaluation Committee and a Reference Group (see Annex 3).
- Participate in discussions with the evaluation team on the evaluation design and the evaluation subject, its performance and results with the Evaluation Manager and the evaluation team.
- Organize and participate in debriefings by the evaluation team after field work, with internal and with external stakeholders.
- Oversee dissemination and follow-up processes, including the preparation of a Management Response to the evaluation recommendations.

92. **Evaluation Manager:**

- Manages the evaluation process through all phases including liaising with all members and stakeholders and donors involved;
- Ensure quality assurance mechanisms are operational;
- Consolidate and share comments from evaluation committee on draft ToR, inception and evaluation reports with the evaluation team;
- Ensures expected use of quality assurance mechanisms;
- Ensure that the evaluation team has access to all documentation and information necessary to the evaluation; facilitate the team's contacts with local stakeholders; set up meetings, field visits; provide all logistic support during the fieldwork and arrange for interpretation, if required.
- Organize security briefings for the evaluation team and provide any materials as required.

93. **An internal Evaluation Committee** has been formed as part of ensuring the independence and impartiality of the evaluation. The committee is composed of WFP staff at country and regional office. It will steer the evaluation process and support the evaluation manager.

94. An **Evaluation Resource Group (ERG)** has been formed, as appropriate, with representation from the key internal stakeholders (WFP country office and regional office M&E representatives, programme officers/focal points, and external stakeholders including representatives from key government ministries and USDA representative). The ERG will review the evaluation products as a further safeguard against bias and influence.

95. The **RB management, through the focal points,** will take responsibility to:

- Participate in discussions with the evaluation team on the evaluation design and on the evaluation subject as relevant.
- Provide comments on the draft ToR, Inception and Evaluation reports.
- Support the preparation of the Management Response to the evaluation and track the implementation of the recommendations.

96. **The Office of Evaluation** The WFP Office of Evaluation has the responsibility to provide access to independent quality support mechanisms in reviewing draft inception and evaluation reports from an evaluation perspective. It shall also ensure a help desk function upon request from the Regional Bureaus.

8. Communication and budget

8.1. Communication

97. To ensure a smooth and efficient process and enhance the learning from this evaluation, the evaluation team should place emphasis on transparent and open communication with key

stakeholders. These will be achieved by ensuring a clear agreement on channels and frequency of communication with and between key stakeholders.

98. The Evaluation manager, in consultation with the evaluation committee, will develop a communication and learning plan that will outline processes and channels of communication and learning activities.

99. The evaluation manager will be responsible for:

- Sharing all draft products including TOR, inception report and evaluation report with internal and external stakeholders to solicit their feedback. The communication will specify the date by when the feedback is expected and highlight next steps;
- Documenting systematically how stakeholder feedback has been used in finalising the product, ensuring that where feedback has not been used a rationale is provided;
- Informing stakeholders (through the ERG) of planned meetings at least one week before and where appropriate sharing the agenda for such meetings;
- Informing the team leader in advance the people who have been invited for meetings that the team leader is expected to participate and sharing the agenda in advance;
- Sharing final evaluation products (TOR, inception and Evaluation report) with all internal and external stakeholders for their information and action as appropriate;

100. To ensure a smooth and efficient process and enhance the learning from this evaluation, the evaluation team will emphasize transparent and open communication with all key stakeholders. The evaluation team leader will be responsible for:

- Communicating the rationale for the evaluation design decisions (sampling, methodology, tools) in the inception report and through discussions;
- Working with the evaluation managers to ensure a detailed evaluation schedule is communicated to stakeholders before field work starts;
- Sharing a brief PowerPoint presentation before the internal and external debriefings to enable stakeholders joining the briefings remotely to follow the discussions;
- Including in the final report the list of people interviewed, as appropriate (bearing in mind confidentiality and protection issues)[8]
- Systematically considering all stakeholder feedback when finalising the evaluation report, and transparently provide rationale for feedback that was not used;

101. As part of the international standards for evaluation, the UN requires that all evaluation reports are made publicly available; and the links circulated to key stakeholders as appropriate but also in conformity with USDA M&E Policy. The evaluation managers will be responsible for sharing the final report and the management response with their regional evaluation offices, who will ensure that they are uploaded to the appropriate systems (intranet and public websites). The report for public circulation will be free from any proprietary or information with personal identities.

