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DECENTRALIZED EVALUATION FOR EVIDENCE-BASED DECISION MAKING

Decentralized Evaluation

Evaluation of the Joint Programme for Girls Education (JPGE) with financial support from the Norwegian Government

July 2014 – October 2017

Evaluation Report

Commissioned by the Ministry of Education Science and Technology (MoEST); World Food Programme (WFP); United Nations Population Fund (UNFPA) and United Nations Children's Fund (UNICEF)

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Executive Summary

1. This Evaluation Report contains the findings and analysis on the final evaluation of the "Joint Programme on Girls Education (JPGE)" in the Mangochi, Dedza and Salima districts in Malawi from July 2014 to October 2017. The evaluation was commissioned by the Ministry of Education, Science and Technology (MoEST), the World Food Programme (WFP), the United Nations Population Fund (UNFPA) and the United Nations Children's Fund (UNICEF). The objectives were accountability and transparency, learning and deepening understanding. The purpose of the evaluation was to document achievements and the potential to improve access to and quality of education for girls through JPGE's holistic and human rights-based approach, the operational processes, successes and challenges and JPGE' contributions to Government capacity building and to the potential to implement similar programmes in the future.

2. Malawi ranks 171st out of 189 on the Human Development Index 2017 and 40% of its population is regularly suffering from food insecurity. In 1994, Malawi eliminated primary school fees, leading to increased enrolment and completion rates. Many parents however have insufficient resources to educate all their children, and tend to favour boys, since girls are expected to marry and follow their husbands. Though there is gender parity in primary school enrolment, in 2016 10.2% of girls versus 8.8% of boys dropped out of primary school.

3. Early sexual activity is high in Malawi, as around 15% of young women and 18% of young men (aged 15-24) report having sex before the age of 15. Sexual violence is experienced by 22% of women and 15% of men before the age of 18 years and is perpetrated even by teachers. Malawi has the 11th highest rate of child marriage in the world.[1] It is mostly girls that marry young, and girls aged 15 to 19 are ten times more likely to be married than their male counterparts. Their education is hampered because of this, since they tend to leave school once married.

4. The policy and strategy framework[2] in Malawi has included goals related to gender equality and gender-based violence in education. A number of external actors are supporting the Government to achieve these goals. Relevant in this regard are the Vision 2020, the Malawi Growth and Development Strategy II, the National Education Policy. Malawi Sexual and Reproductive Health Policy (2015), the National Gender Policy (2015) and the Malawi Youth Policy. Nonetheless, female learners are dropping out at high rates, they are exposed to sexual violence and many girls become pregnant at an early age, threatening their education.

5. The subject of the evaluation is the JPGE Phase I, which was implemented with support from the Norwegian Government from July 2014 until October 2017. Its overall objective was to improve access to and the quality of education for girls and boys through a holistic and human rights-based approach. Eighty-one primary schools in six zones across the target districts (see map in Annex 2) were targeted, with a focus on girls in Standards five to eight. It was implemented jointly by MoEST, WFP, UNICEF and UNFPA, based on a results framework with an overall goal and seven outcomes, each supported by one or more UN agency.

6. This evaluation was designed to assess the JPGE against the Development Assistance Committee (DAC) criteria of relevance, effectiveness, efficiency, impact and sustainability as well as looking into the coordination and partnership between UN organizations and the Government of Malawi. There are 18 main evaluation questions categorized by criterion, as indicated in the Terms of Reference (ToR). In order to respond to these questions, the evaluation team used mixed methods (quantitative and qualitative data collection). A quasi-experimental approach was used where possible in the data collection, which

[1] UNICEF. State of the World's Children 2016

[2] Including the National Education Policy, the National Gender Policy and Sexual and the Reproductive Health Policy

was based on the methodology as defined in the baseline and mid-term evaluations in order to enhance comparability.

7. JPGE has been extended and scaled up into JPGE II, with a number of adaptations and potential improvements to the design. The team was asked to also develop the baseline for JPGE II, and therefore, since the evaluation served a dual purpose, some questions were added to the existing questionnaires.

8. Primary quantitative data was collected through structured surveys at district, zone, school, individual and household levels. All Primary Education Advisors (PEAs) from all zones in the three districts were requested to complete the PEA survey and all head teachers from all schools in the three districts were requested to complete the school level (head teacher) survey. Girls were randomly sampled and households purposively. Data were collected from 21 JPGE schools and 27 control schools; 1,328 girls were interviewed and 445 households. The household were sampled in a purposive manner around the schools. Primary data were analysed through SPSS to analyse differences between baseline and end-line as well as between JPGE and control groups.

9. Qualitative data was collected through key informant interviews with purposively selected respondents including staff from Government agencies, UN agencies and implementing partners. Focus group discussions were conducted with school girls and boys, girl members of youth clubs, farmers, teachers and members of various communities. To ensure a participative approach for the various groups, the team used community mapping, pillars of the project[3] and the living tree approach. Data were analysed by documenting and categorizing the feedback from various respondents, whilst subsequently structuring the information under each evaluation question combined with relevant quantitative findings.

10. Limitations included the time available that limited the number of clusters for quantitative data and number of respondents for qualitative interviews, low response by schools due to lack of interest and late informing, and the quality issues of the baseline survey, which made it impossible for the evaluation to conduct a difference-in-difference analysis for all indicators. The team tried to mitigate this by using different sources of information and triangulation to the maximum extent.

11. The key findings of the evaluation team are summarized below, structured according to the main evaluation questions and indicating the type and strength of evidence of each finding.

Relevance

12. The JPGE programme objectives are fully valid and appropriate. The objectives were found aligned to the overall development framework, and also to the most important strategies and policies of the Ministries of Education, Health and Youth and Sports, which work in a similar area as targeted by JPGE.[4] The JPGE approach was also considered consistent with the UN Delivering as One Approach and outcome 2.4 of the UNDAF 2012-2016. The design was found comprehensive, coherent and consistent, and working on all factors underlying quality access to education for girls. Addressing all these factors by relevant organizations created a conducive environment to amplify each of the results.

13. JPGE managed to reach the schools where the needs were highest, and the approach and targeting were very relevant to the needs of girls in general including in terms of avoiding pregnancy. The needs of boys, though numerous as well, were not part of the design of JPGE, as it aimed at girls' education. Nonetheless, incorporation of boys as an important group to support girls' education was not considered either. Awareness of parents was not yet sufficiently addressed, to ensure gathering their full support to their daughters' education. The limited engagement of local Government bodies in the design

[3] This method is visual and participatory exercise that uses an image of a building with seven pillars. Pillars will be labelled with the key outcomes to enable categorization

[4] The National Education Policy the Vision 2020, the Malawi Growth and Development Strategy II, the National Gender Policy and Sexual and the Reproductive Health Policy

led to practical details having to be adapted at a later stage, such as shifting to cash disbursement in the Take Home Ration (THR).

Effectiveness

14. Out of seven outcomes, five had been almost achieved (on appropriate nourishment of girls and boys, access to youth friendly health services, reduced violence, teacher attitudes and empowered communities) and two partly (related to girls' access to second chance education and strengthen leadership position for girls). For the objective, the majority of indicators were achieved. Achievements were lowest in the outcome on access to second chance education, as the graduation for functional literacy and complementary basic education is only expected in 2019. Under the outcome on improved teacher attitudes and skills, the teacher attendance rate indicator had decreased from baseline.

15. JPGE used a successful combination of capacity building approaches at institutional, organizational and individual level. Various stakeholders have benefited from capacity building, which includes staff from Government, schools, school management and food committees, farmers, parents, police, SRHR staff and girls and boys. Capacity was built in terms of hardware (including school upgrading, sanitation, functional literacy centres, youth corners in health centres) as well as in training in terms of school feeding, violence, protection and sexual and reproductive health rights, creating the basis for various stakeholders to improve their engagement with school girls and youth in general.

16. Though there is a certain overlap and not all indicators are equally clear, the revised framework was found adequate to produce the envisaged results and contribute to the objectives. The majority of respondents found the JPGE duration relatively short, when compared to the complexity of the programme, but saw JPGE II as opportunity for rectification.

17. Discrepancy between behaviour and attitude inside and outside of schools may have limited the results in terms of increasing girls' staying in school and pass rates. On the one hand, capacity and attitude of village leaders, teachers and people who participated in committees were positively changed under JPGE. On the other hand, the potential of gains to be made in schools was affected by parents' practice and perception, which JPGE did not manage to change and did not sufficiently address.

Efficiency

18. Some stakeholders felt that the long chain of actors had influenced the efficiency of JPGE. Still, putting in place the district coordinators considerably strengthened efficiency. Each partner managed to implement their own component efficiently. Synergy between the three UN Agencies was not explicitly required under the programme, nonetheless, combined work at field level could have raised the level of efficiency and visibility as a program. More synergy would have enabled a higher level of cross-benefits and contributed to a better understanding among stakeholders of the importance to address all underlying causes to girls' education.

19. Overall, the objectives and most outcomes have been achieved on time,[5] especially after JPGE had increased its implementation speed in the second year of implementation. Many of the project's stakeholders had faced delays with payments and fund disbursement Three years was found insufficient to set up the implementation model and modalities.

20. JPGE funds have directly and indirectly benefitted girls and boys from poor vulnerable families. Both Government and UN agencies had an M&E system in place. The monitoring however was mostly output based and often, under each system data were only collected, related to the priority sector of each Government and UN agency.

[5] Outcome 1, 4 and 7 had been fully achieved on time, outcome 5 was almost achieved, outcome 3 and 6 were partially achieved and outcome 2 only very partially.

Impact

21. Among the indicators related to the objective, 75% was achieved, and dropout rate of girls had fallen impressively from 15.6% to 5.2%. Pass rates for girls had been achieved as per target; between baseline and end line, they had very slightly improved; for boys, however, pass rates had declined. Since pass rates for the control group had increased even more sharply, JPGE does not seem to have had a measurable positive contribution. Based on quantitative and qualitative interviews, the evaluation could not find evidence that sexual violence by teachers had decreased, but no hard data could be accessed.

22. Farmers engaged in JPGE perceived their income as improved by the regular sales of food items for school feeding. They used part of this money to support their daughters and sons in their education.

23. The Ministry of Health was better able to communicate with adolescent girls on sexual and reproductive health information. Various protection mechanisms for girls had been put in place inside and outside of schools, including through the police. Nonetheless, the pregnancy rate among young girls had unfortunately not decreased according to respondents' qualitative feedback, though no hard data were provided.

24. By the end of 2017, 50,069 girls and 47,905 boys received JPGE-supported school meals; 12,668 girls and 1,648 boys received THR. Teachers were trained on learner-centric and gender equal teaching methods, from which pupils in Std 5-8 benefited. These pupils also had improved access to youth friendly health services and protection. Other children, in the same school or community, benefited indirectly from quality education and youth friendly health services. 81 communities benefited from the school feeding programme, including farmers and community members.

25. JPGE has contributed to decreasing gender inequality through its multi-faceted approach. Lower dropout rates strengthened the position of girls in their adult life. Gender sensitive treatment by teachers in schools, supporting girls who have dropped out of school, helping girls to achieve leadership positions and strengthening access to youth friendly health services all have helped closing the existing gaps between girls and boys.

26. Boys' resentment was an unexpected impact of the programme. Boys (and other stakeholders) felt it was unfair that girls received more support and would sometimes be found to lash out and be frustrated as a result.

Sustainability

27. Increased ownership of Government as well as putting in place of by-laws helped the sustainability of the impact. Knowledge and skills were acquired by teachers, Government staff, committee members and also girls, on topics like child-centred education, protection, girls' rights and sexual and reproductive health rights. This knowledge and skills are expected to continue to be beneficial, especially since much of the knowledge transfer has been done through existing structures.

28. Sustainability may have been influenced by the lack of an exit strategy. Lack of Government financial resources is expected to seriously hamper further organization of certain activities, which include sports and adolescent health campaigns. It is not likely that the school feeding will continue without external funding though, since there are no resources available. While alternative plans had not been worked out under the first phase of JPGE, the second phase (JPGE II) includes plans for improving sustainability of school meals.

29. JPGE had various coordination mechanisms at central and district level, which facilitated a quality implementation. Cooperation and coordination in the field sometimes turned out difficult and some local Government staff felt overburdened by multiple tasks from JPGE and other externally funded interventions. The funding mechanism through NGOs was not always beneficial to the coordination, since the relationship between NGOs and Government was not always optimal.

Coordination and partnership

30. Feedback on the coordination and cooperation of UN agencies was mixed, but relations improved over time. JPGE had various coordination mechanisms at central and district level, which facilitated a quality implementation, however, cooperation and coordination in the field sometimes turned out difficult and people felt overburdened. The implementing UN agencies had regular communication and had aligned their activities and outcomes under JPGE synergistically, but in the actual field implementation there was less visible coordination and cooperation.

31. The funding mechanism through NGOs was not always beneficial to the coordination. Local authorities engaged in JPGE found that NGOs were operating too independently, that some of them were more familiar with Lilongwe as they were based there, not continuously available and not fully familiar with the context.

Overall conclusions

32. Based on the findings in the previous section, the text below presents the most important conclusions.

33. The JPGE approach was geared towards keeping girls (and boys) in school, through a synergistic approach addressing the many existing barriers to girls' education. The integrated approach, incorporating food security and nutrition, quality of education and access to SRHR, has appeared essential. The approach facilitated combining resources and specific knowledge and expertise. It enabled the various UN agencies to cover the same target group with different forms of support. This helped achieve objectives such as enrolment, attendance and lower dropout. Boys and their families, however, were less positive, because they felt that girls benefited more from the program, in particular from take home rations. Their conditions are not always easy either and yet, for instance unless they are orphans or part of a receiving household, they did not get access to a take-home ration.

34. JPGE enabled multiplier effects by increasing income of parent farmers and simultaneously improving the school conditions, health access and providing food to pupils. School meals were appreciated but probably not sustainable based on lack of Government resources.

35. JPGE did not manage to sufficiently engage parents. As a result, they were not fully committed to their daughters' education, leading to the risk of achievements at school level being undone. The incidence of girls experiencing sexual violence had not decreased since baseline, and the worrying pregnancy rate of girls had remained the same, in spite of achievements of JPGE in output areas that were expected to have had a decreasing effect.

Lessons learned

36. The evaluation identified a number of lessons learned, of which the most important ones are reflected below.

37. If a community does not adopt the goals, pursued by a project like JPGE, the achievement will be minimal, no matter how good the implementation. Though JPGE reached village leaders and committee members, it did not manage to sufficiently reach the parents, who are members of a crucial target group when it comes to girls' educations.

38. Even though design, relevance and effectiveness of an intervention may be good, overall poverty, largely an external factor to the project at least in the short and medium term, had established serious stumbling blocks at the short and medium term to sustainability and impact. In order to achieve optimal results, projects focusing on education or other areas where poverty is an important constraint need to find a way to address this. This could be accomplished by including activities that generate income or linking the beneficiaries to another intervention or programme that offers social protection or helps them to generate income.

Recommendations

39. The findings and conclusions of this evaluation led to the evaluation team making a number of recommendations, the first one being a general recommendation for programmes addressing gender equality, the others more specifically for JPGE II.

Recommendation 1: Interventions that aim at closing an existing gender gap may target activities to boys or girls but should avoid excluding boys from project activities that provide visible benefits. In order to promote gender transformation, roles, needs and opportunities of both boys and girls must be analysed and considered. At activity level, providing take home rations mostly for girls (apart from OVC boys) led to resentment of boys and should not be continued for girls only. Awareness raising needs to be conducted for boys and girls alike, together or separately. Working with girls who have dropped out of school focuses on a very gender-specific group and can be conducted with girls only.

Recommendation 2: Parents in general need to be more strongly addressed and engaged in JPGE II. Parents must become aware that education is a right and that taking girls out of school will have sever long-term consequences on the wellbeing of their daughters. They also need to understand their role in ensuring girls' education. Including additional emphasis on mothers will also help to close the gender equality gap at that level, allowing mothers to better understand and become role models for girls' empowerment. Ways to achieve this could include a sensitization campaign or working specifically with mothers to help them increase their part in decision-making in their daughters' education.

Recommendation 3: Central and local Government bodies responsible for education, gender, health and sports need to be fully engaged in all stages of JPGE II. Relevant Government bodies' staff must be included in each design activity and in the selection of partner NGOs. The district coordinator must reside at MoEST and the various agencies should use their input and connections to strengthen coordination between various Government bodies at local level.

Recommendation 4: JPGE II needs to be further improved with a focus on strengthening sustainability. A detailed exit strategy with community exit plans must be designed and used. For school meals, support needs to be provided to developing a sustainable detailed national school meals programme within the existing policy framework. For the other components, UNICEF, UNFPA and WFP should use their collective weight to advocate with Government for fund allocation and sustainable planning. This should include integrated programs in District Development Plans with funding that is collected at council level allocated from district revenue.

Recommendation 5: For JPGE II and potential other joint programmes, the responsible agencies (Government as well as UN) need to ensure a strong M&E framework and system is developed and established as soon as possible. This should include a better focus on measuring results and outcomes, and include details on regularity, responsibilities, analysis and sharing. The M&E system should be conducive to joint programme-based data collection and adaptation of the programme.

Recommendation 6: In-depth analyses into issues related to girls' access to education should be included in JPGE II to provide deeper understanding and improve the effect and impact of the programme. It is especially important to study the factors underlying pregnancy rates in the target areas of Malawi, and also the lack of success of JPGE in addressing sexual violence. The results of the studies must be used to further improve JPGE II and other interventions working in similar areas.

1. Introduction

1. This Evaluation Report reports on the findings and analysis under the final evaluation of the "Joint Programme on Girls Education (JPGE)" in the Mangochi, Dedza and Salima districts in Malawi. This evaluation is commissioned by the Ministry of Education, Science and Technology (MoEST), the World Food Programme (WFP), the United Nations Population Fund (UNFPA) and the United Nations Children's Fund (UNICEF). The evaluation covers the period from July 2014 until October 2017. The Terms of Reference (ToR) are included in Annex 1.

2. The main objectives of the evaluation are:

- **Accountability and Transparency.** The evaluation has assessed and reported on the performance and results of JPGE. This evaluation has covered the Development Assistance Committee of the Organisation for Economic Co-operation and Development (DAC/OECD) evaluation criteria of relevance, effectiveness, efficiency, impact and sustainability.

- **Learning**. The evaluation has determined reasons behind results, derived good practices for learning by stakeholders, including UN participating agencies, the Government of Malawi and the Norwegian Government to design, replicate and implement similar future programmes. Evidence-based findings were provided to inform operational and strategic decision-making.

- **Deepening Understanding.** The evaluation has attempted to deepen knowledge and understanding of the underlying assumptions guiding the implementation of the programme, the Theory of Change, and the cultural context in which the programme was implemented.

3. This evaluation is conducted at the end of JPGE I, whilst the implementation of the extension and scale-up of JPGE (JPGE II) has just started. Recommendations and lessons learned will therefore be essential to JPGE II. The purpose of the evaluation is to document the achievements and the potential to improve access to and the quality of education for girls through its holistic and human rights-based approach, the operational processes, successes and challenges, the contributions of JPGE I to Government capacity building and the potential to implement similar programmes in the future.

4. The JPGE worked with partners at various levels. The main Government partner was MoEST. Other Ministries were also engaged, such as Ministry of Health (MoH), Ministry of Labour, Youth, Sports and Manpower Development (MoLYSMD), Ministry of Gender, Children, Disability and Social Welfare (MoGCDSW), and the Ministry of Agriculture. Non-Governmental Organization (NGO) partners at the local level included: We Effect, Catholic Development Commission (CADECOM), the National Smallholder Farmers' Association of Malawi (NASFAM), Adolescent Girls Literacy (AGLIT), Malawi Girl Guides Association (MAGGA), TIMVENI, Voluntary Services Overseas (VSO) and UJAMAA. Other important implementing partners include farmers (supplying food for school meals), and teachers, School Management Committees (SMCs), Parent Teacher Associations (PTAs) and Mothers' Support Groups (MSGs). The project has furthermore worked farmer cooperatives and youth friendly health services.

5. The intended users of the evaluation's results are the Government of Malawi, WFP, UNICEF and UNFPA Malawi and their respective regional bureaus, head offices, Offices of Evaluation and Executive Boards, for contributing to future development of policy and programmes related to girls' education and empowerment in similar circumstances; NGO partners, The Norwegian Government and the wider development community, who may be interested in acquiring knowledge and evidence for strengthening results for girls in Malawi and elsewhere.

1.1. Overview of the Evaluation Subject

6. The subject of the evaluation is the JPGE Programme, which was implemented with support from the Norwegian Government from July 2014 until October 2017. Its overall objective was to improve access to and the quality of education for girls and boys[6] through a holistic and human rights-based approach. Eighty-one primary schools in six zones across the target districts (see map in Annex 2) have been targeted, with a focus on girls in Standards five to eight.[7]

7. The JPGE intervention logic was built on a results framework with an overall goal of "Improved access and quality of education for girls in Mangochi and Salima districts by 2017". The framework has seven outcomes, each supported by one or more UN agency (Annex 3), considering comparative advantage of the UN agencies as follows:

- To ensure that girls and boys are well-nourished and remain in school (objective 1, WFP), 81,000 learners were to be provided with diversified and nutritious meals using the Home-Grown School Feeding (HGSF) model.
- To increase access to second chance education to in- and out-of-school girls (objective 2, UNICEF), functional literacy and numeracy skills and other forms of innovative and functional skills programmes around vocational skills were planned to reach 23,942 girls.
- For the integrated youth-friendly services (objective 3, UNFPA), life skills education that incorporates comprehensive sexuality education (CSE) sessions for both in- and out-of-school girls was to be provided through specially adapted curricula to 200 peer support trainers.
- For reduction of violence against girls (objective 4, UNFPA), 11,060 girls were foreseen to be trained in preventative empowerment sessions, while also developing community-led solutions.
- To achieve improved teacher attitude skills (objective 5, UNICEF and UNFPA), 670 teachers were to be trained and the core elements of the Life Skills Education programme were to be assessed as part of quality assessment and standards.
- On ensuring that adolescent girls are informed and empowered to participate and take on leadership positions (objective 6, UNICEF and UNFPA), the programme targeted supporting various leadership forums (school clubs, girls' networks, dialogue sessions etc.) and tracking indicators of girl child engagement in these forums which were to be used to support evidence-based advocacy. Support to a phased network of new leaders among girls and mentors was foreseen to anchor attitudinal change from within the girls.
- Planned community sensitizations (objective 7, all) included door-to-door campaigns with mother groups, and open days targeted at traditional leaders, learners and parents, were to be organized to reinforce the importance of educating girls and returning dropout girls.

8. No major changes were made to the approach during JPGE implementation; some indicators were changed into the framework though, to better enable relevant data collection (Annex 4 contains a list of changes in indicators). The JPGE funding was provided by the Norwegian Government through the Royal Norwegian Embassy in Malawi; initially this was US$ 14,716,598 , which was increased by US$ 7,287,000.[8]

[6] Even though the main focus of the results framework is on access to education for girls, objective 1 also includes boys

[7] Primary school education in Malawi is made up of eight years referred to as Standard 1 to Standard 8

[8] Original amount NOK 128,851,174 increased by NOK 63,801,329 at current exchange rates 8 May 2019)

The UN agencies intended to contribute an additional US$ 40,000,000, but no information was provided on the actual contribution.

9. A study had been commissioned in 2014 to establish a comprehensive baseline[9] on JPGE outcome and output indicators, and a mid-term assessment[10] had been conducted (final report produced in March 2017). The evaluation has used the data from the baseline as a basis to calculate changes and from the mid-term assessment to assess whether the trend had remained similar.

1.2. Context

Introduction

10. Malawi is one of Africa's smallest countries and recently ranked 171st out of 189 on the Human Development Index.[11] Malawi's population is expected to double in approximately two decades, whereas the country is already densely populated. Close to 85% of Malawi's population lives in rural areas, making it one of the least urbanized countries in Africa,[12] posing a particular challenge to ensuring access to education. The country is land-locked, with a mineral-poor economy that is mainly based on agriculture, even though over the past decade there has been gradual shift toward manufacturing and services sectors with higher productivity. According to the World Bank, one in two people in rural areas are poor; in 2010, 61.6 of Malawians lived below US$ 1.25 per day. Employment in services has grown rapidly, while between 1998 and 2013, employment in agriculture has declined in absolute terms by 20%. Despite the relative decline, agriculture contributes to about 90% of the export revenue. The agricultural revenue is concentrated in a handful of crops such as sugarcane, tea, coffee, but mostly tobacco, making the nation's budget highly dependent on volatile prices of these crops on international markets.

11. In 2016, 9.7% of the population was infected with HIV. Malawi currently counts between 570.000 and 750.000 orphans, in the age group of 0 and 17 due to AIDS-related deaths.[13]

Food security and nutrition

12. In 2016, 23 districts out of 28 were affected by drought, and around 40% of the population experienced some level of food insecurity. The impact of flooding and drought in Malawi has intensified in recent years and is likely to worsen with climate change. Food security and nutrition remain a challenge. For food production, Malawi's largely non-mechanised, non-irrigated, small-scale agricultural sector is dependent on unpredictable rainfall. In 2013, 81% of poor rural households consumed fewer than 2,100 kilocalories per capita per day.[14]

13. Malnutrition among school-going children is high even if trending downwards modestly, which is seen by experts as a result of slightly improved overall food security in the past decade. According to the Malawi Demographic Health Surveys (DHS) between 2004 and 2015, the prevalence of stunting among under-five children fell from 53% to 37%.

Access to education

14. In 1994, as one of the first countries of sub-Saharan Africa, Malawi eliminated primary school fees. The measure improved access to schooling for all children, particularly for girls and the rural poor. Primary

[9] Joint UN Girls' Education Programme, Baseline Survey, Draft Report, March 2015
[10] WFP, UNFPA and UNICEF Malawi. 14 March 2017. Mid-Term Review for JPGE. Final Report.
[11] UNDP, 2018. Human Development Indices and Indicators. Statistical Update
[12] World bank 2016. Urbanization Review. "*Malawi is at an early stage of urbanization and is urbanizing at a moderate rate" (3,7-3,9% per year)*".
[13] An assessment carried out by the Malawian Ministry of Health in 2015-2016
[14] 2,100 calories per day is considered a minimum for a person to lead a healthy life

school enrolment in Malawi increased by 16% between 2008 and 2013. The sector faces steep challenges though, like inadequate school facilities, high pupil-teacher ratios, and huge capacity gaps in school inspection and supervision. On the other hand, between 2004 and 2013, primary school completion rates rose by 17% to 75%,[15] though EMIS shows a rate of 51% in 2016.[16]

15. In most rural households in Malawi, parents are smallholder farmers with limited income. The costs like uniforms and books prevent parents from educating all pf their children. If having to choose, they rather invest in a son's education, since girls are expected to work at home and join their husband's families at marriage. A lack of reproductive health information, knowledge, and services results in girls unable to exercise their sexual and reproductive health rights, consequently, becoming more susceptible to early sexual debut, early marriage and pregnancy.

16. In 2015, the Gender Parity Index[17] indicated equality in enrolments. Still, dropout rates at primary school were slightly higher for girls than boys. In 2016 a total of 10.2% of girls and 8.8% of boys dropped out of primary school.[18] In Standard (Std) 7, the dropout rate was much higher for girls than boys.[19] There were no statistically significant differences in repetition rates between boys (25.3%) compared to girls (22.0%). The grade promotion rate is low for pupils across all grades, due to the high rates of grade repetition and dropout. The lowest promotion rate for girls was in Std 8, where only 61.5% of girls were promoted from Std 7 to 8, while 68.4% of boys were promoted from Std 7 to 8.

17. Continued school enrolment often depends on financial support from family members. Continued school enrolment increases the marital age, which can be a sensitive topic in the society overall, especially given the effect of greater education on women's economic lives and lifestyle expectations. Some families fear that prolonged school-going (for girls), and hence delayed marriage equals an increase of the period when young women are exposed to the idea of premarital sex, raising the possibility of non-marital childbearing, and challenging traditional norms and forms of family organization.

Safety and protection

18. According to a 2005 study,[20] 23.8% of Malawian children are scared when walking to school. They fear being attacked or bullied, while close to a quarter of the interviewed children, predominantly girls, reported having been forced to have sex against their will. Sexual violence against and bullying of boys are also common. Children of all ages living in rural areas are more likely to be victimized than those living in urban areas.[21]

19. Almost a third of all children reported that teachers demanded sex from children in return for good grades. Reporting rates of these crimes are low, with little reliable data available. Existing data tends to be qualitative evidence collected by NGOs, researchers and Government agencies. In a survey of gender-based violence in Malawi, 61% of girls who experienced gender-based violence said it negatively affected their school performance.[22]

20. Early sexual activity is high in Malawi. Around 15% of young women and 18% of young men (aged 15-24) report having sex before the age of 15. Girls aged 15 to 19 are 10 times more likely to be married than

[15] http://www.globalpartnership.org/country/malawi
[16] UNICEF feedback
[17] The Gender Parity Index indicates the ratio of female to male students enrolled at all grade levels
[18] Ministry of Education, Science and Technology. 2015-2016 Education Sector Performance Report
[19] Education Management Information System (EMIS) data, dropout rates between 2010 and 2015
[20] https://issafrica.s3.amazonaws.com/site/uploads/SUFFERINGATSCHOOL.PDF
[21] http://pdf.usaid.gov/pdf_docs/Pnadk759.pdf
[22] http://unesdoc.unesco.org/images/0023/002321/232107E.pdf

their male counterparts. Sexual violence is an issue with 22% of women and 15% of men experiencing sexual violence before the age of 18 years.[23] For both genders, comprehensive knowledge generally increases with age, social status, and educational attainment, underscoring the need for overall education on reproductive and health issues, and protective measures for school-going girls.

Policy framework

21. The Malawi Government's National Education Policy intends to achieve universal primary education using a multi-dimensional programme implementation approach with the aim of improving access to and quality of education. It aligns with Education for All 2000 goals and other international declarations, including the Sustainable Development Goals (SDGs), to the Vision 2020, and the Malawi Growth and Development Strategy II. The Ministry of Education's Policy and Investment Framework states that high priority will be given to the gender imbalance and inequity in the education system at all levels. Under the National Gender Policy (2015), education and training is the first of six thematic areas, and it aims at increased and equal access, retention and completion of quality education for girls and boys. The Sexual and Reproductive Health Policy (2015) among others envisages establishing a counselling and referral system for boys and girls for sexual and reproductive health rights (SRHR).

External support

22. Together with the MoEST, USAID has been supporting Malawi's education sector, focusing on developing fundamental literary skills among students, improving learning outcomes, enhancing access to education (especially for girls), improving the quality of education, and strengthening overall institutional capacity.[24]

23. At the start of 2017, the EU launched the Improving Secondary Education Programme in Malawi, focusing in all its interventions on girls, improving access to and further the completion of secondary school curricula, as well as providing bursaries, bicycles and other support mechanisms. Other activities include the rehabilitation of secondary schools, providing teacher training, teaching and learning materials, and capacity building to improve education management at all levels. Germany has been supporting the education sector in Malawi since the mid-1990s. One of the aims of their support is to improve the general environment for teachers in primary schools as well as teacher training facilities. MoEST is also advised on updating staffing plans and on decentralizing education functions to the district level.

24. UNESCO's Skills and Technical Education Programme project (2016-2020) aims to strengthen governance structures of Technical and Vocational Education Training. The project also aims to increase the students' knowledge and skills from basic to advanced levels over a wide range of institutional and work settings, in diverse socio-economic contexts. The project establishes career and guidance programmes for girls, in addition to providing scholarships to girls for training in construction trades.

1.3. Evaluation Methodology and Limitations

1.3.1. Methodology

25. The evaluation aimed to answer key questions grouped around the evaluation criteria of relevance, effectiveness, efficiency, impact, sustainability and coordination and partnership to gather and collate information. These are the regular choices for criteria, and relevance was seen as a continuous interest area for the follow up JPGE II programme, whereas effectiveness would help assess the accountability of the

[23] https://www.avert.org/professionals/hiv-around-world/sub-saharan-africa/malawi

[24] ASPIRE (Girls' Empowerment through Education and Health Activity, 2014-2018) aimed at improving girls' reading skills in upper primary school, and increase positive sexual and health-care seeking behaviour, dovetails with JPGE

implementers. Findings under the other criteria would help improve the approach of JPGE II, and though it was still a bit early to firmly assess impact and sustainability, acquiring knowledge on early potential would still be valuable. Coordination and partnership was additionally important since this is a joint programme.

26. **A mixed methods evaluation design was used**. Quantitative data collection from targeted and non-targeted areas ensured that sufficient data was available to allow comparisons between project beneficiaries and control groups on key indicators of interest. Through qualitative data collection, perceptions of key stakeholders with regards to achievements, challenges and other issues were further explored. Data sources are found in Annex 6. A document review was conducted, based on documents mostly provided by WFP **(**see Annex 7).

27. A quasi-experimental approach was used, since participants were not randomly assigned to the treatment or control/comparison groups (project schools were selected on the basis of their poor indicators, and thus not fully equal to control schools). A difference-in-difference analysis was used where possible comparing changes over time (between baseline and end line) between the target and control groups. The methodology has followed the baseline and mid-term studies, to ensure a comparable approach. Some questions were added, since it was decided at a later stage that the data would also serve as baseline survey for JPGE II, which has different indicators.

28. Gender Equality and Human Rights have been reflected throughout the evaluation. The criteria, questions, sub-questions, measures/indicators of progress, main sources of information, data collection methods, data analysis methods, and evidence availability and reliability are presented as part of the Evaluation Matrix in Annex 5. The methodology is based on the ToR and guided by WFP's Decentralised Evaluation Quality Assurance System (DEQAS). A Quality Assurance Expert of Transtec has continuously monitored and checked the quality of the evaluation deliverables against the DEQAS criteria. All team members have adhered to the Inception Report and Evaluation Matrix as foundation documents. Though contribution of JPGE has been assessed throughout, no separate contribution analysis was conducted. Furthermore, there were insufficient reliable cost data to assess cost effectiveness.

29. The core evaluation team consisted of a team leader, an international monitoring assistant and three national key experts. The training and data collection have taken place from 17 September to 26 October 2018. The full time line of the data collection is included in Annex 13[25] and the team composition in Annex 14. For the quantitative analysis, 35 enumerators and four supervisors were recruited and participated in a four-day training. The enumerators acted in five groups, led by the supervisors and one of the key experts. They made use of tablets, in which the questionnaires had been programmed. Preceding the mission, enumerators were trained. During the enumerator training, one day was used for field testing, and the questionnaires in the tablets were updated according to their findings.

1.3.2. Quantitative data collection

30. Primary data were collected through structured surveys (at district, zone, school, girls and households' level). All Primary Education Advisors (PEAs) from all zones in the three districts were requested to complete the PEA survey and all head teachers from all schools in the three districts were requested to complete the school level (head teacher) survey. In theory, this provided access to 65 intervention schools and 341 control schools, but only 40 intervention schools and 23 control schools had filled out the questionnaires. Data were also collected from 13 Youth Friendly Health Facilities in the intervention area. Furthermore, quantitative data were collected from girls, boys and parents. The various questionnaires are

[25] Since the evaluation of JPGE I was combined with a baseline data collection for Phase II, the time table contains both activities.

included in Annex 8. Apart from the quantitative primary data, secondary data from the District Education Management Information System (DEMIS) were collected.

31. Data were collected from girls in Standards 5 to 8, the main target group of JPGE. The sampling followed a two-tier process with the selection of schools (clusters) as first stage and the selection of girls in the schools as second stage. (See Annex 9 for the description of the sampling calculations and more details). The sample of schools included 21 schools and the control group 27 schools throughout the three districts. Annex 10 contains the details of the sampled schools per district. Criteria for sampling of schools were enrolment size, location, zone representation and inclusion in the baseline study. In the intervention group as well as the control group, more than 600 girls were interviewed (30 per school in the intervention group and 23 in the control group).

32. Purposive sampling was used for the survey of parents with Standards 5 to 8 girls in school; they were selected from neighbouring houses to the school. 445 parents/household members were interviewed from areas around the schools (355 female, 90 male).

1.3.3. Qualitative data collection

33. Qualitative data was collected through key informant interviews and participatory group discussions with various types of respondents. Sampling of key informants for qualitative data collection at national and district level was purposive to include the most relevant and knowledgeable resources. In Lilongwe, 42 key informants (KIs) were interviewed, among whom 22 men and 20 women. In the three target districts, interviews were held with key informants as well as in focus group discussions (FGDs). (Table 1 and Annex 11 for details).

Table 1: Key interviews and FGDs conducted
(M=Male; F=Female)

Mangochi	Dedza	Salima
Key Informants Interviews		
11 (8 M, 3 F)	10 (9 M, 1 F)	15 (12 M, 3 F)
Focus Group Discussions		
Girls (26)	Girls (2)	Girls (14)
Boys (34)	Boys (44)	Boys (43)
Teachers (7 M, 5 F)	Teachers (5 M, 8 F)	Teachers (6 M, 7 F)
Youth clubs (6 F)	Youth clubs (2 M, 4 F)	
SMC, PTA, MSG (4 M, 12 F)	SMC, PTA, MSG (7 M, 10 F)	SMC, PTA, MSG (4 M, 13 F)
Farmer cooperatives members (3 M, 2 F)	Farmer cooperatives members (10 M, 4 F)	Farmer cooperatives members (5 M, 3 F)
Village and religious leaders (11 M)	Village and religious leaders (6 M, 1 F)	Village and religious leaders (14 M)
UJAAMA (3 M, 5 F)	UJAAMA (2 M, 4 F)	UJAAMA (1 M, 5 F)
Girls (26)	Girls (2)	Girls (14)
Boys (34)	Boys (44)	Boys (43)
Teachers (7 M, 5 F)	Teachers (5 M, 8 F)	Teachers (6 M, 7 F)

34. Focus group discussions have also taken place in the three target districts; purposive sampling was used to select respondents for these interviews. Participatory methods suitable to various groups were used to ensure all stakeholder perspectives were included and all beneficiaries (men and Women, boys and girls) were allowed to respond in appropriate ways that took into consideration their age, development stage and assertiveness levels. The evaluation design put emphasis on gathering data on girls' and women's roles and responsibilities, opportunities and obstacles concerning education. During the data collection process, the evaluation team and the enumerators provided an adapted environment to promote free discussion, considering local practices and cultural habits. They ensured that gender sensitive issues were addressed during these discussions. The following specific methods were used (details in Annex 12).

- community mapping: for use with learners and in and out of school clubs
- living tree: for use with PTA and Mother groups
- pillars of the project: for teachers, SMCs, PTAs and MSGs
- large group discussions: with local service providers, NGO partners and community leaders

35. The evaluation has followed UNEG guidelines.[26] The evaluation complied with the principles of respect for dignity and diversity, fair representation, compliance with codes for vulnerable groups (ethics of research involving children or vulnerable groups), redress, confidentiality, and avoidance of harm.

36. Potential ethical concerns were identified and addressed during the inception phase. Lack of selection in the project or as part of the control groups sometimes triggered negative feelings. Some respondents feel left out in not receiving programme benefits. Transparency regarding the process of randomization has ensured that this risk was limited as far as possible and moreover, no incentives were used. As some questions might be perceived as sensitive, ethical behaviour was emphasized within the research team. Respondents were informed of the potentially sensitive nature of the questions and reminded of the confidential nature of the study. A verbal informed consent procedure was conducted in

[26] UNEG June 2016. Ethical Guidelines for Evaluation

person at the time of data collection. The process of obtaining informed consent was guided by a statement at the beginning of each questionnaire. Annex 15 contains the various consent forms as used by interviewers.

37. The evaluation has adhered to the principle of triangulation to the maximum extent. Findings from quantitative and qualitative data collection and from desk review were mutually validated. Moreover, responses across respondents and between groups of respondents were compared for validation. The team triangulated findings from their interviews and field visits on a weekly basis and tried to have at least three sources; remaining inconclusive findings have been mentioned as such in the report.

1.3.4. Limitations

38. The limitations in budget and time availability for the study had an effect on the number of clusters included in the study. Though the sample size agreed with WFP was sufficiently large to allow sufficient power for calculation, it was also purposive. Within the available time frame and budget, the proposed number of schools allowed seven enumerators to conduct six interviews each per school with girls, boys and parents during the day and travel to and from schools. Also, potential contamination between project and non-project schools in the same zone was considered. Due to some interventions focusing on system changes there might be a spill-over effect in a zone. The use of more than one method and data source has ensured in-depth understanding of the influence.

39. In some cases, it was difficult to find the key informants, who were planned to be interviewed. In particular, a number of NGOs had worked in the districts at a certain stage but had left after their input had finished. For instance, the team tried to engage with NASFAM, and WE EFFECT but they could not be found. To make up for this, the team has tried to get the same information from other sources.

40. There were also issues of comparability and non-availability of previous data. The results framework had changed, and thus indicators were different from the baseline. A few target values were missing from the framework, which has been mentioned under the relevant sectors of the report. Moreover, the limited quality of the baseline survey data may reflect on the quality of the results. During the baseline study, two zones did not have any control schools as all schools in these zones were included as project schools. Moreover, since intervention schools have been selected based on certain poverty-related criteria, the similarity in terms of poverty status cannot be automatically assumed.

41. Lastly, for the quantitative surveys, the response rate at zone level and among schools was much lower than expected and of limited quality.[27] At the design stage, the expected response rate had been 80%, but in the end only 63 schools had responded (61.5% of the JPGE schools and 6.7% of the control schools), which may have a bearing on the reliability of data from schools. Especially the response rate among control schools was low, which is understandable since these schools did not benefit from JPGE. Data from zone level were too few and too low quality to contribute in a meaningful way. Many questions had not been responded to or answers had been given that were visibly incorrect. Delays and complexities at the onset of the mission led to the questionnaires only being sent out at a very late point in time, which potentially reflected on the actual response rate. The team has made an effort to collect similar data in the FGDs with teachers, and quantitative data were derived from DEMIS, but the same level of detail could not be reached.