102. To enhance the use of the evaluation findings, Country representatives may consider holding a dissemination and learning workshop. Such a workshop will target key government officials, Donors, UN staff and partners. The team leader may be called upon to co-facilitate the workshop.

8.2. Budget

103. The budget for this evaluation is **estimated to be USD 200,000**. The actual budget, however, will be determined by the LTA rates of the selected firm, the number of evaluators included in the team, the level of effort (number of days) required for each evaluator and sampling approach to collecting

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[8] For example, omitting names of people where appropriate, and instead stating the name of the organisation; not including names of beneficiaries but instead stating the groups or villages as appropriate;

quantitative data (i.e. sample sizes). The evaluation will be funded from the project implementation budget.

Annex 1.   Map of the USDA intervention areas in 13 districts of Malawi.
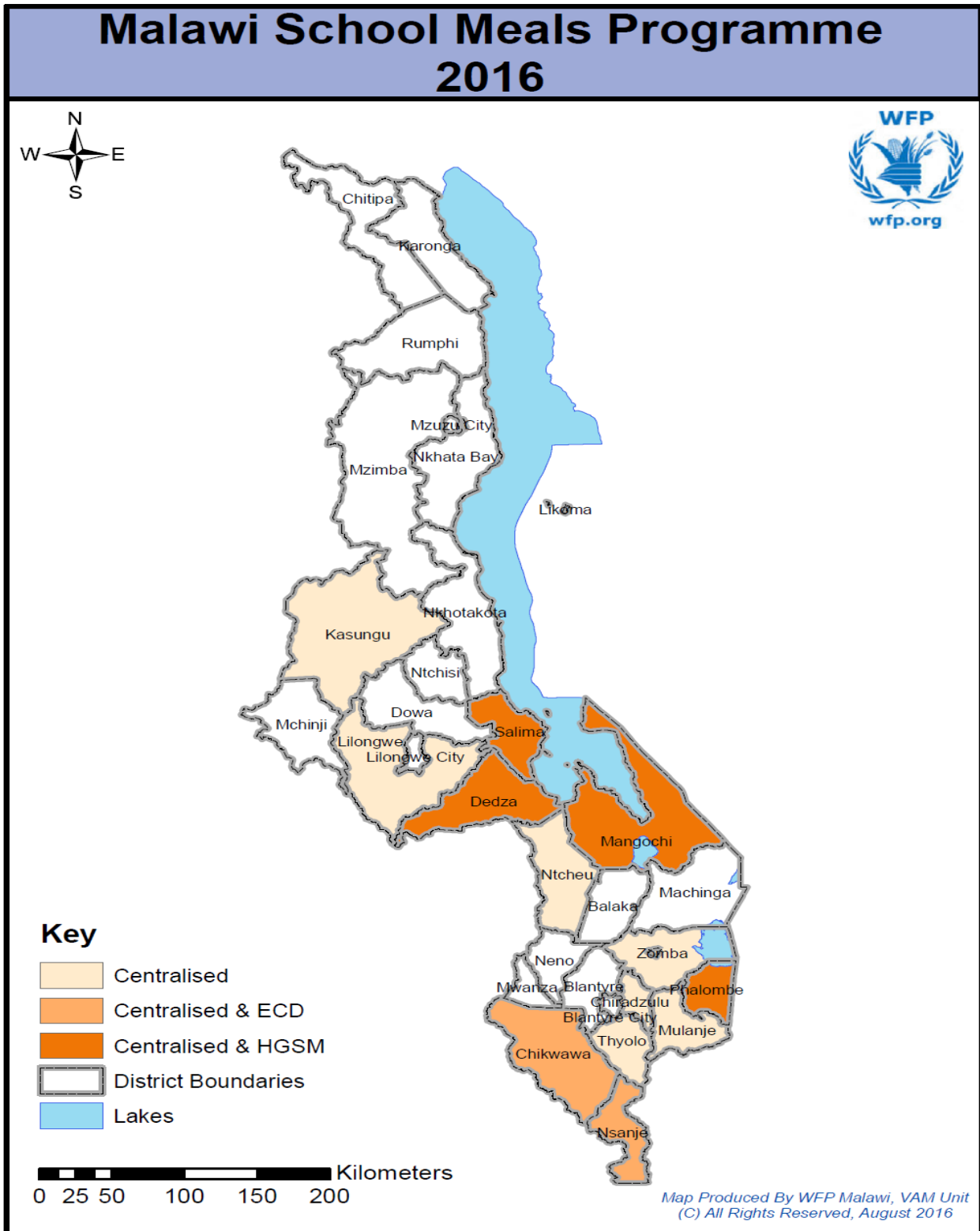
Annex 2.   Evaluation Schedule