42. To address the limitations of low response rate, the team has tried to identify the requested information from other sources and triangulated those to the maximum extent. If comparison was not possible based on the baseline or Mid-term Review (MTR), the findings were compared between the intervention and control group and against the goal.

[27] This refers to the questionnaires that were sent to zones for provincial education advisors (PEAs) and to schools for head teachers to fill out and return (see tool in Annex 8 for Zone and School level Questionnaires)

2. Evaluation Findings

43. This section presents a combination of all findings from the evaluation, highlighting progress made in the achievement of the various indicators and the evaluation against the DAC criteria, and starting with the social and demographic characteristics of the study participants.

2.1. Social and demographic characteristics of the participants

44. In total, 1,328 girls were interviewed, 678 JPGE participants and 650 from the control group (Table 2). They were from 21 JPGE supported and 27 control schools. Their ages ranged between 9 and 19 (with a median age of 14 and an average of 14.08) and they were between Std 5 and 8, though the large majority were in Std 7 (46.1%) and Std 8 (47.4%). Most girls (83%) were from a family with both parents alive (Table 3). In most cases, the father was seen as the primary caregiver (48.3%), with the mother on the second (31.4%) and the grandparents on the third place (8.5%).

Table 2: Interviewed girls and households per district

District	Number of girls			Number of households		
	Phase 1	Control	Total	Phase1	Control	Total
Mangochi	241	214	455	81	54	135
Dedza	221	220	441	80	70	150
Salima	216	216	432	81	79	160
Total	**678**	**650**	**1,328**	**242**	**203**	**445**

45. Among the intervention group, farming was the most frequently cited primary occupation, whereas in the control group it was salaried employment. The household sizes were also different: the average was significantly larger at 6.17 for the Phase 1 group against 5.71 for the control group. Table 4 presents details on household sizes for both groups. These findings tally with the observation during the inception phase, that the groups are not fully similar, since JPGE purposively targeted poorer areas.

46. In the household member interviews, 445 people were interviewed, 242 from the Phase I group and 203 from the control group. Among them were 355 women and 90 men. Their age ranged between 19 and 82 with an average of 38.6 years. Among them, 73.8% were monogamously married, 3.8% were in a polygamous marriage. 9.0% were widowed, 9.0% divorced and 4.3% single. Among the interviewees, 70.6% had one or more girls in school.

2.2. Findings in relation to the evaluation criteria

47. The responses related to the DAC criteria and the evaluation questions as well as their substantiation are reflected below, reflected per question.

2.2.1. Relevance

Evaluation Question 1: Are the programme objectives valid and appropriate?

48. JPGE programme objectives were found valid and appropriate and related to the development framework of Malawi, which aims at achieving universal primary education using a multi-dimensional programme implementation approach. This was confirmed by stakeholders from the ministries and local authorities. In particular, this concerns the National Education Policy aligns with Education for All 2000 goals and other international declarations, including the SDGs, to the Vision 2020, and the Malawi Growth and Development Strategy II. The objectives and approach of JPGE, which strives to achieve equal opportunities for girls in education through various multi-sectoral angles including food and nutrition, quality of education, access to sexual and reproductive health rights and working with out-of-school girls, were found aligned to this national framework. JPGE was aligned with MoEST strategic priorities namely quality and suitable education, access and equity, and governance and management. Also, JPGE has used existing structures of Government such as PTAs, SMCs and MSGs.

49. Other Ministries besides MoEST confirmed the project to be relevant to their strategic framework as well. MoH especially appreciated JPGE's engagement in reproductive health rights for youth, since it tapped into the limited knowledge on reproductive health rights and existence of services. The reproductive health component was found relevant to the Malawi Sexual and Reproductive Health Policy (2015)

50. Related to agriculture, support to farmers was provided to support market access. The departments of the MoLYSMD reported that JPGE was complementary to their own efforts, aligned to the overall mandate of the youth sector, to have vibrant, educated, healthy and economically independent youth. JPGE is aligned to the four pillars of the Malawi Youth Policy ((i) youth participation, (ii) abolishing cultural practices that predispose youth to early pregnancy, marriage and sexually transmitted infections (STIs), (iii) youth economic empowerment, and (iv) youth education.

51. Beyond Government strategies and priorities, the JPGE was consistent with the UN approach of Delivering as One and aligned with the key education goals of the United Nations Development Assistance Framework (UNDAF 2012-2016). Of particular relevance is outcome 2.4 "Boys and Girls of school-going age in selected low performing districts enrol, are retained, learn, and complete basic education by 2016". The joint approach has enabled WFP, UNICEF and UNFPA to support national partners in a synergistic and complementary manner. This generated positive feedback from most of Government partners.

Key findings and conclusions – Question 1

- The programme objectives are fully valid and appropriate.
- The programme objectives are aligned to the overall Malawi National development framework, and also to the strategies and policies of MoEST, MoYS and MoH, which work in a similar area.
- The JPGE approach is consistent with the UN Delivering as One Approach and outcome 2.4 of the UNDAF 2012-2016.

Evaluation Question 2: Are the activities and outputs of the programme consistent with the goals, objectives and intended impacts?

52. The design of JPGE was sufficiently comprehensive and consistent to address and link up crucial components affecting education, such as schools' and teachers' capacity to provide child-friendly education, lack of access to food, limited knowledge of among youth on SRHR, child protection and domestic and school-based violence. This was confirmed in interviews with Government, NGO and UN staff. By working on the improvement of all underlying factors, JPGE amplified and strengthened the overall programme results.

53. Government staff at national level in Lilongwe had been engaged in the design of JPGE, but at district level the first engagement of the various Government bodies took place at planning and implementation level only. Some of the district level staff indicated that their engagement at an earlier level would have given rise to (mainly practical) changes in the design, such as the use of cash instead of food-based take home rations (THR) from the onset, the procurement process and the timing of food provision in schools. Thus, it would have been easier to achieve the outcomes from the onset.

Key findings and conclusions – Question 2

- The design was found comprehensive, coherent and consistent, and it worked on all factors underlying quality access to education with a focus on girls.
- Addressing all these factors by relevant organizations created a conducive environment to amplify the results.
- The limited engagement of local Government bodies in the design led to practical details having to be adapted at a later stage in order to allow achievement of outcomes, such as shifting to use of cash for the THR.

Evaluation Question 3: How well has the programme identified the needs of the most deprived populations, and how have these been built into programme results and monitoring?

54. WFP selected the zones and schools in areas, where they were already engaged with a previous intervention, thus also with a feasibility purpose. Nonetheless, the geographical selection had been done based on poverty indicators and low education outcomes, which was found relevant to reaching the most deprived. Less caregivers in the intervention group having salaried work and household size is larger (**Error! Reference source not found.**) among intervention households also points towards them being poorer.

55. Government staff as well as village leaders and teachers reflected that poverty is a major issue, which hampers parents in sending their children to school. "Some parents are so desperate, that they advise their daughters to just get pregnant if they find a man, so that he marries them." (FGD Dedza). Many also brought up though, that convincing the parents on the importance of education in combination with providing food could contribute to changing this. The girls' survey pointed out that having to perform household chores and not having uniforms and school materials were reasons for girls' absenteeism (Table 6).

56. Unmarried pregnant girls are at particular risk to fall into poverty, and prevention of such pregnancy and/or educating young mothers is among the JPGE goals. In the target areas, cross-border effects aggravated the situation. Government staff and community leaders from these areas found it more likely that children are sent abroad to work or trafficking. ("We see our girls loitering at the sides of the streets bordering the lake, with nothing good on their mind and no parent correcting them"). In busy trade centres, the risk of girls getting pregnant is higher too. In the survey, 77.5% of girls reported that they knew a girl in their community, who had fallen out of school last year for pregnancy reasons. The schools reported that 1-2.5% of the female students were pregnant. The problem is therefore considerable in size, and the targeting of JPGE of areas with high risks as well the inclusion of an approach specifically for drop-out girls combined with trying to prevent pregnancy of adolescent girls is fully relevant.

Table 3: Education level of interviewees from households

Education Type	Husband	Wife
Primary	42.0%*	67.0%*
Secondary	29.7%*	22.9%*
Tertiary	3.6%*	0.7%*
None	5.8%	7.2%
Don't know	3.4%	0.2%
Not Applicable	15.5%	2.0%
Total	**100.0%**	**100%**

* = significant at p<0.05

57. The JPGE intention to strengthen enrolment and attainment rates with a focus on girls was found fully relevant to the needs of deprived people. The household survey brought to light, that the education level attained by women is markedly lower than for men. In the interview with parents and guardians, one of the questions was about the maximum education level of husband and wife. Table 5 demonstrates, that the proportion of women with only primary education is markedly higher than men, and the proportion of women with secondary and tertiary education is lower. In 2014 in Malawi at national level, inequality in the school completion rate reflects the same: 47% for girls and 56% for boys. In Std 1, often more girls than boys are enrolled, but teachers reported this as lowering with every Std. The importance of girls' education is still insufficiently acknowledged by parents, and girls often get married at an early age, leading to dropout. Enhancing girls' access to schools lowers the risk of them getting married at an early age, through keeping them in school and raising their level of knowledge and empowerment, making them less easy victims.

58. In 2016, 10% of primary school girls and 18% of secondary school girls reported forced sex victimization in the past year.[28] Also in this evaluation, in key informant interviews by Government staff, NGOs and community members it was shared that girls were exposed to sexual activities, initiation rites,[29]

[28] UNICEF, UJAAMA, ActionAid, Johns Hopkins. Research Brief: Sexual violence prevention for adolescent women in Malawi through IMPower empowerment self-defense training

[29] Ceremonies where young girls – reportedly sometimes as young as seven years of age – are exposed to a first sexual encounter by a village elder.

sexual violence and marriage at a far too early age. This also puts the girls at risk of sexually transmitted infections and HIV besides pregnancy. The baseline report reflected based on national studies that at national level more than one in five girls experienced sexual abuse before the age of 18 and half of these before the age of 13. School girls may be raped on the road, at markets by village men, and even in schools by teachers and school boys. The resistance by parents and their daughters themselves is low, mostly caused by a lack of knowledge and awareness combined by community pressure. JPGE has tried to address this by empowering girls to resist and strengthening their knowledge on their sexual and reproductive health rights and the place to get services and victim support.

59. The quantitative survey showed that many girls (46.2%) perceive that boys and girls suffer equally from facing violence, whilst 45.6% believe girls suffer more. Even if sexual abuse for girls is higher, general physical violence is experienced more frequently by boys (67%) than by girls (40%).[30] Boys often face more severe punishment in schools. Boys reported being beaten up more frequently than girls and facing severe and unreasonable punishment by teachers. Many of the interviewed boys were disappointed at not getting take-home rations: "*We also need to eat*" and "*It is like we do not matter at all*". Almost all qualitative respondents found, that the needs of boys were ignored. The design of JPGE was meant to support girls' education, but it did not include a means to ensure that boys were on board with and fully understood this approach. Apart from JPGE, many other externally funded interventions focus on girls, which may be justifiable since the dropout rate of girls is higher (in 2016 a total of 10.2% of girls and 8.8% of boys dropped out of primary school), but the dropout percentage for boys is high as well, and they also face violence and hunger.

60. Empowering mothers was not included sufficiently strongly in the design, an observation that was also brought up by many respondents. Though MSGs were included as beneficiaries, in general the mothers of the pupils in JPGE have very little decision power over the fate of their daughters.

61. MoEST and teachers brought up remaining "hardware" needs. Notwithstanding JPGE support, the availability of class rooms did not keep pace with the number of children; in many schools the children have to sit outside, and hence there is no school when it rains. When gradually more pupils were retained through JPGE, this gap increased. Buildings are frequently dilapidated and there is still insufficient access to water. As roads are poorly maintained and children come from remote areas, they frequently still refrained from coming to school altogether.

Key findings and conclusions – Question 3

- JPGE had managed to select and reach the schools where the needs were highest.
- The approach and targeting of JPGE was very relevant to the needs of girls in general including in terms of avoiding pregnancy.
- The needs of boys, though numerous as well, were not part of certain parts of the design of JPGE, as it was aimed at girls' education. Nonetheless, incorporation of boys to support girls' education could have been included more strongly.
- There were still a number of other unmet needs, such as those related to infrastructure, which constrained full achievement of JPGE.
- Empowerment of mothers and awareness of parents was not yet sufficiently addressed to gather their full support to girls' education.
- The monitoring system was adequate, since the indicators captured information on the needs that were addressed under each of the outcome areas.

[30] JPGE MTE Report July 2017

2.2.2. Effectiveness

Evaluation Question 4: To what extent were the objectives achieved?

62. This evaluation question looks into the achievements as compared to planning under the revised results framework 2014 (Annex 3). For a quick insight into the performance of JPGE, the table in Annex 16 will be very helpful. The text below will further detail these data.

Outcome 1: Girls and boys in targeted schools are well nourished and able to stay in school

63. Providing regular nutritious food to poor children in school is assumed to increase their attendance. Apart from providing food on a daily basis, WFP had tried to ensure the school meals were nutritious and contained items from at least four of the six Malawian food groups.[31] On average, according to the schools' survey, JPGE children are provided with such meal on an average of 17.3 days per month (the target was 15).

64. WFP provided THR for all girls and orphan boys from Std 5-8, under the condition that they had attended 80% of the days in school (10kg of maize per month or a cash equivalent, which was estimated by WFP at US$5.46). WFP provided 79 schools with THR – 46 received cash and 33 got maize. Out of 40 interviewed JPGE schools, 14 provided food, 25 cash and one school provided both. On average, each school reached 148 girls and 19 boys, since THR was provided to girls and female and male OVCs. The girls in JPGE schools also responded to questions about THR (as these were not provided in control schools, the question has no control value). Table 4 presents the details of their responses; the large majority of girls are aware of the THR provision. The opinions about the size of the ration differed: for the food they ranged from 1 to 20 kg per month with an average of 16.2; for cash between MWK 1,000 to 22,000 with an average of MWK 4,000. The surveyed household members appeared equally unclear of the size of the take home ration in food or cash. The standard ration was confirmed by WFP at 10 kg of maize or the cash equivalent. In some cases though, learners would receive their entitlements retroactively for more than one month, if the school was not accessible in rainy season or the district council had decided to change the planning of distribution.

Table 4: Response related to THR provision in JPGE schools

Response	Number of girls
JPGE	
JPGE schoo	
I do r THR i	
The r food	
The ratio is provided in the form of cash	389
Total number of responding girls	678

Table 5: Attendance rate in std 5 – 8

	Baseline			Endline	
	Phase I	Control	Target	Phase I	Control
Girls	72%	71%	80%	85.0%	85.4%
Boys	75%	76%	80%	88.4%	79.96%
OVCs	52%	57%	65%	72.1%	55.8%

65. The attendance rate of girls, boys and orphans and vulnerable children (OVCs) in Std 5-8 was measured (Table 5). Though the attendance rates in JPGE schools were different from the control group, the sample was too small to make the differences scientifically significant. Even though all targets were passed, it is less easy to distinguish influence from JPGE. Both girls' and boys' attendance increased, but whereas girls were the main target group, it is for boys that the final attendance rate in JPGE schools is much higher. For

[31] The six groups are vegetables, fruits, legumes and nuts, animal foods, fats and staples/cereals. According to nutritional guideline recommendations, an individual can leave a healthy and well-nourished life if they consume food from at least 4 of the 6 food groups

OVCs, only on JPGE schools the attendance has changed, and there is a likelihood that JPGE contributed to that improvement.

66. Committee members, teachers and children confirmed that school meals had helped the increase of attendance rates. Children often had to leave the house without breakfast, and hence not only appreciated the food, but also found it benefited their concentration. In the girls' survey, almost all girls (97.0%) reported, that they found the school feeding programme had promoted the attendance of pupils, including girls. 94.0% found that school feeding had contributed to better nutrition for pupils. Parents and household members were even more positive about the effects of school feeding on attendance and the nutrition status at 96.7% and 95.9%.

67. On the question about absenteeism, most girls responded that they had been absent between 0 and 7 days last month, with the highest score for one day (32.5%), none (25.2%), two (23.8%) and three days (11.6%). The average number of days of absenteeism per month was 1.59 for the entire group of respondents. Though illness was by far the most prominent but also external reason for absence, there were also quite some girls mentioning reasons within the scope of JPGE, like poverty related reasons such as having no uniform and school materials and having to do household chores, but also lack of sanitary pads (Table 6).

Table 6: Reasons for girls' monthly absenteeism

Mentioned reasons for absenteeism	Number	Proportion
Illness	1,011	76.1%
Lack of uniforms, writing materials	222	16.7%
Household chores	166	12.5%
Lack of sanitary pads	85	6.4%
Total number of respondents	**1,328**	**100%**

68. 93.7% of the food for school meals (in terms of expenditure) had been procured locally. Local farmers within the school catchment area were the main suppliers of food items, mostly through farmer organizations or clubs. Farmers reported that the model created a market for them to sell their produce at fair prices. The quantity of food purchased from the farmers was used as an indicator to measure the extent to which farmers were benefiting from JPGE. Out of 40 schools that responded to the survey, 38 bought their food from local farmers. WFP reported that from 2016 they worked with 25,507 farmers (14,502 women and 11,005 men).

69. Food is usually provided between 6:00 and 7:30 and the menu is set in advance and usually followed. The feedback of the children was mostly positive, but there were also some negative observations, though these were uttered in a few focus groups only. Mainly boys in Dedza reported quality and variety of food was good ("*better than at home*" and "*we even get fruit when it is in season!*") but that they found the quantity insufficient ("*they give just a little bit to keep us going for the morning*"). In Salima, some children complained that the food was boring and of low quality. Some children and teachers reported a skip in the meal distributions of one or more weeks. In Mangochi, the team observed food distribution around 11:00 only. Some children complained about targeting saying "*everyone eats*".

70. Hygiene of food preparation and surroundings was mentioned as good by various committee members; the PTA regularly checks cleanliness of sanitary facilities, cooking and eating facilities, and hand washing.

71. Still, with regard to girls staying in school, teachers, Government staff and village leaders said that notwithstanding the awareness raising conducted under JPGE, many parents and community members still did not appear to acknowledge the importance of education. Instead, they were said to see the short-term goal of going into business (for boys) and marrying a business man (for girls) as more profitable.

Outcome 2: Increased access to second chance education for girls

72. Under JPGE, UNICEF supported opportunities for second chance education for learners, especially girls, who had left school or had never been to school. Non-formal education was supported, through three-year Complementary Basic Education (CBE) and through especially established functional literacy centres with nine-months' training. Together with AGLIT and MoLYSMD at district level, functional literacy centres were established initially in two zones in each target districts in 2015, and by 2016 this in four zones per district. Facilitators and supervisors were trained, and basic teaching and learning materials were provided in all centres, as well as bicycles to support facilitator movement. Communities have been oriented, and Village Education Committees established and trained to help support the centres.

73. Most interviewed girls knew one or more out-of-school girls from their community, who were participating in a functional literacy programme, significantly more in the JPGE group versus control: 32.2% vs 11.8%. The girls brought up a number of potential reasons for dropout out of which pregnancy, lack of material support such as uniforms and school fees and got married were the most prominent ones (Chart 1). Pregnancy, got married, refused to repeat and sexually abused were significantly different between the groups. The parents with daughters, who had dropped out of school, saw lack of uniform as the most important reason (41.7%), followed by pregnancy (28.3%), refused to repeat (13.3%) and early marriage (10.0%). The girls also provided factors that would contribute to girls' staying in school. The answer was markedly different for JPGE girls in "Incentives for girls to remain in school", where children in interviews confirmed to see school meals as incentive (Table 7).

Chart 1: Reasons for dropout perceived by interviewed

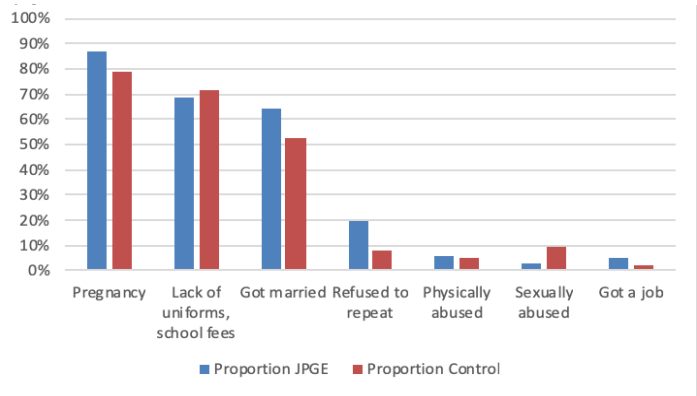


Table 7: Factors contributing to girls staying in school

Factors contributing	Phase 1	Control	Total
Incentives for girls to remain in school	217	104	321
Civic education to parents	169	122	291
Role modelling for girls	140	135	275
Promote community participation in girls' education	73	101	174
Strengthen mother groups	69	117	186
Total	**678**	**650**	**1,328**

74. On the question whether they knew of girls that had been readmitted to school after dropping out, 66.2% of JPGE girls responded positively, which was significantly higher than in the control group (48.8%), which was repeated in the household members' interview (65.3% vs 54.7%). According to the schools' survey, 45.5% of drop-out girls were readmitted. This was markedly better than in control schools (6.0%). and during the MTR (20%).

75. The achievement on the first indicator, graduation from functional literacy and CBE, is not yet measurable, since graduation is scheduled to take place in 2019. Therefore, it is later than planned, but expectedly also lower than planned, since the enrolment is lower than planned as well (a total of 5,643 girls were enrolled against a target of 11,161. Though 581 girls had graduated from functional literacy, graduation from CBE will take place in 2019.

Outcome 3: Integrated youth friendly services, resources and structures, addressing CSE, SRHR, HIV/AIDS and GBV in place for both in and out of school girls

76. With support from UNFPA, JPGE provided youths, in particular adolescent girls, with access to school linked youth friendly health services. Trainings of youth peer educators and youth friendly health service providers were conducted and CSE sessions, outreach activities and competitions for the girls assisted. In the 40 programme schools, 34 teachers were trained on CSE and 32 confirmed using their skills in teaching life skills. Among the interviewed girls, 76.4% participated in CSE (JPGE II 73.3% and control 79.7%). The percentage of girls in JPGE schools is significantly lower. No reason can be provided, but on the other hand, there is no information on the quality of CSE in both groups.

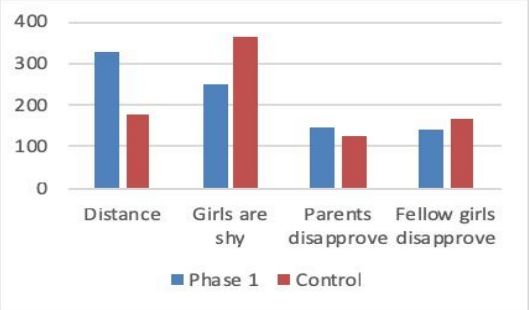
77. Access to youth friendly health services (YFHS) is important for the development of adolescent girls, and therefore supported by JPGE. In the survey, girls mentioned a number of services provided by the centres (Table 8). The large majority knew about available services on HIV testing and counselling (81.2%) and contraceptive services (80.5%). From the total of 1,328 girls, 628 reported that there was an YFHS facility. Among those girls, 40.7% were in need of services (JPGE 49.2%, control 31.4%). Among those who reported such need, 77.4% said to have actually accessed the services (JPGE 83.2%, control 74.1%) (Table 9). Among the girls who reported that there was no YFHS in the vicinity, in both groups less than 10% of those in need could actually access a facility. Since the JPGE activities focused on awareness raising and not construction, this group was not included in the assessment.

Table 8: Type of services in YFHS centres mentioned by girls

Service provided	% of girls mentioning
HIV testing and counselling	81.2%
Contraceptive services	80.5%
Adolescent growth and development	43.8%
Prevention, diagnosis, management STIs	47.2%
Treatment of sexual abuse victims	26.1%
Psychosocial support	14.4%
Referral to hospitals	10.9%
Post-natal services	6.3%
PMTCT	6.2%
Antenatal services	6.0%
Post-abortion care	4.1%

78. The girls brought up various reasons for not accessing the YFHS (Chart 2). The two first ones were significantly different between the groups. The distance was perceived as more of a problem in the intervention group; when looking at the actual reported distances, the average was 4.4 km as compared to 3.7 km for the control group. In the schools' survey, among 40 JPGE schools, 37 schools were linked to youth friendly health services, (at an average distance to the centre of 6.0 km) whereas among the control group that was only 3 from 23 (at average 1.7 km).

Chart 2: Reasons hampering access to YFHS



79. Girls in the intervention group are less shy to use the services though. Some girls found the achieved empowerment helping them not being afraid to use YFHS. JPGE has provided sexual and reproductive health outreach and other activities to the girls, which has been brought up as an effective means of awareness raising by teachers and Government staff. Respondents in qualitative interviews confirmed the quantitative findings though, that the distance to the services was still an obstacle.

Table 9: Proportion of girls who need YFHS services and proportion among them who access the services if facility is available

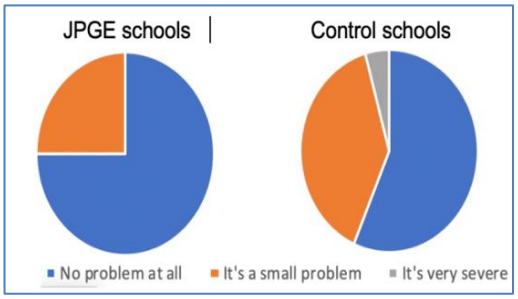
	Baseline		Endline	
	JPGE	Control	JPGE	Control
Girls who need service	59.7%	59.8%	49.2%	31.4%
Girls who access services among those in need of service	52.0%	58.9%	83.2%	74.1%

80. Interviewed girls found the information and education they received on sexual behaviour was useful. Support to sports activities for girls

were seen by teachers as an enjoyable and well-working way to also expose girls to useful information and at the same time empower them.

81. Prevalence of corporal punishment was assessed among school staff and girls. Chart 3 shows how corporal punishment was perceived in JPGE schools and control schools. In JPGE schools, 75% (of 40 schools) reported corporal punishment not to be a problem in their school, against 56% (of 23 schools) in control schools. There was one control school that reported corporal punishment as a severe problem, against none of the JPGE schools.

Chart 2: Severity of corporal punishment problem in school



82. The girls saw this a bit differently. The percentage of girls reporting corporal punishment (at least once) in the last year had increased more in the intervention group (60.8 to 84.7%) than in the control group (55.0 to 72.0%). The most frequent form of punishment was cleaning the classroom (63.9%), followed by digging rubbish pits (19.2%) (Table 10). The main reasons for punishment were coming to school late (42.0%) closely followed by noise-making (39.2%). Less common reasons for punishment were poor performance and lack of attention (around 6%). Severe corporal punishment such as hitting and beating were reported by 15.1% of the children (no data from the baseline survey); this was also significantly higher in the intervention group (19.9%) than in the control group (10.0%). Though the baseline survey only provides aggregate data combining the various form of punishment, the mid-term survey indicates 7.2% of children suffered from hitting and beating but does not aggregate all forms. The goal set by JPGE was a decrease from the baseline of 60.8% to 26% in the JPGE area, and this was amply achieved.

Table 10: Reported forms of punishment

	Phase 1	Control	Total
Hitting	7.2%	3.2%	5.3%
Beating	12.7%	6.8%	9.8%
Digging rubbish pits	26.8%	23.7%	25.3%
Removing tree stumps	11.1%	10.2%	10.6%
Cleaning classroom	77.7%	70.3%	74.1%
Other	21.4%	40.0%	30.5%

83. The knowledge on HIV was tested by asking the interviewed girls four questions. [32] Knowledge appeared not optimal yet, as only between 56.2% and 60% of girls had the right answer to all four questions (Table 11). Since there are no targets and data from the baseline or endline survey, an estimation of the progress against target is not possible.

Table 11: Answers to HIV related questions

Right answer	Phase 1	Control	Total
No questions	0.4%	0.3%	0.4%
One question	2.1%	1.8%	2.0%
Two questions	14.7%	12.6%	13.7%
Three questions	22.7%	29.1%	25.8%
Four questions	60.0%	56.2%	58.1%
Total	100%	100%	100%

84. In relation to SRHS services, the national SRHR policy for 2017 – 2022 was put in place during the JPGE implementation, which has replaced the previous one that has expired. Stakeholders did not report contribution of JPGE to this policy though.

85. Work was done with youth friendly health centres, which has led to the inclusion of youth friendly services in the guidelines and standard approach. By-laws at community level were brought up in quite a number of interviews by committee members, Government staff and teachers, in particular on mandatory

[32] Can people reduce their chance of getting HIV by having one uninfected partner who does not have other sexual partners? Can people get HIV from mosquito bites? Can people reduce their chance of getting HIV by using a condom every time they have sex? Can people get HIV from witchcraft or supernatural powers?

sending girls to school and on preventing violence against children, and fines that had to be paid in case of lack of compliance. In the schools' survey, 92.5% of JPGE schools reported that the community had relevant by-laws, against 56.5% among the control group.

Outcome 4: Reduced violence against girls in targeted schools and communities and effective referral pathways in place

86. At the intersection of outcome 3 and 4, JPGE provided CSE to increase knowledge of girls and also to contribute to protecting girls from violence, by increasing their understanding of different forms of violence and how to report these. Violence awareness campaigns were supported by UNICEF, child protection structures were revamped, established referral pathways and systems were strengthened, child participation in school governance enhanced and girls' empowerment and boys' transformation programmes implemented through refresher classes by Ujamaa, including girls' empowerment and violence avoidance and self-defence strategies.

87. JPGE facilitated development of Government-led School Improvement Plans, which included activities to address gender inequality and protection issues. Though virtually all schools had one in place at the time of the MTR, it would require a separate assessment into the contents, to conclude about the quality and use. Among the 40 JPGE schools that responded to the survey, 39 or 97.5% had a school improvement plan; among the 23 control schools this percentage was much lower at 73.9%. As for having a code of conduct, JPGE schools performed much better at 95.0% against control schools at 56.5%.

88. JPGE worked on child protection through police, social welfare and courts as well as by engaging parents. Child complaint boxes were established to receive, track and monitor abuse cases and address violence in schools. The police raised awareness on referral mechanisms through wall paintings in schools. In key informant interviews, an increase was reported in parents and chiefs reporting cases of child abuse or violence. On the other hand, when a case is opened, say of violence perpetrated by a teacher, it is often not concluded, as the police leaves it upon the School Management Committee to discipline the teacher committing offence like violence.

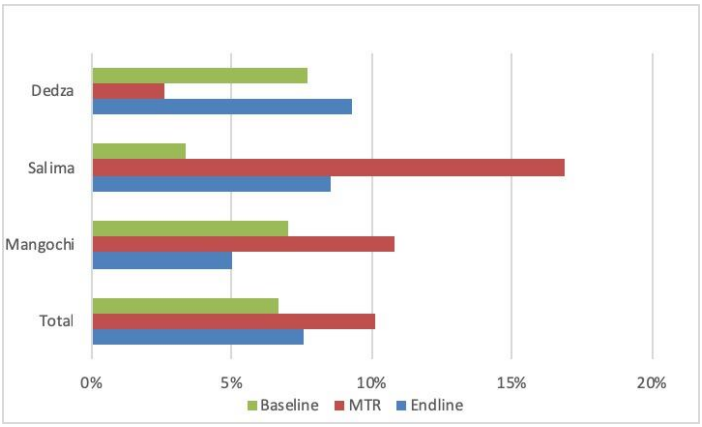
89. In the quantitative girls' survey, girls from both the intervention and the control group reported that they participate in comprehensive sexuality education. In the intervention group self-reported participation was lower at 73.3% compared to 79.9% in among the girls in the control. In the schools' survey though, in 39 out of 40 schools (98%), girls were reportedly engaged in comprehensive sexuality education; in control schools this was only 69.6% of the schools. In JPGE schools, 62.2% of girls in Std 5-8 had participated, in control schools an estimated 27.8%. Teachers were trained on the same subject: in 35 out of 40 schools, UNFPA but also UNICEF, WFP, district health authorities, MAGGA, VSO and Save the Children had trained a small group of teachers.

90. 8.6% of girls reported to have experienced sexual harassment in the past year, which was not significantly higher than for the control group (6.6%). The development per district does not show any clear trend (Chart 4) and the final outcome, though lower than at MTR, is still higher than during the baseline (7.6% against 6.7%). 21.5% of girls reported to have suffered from some form of violence in school in the past year compare to 14.4% control schools which is significantly lower. Among the girls who had suffered some form of violence, 25.2% said it was physical violence, 24.8% reported corporal punishment, 20.9% emotional violence, 13.7% sexual violence and 12.0% bullying. The reported perpetrators were mostly teachers (48.7%), male fellow students (25.2%) and female fellow students (10.7%). 55.1% of girls who were victims found the violence faced severe, and 17.1% found it very severe. The parents' survey, though smaller in size, demonstrated a similar pattern with teachers mentioned as most frequent perpetrators. In 60% of the cases, the parents had reported the incident to some authority, mostly to the school. In 16 cases (out of 18), the

parents had been satisfied with the results. In the schools' survey, 90.0% of schools reported having a formal structure to report violence to, against 65.2% of control schools.

91. Among the interviewed girls, 15.8% report that there have been cases of sexual violence of girls perpetrated by teachers (control 13.9%). 8.0% of girls reported a girl being raped at their school in the past year (control 8.1%); 8.0% of girls opined that a girl had been impregnated by a teacher at their school last year (control: 6.3%). 31 from 242 interviewees from JPGE households reported that girls had been sexually violated by teachers in the nearby school, which was significantly higher than in control schools (13 from 203). 80.6% of JPGE interviewees also reported that there was a mothers' group in their school working on sexual violence, against 73.9% of the control schools. Mothers and committee members confirmed in interviews that sexual violence by teachers was still an issue.

Chart 3: Girls having faced sexual harassment in the past year per district (percentage)



92. Among the 40 surveyed JPGE schools however, only a quarter had received such reports in small numbers (the total among the 10 schools was 19, 10 girls and 9 boys). The school with the highest number of abuse reports (ten girls and two boys) was among those who had indicated that incidence of corporal punishment was not a problem in their school.

93. Obtaining hard and reliable data on violence is difficult, since it is a sensitive topic. Moreover, it is difficult to explain an increase in reports of violence in terms of changes in prevalence. Whilst increased reporting is positive because it means girls and their parents used their better awareness about their rights and where to go, on the other hand an increase could also mean that there had been more incidents. Nonetheless in the project it is probably positive that 149 cases had been reported, especially since at baseline there had been no reports at all, even though it was clear that the violence did take place. Moreover, 360 girls have accessed sexual assault survivors' anonymous service.

94. According to the survey among girls, 61.1% of victims had reported the violence, in most cases to the teacher and the school (52%), or the parents/guardian (46%). Only 59% of the girls who report the incident, were satisfied with the solution. When asked among all girls, 94.2% in JPGE school reported that there was an official mechanism in school for such incidences, significantly more than in control schools (91.1%). Learners address their complaint to the head teacher or another teacher (71.6% vs 53.4%), the complaint box (31.1% vs 13.5%) or the MSG (13.1% vs 10.6%). Supporting the establishment of complaint boxes was therefore one of the activities, which appear to be successful and used by the students. Most students found that the school actively encouraged the use of complaint mechanisms (92.3%) and 79.4% found that complaints were adequately handled.

95. In JPGE schools, 89.4% of girls felt safe, which was not different from control schools (88.8%). When broken down however, there appeared to be a significantly better feeling of safety among girls in JPGE schools: 50.0% reported to feel "very safe" (control 39.7%), and 39.4% "safe" (control 38.6%). Though the target was achieved, there were no baseline data available for measuring progress. 55% of girls in the girls' survey confirmed that there are response services offered to survivors of violence.

Outcome 5: Teacher attitudes and skills are improved/ enhanced to effectively deliver life skills based and gender-responsive methodologies

96. Teachers in all the sampled schools were sensitised on use of learner centred and gender responsive methodologies. During the MTR, it appeared that not all of them had actually attended and some of them had been transferred out of the targeted schools. Still, all teachers in the visited schools appeared to be aware in interviews of the techniques and importance of use of learner centred and gender responsive teaching methodologies. The girls' survey also provided evidence of learner-centred and gender-responsive teaching methods in school. In JPGE schools, though a high percentage of 95.3% of girls found that methods were learner centred, there was no significant difference with control schools (93.5%). As for gender-responsive teaching, JPGE schools scored markedly better with 92.8% of girls finding the method gender-responsive against 87.4% of girls in control schools.

97. A number of teachers were trained under JPGE, even though the cascade training could not reach the full number of teachers as planned (89% reached against 92% planned). Nonetheless, girls found the teachers very committed to their education: 96.9% reported teachers to be committed to very committed, as compared to 93.6% during the baseline and 97.6% during the MTR. 94.7% of girls found teachers did enough to promote girls' education against 98% during the MTR; there was no significant difference with the control group. In the school survey this was confirmed: 42.5% of teachers was seen as committed and 57.5% as very committed to girls' education. There was only one case among the forty schools, where it was found that the teacher did not yet do enough to promote girls' education. The percentages of commitment are already so close to 100%, that the evaluation rates this as a continuous good performance.

Outcome 6: Adolescent girls are informed and empowered to participate and take on leadership positions within the school and the community.

98. JPGE contributed in a number of ways to the awareness raising and empowerment of girls and encouraged them to take on leadership positions in the community and in school clubs; one of the activities was the 50-50 campaign agenda. JPGE also envisaged promoting the membership of girls in youth clubs.

Table 12: Proportion of girls, who are members of a youth club

	Baseline	MTE	Target	JPGE Endline	Control
Members of clubs	46.1%	66.1%	75%	44.5%	31.8%*

Table 12 demonstrates, that though JPGE schools performed better than control schools, over the years since baseline there had been no increase and the target has not been met.

99. In JPGE schools, 44.5% of girls were members of a club, which was significantly higher than in control schools (31.8%). Though JPGE girls were more frequently members, the achievement was below the target of 75% and had actually slightly decreased from 46.1% at baseline, even though the MTR showed an increase at 66.1%.

100. On increasing the number of girls in leadership positions, the MTR already raised that the indicator was wrongly formulated with a target of 100% of girls in leadership position – that target was impossible to achieve and should have been the percentage of schools having girls in leadership positions. The achievement under the baseline and MTR was therefore very low (16.8% and 30.9%). Since the evaluation considers this an unjust assessment, it has measured the percentage of schools having girls in leadership positions. The quantitative survey pointed out that 99% of girls reported that school clubs had girls at leadership positions. Though in the schools' survey the outcome was slightly lower, nonetheless 87.7% of clubs were found to have female leaders in JPGE schools, against 68.8% in control schools.

101. The proportion of schools having health, social and economic asset-building programmes that reach out to adolescent girls at risk of child marriage and other SRHR problems was also measured through the schools' survey. Even though the percentage of 37.5% for JPGE schools was higher than the percentage at baseline (33.3%) and much higher than among control schools (17.4%), it was still much lower than the targeted 65%.

102. Among girls who suffered from any form of violence in the past year, 57.9% actually reported it (no significant difference). Though this is slightly below the target of 60%, it is a marked improvement from the situation at baseline (45.3%).

103. To measure the empowerment and awareness of the girls, the question was asked whether they think it is justifiable, that a partner/husband hits or beats his wife/partner under certain circumstances. The target of less than 4% was not reached yet, and significantly more girls in JPGE schools found it acceptable (10.9% vs 4.2%). Nonetheless, there was an improvement from the baseline, and it was larger for JPGE schools (Table 13).

Table 13: Responses to question on wife beating being justifiable

	Baseline		Target	Endline	
	JPGE	Control		JPGE	Control
It is justifiable for a husband to beat/hit his wife	20.2%	7.5%	<4%	10.9%	4.2%*

Outcome 7: Empowered and committed communities who value quality education for all children, especially girls

104. JPGE was designed under the assumption, that only a fully supportive community consisting of parents, committees, teachers, authorities, farmers and religious and traditional leaders and of course the children themselves, would ensure JPGE to have sustainable impact. This had not fully materialized. JPGE girls still face barriers to excel in school. Table 14 displays the details for the various barriers reported by girls for the JPGE and the control group. Poverty was perceived by more than half of the girls as hampering them from performing well in school, followed by peer pressure (which was lower in JPGE schools). Cultural factors and traditional beliefs were perceived as factors but ranked lowly.

105. All interviewees found, that the majority of schools have a functional and effective MSG. MSGs have been successfully trained and they are said to be militant to fight for girls staying in school. In the schools' survey, in 31 out of 40 schools the MSGs were reported to have been trained by UNFPA, UNICEF. WFP, PEA,

106. MAGGA and World Vision. The survey among households demonstrated, that in JPGE areas 95.5% of households reported that the school had a functional mothers' group, whereas in control areas this was only 82.2%. According to the surveyed girls, among JPGE schools, 95.3% of schools have MSGs, whereas in control schools this is only 82.5%. Of the existing MSGs, in the JPGE area 93.5% of girls found MSGs to work effectively or very effectively, which was significantly higher than in the control group (88.9%). DEMIS distinguished the same indicator between the districts: in Mangochi 96% of schools had well-functioning MSGs, in Dedza 98% and in Salima all schools had a functioning MSG. The school survey reported that in JPGE areas, 39 out of 40 schools had an MSG, which were all found effective. The MSGs were seen as active in a number of areas. Examples were guidance and counselling of girls and paying home visits, following up with pregnant and dropout girls, sewing sanitary pads and collecting money to allow vulnerable girls to go to school.