Phases, Deliverables and Timeline	Key Dates	By Who
Phase 1 - Preparation		
Desk review, first draft of TOR and quality assurance	2–13 Apr 2018	EM
Circulation of TOR and review to Stakeholders	19th -26th Apr 2018	EM
Finalize TOR based on stakeholder comments	18th May 2018	EM
Final TOR approved by the evaluation committee and submitted to USDA for clearance	**25th May 2018**	**EC/CD**
Final TOR cleared by USDA	22nd June 2018	
Identification and recruitment of evaluation team	25th June to 13th July	EM
Sharing TORs with LTA firms and request proposals	25th June to 5th July	EM
Assessment of bids from LTA firms, making proposals and submission of the proposals to evaluation committee	6th – 10th July 2018	EM
Awarding contract	13th July 2018	EC/CD
Phase 2 - Inception		
Briefing evaluation team	20th July 2018	EM/SMP
Review documents and draft inception report including methodology, data collection tools and evaluation matrix.	21st July – 21st August 2018	ET
Team leader submit draft 1 of inception report	24th August 2018	TL
Evaluation Manager Submit draft inception report to QS	**27th August 2018**	**EM**
Review QS feedback and submit to team leader	3rd September 2018	EM
Evaluation team Revise the inception report to produce draft 2	4th to 8th September	ET
Submit draft 2 inception report	**9th September 2018**	**TL**
Submit draft 2 to Key Stakeholders for comments	10th – 17th September	EM
Receive and consolidate stakeholder feedback	18th – 20th September	EM
Evaluation team Revise inception report	21st to 28th September	ET
Submit final inception report	29th September 2018	TL
Approve Inception report	4th October, 2018	EC/CD
Share inception report with stakeholders for information	**5th October 2018**	**EM**
Phase 3 – Data collection and analysis		
Briefing the data collection team and training enumerators	**9th October 2018**	**ET**
Field work	**12 Oct to 2 Nov**	**ET**
Exit Debriefing	3rd November 2018	ET
Aide memoire/In-country Debriefing	**2nd November, 2018**	**ET**
Phase 4 - Reporting		
Draft evaluation report	5 -17 November, 2018	ET
Submit Draft 1 evaluation report	**18th November 2018**	**ET**
Submit draft 1 report to the Quality support service for feedback	19 -23 November 2018	EM
Receive the feedback from QS and submit to team leader	23 November, 2018	EM
Evaluation team Revise evaluation report and produce draft 2	24 -28 November 2018	ET
Submit draft 2 evaluation report to stakeholders	**29th November 2018**	**TL**
Share evaluation report with stakeholders for review and comments	30 – 14 December 18	EM
Consolidate stakeholder comments and submit to the evaluation team	15th December 2018	EM
Evaluation team Revise evaluation report	16th -20th Dec 2018	ET
Submit final evaluation report	**21st December 2018**	**TL**
Phase 5 - Dissemination and follow-up		
Dissemination Workshop	14 – 17 January 2019	WFP CO
Prepare management response to evaluation recommendations and submit to RB for review	31st January 2019	WFP CO
Review MR and provide feedback to CO	8th February 2019	REO/RMA
Finalize the MR based on RB feedback and submit	15th February 2019	WFP CO
Enter the MR into the corporate system and prepare for future oversight on implementation	28th February 2019	RB

Annex 3. Membership of the internal evaluation committee and of the evaluation reference group

Internal Evaluation Committee	Evaluation Reference Group
• WFP CO Deputy Country Director • WFP CO Head of programme • 1 WFP CO School Meals officer • 1 WFP programme officer/M&E • Regional Evaluation officer • 1 WFP evaluation officer – Office of Evaluation (OEV)	• 1 WFP M&E officer from WFP country office • 2 Programme policy officers – 1 from school meals and 1 from Purchase for Progress • 3 Representatives from Regional office - 1 from monitoring, 1 from school feeding and 1 from resilience • 1 representative of the USDA • 2 representatives of the Government, from the Ministry of Education • 1 representative from UNICEF • 1 representative of NGOs implementing the National Reading Programme •

Annex 4. Acronyms

CO	Country Office
CSB	Corn Soya Blend
CSB+	Enriched Corn Soya Blend
DEQAS	Decentralized Evaluation Quality Assurance System
EB	Executive Board
EMIS	Education Management Information Systems
ERG	Evaluation Reference Group
EQAS	Evaluation Quality Assurance System
FGD	Focus Group Discussions
HGSFP	Home Grown School Feeding Programme
IFPRI	International Food Policy Research Institute
MoEST	Ministry of Education, Science and Technology
MoAIWD	Ministry of Agriculture, Irrigation and Water Development
NER	Net Enrolment Ratio
NESP	National Education Sector Plan
NSO	National Statistics Office
OEV	WFP Office of Evaluation
P4P	Purchase for Progress
RB	Regional Bureau
SHN	National School Health and Nutrition
UNCT	United Nations Country Team
UNDSS	UN Department of Safety & Security
USDA	United States Department of Agriculture
WFP	World Food Programme

Annex 5. Performance indicators

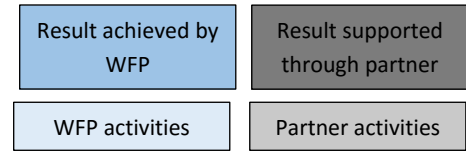| Result/activity	Indicator	Baseline	Final Target
Increased Skills and Knowledge of School administrators	Number of school administrators and officials in target schools who demonstrate use of new techniques or tools as a result of USDA assistance	0	456
Improved Literacy of School-Aged Children	Number of individuals benefiting directly from USDA-funded interventions	0	640,665
	Number of individuals benefiting indirectly from USDA-funded interventions	0	274,320
	Percentage of students who by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text	8%	11%
	Percentage of students who by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text - male	3%	4%
	Percentage of students who by the end of two grades of primary schooling, demonstrate that they can read	5%	7%

	and understand the meaning of grade level text - female		
Increased engagement of local Organizations and community groups	Number of Parent-Teacher Associations (PTAs) or similar "school" governance structures supported as a result of USDA assistance	0	529
	Number of public-private partnerships formed as a result of USDA assistance	0	7
	Value of public and private sector investments leveraged as a result of USDA assistance (USD)	0	200,000
Better access to school supplies and materials	Number of text books and other teaching and learning materials provided as a results of USDA assistance	0	344,103
Increased skills and knowledge of teachers	Number of teachers/educators/teaching assistants in target schools trained or certified as a result of USDA assistance	0	912
	Number of teachers/educators/teaching assistants in the target schools who demonstrate use of new and quality techniques or tools as a result of USDA assistance	0	730
Increased Access to Food (School Feeding)	Number of daily school Meals (Breakfast, snack, lunch) provided to school-aged children as a result of USDA assistance	0	215,491,400
	Number of school-aged children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance	0	637,473
	Number of school-aged children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance (male)	0	312,362
	Number of school-aged children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance (female)	0	325,111
	Number of school-aged children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance (new)	0	637,473
	Number of school-aged children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance (continuing)	0	637,473
	Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance	0	637,473
	Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance (male)	0	312,362
	Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance (female)	0	325,111

	Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance (new)	0	637,473
	Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance (continuing)	0	637,473
	Number of individuals benefiting directly from USDA-funded interventions	0	640,665
	Number of individuals benefiting directly from USDA-funded interventions (male)	0	313,926
	Number of individuals benefiting directly from USDA-funded interventions (female)	0	326,739
	Number of individuals benefiting directly from USDA-funded interventions (new)	0	640,665
	Number of individuals benefiting directly from USDA-funded interventions (continuing)	0	640,665
	Number of individuals benefiting indirectly from USDA-funded interventions	0	274,320
	Number of individuals benefiting indirectly from USDA-funded interventions (male)	0	134,417
	Number of individuals benefiting indirectly from USDA-funded interventions (female)	0	139,903
	Number of individuals benefiting indirectly from USDA-funded interventions (new)	0	274,320
	Number of individuals benefiting indirectly from USDA-funded interventions (continuing)	0	274,320
	Number of take-home rations provided as a result of USDA assistance	0	167439
	Number of individuals receiving take-home rations as a result of USDA assistance	0	48557
	Number of individuals receiving take-home rations as a result of USDA assistance (male)	0	9,711
	Number of individuals receiving take-home rations as a result of USDA assistance (female)	0	38,846
	Number of individuals receiving take-home rations as a result of USDA assistance (new)	0	48557
	Number of individuals receiving take-home rations as a result of USDA assistance (continuing)	0	48557
Increased access to clean water and sanitation services	Number of schools using an improved water source	0	310
	Number of schools with improved sanitation facilities	0	310
Improved student attendance	Number of students regularly (80%) attending USDA supported classrooms/schools	321,600	509,978
	Number of students regularly (80%) attending USDA supported classrooms/schools (male)	157584	249,889
	Number of students regularly (80%) attending USDA supported classrooms/schools (female)	164016	260,089