Table 14: Barriers for girls to excelling in school

Reason	Proportion	
	JPGE	Control
Poverty	56.2%	61.2%
Peer pressure	35.8%*	49.1%*
Lack of teaching and learning material	24.3%	28.3%
Low level parents' education	17.0%	10.3%
Lack of role models	13.7%*	7.2%*
Household chores at home	9.9%*	21.5%*
Physical abuse	5.9%*	9.5%*
Emotional violence against girls	6.8%	7.7%
Sexual violence against girls	5.9%*	12.2%*
Cultural factors	6.9%	9.4%
Traditional beliefs	2.9%	2.3%

* = Statistically significant at p<0.05

107. Among the 40 JPGE schools that responded to the survey, all had functioning food committees, and only one had no functioning PTA and SMC. The number of trained community members aware of the values

of education could not be assessed from the quantitative data. A rough proxy was calculated by looking at the quantitative outcome survey from schools. Under JPGE, members of SMCs, Food Committees (FCs) and PTAs were trained in hygiene, nutrition and sanitation. From 40 schools that responded to the school survey, 21 reported that PTAs had been trained and in 14 cases the training had been conducted by WFP. Others were trained by UNFPA, UNICEF, CADECOM, NASFAM, PEA and Action Aid. As regards SMCs, 19 out of 40 were trained by the same training organizations. Twenty-six FCs had been trained, mostly by WFP; one by the District Education Manager's Office and two by NASFAM.

108. Among interviewed JPGE girls, 83.6% found that community members value girls' education and 79.2% found they even prioritized it. This was not significantly different from the feedback of the control group (79.8% and 77.7%). Household members agreed with this; 86.1% found the community valued girls' education and 83.8% said the community would prioritize it. In various focus group discussions with mothers, farmers and village leaders, this view was fully shared. Among the schools, the opinion was slightly less positive: in the JPGE group 72.5% saw such positive opinion from the communities, against 82.6% among the control schools; on prioritizing girls' education, 70.0% found that the community did so amongst JPGE schools against 73.9% among control schools. As evidence for their positive view, community by-laws (which require children's school attendance) and support from communities to the children (financially as well as in terms of encouragement) were brought up, as well as the schools and the higher enrolment of girls. As proof of the negative view, mostly cultural values and traditional believes, the low level of parents' education, their approval of girls getting pregnant and married at a young age, and parents' preferring their children to work were mentioned. In the qualitative interviews however, teachers, committee members and village leaders opined that parents were still not aware of the value of education and of girls' education in particular. They thought that parents did not encourage their daughters sufficiently and would allow work or marriage as the easy way out.

109. The second indicator, the proportion of chiefs actively taking action towards improving access and quality of education for girls, could not be measured in the quantitative survey. Based on the outcome of the qualitative interviews however, virtually all chiefs were aware of the programme and the needs of the girls, and highly positive about it. Many of them take action in terms of encouraging parents to comply and giving fines to parents who do not comply, which was confirmed in qualitative interviews with girls and parents. This indicator was therefore rated as achieved.

Objective: Improved access and quality of education for girls in Mangochi and Salima districts by 2017

110. According to teachers and MoEST staff in qualitative interviews, the JPGE support through back to school policy led to a higher enrolment and pass rate of learners. MoEST had made available more teachers to keep the teacher/classroom ratio manageable to prevent an increasing burden on teachers. Girls and boys in FGDs reported higher enrolment, better retention and improved performance. The baseline value of enrolment was reflected as 103%. Data from DEMIS demonstrate, that Mangochi is still worse off than the other two districts in terms of enrolment, and that enrolment for girls in both districts and for boys in Mangochi has remained stable. Enrolment of girls is higher in all years and among all districts. To allow fair comparison, instead of 103% mentioned in the baseline, data for 2014/2015 from DEMIS (Table 15) were used baseline value. All data from DEMIS is available in Annex 17.

Table 15: Enrolment rates in target districts according to DEMIS

Girls' gross enrolment			
Year	Mangochi	Dedza	Salima
2014	77	101	101
2015	76	100	100
2016	78	101	99
2017	85	101	101
Boys' gross enrolment			
2014	73	99	99
2015	79	100	100
2016	78	99	102
2017	85	98	99

111. Table 16 demonstrates, that according the quantitative school survey, for pass rates the goal had been achieved for girls (61.6% passed against a goal of 59.7%) but not for boys (64.3% against the target of 66.3%). Girls' pass rates had gone up from 59.7% in the baseline to 68.9% in the Mid-term Review (MTR), but down to 61.6% during the end line survey – resulting in a minor improvement between baseline and end line. For boys, the MTR reported a sharp decline from baseline (69.0%) to 37.6%; as the end line results were again in line with the baseline at 63.7%, the evaluation has no indication for the reason behind this. Ultimately there is a small decline between baseline and end line. Since JPGE focused on girls, the achievement of girls' pass rate is an important accomplishment, though it cannot be fully attributed to JPGE, as enrolment has been fairly stable over the past years.

Table 16: Pass rates for boys and girls

	Baseline		Target	MTE	Endline	
	JPGE	Control			JPGE	Control
Girls	59.7%	63.0%	>59.7%	68.9%	61.6%	68.1%
Boys	66.3% %		>66.3%	37.6%	64.3%	63.7%

112. From the girls' survey the rates were more promising. 84.1% of JPGE girls in the quantitative girls' survey said they had passed their last end-of term examination (control group significantly higher at 88.0%). Since the control group saw a similar rate, attribution of this result to JPGE is unsure. The results were slightly better in Salima (89.4%) than in Mangochi and Dedza (84.4%, significant difference), which is in accordance with the MTR findings.

113. Among the surveyed JPGE girls, 33.6% reported to have repeated a class in the past two years, most often Std 6. Among the 228 girls who repeated a class, lack of commitment was the most prominent reason, followed by illness, lack of material support and absenteeism (Table 17).

Table 17: Reasons for repeating class among girls in JPGE schools

Reason	Proportion
Lack of student commitment	71.5%
Frequent or repeated illness	21.9%
Lack of material support	18.4%
Frequent absenteeism	14.5%

114. In the school survey, almost all schools reported to have an improvement plan in place on girls' education (which was already observed by the MTR and confirmed by DEMIS data, reflecting 100%). This was significantly higher than in control schools (73.9%).

115. Survival rates were also measured through the schools' survey. There were no data from the baseline and there was no target to compare the rates to. In both the girls' and the boys' case the JPGE group did better than the control group (89.2% vs 82.3% for girls, 90.4% vs 87.5% for boys). Potentially as a result of too small number of schools, the results were not statistically significant. The indicator was nonetheless rated as positive, especially for the girls. When it comes to dropout rates, for girls this rate went from 15.6% to 5.2 % (control 8.6%) and for boys from 13,5% to 4.9% (control 10.6%). Though the achievement was slightly below the target (3.6% for girls, 4.0% for boys), the evaluation rated it nonetheless as positive (almost achieved), since there was a decrease of more than two-thirds and the target was set very sharply.

Key findings and conclusions – Question 4

- Indicators under outcome 1 were achieved or overachieved. Feedback to quality and quantity of HGSF and THR was overall good, with some observations in terms of quality and quantity variations.
- Quantitative data for the outcome 2 indicators could not be collected, but in qualitative interviews JPGE girls and schools scored higher on girls in CBE and functional literacy training and the number of girls returning in schools was higher for JPGE than control groups.
- Good progress emerges in outcome 3 for access to YFHS, as the target of indicator 3b has been passed. Nonetheless, the coverage of YFHS centres is still too low.
- On HIV knowledge, comparison data are not available, but the current knowledge is very low.

- Outcome 4 on school improvement plans, code of conduct, and girls feeling save had been achieved. With the conducive environment in place, incidents of sexual harassment against girls had not decreased over time and were not smaller among JPGE respondents, but this finding may be distorted by girls being more open to reporting based on JPGE support.
- Achievement under outcome 5 was good: teachers had been trained on gender responsive and child-centred learning, and they were perceived as applying their knowledge and committed to promoting girls' education.
- Outcome 6 achievement was mixed: more girls were leaders of clubs but less girls were members. The number of social and economic asset-building programmes in schools was well below target. The awareness of girls, by the question whether a husband can beat a wife, was better in JPGE schools but had actually worsened since baseline.
- From the quantitative viewpoint, community support (outcome 7) seemed to be achieved. In qualitative interviews however, respondents found that the majority of parents did not understand the importance of girls' education well and were insufficiently supportive.
- The objective had been achieved in terms of attendance, enrolment and pass rates; pass rates for girls were also achieved as planned, but not for boys.

Evaluation Question 5: What capacities were developed in the sector as a result of the JPGE and how did these contribute to the achievement of outcome level results?

116. Under JPGE, capacity strengthening in Government agencies was combined with individual capacity building. The capacity of MoEST has changed, especially in terms of knowledge and project management. MoH has gained capacity among others because many of its staff were trained; knowledge increased on how to work with girls and youth on provision of comprehensive information and services on sexual and reproductive rights, rights and responsibilities, and how to access those rights. The capacity of the Department of Youth in working with adolescent girls has reportedly also improved under JPGE.

117. The management of schools by head teachers was found improved, and targeted schools better organized. One indication of this was, that more and more schools have come up with provision of remedial classes to learners as a tool to improve schools' performance in terms of pass rates. From the schools' survey, it appeared that 37 out of 40 schools were found learner-centric,[33] and 38 used gender-responsive methods. Teachers in 31 schools had been oriented towards child friendly school methods (among control schools this was significantly lower at 10 from 23). Various organizations were reported to have conducted such training: WFP, UNICEF, UNFPA, Save the Children, VSO, Machinga TTC, Plan Malawi, Government (social welfare), the Child Protection Committee, Action Aid, PEAs, and Blantyre Synod. Six out of forty schools had a Teacher Resource Center, which had been built during the JPGE period supported by VSO, Machinga TTC, MoEST and UNICEF, or by the community.

118. In the health sector, various Government and health facilities' respondents found, that JPGE has contributed to MoH being better able to communicate with the girls in a more frequent and needs-based manner. The capacity of YFHS in general has improved under the programme. YFHS are better able to provide young people with comprehensive information and services. Renovated youth friendly health service corners helped MOH to provide SRHR information and services in a confidential manner

119. Improvement in available sanitation during menstruation was also reported by girls. This was attributed to the provision of better washrooms for girls as well as the support to production of re-usable

[33] Learner-centric methods better take student interests and needs into account than conventional methods and are often more interactive

menstrual pads. Some respondents said that JPGE had helped clearing wrong information on SRHR; HIV testing and counselling services were mentioned specifically.

120. By channelling meal provision through the schools and encouraging the schools to use at minimum four food groups, knowledge and awareness on food and nutrition has increased and supply chain management strengthened. SMCs, FCs and PTAs were also trained on nutrition, food handing, hygiene and sanitation fully as per plan. 96.9% of respondents from households confirmed that the school feeding programme was managed by the school meal committee. About three-quarters of these respondents believed that the members of this committee were trained in health and sanitation as well as nutrition.

121. New classrooms were constructed in five schools; two in Mdinde zone and three in Mkumba. Sanitation was installed and classrooms in all schools were provided with desks and office furniture. Boys in Dedza acknowledged sanitation and found it very clean.

122. UNICEF and VSO Machinga were involved through training teachers, establishing resource and learning centres in schools, providing TVs and sports equipment, providing teaching and learning materials including IPADS for all classes starting from Std 1 and solar power to charge iPads and to power the schools. Provision of iPads increased access to education by allowing log in to ten students.

123. PLAN Malawi was engaged with the police in putting in place a code of conduct for teachers, where they would work on abolishing corporal punishment and avoiding implication in sexual relations and abuse with learners Ujaama Pamoja trained girls on self-defence and on reacting to verbal, sexual harassment and abuses.

124. Schools were also provided with manuals; in the schools' survey, 29 out of 40 schools said they had been provided with a HGSF Manual by WFP. Half of the schools said they had a Safe School Manual in place, supported by UNFPA, UNICEF, VSO, Plan Malawi, Save the Children, Action Aid and World Vision. Twenty-two schools reported to have an adolescent sexual and reproductive health manual in place, supported by UNFPA, UNICEF, Government, MAGGA, Save the Children, NAC and Domasi.

125. Farmers have acquired knowledge on agricultural production and growing a variety of crops. Among 242 respondents from households, 67 said that farmers clubs provided the food items for school feeding in their community, and 53 were members of such clubs themselves. There is a plan to produce bio-fortified maize as from next season.

126. The capacity building on producing re-usable sanitary pad was seen as an important achievement, especially since absence of sanitary pads was brought up as reason for absenteeism (Table 6). Significantly more girls under JPGE had been trained on producing affordable sanitary pads (60.6% vs 20.1%), and on a parallel trail, parents were informed.

Key findings and conclusions – Question 5

- JPGE used a successful combination of capacity building at institutional, organizational and individual level.
- Various stakeholders have benefited from capacity building, which includes staff from Government, schools, specific committees, farmers, parents, police, SRHR staff and girls and boys.
- Various forms of capacity building were provided by JPGE extending to the various stakeholders in different result areas.

Evaluation Question 6: How appropriate has the results framework and its revisions been? Have there been alternative strategies which could have been more effective?

127. The results framework is reasonably appropriate, but some target values are missing, and certain indicators need a more precise formulation (including in terms of numbers or percentages as well as concept) or are difficult to measure (see also the section on EQ 4). The outcome areas 3 and 4 overlap to a certain extent, especially when it comes to GBV. It is difficult to estimate where actual achievement should be measured, and whether it belongs under one of the outcome areas or both.

128. The opinions about the appropriateness of the original time frame were mixed. Some respondents found the time frame of three years adequate, long enough to allow the potential to revisit the objectives and make adaptations. Some opined that it should have been five years from the beginning, to be able to see the impact. Many reported that they found JPGE complex with many components. Though they agreed on the usefulness and comprehensiveness of such approach, they also found that the duration should have reflected such complexity. Most respondents also found that the current extension and expansions responds to such worries.

Key findings and conclusions – Question 6

- Though there is a certain overlap and some elements were missing, the revised framework was reasonably adequate to produce the envisaged results and contribute to the objectives.
- Most respondents found the JPGE duration relatively short, when compared to the complexity of the programme.

Evaluation Question 7: What processes have enabled or hindered the achievement of outcomes?

129. The discrepancy between increased capacity and awareness inside schools and less emphasis in the communities has hampered effectiveness and potentially even impact of the intervention. Whereas the combination of activities was well designed, and implementation of activities led to the foreseen outcomes, outside schools existing behaviour and practice was reflected as largely unchanged. One example is the indication of teachers and mothers that initiation rites still frequently take place. Some parents have become more empowered and knowledgeable under JPGE, but most are reportedly still not strong enough to report or take measures if their daughter is sexually violated. Teachers and village leaders found the attitude of parents still insufficiently conducive to education; especially for their daughters, they rather see the destination in getting married and having children, and often ridicule girls with different aspirations.

130. Another constraint frequently mentioned including by Government staff was the lack of local level Government human resources. District Government offices often suffered from lack of capacity, in terms of number of staff, transport facilities and equipment. The staff understood their roles and agreed with expectations but could not always comply due to such practical reasons. Often a number of other projects are ongoing and Government staff found themselves grappling with the available time, which reflected on the quality of their delivery.

131. Especially sexual health related education was not always compatible with the approach of some of the existing institutions. Catholic health service centres for instance do not allow the use of family planning. Some parents look unfavourably upon girls using birth prevention or related services; from the quantitative data collected from girls' interviews, 20.4% of parents were reported as not being in favour. A few of the interviewees from MoEST and schools admitted to finding, that education related to SRHR should not be part of a school curriculum. Not everyone sees sexual and reproductive health rights as actual rights, especially not for girls.

Key findings and conclusions – Question 7

- Discrepancy between behaviour in attitude inside and outside of schools has potentially limited the JPGE results, since the gains made inside the schools were negatively influenced by common practice by parents and in the communities.
- The design did not fully make use a bottom-up approach, leading to parent not being sufficiently engaged.
- Local Government staff sometimes grappled with the workload of externally funded programmes including JPGE.
- SRHR education was not always compatible with the approach of some of the existing institutions.

2.2.3. Efficiency

Evaluation Question 8: Was the programme efficiently implemented?

132. Though the multi-partner approach had led to successfully addressing girls' education from various angles, it did not fully translate into an efficient implementation mechanism. The three UN agencies often focused on their own line of activities, on the outcomes they were responsible for and their own partners and did not always fully benefit from the potential of strong collaboration. Government partners and NGOs indicated that in general, there was a long chain of different steps under each agency, before the intended target child is reached. They also perceived that this would lead to a significant amount of money getting used up in operational costs.

133. District coordinators were put in place in the three target districts, and many respondents shared that this had contributed to improving efficiency. Having the coordinators in place and with a strong knowledge on local context and partners as well as the status of implementation and challenges, made decision-making and coordination easier and faster. MoEST however found that these coordinators would have been even more effective and conducive to Government ownership, if they had been placed under the Ministry. They were now often seen as working for WFP.

134. Training and awareness raising by all UN agencies was seen as efficient by former trainees and implementing partners, also since they were conducted with the engagement of local authorities and organizations. There were no major issues and quality of training on the various topics was found good, though in most cases implemented by one agency only.

135. The school meals provision was also organized efficiently. The organization of the meals was done at school level. The cost was low, initially at 13 cents per menu and declining towards 11 cents due to the changes in menu at the end of the project. Some children and teachers mentioned issues in schools in relation to procurement of food items, which had led to delays from a few days up to a few weeks. At the onset, JPGE worked through NASFAM, but continued through Farmer Clubs as NASFAM did not perform according to expectations.

136. Though the District Agriculture Development Office (DADO) was supposed to vet the prices for the food items, farmers still were reported to sell their produce above the vetted prices. Farmers on the other hand complained that the price was too low, as negotiation about prices often took place at the time of harvest. Some key informants said that prices were set at such too high level in an agreement between teachers and farmers. In Phase II, this issue has been tackled by increasing the transparency of the process. A price setting committee was set up and trained to avoid issues of price setting by farmers.

Key findings and conclusions – Question 8

- Some stakeholders felt that the long chain of actors somehow influenced the efficiency of JPGE.
- The putting in place of district coordinators strengthened efficiency considerably.

- Notwithstanding issues with the menus and the pricing, WFP managed to organize the school meals provision as efficiently as could be expected under the circumstances.
- Each partner managed to implement their own component efficiently, and cooperation was beneficial in covering the same target group. Synergy between the three UN Agencies was not explicitly required under the programme, but still, combined work at field level could have raised the level of efficiency and visibility as a program.

Evaluation Question 9: Were objectives achieved on time?

137. As shown in Annex 16, quite a number of outcome indicators were achieved or almost achieved by the end of JPGE; 3 sub-indicators out of 29 could not be achieved;[34] 3 could not be assessed; 20 were fully achieved and 6 were almost achieved. Whereas at the onset JPGE was still delayed and struggling to achieve targets, at mid-term all agencies were almost on track and at the end most activities had been implemented according to planning.

138. During the implementation though, stakeholders reportedly regularly had to face delay in fund disbursement under all agencies' outcomes. After engaging Farm Clubs for instance, regular delay of fund transfer occurred for various reasons, including bank transfer processes and electricity shortage. The Department of Youth confirmed as well that disbursement was frequently late. The police and NGOs grappled with delay of fund arrival too. For schools, late school budget approval sometimes led to gaps in fund provision. Some farmers also complained about having to keep their food in stock as no money was available or even having transported food to school and having to take it back a couple of times. Though partners confirmed delays had been made up for, they also said that this had led to rushed implementation and perhaps compromised quality.

139. The feedback on the adequacy of the time available was mixed. Most respondents found, that three years was enough to build up the implementation model, but not to firmly anchor the implementation. A number of time-consuming processes had to be completed before the project could actually start, including mobilization of implementing partners, national level and district level consultations and planning meetings. The three years were therefore deemed insufficient by most to demonstrate results, but Phase II was seen as a solution to accomplish this.

Key findings and conclusions – Question 9

- Overall, the objectives and most outcomes have been achieved on time, especially towards the end, within the project duration
- Many of the project's stakeholders had to face delays with payments and fund disbursement
- Three years was found insufficient to complete setting up the implementation model and modalities and also to achieve all that was planned on time

Evaluation Question 10: To what extent has the allocation of resources in the programmes been appropriate to the beneficiaries and the marginalized groups and has it been monitored well?

140. From qualitative interviews with implementation partners, resource allocation to the beneficiaries seems appropriate, and most of the funds have benefitted the marginal groups. As transpires also under

[34] Girls participating in youth clubs, of schools that have health, social and economic asset-building programmes and SRHR laws and policies

relevance, the beneficiary selection has ensured that vulnerable children, households and poor communities were selected including those in the remotest places.

141. Monitoring and Evaluation (M&E) includes following the appropriate allocation of resources. It is under mandate of the M&E Office of the Director of Planning and Development (DPD), which has developed monitoring tools for quarterly reporting. Monitoring committees were established, and joint monitoring plans were developed, approved by the District Coordinator and implemented. Joint monitoring visits were conducted by key line Ministries and departments and UN agencies. The district education manager prepared quarterly reports based on routine M&E data from other sectors and implementing partners. The office consolidated and compiled the data, to report to the UN National coordinator. Real-time monitoring took place since October 2015 as part of the reform and digitalization of the education management system in Malawi and to track integrated multisectoral indicators for the seven JPGE outcomes. The Zonal Educational Management Information Systems Officer collected mostly quantitative data in the various zones, such as promotion rate, pass rate, selection rate, enrolment, dropout, repetition and attendance.