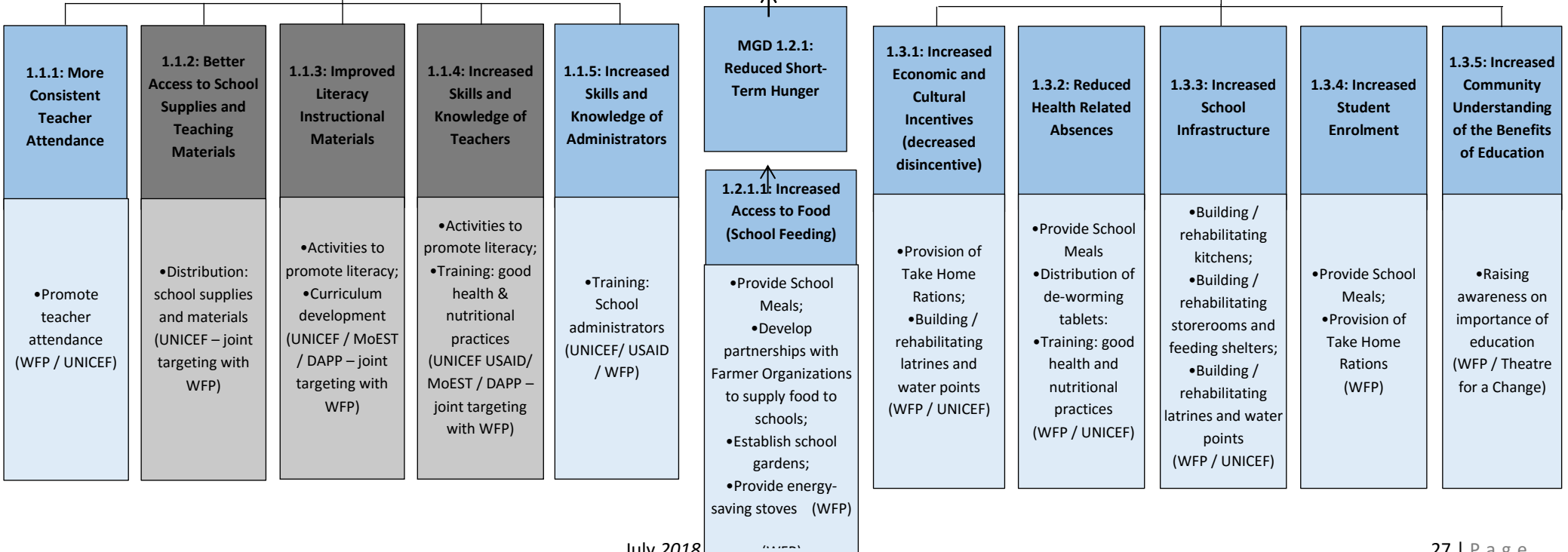|			
Improved Policy and Regulatory Framework	Number of educational policies, regulations and/or administrative procedures in each of the following stages of development as a result of USDA assistance: **Stage 1:** Analyzed **Stage 2:** Drafted and presented for public/stakeholder consultation **Stage 3:** Presented for legislation/decree **Stage 4:** Passed/Approved **Stage 5:** Passed for which implementation has begun	0	5
Increased Knowledge of Nutrition	Number of individuals trained in child health and nutrition as a result of USDA assistance	0	1,368
	Number of individuals trained in child health and nutrition as a result of USDA assistance- male	0	670
	Number of individuals trained in child health and nutrition as a result of USDA assistance - Female	0	698
Increased Student Enrolment	Number of students enrolled in school receiving USDA assistance	400,000	637,473
	Number of students enrolled in school receiving USDA assistance -Male	196,000	312,362
	Number of students enrolled in school receiving USDA assistance - Female	204,000	325,111
	Number of bursaries provided as a result of USDA assistance	0	2,080
Provide Bursaries	Number of individuals receiving bursaries as a result of USDA assistance	0	2,080
	Number of educational facilities (i.e. school buildings, classrooms, and latrines) rehabilitated/constructed as a result of USDA assistance (latrines)	0	5
	Number of educational facilities (i.e. school buildings, classrooms, and latrines) rehabilitated/constructed as a result of USDA assistance	0	5
Building/Rehabilitation: Junior-Secondary Schools	Number of secondary school textbooks and other teaching and learning materials provided as a result of USDA assistance	0	9,000
	Number of students enrolled in junior-secondary schools constructed as a result of USDA assistance	0	500
Building/Rehabilitation: Kitchens, Storerooms, and Feeding Shelters	Number of kitchen-storeroom-feeding shelter units constructed as a result of USDA assistance	0	35

Annex 6. Results Framework

MGS SO 1: Improved Literacy of School- aged Children

Legend:
- Result achieved by WFP
- Result supported through partner
- WFP activities
- Partner activities

MGD 1.1: Improved Quality of Literacy Instruction

- **1.1.1: More Consistent Teacher Attendance**
  - •Promote teacher attendance (WFP / UNICEF)

- **1.1.2: Better Access to School Supplies and Teaching Materials**
  - •Distribution: school supplies and materials (UNICEF – joint targeting with WFP)

- **1.1.3: Improved Literacy Instructional Materials**
  - •Activities to promote literacy;
  - •Curriculum development (UNICEF / MoEST / DAPP – joint targeting with WFP)

- **1.1.4: Increased Skills and Knowledge of Teachers**
  - •Activities to promote literacy;
  - •Training: good health & nutritional practices (UNICEF USAID/ MoEST / DAPP – joint targeting with WFP)

- **1.1.5: Increased Skills and Knowledge of Administrators**
  - •Training: School administrators (UNICEF/ USAID / WFP)

MGD 1.2: Improved Attentiveness

- **MGD 1.2.1: Reduced Short-Term Hunger**
  - **1.2.1.1: Increased Access to Food (School Feeding)**
    - •Provide School Meals;
    - •Develop partnerships with Farmer Organizations to supply food to schools;
    - •Establish school gardens;
    - •Provide energy-saving stoves (WFP)

MGD 1.3: Improved Student Attendance

- **1.3.1: Increased Economic and Cultural Incentives (decreased disincentive)**
  - •Provision of Take Home Rations;
  - •Building / rehabilitating latrines and water points (WFP / UNICEF)

- **1.3.2: Reduced Health Related Absences**
  - •Provide School Meals
  - •Distribution of de-worming tablets:
  - •Training: good health and nutritional practices (WFP / UNICEF)

- **1.3.3: Increased School Infrastructure**
  - •Building / rehabilitating kitchens;
  - •Building / rehabilitating storerooms and feeding shelters;
  - •Building / rehabilitating latrines and water points (WFP / UNICEF)

- **1.3.4: Increased Student Enrolment**
  - •Provide School Meals;
  - •Provision of Take Home Rations (WFP)

- **1.3.5: Increased Community Understanding of the Benefits of Education**
  - •Raising awareness on importance of education (WFP / Theatre for a Change)

Foundational Results

MGD 1.4.1: Increased Capacity of Government Institutions (including schools)

- Capacity-building: local, regional and national (WFP)
- Develop partnerships with Farmer Organizations to supply food to schools (WFP)
- Curriculum development (UNICEF/DAPP)
- Distribution: school supplies and materials (UNICEF/World Vision)
- Building / rehabilitating kitchens (WFP)
- Building / rehabilitating storerooms and feeding shelters (WFP)
- Building / rehabilitating latrines and water points (UNICEF)
- Training: School administrators (WFP / UNICEF / USAID)

MGD 1.4.2/ 2.7.2: Improved Policy and Regulatory Framework

- Capacity-building: local, regional and national (WFP)

MGD 1.4.3: Increased Government Support

- Capacity-building: local, regional and national (WFP)

MGD 1.4.4: Increased Engagement of Local Organizations and Community Groups

- Develop partnerships with Farmer Organizations to supply food to schools (WFP)
- Raising awareness on importance of education (WFP/Theatre for a Change)

Annex 7. Additional Information on Context of SMP in Malawi

1. WFP has been implementing school meals programs in Malawi since 1999. USDA is the largest and most significant donor in terms of supporting the WFP School Meals programme in Malawi with bot funding and commodities. WFP currently operates school meals programs in 786 of Malawi's 5,200 primary schools. From 2013-2015 and 2015-2017 through USDA McGovern-Dole funding, WFP provided CSB+ to 540,900 primary school children including 7,700 pre-primary school children in 35 ECD centres in 2 districts and in 544 schools across the same 13 districts in which the FY2016 project was implemented. The GoM continued to demonstrate increased commitment to improving school meals operations alongside its efforts to strengthen the public education sector. The 2016 NSHN Policy is the result of joint efforts between 4 key ministries including the Ministry of Education Science and Technology (MoEST), Health (MoH), Agriculture, Irrigation and Water Development (MoAIWD), Gender, Children and Social Welfare (MoGSW), Department of Nutrition HIV and AIDS (DNHA), and UN agencies WFP, FAO and UNICEF as well as NGO partners. WFP took a leading role in the policy development. The policy encourages delivery of comprehensive school-based health and nutrition services as an integral, sustainable part of the education system and include an integrated school meals program.

2. In partnership with government, UNFPA and UNICEF, WFP implemented a school meals program in in Salima, Mangochi and Dedza districts through the Joint Programme on Girls Education (JPGE) funded by Government of Norway. In strong coordination with the McGovern-Dole project, WFP's contribution to the JPGE is to ensure learners are well nourished (school meals); increase access to secondary school; use schools as a platform to provide health and nutrition services (addressing HIV and AIDS and gender based violence); and empowering communities to recognize the value of quality education.

3. A 2017 project mid-term review highlighted that after two years into the JPGE, up to 99% of food procured for school meals in the districts is sourced from smallholder farmers. A total of nearly 107,395 learners from 89 schools under the HGSM program benefited from nutritious meals throughout 2017.