142. Apart from this general education level data, JPGE mainly monitored output-based data, such as budget and expenditure data, quantities of food and number of trainees. Food consumption and nutrition data and food insecurity level were not measured under JPGE. The various types of data remained at the level of the agency responsible for them and are not mutually shared. The JPGE M&E did not appear very comprehensive therefore, as each agency and Government department focused their monitoring on their sectoral priorities, with little synergy. The JPGE M&E framework was not sufficiently conducive to force such synergy upon the stakeholders. The evaluation team was not able, apart from a few output-based lists, to obtain regular monitoring reports. There was no evidence of a programme-level analysis of the data and of subsequent evidence-based decision-making on necessary adaptations to activities. In Phase II, an effort was made to allow more regular and better-quality M&E by introducing a more systematic approach and engaging more different stakeholders.

Key findings and conclusions – Question 10

- Most of the JPGE funds have directly benefitted girls and boys from poor vulnerable families.
- An M&E system was in place at Government level that collected data sufficiently regularly and UN agencies collected data as well.
- Nonetheless, the M&E system and framework were output based and often linked to the priority sector of each Government and UN agency.

2.2.4. Impact

Evaluation Question 11: What has happened or what changes are there as a result of the programme?

143. The achievements under the various outcome areas are seen as synergistic and addressing simultaneously various barriers to girls' education, which include lack of incentive, lack of awareness, quality of education, dropout, pregnancy, violence, and access to YFHS. When all barriers decrease, this will help girls to stay in school, perform better and have a better health and reproductive health, and hence less reasons for dropping out. Though the WFP coverage of school meals was potentially highest, the overlap between WFP, UNFPA and UNICEF supported activities was very large (see also EQ 13). The girls who were targeted for increased access to SRHR were the same who receive school meals and/or THR. The teachers trained to work in a more gender-sensitive and child friendly manner taught the same children with school meals including girls who were engaged in SRHR and empowerment related activities. Thus, synergy at the school and pupil level worked well to create impact.

144. The resulting impact is measured under JPGE through the indicators enrolment rate, pass rate, survival rate and dropout rate. The achievement of these indicators was reasonably positive. The enrolment rates have increased, especially in Mangochi, though it was difficult to firmly estimate based on the quality of some of the existing data. The dropout rate for girls had fallen by more than two-thirds (15.6% to 5.2%). The girls themselves and their household and community members and teachers had also noticed a decreased absenteeism and dropout, and they saw more drop-out girls coming back to school. The schools' survey reflected that 45.5% of girls that had dropped out were readmitted, whereas in control schools this was only a fraction. Though the effect cannot be immediately measured, the readmitted girls will very likely face a much better future.

145. One in three JPGE girls reported to have repeated a class in the past two years, which is quite high. Repeating class had a number of reasons, and though lack of material support and frequent illness was mentioned, the main reason was lack of commitment, which is largely beyond the influence sphere of JPGE, though child friendly methods may help. Improved food and services to girls may not be sufficient to address commitment issues though.

Key findings and conclusions – Question 11

- The evaluation found signs of impact and impact was perceived as positive by stakeholders.
- Objective related indicators were achieved, and dropout rate of girls had fallen impressively. Moreover, girls were found to return after dropout
- One third of interviewed girls reported to have repeated a class, but the potential positive effect of JPGE was influenced by more immediate commitment related factors and would perhaps take a longer time to materialize.
- There was no clear evidence that sexual violence by teachers had decreased, but actual numbers could not be derived by the evaluation.

Evaluation Question 12: What real difference has the programme made to the beneficiaries?

146. Some interesting changes were reported by respondents, which could lead to future further impact. Firstly, there is an encouraging progress for dropout girls, since a number of them are returning to school. By working with the MSGs, communities and girls and boys themselves, a core group of people have started to see the importance of providing girl children with quality education. Involvement of MSGs has helped with girls counselling and guidance, tracking girls drop out and handing penalties to parents that allow their girls to stay home. Religious and village leaders ensured to enforce by-laws by fining parents, whose child did not attend school without good reason, with a MK5,000 fine. Thus, parents are also slowly becoming aware of their responsibility to keep children in school.

147. Poverty was a factor that came across as a constraint to access to education and performance in school, including the fact that parents cannot afford school-related costs and uniforms (perceived barrier for girls performing well as well as important reason for dropping out (Chart 1)). Though increase in income was not measured, it was indeed confirmed by the farmers that JPGE buying produce from local farmers has had a positive influence on their income. This then was linked by supporting the daughters and sons of those farmers in the school environment. More than 25,000 farmers have been engaged in and accrued income from the school meal programme.

148. The targeted pupils in the school often came from those farmer household that benefited from the improved income. Whereas now they deliver to a nearby school, the farmers had to search for markets in far places before the start of JPGE, up to the capital, and faced high communication and transport costs. Grouping in associations has further reduced the cost and strengthened their negotiation power. The farmers confirmed to have found markets for their produce through schools, which economically

empowered families and improved livelihoods including affording to support children with uniform and learning materials. A number of them have appeared to be able to start other income generating activities, buy transport means, feed the family better, and put their children in secondary school. In the long run, it is expected that children with better education will be able to secure a better income for themselves and their households.

149. Though JPGE was hopeful to decrease the incidence of pregnancy among school girls, this has appeared a quite difficult goal to achieve, though the team could not substantiate the findings with hard data. According to interviewees from various backgrounds though, there was no decrease in pregnancies among girls despite the programme support. This was confirmed by the quantitative survey, which showed no positive difference between JPGE girls and the control group in this respect. 78.1% of JPGE girls reported, that they knew a girl in their community, who had had to leave school because of pregnancy, (control group 76.8%). 71.5% of girls in JPGE schools knew a girl who had dropped out to get married in their community, which was significantly higher than in control schools (62.8%). The Department of Education said that they were alarmed by the continuing increase in girl pregnancies in some zones despite the programme. One of the underlying factors, according to qualitative interviews, was the still existing distance to health centres. Also, though, some girls would be labelled as prostitutes, if they did not engage in marriage or if they accessed YFHS for services like contraceptives. Many community members and parents are reported as still seeing family planning services are seen as only fit for married women.

150. As for nutrition, the nutrition status was not measured, and nutrition was not specifically addressed among the outcomes. School meals which were made with diversified food items from four food groups to benefit the targeted children and improve the nutrition status. Respondents, including the children themselves, shared that often no breakfast was taken at home, and if there was breakfast, it was usually porridge. As there is no quantitative evidence, more access to good food can only be assumed to have reflected positively on students' health and have helped their educational achievement through better attending and concentrating. Awareness raising on food safety and handwashing and support to sanitation may have contributed to improving the nutrition status as well. JPGE has not conducted any assessments to find out where exactly the bottlenecks to achieving a good nutrition status are, so the evaluation cannot provide evidence whether these have been addressed.

151. Underlying factors to protection have also been addressed by JPGE. Girls appear now more empowered and better able to know and access their rights. The by-laws at community level slowly begin to bear fruit to support them. A number of interviewees found that the image of the police had changed as a result of JPGE. "*Police now is a friend, no longer any enemy*." There was anecdotal evidence about police officers who used to support teachers suspected of sexually assaulting girls, whereas now police officers were found much more open to interact with girls and parents and defend their rights. Police officers have been allocated to schools to respond and work with on regular basis with the aim of creating safe schools.

152. In terms of decreasing gender inequality, JPGE has achieved a number of interesting results, though some of these can probably only be measured at a later stage. Lower dropout rates and better pass rates would ultimately strengthen the position of girls in their adult life. Moreover, gender equal treatment by teachers in schools, supporting girls who have dropped out of school, helping girls to achieve leadership positions and strengthening access to youth friendly health services have helped closing the existing gaps between girls and boys.

153. Notwithstanding all of the positive changes and work with the schools though, on the question in the school survey "Are girls given equal opportunity to pursue their ambitions in education compared to boys?" Ten out of forty schools responded they were not. Out of 23 control schools, only one school responded positively.

Key findings and conclusions – Question 12

- Counselling by MSGs in combination with by-laws had helped dropout rates to decrease considerably.
- The impact of JPGE was amplified by on the one hand increasing the income of farmers, whilst on the other hand supporting the daughters and sons in the school environment.
- MoH was better able to communicate with adolescent girls.
- School management and child-centred teaching is almost mainstreamed.
- Protection of girls had increased through various mechanisms inside and outside of schools, including the police.
- JPGE has contributed to decreasing gender inequality through its multi-faceted approach.
- The pregnancy rate among young girls had not decreased and continued worrying a large number of respondents.

Evaluation Question 13: How many people/communities have been affected by the programme?

154. Eighty-one primary schools in six zones across the three districts of Dedza, Mangochi and Salima have been targeted, with a particular focus on girls in standards five to eight. Table 18 shows the number of schools, boys and girls that have been reached with school feeding (which includes JPGE) over the implementation years and in the target districts. Further details are found in Annex 17.

Table 18: Numbers of schools, boys and girls reached with overall HGSF and THR (DEMIS data)

Year	Mangochi	Dedza	Salima	Mangochi	Dedza	Salima	Mangochi	Dedza	Salima
Girls reached by HGSF				**Girls reached by THR**			**Schools with JPGE HGSF**		
2014		30,936				0	32	14	33
2015		30,526	17,244	1,365	1,359	46,530	32	14	33
2016	56,925	31,973	17,664	5,783	2,503	5,436	32	14	33
2017	67,318	32,092	20,320	6,877	2,932	5,517	32	14	35
Boys reached by HGSF				**Boys reached by THR**					
2014		30,306	0		0	0			
2015		30,770	17,380	273	142	606			
2016	54,873	31,627	18,133	1,590	369	822			
2017	66,951	31,462	19,778	1,666	394	931			

155. By the end of 2017, JPGE-supported HGSF reached 97,974 learners (50,069 girls and 47,905 boys) whilst THR reached 14,316 learners (1,648 boys, 12, 668 girls). Many interviewed farmers around the school areas reported to have increased their income and selling opportunities because of JPGE.

156. The pupils benefited from HGSF and THR, and it is likely that their family also benefited from the THR. Moreover, the same boys and girls, but also other children in the school benefited from better quality of education and addressing issues of protection and violence. Dropout girls in the same schools benefited from specific education opportunities.

157. Virtually all schools had SMCs and PTAs, and between one quarter and three quarters of those were trained by JPGE. Thus, many parents and community members were affected from all the communities surrounding the schools.

158. The improved YFHS centres helped the girls in the community but may also have had a spill-over effect in adjacent communities, as such centres tend to serve a larger geographical area.

Key findings and conclusions – Question 13

- By 2017, 50,069 girls and 47,905 boys received school meals; 12,668 girls and 1,648 boys received THR
- Pupils in other grades profited from better school management and protection; drop out girls from specific education opportunities, but the exact number remains unknown.
- 81 communities benefited from the programme, which includes farmers and community members
- Health centres provide access to girls from the target schools, but also from other communities

Evaluation Question 14: Are there unintended effects of the programme of the targeted beneficiaries and their communities?

159. Many respondents indicated that JPGE created a certain backlash among boys. Boys had the impression that they received much less support than girls of the same age, who live under comparable circumstances. They were not convinced that girls needed the support more than they do, and hence they found the programme unfair and felt side-lined. There was some anecdotal evidence of boys taking that feeling out on girls. Boys shared that they suffer from poverty just like girls, and they are sent out to work and contribute to the family income as well. Interviewed boys were quite vocal about this. THR is provided girls (and OVCs) in higher grades, since the gender gap is widening with age and THR have proven to be effective since it is conditional to attendance. For boys however, this background was difficult to understand, as they first and foremost prioritised their own hunger.

160. Under Phase II, JPGE has started addressing this. Boys are championed, through cooperation with UN Women under the HeForShe campaign. MSGs will now also look into the need of boys, even though it is not yet clear to what extent these needs will be structurally addressed. It will be interesting to compare the results of Phase I with Phase II and to assess the feedback of the boys.

Key findings and conclusions – Question 14

- Boys' resentment was an unexpected impact of the programme. Boys felt it was unfair that girls receive more support and did not understand the reason, however fair, and would sometimes react negatively as a result.

2.2.5. Sustainability

Evaluation Question 15: To what extent are the benefits of the programme likely to continue after donor funding ceased?

161. National ownership of JPGE has contributed to sustainability. When JPGE started, it was seen as strongly UN driven, but after the MTR, Government became more engaged, including in setting up the systems. The Government is now found to address girls' education and SRHR related issues in a much stronger way. As a result of JPGE, an admission policy was put in place, to support girls' enrolment after they had dropped out for delivering a baby or for other reasons. Also, support to production of guidelines was provided, including at national level (for instance the learners council manual and guideline).

162. Community by-laws have changed, and these will remain in place after JPGE has phased out. Fining of parents will continue to take place if they do not send their children to school. Religious and village leaders ensured the team, that they will continue overseeing compliance with the by-laws, and some of them said they do not allow girls in church programmes, if they fail to remain in or go back to school. Nonetheless,

many parents still do not fully support the notion that their children, and specifically their daughters, should be sent to school, which may be dampen the sustainability.

163. Training results and acquired skills are seen as reasonably sustainable. The capacity of Government has been sustainably improved to work on school feeding, on girls' education and empowerment. Knowledge transfer and empowerment of teachers and mother groups are key resources to allow continuity. Teachers were trained on learner centred and gender responsive methodologies. Though some had been transferred, such knowledge remains useful, since they are likely to continue in a similar job. SMCs, FCs and PTAs were trained on nutrition, food safety, hygiene and sanitation. These are permanent structures and will continue in future. Many respondents reported that they will use the knowledge in the committee that they are member of, and at individual level the acquired knowledge should help participants to maintain or improve the nutrition status of themselves and their households.

164. The hardware provided by the programme, such as school and sanitation infrastructure, functional literacy centres, youth friendly health services corners in health centres furniture and iPads, will continue to be useful for many years to come. Complaint boxes are well used by girls and do not need any investment, so they are likely to remain in function, provided complaints are appropriately followed up.

165. Providing school meals is not yet likely to continue without external funding. Even if the Government is enthusiastic and confirms the good impact, they also say that there are no resources to continue. Though the home-grown school feeding has brought about additional good results such as knowledge on food preparation and healthy diets and association forming by the farmers, other effects will not be so long-term. There were suggestions to encourage schools to produce their own food items, or to engage parents in providing food items free of cost but establishing or initiating mechanisms to do so were not part of JPGE.

166. As for support to sports activities and activities in the YFHS centres, there are reportedly no funds to continue those either. Nonetheless, respondents also found that staff in the centres would continue the girl-friendly approach, even if they would not be able to organize certain activities.

Key findings and conclusions – Question 15

- Increased ownership of Government as well as putting in place of by-laws will help the longevity of the impact.
- Acquired knowledge and skills will continue to be beneficial, especially since much of the knowledge transfer has been done through existing structures.
- The "hardware" provided by JPGE will continue to last for a considerable time.
- It is not likely that the school feeding will continue, since there are no resources available and alternative plans have not been worked out in a structural manner.

Evaluation Question 16: What were the major factors which influenced the achievement or non-achievement of sustainability of the programme?

167. JPGE had no documented exit strategy in place. Even if to some extent, Phase II served as an exit strategy, but most respondents agreed on the absence and the need of having such strategy. Government partners thought informing the beneficiaries about the upcoming end of JPGE had been a sufficient quality exit strategy. Many of the beneficiaries however even were unaware that JPGE was a project of limited duration. It should be noted though, that the extension under JPGE II, which is similar to JPGE I and is implemented under the same multi-partner group and with similar activities, technically helps to move up the end date of JPGE I. Moreover, a number of perceived shortcomings, many of those in line with the findings of this evaluation, have already been addressed in the design of JPGE II (see Annex 18).

168. A major impediment to sustainability is the lack of Government resources. Adequate financial and human resources are not yet sufficiently available to continue with school feeding and to organize other activities in relation to access to SRHR. If food in school and THRs are no longer provided, there is a risk that children will have less interest to come to school. If the school no longer continues buying the food items, the additional income that helped keeping children in school disappears, which may lead to re-engaging children into income generation for the household. There is no clear result in terms of a budget and allocations for the activities that have been supported by JPGE up till now.

Key findings and conclusions – Question 16

- Sustainability may have been influenced by the lack of an exit strategy in place for the project
- Lack of Government financial resources makes it impossible to further organize certain activities which include school feeding, sports and adolescent health campaigns

2.2.6. Coordination and partnerships

Evaluation Question 17: What programme management mechanisms were in place that enhanced the programme and needs to be replicated?

169. JPGE worked under various mechanisms. At national level there was a Steering Committee, chaired the UN resident Coordinator or the Principal Secretary for Education and with the JPGE National Coordinator as Secretary, and comprising UN Agency heads, MoEST as coordinating line Ministry, the School Health and Nutrition (SHN) Coordinator at the MoEST, MoH, MoLYSMD, MoGCDSW and MoA. In March 2015, District Coordinators were put in place, and they were added to the Steering Committee in November 2015. A Technical Working Group, comprising UN agencies' technical and programme staff and including the District Coordinators, was responsible for implementation of the programme activities including monitoring.

170. At district level, the District Education Manager was a key implementer through the District Councils. These councils engaged in strengthening the district coordination system, comprising a multi-sectoral technical committee supported by JPGE Coordinator. The DPD was engaged as chair of the JPGE Programme Implementation Committee and the District Council, and thus for planning, implementation and M&E at local level, in coordination with the District Coordinator. The feedback of DPDs was mixed, in one district the staff felt insufficiently engaged, but also overburdened with tasks from other projects, whereas in another project the engagement was found good. There was also a School Health and Nutrition coordinator in place, whose role was to ensure compliance with menus, coordination with implementation partners and schools and monitoring and reporting on progress of JPGE implementation.

171. JPGE worked through engagement of central and local Government authorities and civil society. In some locations, the police, the Departments of Social Welfare and of Health assign people for providing services working under the same roof. Though the engagement of various Government bodies enabled a broad outreach and enhanced service delivery, the various relationship lines sometimes complicated implementation, as will be further explained under the next question.

172. In Phase I, the funding mechanism was through implementing partner NGOs and District Councils. Government respondents were not positive about the funding mechanism through NGOs and found this hampered the coordination. They perceived that NGOs were not always available, not always working in a transparent manner and creating an additional loss of time. This was addressed in Phase 2, when the funding mechanism went through the councils.

Key findings and conclusions – Question 17

- JPGE had various coordination mechanisms at central and district level, which facilitated a quality implementation.
- Cooperation and coordination in the field sometimes turned out difficult and people felt overburdened by a large number of tasks under JPGE and other externally funded interventions.
- The funding mechanism through NGOs was not always beneficial to the coordination.

Evaluation Question 18: What is the nature of coordination across agencies?

173. The feedback on the nature and quality of UN collaboration was mixed. Some perceived the UN agencies as exchanging on a regular basis in a pragmatic and complementary manner, whereas others found that the UN agencies worked more or less in isolation on their own topic. Furthermore, the UN agencies were by the nature of their work more strongly linked to one of the Ministries; UNFPA for instance has an MoU with the Department of Health and channels most of their activities through the department, whereas WFP does a lot of work with MoEST. Whereas WFP has field staff, UNICEF and UNFPA have no staff in the field. The absence of staff in the field sometimes resulted in lack of clarity in roles and responsibility and hampered the DCs to take the lead and represent the One UN concept at local level.

174. This observation also emerges from the sections on efficiency and impact. WFP, UNICEF and UNFPA did not fully exploit the potential of the joint implementation for coordinated implementation. The design did allow for synergy, mainly through targeting the same beneficiaries for the various activities, which were all geared towards keeping girls in school in better circumstances. But though some system of meetings existed, this did not visibly lead to joint working at field level, mutually sharing results and observations potentially leading to improvements, or engaging as one body with the various Government agencies and partners.

175. A number of NGOs were selected by the UN agencies engaged in JPGE, which were originally Lilongwe-based and lacked strong local background, which created resistance from the Government. They went to the field without engaging or informing Government staff and left the district after their activity had ended. MoEST felt this could have been prevented, if they had been engaged in the NGO selection, and they had some good experience with local NGOs under different interventions. The NGOs were not always forthcoming with their feedback and reports, including to the district coordinators.

176. Related to coordination at Government level, whereas overlap was brought up in the MTR, this was no longer perceived as an issue, on the contrary, there seemed to be increasing cooperation. The Government departments in most cases have a good mutual working relationship. The Departments of Health and Youth collaborate in addressing health issues of adolescent girls, and the Department of Sports focuses on sports activities and events. The Department of Youth also provided Comprehensive Sexuality Education (to youth and functional literacy education to girls who had no basic education, in collaboration with AGLIT. In Dedza, the Departments of Youth and Sports cooperated in mobilizing communities for SRHS and CSE. The Department of Health found their relationship with other departments improved under JPGE, in particular related to SRHR education, which is a sensitive topic.

Key findings and conclusions – Question 18

- Though feedback was mixed on the coordination and cooperation of UN agencies, many of the original issues had been cleared and the collaboration provided added value to the implementation.
- Coordination with NGOs had not always been appreciated by Government, and some of them were Lilongwe-based, not continuously available and not fully familiar with the context.
- Coordination between the Government line departments had improved under JPGE since the MTR.