4. Furthermore, WFP is supporting GoM with piloting a self-sustainable school meals program (SSSMP) in 4 schools. This project started in 2017 at two schools in Dedza district. It is an innovative pilot project which provides schools with solar powered irrigation systems. The SSSMP is based on the production of cash crops within the school plot with improved yields. In Malawi, agricultural production is limited to one annual harvest and is highly dependent on rainfall fluctuations. With an irrigation system, smallholder farmers can expect three harvests a year boosting their overall agricultural yield and income.

5. Some produce is used for school meals, and the surplus is sold in markets to generate income to upkeep the system. Labour is provided by the community members and paid at market rates, producing a positive impact in the community and improving gender equality via the inclusion of women in various activities. Sales profits are used to cover the expenses of the school meals program, maintenance and future investments of the project including irrigation system. Planting of various vegetables in the school plot is also contributing to improve dietary diversity of the school meals.

6. At policy level and consistent with the United Nations Development Assistance Framework for Malawi (UNDAF), WFP recognizes that while gains have been made in developing social support policies, much work still needs to be done to develop implementation processes of these policies. Social protection and school meals is governed by the National Social Support Policy which is

operationalized by the Malawi National Social Support Program (MNSSP II). WFP's approach to sustainability, as detailed in Section 3, focuses on policy coherence and implementation specifically of the Social Support Policy as well as NSHN Policy and community engagement. Strengthening linkages with resilience building activities will also support strengthening sustainability.

7. WFP was part of the task force supporting the Government with the formulation of the new MNSSP II and implements numerous programs under the objectives of the MNSSP II, including Food Assistance for Assets (FFA), as well as village savings and loans (VSL) as part of the R4 Rural Resilience Initiative (R4). The R4 Rural Resilience Initiative applies risk management approaches to vulnerable households to help improve food security and deal with climate shocks. The FFA is an initiative promoting the building or rehabilitation of assets that will improve long-term food security and resilience while at the same time addressing immediate food needs through cash, vouchers or food transfers. The FAA project operates in 10 districts including six districts where McGovern-Dole operates. The goal of P4P is to increase production and improve post-harvest crop handling, processing, storage, and access to markets. WFP assists FOs by minimizing the market access barriers they face, such as lack of information, insufficient capacity to meet tendering requirements, poor supply capacity, and lack of access to storage and transport, resulting in post-harvest food losses.

8. Another example of how the GoM and WFP frames school meals programs within the broader social protection context is evidenced by establishment of technical working groups. WFP chairs the School Meals Development partners group and co-chairs the School Meals Technical working group. This is based on the expertise that WFP has on SMP design and implementation. In these working groups, WFP discusses program implementation, progress, locations, and challenges faced in order to better coordinate implementation and leverage partner experiences and provides technical support on effective delivery of schools. In addition, WFP contributed to the development of the National Resilience Strategy 2017-2023 (NRS), a framework intended to guide work on breaking the cycle of hunger, leveraging the insights gained through the MNSSP II, social protection and school meals is a key component of the NRS. The MNSSP II will run from 2018-2023.

Annex 8. Overall programme Budget

For the implementation of this School Meals Programme, USDA allocated a total budget of $22, 016, 871 to WFP Malawi for the implementation of School Meals Programme, a two-year school feeding and literacy project aimed at benefiting 637, 473 learners (Boys = 312, 361; G = 325,112).

Budget Summary	
Items	**Overall cost**
Food Commodities cost	6,717,850.00
External (Ocean)	4,261,000.00
Internal (LTSH)	3,642,862.00
Total shipping	14,621,712.00
Other Direct Operational Costs (ODOC)	1,238,149.00
Capacity Development CD&A	1,739,000.00
ODOC and CD&A	2,977,149.00
Direct Operational Costs (DOC)	17,598,861.00
DSC	3,042,538.00
DOC +DSC	20,641,399.00
ISC (7%)	1,375,472.00
Total Budget for the operation	**22, 016,871.00**

Note: M&E activities were allocated 3% for the total budget