3. Conclusions and Recommendations

177. Based on the findings presented in the previous section, an overall assessment that provides conclusions in response to the evaluation questions is provided below. This is followed by lessons learned and good practices and five recommendations of how WFP, UNICEF, UNFPA, MoEST and partners can take action to build on the lessons learned.

3.1. Conclusions

178. JPGE was designed and implemented in a complex context and the three UN agencies had chosen a difficult subject to address. The JPGE approach was geared towards keeping girls (and boys) in school, through a synergistic approach that addressed the many existing barriers, with each of the UN agencies working in their areas of expertise, and an additional collaborative approach to working with the communities. Though there are points for improvement, overall the evaluation assessed the progress and the achievement along the DAC criteria positively.

179. An integrated and holistic approach to girls' education, incorporating food security and nutrition, quality of education and access to SRHR, has appeared essential to enable achievements in the target areas of Malawi when taking into account the multi-faceted nature of the subject. The combination of school improvement plans and codes of conduct with trained committees of various backgrounds, and teachers trained in child-centred and gender sensitive approaches made the targeted schools a better place for girls (and boys). At services level, YHFS had improved their facilities for adolescent girls and access was easier and police was more willing and able to support girls in need and their parents. In the community, community by-laws and stronger awareness and commitment of village leaders also contributed as a push factor to girls being sent to school. Girls themselves (in and out of school) benefited from a stronger awareness and empowerment, which helped them to use the effect of a better environment.

180. The combined activities of WFP, UNFPA and UNICEF were found suitable to address the most important underlying factors, even if some stakeholders found that the chain of actors to reach the children was long. There was a joint and multisectoral approach at many levels, including among the three UN agencies, with the Malawi Government and with NGOs. This approach facilitated a combination and better use of resources and enabled addressing a complex issue like girls' education and empowerment in a holistic manner as described above. Government had some observations as to the selection of NGOs though, as some of the NGOs were not sufficiently conversant with the local context. Also, the UN agencies were not fully able though to extend their synergetic approach to field level, where implementation took place largely with the same beneficiaries, but through the particular channels, modalities and partners of each agency.

181. Girls' education outcomes like pass rates and attention rates are still lower than for boys, and dropout rates among JPGE schools were higher. Poor girls still in the target areas still often get pregnant at a young age, which complicates their life even further beyond dropout. The synergistic approach of trying to help prevent pregnancy by empowerment, awareness raising and access to YFHS with the support to out-of-school girls address the problem in the current as well in the future context.

182. The indicators for the outcomes on enrolment and attendance rates were good, equal to or above target. From the available data though, it cannot be concluded that JPGE has had a discernible effect at attendance rates, since the national trend was equal and control schools demonstrated similar achievements. Pass rates had not much improved from the time of baseline and were not better in JPGE schools than in control schools either. It is not unlikely, that pass rates are influenced by factors beyond JPGE's control. Dropout rates for girls on the other hand were good, they had improved to pass the target and were significantly lower than in control schools.

183. Even if girls face severe constraints related to education, boys also encounter multiple issues; they struggle with the same poverty consequences, and with more physical violence. Moreover, their pass rate in the target areas was only marginally better than girls and their dropout only marginally lower. Seeing only girls (and a small number of OVC boys) taking home a THR did not sit well with boys and their family, as they could not understand the reason behind it and feel that they and their families are hungry too. It was therefore difficult for them to appreciate that more benefits were given to girls, and understandable that their households and communities were not in support of the partial preference for girls.

184. The JPGE approach enabled multiplier effects, notably by increasing the income of parents as farmers and at the same time feeding their children and attracting pupils to school by school feeding whilst simultaneously educating girls on other life skills. Working with local farmers tapped into poverty considerations and was doubly relevant, since farmers were often the parents of the beneficiary training.

185. Though there was no quantitative evidence, many children said that the school meals were of better of quality and diversity than the food at home. Children, teachers and parents acknowledged the need and many benefits of a start of the day with healthy food, something that often would not happen. On the other hand, it is less sure whether providing school meals can lead to a continuous improvement to girls' education, since Government does not appear to have the resources to continue doing so.

186. Though many positive achievements were made, there were also challenges. JPGE worked with committee members, village leaders, teachers and the children, but did not reach all of the parents. Potentially as a result, parents did not fully subscribe to the essence of sending girls to school, which was seen as a threat to the achievements, since they are the main decision-makers in sending and keeping their daughters in school. Also, many parents and teachers still did not acknowledge SRHR as a right for girls.

187. The incidence of girls meeting with sexual violence had not decreased since baseline and was not significantly lower among intervention groups. Also, the incidence of pregnancies among young girls has not decreased and violence including sexual by teachers continues. JPGE areas do have considerably more formal structures in place than control schools and more and better capacitated MSGs, who are trained to be active against violence, but this has not led to a significantly lower occurrence of violence.

188. Among JPGE schools, 75% perceived that girls were given equal opportunity to pursue their ambitions in education as compared to boys, whereas from the control schools, only 4% responded positively. This difference would indicate that the JPGE schools have started to realize the extent of the inequality between girls and boys, and the importance to address it. The majority of the girls and households in the quantitative surveys found that the community values and prioritizes girls' education.

189. The engagement of parents and their commitment to their daughters' staying in school was brought up frequently as unchanged and insufficient. Parents were reported to prefer daughters to get pregnant and married and not ready to support them in seeking redress for sexual violence. Such commitment however is crucial to addressing the above issues of difficult to eradicate sexual violence and girls' pregnancies.

190. In qualitative interviews, village leaders, teachers and committee members said that most parents were not sufficiently supportive to their daughters' education. Impediments like parents' lack of awareness and understanding, poverty and low level of education, culture and traditions were reported to still hamper translating emerging commitment into actual improvement for the girls. Many parents were said to insufficiently encourage their daughters to go to school, or even to prefer for them to work, or to get pregnant and married. Though the girls get more and more convinced, it is still difficult for the parents to acknowledge access to education and SRHR for their daughters as an inalienable right.

191. Improving school and health centre infrastructure had been included to a limited extent, but insufficiently to cover the vast and costly need. Schools' infrastructural needs hamper them from providing

quality education on a continuous basis. Libraries are a rarity, and only a few schools have Teacher Resource Centres. There are still insufficient classrooms, as a result of which children are taught outside or not at all in case of bad weather. Though teachers are trained in child-centred and gender sensitive methods, if they have no place to teach it is difficult to use these skills.

3.2. Follow-up of Previous Recommendations and Lessons Learned

192. Based on the findings and conclusions of this evaluation, a number of lessons learned, and good practices have been captured. Also, JPGE has appropriately followed up on the recommendations from the baseline and the MTR.

3.2.1. Use of recommendations from Baseline and MTR

193. The recommendations from the MTR were very much at the survey-technical level. It was recommended that the end line survey use the same schools to sample from and the same approach, which was largely followed. The recommendation to change indicators from numbers to percentage and to include goals was also implemented.

194. The MTR came up with a very large number of small recommendations, 26 in total in different areas and there was no documented management response. Therefore, only the most important recommendations are brought up here. The follow-up was mixed. It was recommended to increase the coverage and number of services of YFHS, an issue that according to the findings still deserves attention. The approach to working on sexual violence should be harmonised, and JPGE has made a strong effort to do so.

195. Also, the teachers using child-centred methods could only be assessed through measuring training results. The MTR recommended that measuring would also take place at classroom level, something with which this evaluation also struggled. Though the question was asked in the survey, it remains questionable whether girls and parents understand what is expected from the teachers. The MTR recommended rephrasing the girls 'leadership goal, which was done.

196. Continued community sensitisation was advised to ensure that community perceptions and practices around girls' participation in education were effectively dealt with. This has remained a problem and is still a recommendation. Strengthening the communication plan and system was flagged as an issue, which was not sufficiently followed up. The recommended cost-benefit analysis has not emerged up to now.

3.2.2. Lessons learned

197. If a community does not adopt the goals, pursued by a project like JPGE, the achievement will be minimal, no matter how good the implementation. In the end, the community has to come up with practical solutions to continue getting good results. Parents and religious leaders are often illiterate themselves, and hence it is difficult for them to immediately acknowledge and promote the importance of education. JPGE made an effort to reach community members like chiefs and religious leaders. The support on developing and implementing community by-laws was a very good example and contributed to keeping girls in school. JPGE did not manage to sufficiently reach the parents though, even if they are a crucial target group when it comes to girls' education. Findings confirmed that not much had changed in the attitude and view of parents on the education of their daughters. Therefore, in future interventions on girls' education, the inclusion of parents as a target group should be ensured and clearly defined.

198. A child-centred approach has appeared essential in JPGE to achieve results in child protection and education; directly working with girls was essential and necessary. The environment needs to be made conducive for the girls and trust must be created, in order for girls to share and work on sensitive issues like SRHR and gender-based violence, important aspects of the project. Listening to the children was an important part of JPGE, which ensured suitability of the approach. In projects working with children, a child-centred approach must always be central.

199. Even though design, relevance and effectiveness of an intervention may be good, overall poverty, largely an external factor to the project at least in the short and medium term, had established serious stumbling blocks at the short and medium term to sustainability and impact. As long as parents not only have no money to pay for school related costs, but also cannot afford sufficient food for the household, they will remain inclined to engage their children in contributing to the household income. JPGE had included working with farmers, which alleviated some of the needs, and was indeed brought up as giving a two-way push to girls' education: a conducive environment combined with money available. In order to achieve optimal results, projects focusing on education or other areas where poverty is an important constraint need to find a way to address this. This could be accomplished either by including activities that generate income or linking the beneficiaries to another intervention or programme that offers social protection or helps them to generate income.

200. Strong financial procedures and processes are essential to a project of this size and complexity. The UN and Government financial requirements and rules are complex and often different at various points; both are difficult to follow for NGO partners and other stakeholders, leading to delay in implementation and frustration. One example was that Government could not disburse funds within three days upon receipt as required by WFP, additionally hampered by electricity cuts and poor internet connectivity. To avoid such issues, each (UN) project should start its implementation with training of the most important partners on their financial procedures. On a parallel trail, the financial procedures of Government and the country situation should be assessed, to make standard allowance for rules that may be impossible to adhere to, in mutual agreement.

3.3. Recommendations

201. Based on the findings and conclusions of this evaluation, the recommendations of the evaluation team are outlined below. As JPGE I has already phased out, the time frame for implementing the recommendations is equal for all – though swift implementation is essential in order to allow further improving JPGE II where possible. The subject area for each recommendation is clearly identified though. The recommendations are ranked by perceived importance and structured by subject area.

202. Recommendation 1 is of a general nature, related to programmes working to improve gender equality, whereas recommendations 2 to 5 are specifically aimed at the JPGE II implementation. The design of JPGE II demonstrates, that a number of these recommendations were already foreseen, acknowledged and (partly) incorporated. The details of these connections can be found in Annex 18.

Recommendation 1: Interventions that aim at closing an existing gender gap may target activities to boys or girls but should avoid excluding boys from project activities that provide visible benefits (WFP, UNICEF, UNFPA and MoEST)

203. It is recommended for future interventions that aim at closing a gender gap for girls, not to only include activities that visibly only target girls. Especially if certain activities are relevant or interesting for boys, inclusion of boys must be considered, even if their need seems lower if it comes to hard data. Activities may be different – sexual education for instance can be different for boys and girls – but there is scope for a much stronger engagement for boys. Also, some activities need to be adapted to avoid unintended impact. THR for instance is justifiably provided, but WFP may contemplate providing it through a different channel or in another location than at school, so as not to create unnecessary resentment.

204. Awareness raising activities need to be conducted for boys and girls together, or in separate tailored sessions, depending on the topic. Leadership training and sessions related to girls' empowerment can be conducted with girls only, but the boys must be informed about the reason and sensitized on the importance of such empowerment on a parallel trail. It is important to conduct activities around avoiding pregnancy with

both boys and girls, since only targeting girls will not be sufficient. The voices of boys need to be included. WFP, UNICEF and UNFPA need to find ways to better include boys and to make sure that they do not feel left out, to avoid counterproductive resentment.

205. Dropout girls are a very specific category, and they are not in schools, so boys do not perceive that focus as unfair to them. This work is therefore recommended for implementation with girls only.

Recommendation 2: Parents in general and mothers in particular need to be more strongly addressed with awareness raising and engaged in JPGE II (UNICEF, UNFPA, MoEST, MoGCDS and local NGOs working at community level)

206. There was little direct work in JPGE with the parents, beyond those who were member of committees. JPGE II should therefore maintain a stronger focus on working with parents. Parents need to be made aware that taking girls out of school serves a short-term purpose only, and that in the long run everyone will benefit if girls remain in school. They must start to realize what the rights of girls are and that they have a role in safeguarding these rights. They also need to understand that access to education is a right.

207. Parents should be made aware of their potential to play a strong role in preventing girls from loitering the streets in the evening and at night, thus contributing to lowering risks that lead to school dropout. They are also the ones who allow their daughters to take part in initiation rites, so more work needs to be included to help raise awareness and eradicate this. Parents may find it difficult to resist this, among others due to peer pressure from other community members, and hence the programme should reach a large number of parents to create a critical mass, as there is a need for conscientisation. A sensitization campaign that tackles SRHR and sexual violence may be one of the ways to reach a larger number of parents and raise their awareness.

208. Like their daughters, mothers are often not sufficiently empowered either and are not always able to take decisions on important issues regarding their daughters. Nonetheless, they are the ones who have suffered similarly and may want to spare their daughters from it. It would be good for JPGEII to include a component that works on the leadership and empowerment of women in the community, which goes beyond the members of the MSGs only. Thus, more women will benefit from empowerment and be able to be a role model for the girls.

Recommendation 3: Central and local Government bodies responsible for education, gender, health and sports need to be fully engaged in a coordinated manner in all stages of JPGE II (WFP, UNICEF and UNFPA)

209. Central Government bodies had been engaged in the design of JPGE, but local government authorities had not. Though local authorities were engaged in the implementation, it is recommended to engage them more strongly starting from the design stage. Though for JPGE II this is no longer possible, since the programme is already running, the recommendation remains valid for other future programmes.

210. For recruiting NGOs, it is recommended to engage the Government at central and local level into the selection of implementing partners, to allow them to select partners with a stronger local background and previous working history. At the same time, using UN rules should guarantee a transparent selection process.

211. In order to create strong ownership of JPGE II, the evaluation recommends that the position of the coordinator should be hosted by the MoEST rather than by WFP.

212. The coordination between the various authorities at local level needs to be further improved. This could be achieved by linking the implementation more strongly to the DPD office. This will promote more involvement and control by DPD as well as exclusively make the office of DPD the coordinating office that

heads the sector. A stronger coordination of WFP, UNICEF and UNFPA at field level, and their input in bringing their regular partners together, will contribute to achieving this.

Recommendation 4: Stronger or more innovative components must be included into JPGE II to strengthen sustainability (WFP, UNICEF, UNFPA regional bureaus and head offices)

213. A clear exit strategy in the design for JPGE would have created more potential for sustainability. WFP, UNICEF and UNFPA should have put more thought and effort into developing and detailing such a strategy. Some community members were not even aware of the project not being of a more permanent nature.

214. To avoid such issues, JPGE II needs to put a strong and detailed exit strategy in place. This exit strategy should include descriptions on how certain activities will be taken over by the different stakeholders, what resources are available and how additional resources can be mobilised, who will be responsible and what support WFP, UNICEF and UNFPA will still be able to provide beyond the finalisation of JPGE II and in what time frame. Community exit plans must also be developed, based on the overall strategy.

215. A number of other steps can be taken to improve the sustainability potential. Especially for HGSF, continuation is questionable. WFP needs to start working with the Government on to developing a sustainable detailed national school meals programme within the existing policy framework with a costed plan and resource strategy. WFP has impressive experience in many countries, that can be used as a basis for such engagement.

216. Joint advocacy was not visibly included in JPGE I and may be given additional impetus in JPGE II. This is one of the areas where WFP, UNICEF, and UNFPA can benefit from their joint engagement. It is recommended that joint advocacy be conducted on various subjects related to girls' education, including HGSF, and for increasing Government budget allocation for and focus on girls' access to education (including at the secondary level) and addressing girls sexual and reproductive health rights. Agencies should also advocate with government and district councils to include integrated programs in District Development Plans and to allocate funding from district revenue that is collected at council level.

Recommendation 5: Implementing agencies need to ensure that a strong M&E framework and system is in place for JPGE II to allow data collection related to outcomes and results and facilitate synergetic data collection and decision-making

217. For JPGE II and potential other joint programmes, the responsible agencies (Government as well as UN) need to ensure a strong M&E framework and system is developed and established as soon as possible. This should include a better focus on measuring results and outcomes, and have clearly delineated responsibilities, time frames and regularity of data collection, analysis and sharing.

218. M&E should not be done through singular systems based on agencies' or sectoral priorities, but on a comprehensive programme-wide approach. Feedback on all components should be shared with all responsible partners and be used for joint taking evidence-based decisions that help further improve the intervention.

Recommendation 6: In-depth studies and analyses into issues related to girls' access to education should be included in JPGE II to provide deeper understanding and improve the effect and impact of the programme (WFP, UNICEF, UNFPA, research firms or international NGOs)

219. A number of issues that JPGE has addressed are clearly worth support but the root causes and pathways are still not fully understood. If the pathway and influencing factors would be unravelled, and projects align their approach to the findings, the impact of a JPGE II and other future interventions will increase likewise. One of the topics for research would be the pregnancy rate among young girls in the target areas and in Malawi in general. Even though it was acknowledged that JPGE was relevant in this regard and

a lot was done to keep girls in school and prevent them from getting pregnant, the pregnancy rate had not discernibly decreased.

220. It is therefore recommended to conduct an in-depth analysis into the driving factors behind girls getting pregnant at a young age, and what approach could be the most successful to prevent and decrease this. Such a study could also look into the prevalence and causes of sexual violence and harassment, and the reason why these have not declined significantly notwithstanding the efforts of JPGE and what could be done to speed up results. Based on the findings of such studies, relevant activities and outcomes under JPGE II should be further improved.

4. Annexes

Annex 1: Terms of Reference

Terms of Reference

FINAL EVALUATION of

The Joint Programme on Girls' Education with financial support from the Norwegian Government

Malawi – 2014 - 2017

WFP, UNFPA and UNICEF Malawi

August 2017

GOVERNMENT OF MALAWI

UNITED NATIONS MALAWI

Joint Programme on Girls' Education

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1. Introduction

1. These Terms of Reference (TOR) are for the final evaluation of Joint Programme on Girls Education (JPGE) in Mangochi, Dedza and Salima districts. This evaluation is commissioned jointly by three UN agencies based in Malawi namely World Food Programme (WFP), United Nations Children's Fund (UNICEF) and United Nations Population Fund (UNFPA) and will cover the period from July 2014 to October 2017.

2. These TOR were prepared by WFP Malawi, UNFPA and UNICEF 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. JPGE is a three-year programme implemented by the Government of Malawi through Ministry of Education with technical support of UNICEF, UNFPA and WFP and financial support from the Norwegian Government. Its overall objective is to improve access to and the quality of education for girls and boys through a holistic and human rights-based approach. The programme addresses the multifaceted barriers that girls face in attaining good quality education including inadequate food, inadequate protection, poor quality schooling, and violations of girls' sexual and reproductive rights. Eighty-one primary schools in six zones across the three districts of Dedza, Mangochi and Salima have been targeted, with a particular focus on girls in standards five to eight.

4. To achieve the core objective, the programme focuses on seven key multi-dimensional outcomes including (1) Improve the nutrition of girls and boys, in targeted schools, allowing them to stay in school; (2) Increase access to second chance education for girls who are in, or have left, school; (3) Ensure there is quality integrated youth-friendly services, resources and structures, addressing Child Sexual Exploitation (CSE), Sexual and Reproductive Health Rights (SRHR), HIV/AIDS and Gender-Based Violence (GBV) for girls who are in, or have left, school; (4) Reduce violence against girls in targeted schools and communities including building of effective referral pathways; (5) Improve and enhance both teacher's attitudes and skills to effectively deliver life skills based gender-responsive methodologies; (6) Inform and empower adolescent girls to demand SRHR services, ensuring they participate and take leadership positions within their school and their community; and (7) Empower communities to value quality education for all children, especially girls.

5. A baseline study was conducted in 2014 where baseline information was collected for key indicators of the programme as a basis for assessing progress and overall impact. In 2016, an independent Mid-Term Evaluation was undertaken to assess the extent of progress made on key programme objectives and outcomes concerning the baseline.

6. Considering that the programme will be ending in October 2017, it is imperative to assess the overall contribution of the programme towards improving access and quality of education for girls in the targeted education zones within the three impact districts of Mangochi, Salima and Dedza. Additionally, given the anticipated Phase II of the programme with possible expansion to new education zones, the evaluation will act as a baseline for the new targeted education zones. To allow a more robust design, these untargeted zones will be treated as a comparison group within the design.

2. Reasons for the Evaluation

2.1 Rationale

The evaluation is being commissioned for the following reasons:

7. In support of the government of Malawi, efforts towards social development through its Growth and Development Strategy II in achieving universal primary education, the three UN agencies have been providing technical support to Malawi Government primary education programmes through the implementation of a three-year multi-dimensional programme. With financial support from the Norwegian government and technical support from the three agencies, the Malawi government has been able to use a multi-dimensional programme implementation approach with the aim of improving access and quality of education for a girl child in the targeted districts.

7. Bearing in mind the imprint roles of the programme to the overall education sector in Malawi, it is crucial to document the achievements and the potential to improve access to and the quality of education for girls through its holistic and human rights-based approach, the operational processes, successes and challenges, their contributions for Government capacity building and ability to implement similar programmes in the future. Furthermore, results and lessons learnt will inform and strengthen future initiatives, as well as provide inputs to the Government on best practices.

8. The evaluation, among other objectives, will assess changes on education outcomes of girls in the targeted 81 schools within the three districts of Mangochi, Dedza and Salima. This evaluation will attempt to demonstrate if girls, schools, communities and different service providers in the target districts are better off now as compared to the baseline and with those that were not targeted by the programme by establishing causal links between interventions implemented and outcomes realized. Specifically, the final evaluation exercise seeks to assess the contribution of different interventions implemented by the programme on (i) ensuring that girls and boys in the targeted schools are well nourished and able to stay in school; (ii) increasing access to second chance education for both in and out of school girls; (iii) increasing access to integrated youth friendly sexual and reproductive health information and services amongst in and out of school adolescents; (iv) reducing violence against girls in targeted schools and communities; (v) improving Teacher attitudes and skills to deliver life skills based and gender-responsive methodologies; (vi) empowering adolescent girls to participate and take on leadership skills; and (vii) empowering and promoting commitment of communities to value education for all children.

9. Over and above, this evaluation is being undertaken with the aim of understanding the significant contribution of the above seven focus areas (i.e. access to youth-friendly Sexual and Reproductive Health information and services; mitigation of violence against girls in schools; etc.) on improving access and quality of education for girls in the targeted education zones.

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

2.2 Objectives

11. This final evaluation is meant to serve three (3) and mutually reinforcing objectives of accountability and transparency, learning and deepening understanding.

- **Accountability and Transparency –** The evaluation will assess and report on the performance and results of the Joint UN Programme on Girls Education in the three target districts of Mangochi, Dedza and Salima. This evaluation will, therefore, ensure that the Development Assistance Committee of the Economic Cooperation and Development (DAC/OECD) evaluation criteria of Relevance, Effectiveness, Efficiency, Impact and Sustainability 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 all UN Participating Agencies, Norwegian Government and Government of Malawi in designing, replicating and implementing similar programmes in 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. As part of the joint programme implementation outline how the different implementing agencies complemented each other.
- **Deepening understanding** – This evaluation will attempt to deepen knowledge and understanding of the underlying assumptions guiding the implementation of the programme; the Theory of Change; and the cultural context in which the programme was implemented.

2.3 Stakeholders and Users

12. Some stakeholders both inside and outside of WFP, UNFPA and UNICEF have interests in the results of the evaluation, and some of these will be asked to play a role in the evaluation process. Table 1 below provides a preliminary stakeholder analysis, which should be deepened by the evaluation team as part of the Inception phase.
13. Accountability to targeted populations is tied to UN commitments to include beneficiaries as key stakeholders in its work. As such, Malawi Government through Ministry of Education, WFP, UNFPA and UNICEF are 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, UNFPA, UNICEF and UNDP	• 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 and respective CPDs of the participating agencies
WFP and UNFPA Regional Bureau (RB) Johannesburg	• Responsible for oversight, technical guidance and support; • WFP and UNFPA management has interest in an independent/impartial account of the operational performance as well as in learning from the evaluation findings to apply this learning to other country offices.
UNICEF – East and Southern Africa Regional Office	• The UNICEF regional office will also take an independent/impartial account of the operational performance as well as in learning from the evaluation findings to apply this learning to other country offices.
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 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, beneficiaries (girls and boys, men and women) have a stake in determining whether assistance provided to them is appropriate and effective. As such, the level of participation in the evaluation for 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.
Government of Malawi	• The Government of Malawi has a direct interest in knowing whether programme interventions were aligned with its priorities, harmonised with the action of other partners and met the expected results. • Demonstrate 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, replicating in other sectors, planning and improvement for the future. • Assess extent of capacity development and sustainability of programme activities and benefits beyond programme implementation period and donor support. • The key government ministries include Ministry of education, science and technology, Ministry of Health, Ministry of Agriculture, irrigation and water development, Ministry of Industry and Trade, Ministry of Finance, Economic Planning and Development and Ministry of Local Government and Rural Development and Ministry of Labour, Youth, Manpower Development and Sports

Key Implementing Partners (NGOs, Government agencies, etc.)	• The NGO's 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: We Effect, CADECOM, NASFAM, AGLIT, MAGGA, TIMVENI, VSO, UJAMAA
Norwegian Government and other potential Donors in supporting Girls education	• The programme is voluntarily funded by Norwegian Government. As a donor, they have an interest in knowing whether their funds have been spent efficiently and if the programme has been effective and contributed to their strategies and programs. • Specifically, focus will be on the following; o Value for money by comparing key achievements/benefits of the programme with resources invested; o Whether achievements of the programme have contributed to their organization's goal and mission on girls education in Malawi; o Evidence of what worked to inform decision-making for future funding priorities and programming; o Impact, sustainability, relevance, effectiveness and efficiency of the programme and a case for the development of new programmes and expansion of current programme with particular focus to the improvement of girls education;
UN Country Team	• Generate evidence for effectiveness and efficiency of joint programming and delivering as one in addressing development objectives

3. Context and subject of evaluation

3.1 Context

14. Malawi is a landlocked country located in East-Southern Africa with a population of 17.7 million, (49 percent males and 51 percent females) where the majority, or 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 moved from 5.7 in 2010 to 4.4 births per woman. TFR is particularly high in rural areas where it is reported at 4.7.[35] If the fertility rate remains constant, the population is projected to reach approximately 40.6 million by 2040.[36] Subsequently, the number of young people is projected to increase to 7.9 million by 2025 and to 15.9 million by 2050[37]. The projected growth will place an enormous burden upon on the education sector.

15. 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). 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 (including boys and girls)

[35] Demographic Health Survey - 2015/16

[36] Ministry of Economic Planning and Development, 2012

[37] RAPID, 2012

(EMIS report 2016). Gender Parity index (GPI) is now reported at 1.01 for 2016 from 1.0 in 2013 (EMIS report 2016). However, the GPI disparities emerge as early as standard 4 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 huge challenges regarding 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). While other 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). Based on 2016 EMIS report, results shows that while girls in junior classes have high promotion rates than boys, in senior classes boys have higher promotion rates than girls. Attendance of students and teachers is also problematic, and it is negatively affected by poverty and economic hardship.

16. According to 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. Girls in Malawi continue to face a myriad of interrelated challenges in attaining quality education ranging from social, economic, protective and health. 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, teachers and other community members; as well negative attitudes and behaviours by the girls themselves.

17. There is compelling evidence to show that girls are not safe from sexual abuse at school. In 2017, the Malawi Ministry of Gender, Children and Social Welfare, will release a nationally representative quantitative survey on Violence Against Children which has found that more than one in five girls experience sexual abuse before the age of 18 and half of these before the age of 13; a third of all 13-17-year-olds who had experienced sexual abuse reported that the abuser was a class or school mate; and, between 10-20 percent of all sexual abuse incidents reported occurred at school. Furthermore, the National Statistics Office (NSO) 2012 Gender-Based Violence baseline survey reported higher figures finding that 26 percent of rape and defilement cases were reported to have taken place in schools as were 23 percent of cases of unwanted sexual touching, and 17 percent of cases of unpleasant remarks and sexual harassment (NSO 2012). 2012 Keeping Girls in Schools (KGIS) Baseline Survey also found that girls frequently did not attend school due to a lack of school sanitation facilities.

18. Data from the NSO (2012) revealed that 58 percent of girls drop out of school and out of those remaining in school, 18 percent became pregnant and 8 percent married. The failure to retain girls in schools in Malawi is largely attributed to harmful cultural practices, lack of age-appropriate reproductive health information and knowledge, self-efficacy and utilization of services which if made available could assist in the reduction of drop out through pregnancy prevention as well as a reduction in HIV/STI transmission. Also, there is still growing tendencies to educate boys rather than girls. In most rural households in Malawi, parents are smallholder farmers and income is limited. The direct costs of education (i.e. uniform, books, and registration fees) means that parents can rarely afford to educate all their children and paying for a son's education rather than a daughters' is seen as a better investment since girls are expected to work at home and to join their husbands' families at marriage. Secondly, a lack of reproductive health information, comprehensive knowledge, skills and services results in girls

not able to exercise their sexual and reproductive health rights and they, therefore, become more susceptible to early sexual debut, early marriage and pregnancy. Sentinel monitoring conducted by UNICEF recently observed that students' attendance at primary school was largely sacrificed during the economic crisis, particularly during the first quarter of the year when they are mobilized for agricultural cultivation.

19. The National Education Policy (NEP), aligns itself to the education for all (EFA, 2000) goals and other international declarations including the sustainable Development Goals.[38] Also, the policy is aligned to the vision 2020 and the Malawi Growth and Development Strategy II (MGDS II) which is in the current medium and long-term national development Strategy. The NEP is also closely linked to the National Gender Policy, National Youth Policy, and National Disability policy, National Policy on Early Childhood Development (ECD) and the National HIV and AIDS Policy. The NEP through priority number one, quality, accessible and equitable basic education along with other governing guidelines and related policies, supports the implementation of the Joint programme for girls Education 8 pillars.

3.2 Subject of the evaluation

20. The evaluation will assess all the seven dimensions specifically on its impact and the extent to which the objective has been achieved. The Joint programme for Girls Education was approved in July 2014, and implementation started in December 2014. The three-year programme targeting, 81,000 learners in 79 schools is expected to end in October 2017. For the implementation of the three-year programme, the Norwegian government provided a financial support equivalent to US14, 716, 598 and an additional amount of US$7, 287,000. This grant will be supplemented by a total of USD 40,000,000 in the education sector by the combined agencies.

21. The holistic programme approach taken by the JPGE planned to achieve the following; (1) that learners (boys and girls) are healthy and well nourished, ready to learn and supported by their families and communities; (2) School environment is healthy, safe, and protective and gender-sensitive; (3) Content reflected in relevant curricula and activities is contributing equally to academic knowledge, services and skills as well as on life skills subjects such as gender, protection, HIV and AIDS prevention and sexual and reproductive health rights; (4) teachers are using child-centred teaching approaches/methodologies in a well-managed classroom; and (5) outcomes that encompass knowledge, skills and attitudes which are linked to national and universal goals for education as well as active participation in society.

22. To ensure that girls and boys in targeted schools are well nourished and able to stay in school, learners that attended the targeted schools were provided with diversified and nutritious meals using the Home Grown School Feeding (HGSF) model. HGSF model consists of a decentralized school feeding intervention in which schools receive funds to procure food commodities locally from farmer organizations. Its objectives are multiple; human capital creation through better education and health of school children and, by extension, their families; physical and financial capital generation for farmers through increased production, improved quality and better prices; and local development through economy activation and empowerment of community structures.

23. To increase access to second chance education to in and out of school girls, the project assisted with provision of functional literacy and numeracy skills. Other forms of innovative and functional skills programs around vocational skills were provided especially for vulnerable young mothers. For the out

[38] The National Education Policy, 2016

of school girls, literacy and numeracy skills were to be provided through a nine-month youth functional literacy programme delivered at the community level using an already developed and certified curriculum.

24. For the integrated youth-friendly services, life skills education that incorporates comprehensive sexuality education sessions for both in and out of school girls were provided through specially adapted curricula. The program linked schools to Youth Friendly Health Services (YHFS), GBV prevention and management structures within their communities to promote access to YFHS including HIV counselling and testing, treatment, care and support.
25. On reduction of violence against girls, participatory approaches were used to identify key protection issues faced by students and teachers at the school, while at the same time developing community-led solutions.
26. To achieve improved teacher attitude skills, focus was on reaching teachers through relevant gate keeper organization such as teacher unions and teacher associations as key peer influencers and using the supervisory authority of the Ministry of Education Science and Technology (MOEST) in ensuring that core elements of the Life Skills Education (LSE) program are assessed as part of quality assessment and standards.
27. On ensuring that adolescent girls are informed and empowered to participate and take on leadership positions, the programme targeted on convening leadership forums where critical girl child indicators were tracked and advocated for. A phased network of new leaders among girls and mentors were supported to anchor attitudinal change from within the girls. Vulnerable and adolescent girls in difficult situations such as early marriage, pregnancies and PLWHIV were targeted.
28. The key implementing partners for the programme included the government through Ministry of Education Science and Technology as the main and leading ministry. Others included; Ministry of Health, Ministry of Agriculture, irrigation and water development, Ministry of Industry and Trade, Ministry of Finance, Economic Planning and Development, Ministry of Local Government and Rural Development and Ministry of Labour, Youth, Manpower Development and Sports.
29. The project Results framework (See Annex 2) was developed in alignment with the key education goals as proposed in the United Nations Development Assistance Framework (UNDAF) and the Ministry of Education's strategic objectives. Also, a basic theory of change developed for the project that that improved access and quality of education for girls can only be achieved through a mitigation of multiple factors (refer to Annex 3). Based on this theory of change, a set of both short and long term key results are expected. To remain holistic, these key results were chosen as the best indicators to measure the achievements in which all agencies contribute significantly to through their joint and individual activities. In the short-term, or the first year of the intervention. Both the results framework and theory of change present key indicators for each of the seven result area with an overall impact statement and indicators.
30. More information on lessons learned will be drawn from the monitoring reports and to a greater extent the mod year review. Results on how these have been used in programme adjustments will be part of this evaluation to inform management.

4. Evaluation Approach

4.1 Scope

31. 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 and are used as a key reference for evaluators around the globe.

32. The UN JPGE has been implemented for three years in 6 Education Zones in the three focus districts of Mangochi, Dedza and Salima targeting 81 schools. The main beneficiaries of the programme are girls from standard 5 – 8 in 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 evaluation is therefore expected to cover all 3 Districts and all education zones which participated in the programme, all the programme activities and the period July 2014 to October 2017.

4.2 Evaluation Criteria and Questions

33. **Evaluation Criteria:** The evaluation will apply the international evaluation criteria of Relevance, Effectiveness, Efficiency, Impact and Sustainability. 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.

34. **Evaluation Questions:** Under each 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 aimed at highlighting the key lessons and performance of the JPGE, which could inform future strategic and operational decisions.

Table 2: Criteria and evaluation questions

Criteria	Evaluation Questions
Relevance	• To what extent are the objectives of the programme still valid? • Are the activities and outputs of the programme consistent with the overall goal and the attainment of its objectives? • Are the activities and outputs of the programme consistent with the intended impacts and effects? • Appropriateness of the programme objectives in the overall problem context, needs and priorities of the target groups including those marginalized (boys, girls, and people with disabilities)? • How well has the programme identified the needs of the most deprived populations and how these have been built into programme results and monitoring?
Effectiveness	• To what extent were the objectives achieved? • What were the major factors influencing the achievement or non-achievement of the objectives? • What capacities were developed in the sector as a result of the JPGE and how did these contribute to the achievement of outcome level results? • To what extent is the results framework appropriate to the beneficiaries and the marginalized groups (boys, girls, and people with disabilities)? • Has the original results framework been ever modified to reflect changes in assumptions and risks?

	• How valid have the assumptions been in the original results framework? What programmatic adjustments have been made to reflect changing assumptions? • Have there been alternative strategies which could have been more effective? • What processes have enabled or hindered the achievement of outcomes?
Efficiency	• Was the program implemented most efficiently compared to alternatives (cost analysis)? • What are the factors affecting the pace and quality of implementation and how can these be mitigated? • Were activities cost-efficient? • Were objectives achieved on time? • Was the programme implemented most efficiently compared to alternatives? • To what extent has the allocation of resources in the programs been appropriate to the beneficiaries and the marginalized groups (boys, girls, and people with disabilities)?
Impact	• What has happened or what changes are there as a result of the programme? • What real difference has the programme made to the beneficiaries? • How many people/communities have been affected by the programme? • Are there unintended effects of the programme of the targeted beneficiaries and their communities?
Sustainability	• To what extent are the benefits of the programme likely to continue after donor funding ceased? • What were the major factors which influenced the achievement or non-achievement of sustainability of the programme?

4.3 Ethical considerations

35. The evaluation will follow UNEG guidelines on the ethical participation of 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) will be included in the study.

36. The prospective consultant is expected to provide a detailed plan on how the following principles will be ensured throughout the study: 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.

37. 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 is in place 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
    - 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

38. Ethical approval for this study will be sought from the Malawi National Committee on Research in Social Sciences and Humanities.

39. The consultant 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, UNICEF and UNFPA.

4.4 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 JPGE to meet the objectives set out in section 2.2 is assessed to be high at this preliminary stage. A detailed evaluability assessment will be carried out at the inception phase to determine the appropriateness of the methodologies. A baseline was conducted at the start of the programme, followed by a mid-term review in 2016. This is in addition to regular monitoring of the programme through the various coordination mechanisms. As such, sufficient information exists for assessment of the achievements of intended outcomes and the utilisation of resources over the period under review, it is expected that the evaluation will make use of already existing data as follows: -

    - Baseline study report and associated data sets
    - Mid-term evaluation report
    - Routine Progress Reports
    - Technical Working Group coordination meeting reports
    - Project Steering Committee meeting reports
    - Project proposal including the Results Framework and Theory of Change

4.5 Methodological Approach

42. A quasi-experimental approach based and other relevant methods, including contribution and cost-effectiveness analyses, will be adopted while meeting the quality criteria. Also, assessment of the potential impact of the project will be expected as part of the expected results.

43. To answer the evaluation questions, a three-pronged mixed methods approach comprising of sequenced data collection processes is proposed:

    a. A careful analysis of existing quantitative and qualitative data from secondary sources outlined in section 4.3 above;

    b. Collection of quantitative and qualitative primary data through a carefully designed survey using the same approach used at baseline to enable comparisons. It is proposed to use technology to collect survey data to enable real-time preliminary analysis and enrich briefings and qualitative data collection processes;

    c. Collection of primary qualitative data through interviews, focus group discussions, key informative interviews and other participatory methods.

44. The evaluation team will consider the above proposed methodological approach during the inception phase and identify data collection methods to answer specific evaluation questions. This will be discussed and cleared by the Evaluation reference Group. The M&E Technical Working Group 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.
- While an end line survey will be crucial to assess the progress made on outcomes, collecting data from non-intervention areas is crucial to construct a counterfactual, against which the outcomes of the programme can be compared. This approach will help to disentangle changes, which can be attributed to the projects, from changes that have occurred due to external factors. The evaluation team shall propose a strategy to assess comparable non-intervention areas, to be reviewed for acceptance by WFP UNICEF and UNFPA.
- Apply an evaluation matrix geared towards addressing the key evaluation questions taking into account the data availability as discussed in section 4.3, the budget and timing constraints;
- Ensure through the use of mixed methods 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 possible data sources; data collection methods; proposed data collection instruments; sampling procedures; data quality assurance mechanisms; and data analysis methods.

45. To ensure that independence and impartiality are employed, a multi-stakeholder character of Evaluation committee will be established to oversee the implementation of the evaluation and guarantee its impartiality. This committee will be composed of representatives from WFP, UNICEF, UNFPA and the government to be represented by Ministry of Education. Also, the evaluation team will be expected to outline steps to be taken towards quality assurance.

4.6 Limitations

46. Two potential risks to the methodology have been identified: In case the proposed evaluation methodology is not considered feasible by the evaluating team, the team shall provide a suggestion for an alternative methodology to the evaluation committee (WFP, UNICEF, UNFPA, Norwegian Embassy and Government). The evaluation team and the evaluation committee shall collaboratively decide how to proceed during the inception phase.

Table 3: Potential risks and migration measures

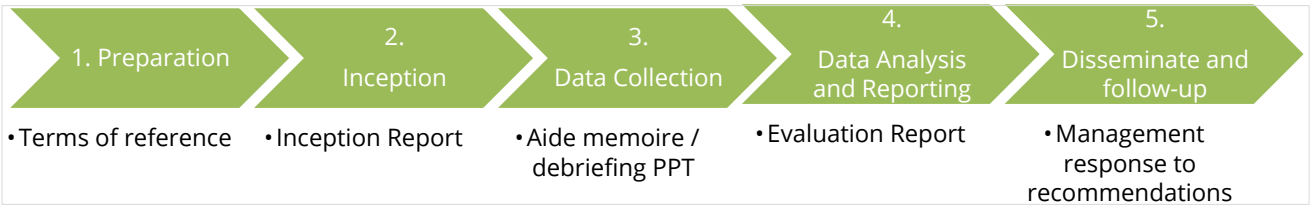
Potential Risk	Mitigation actions

The evaluation team is likely to find challenges regarding the availability of data for some indicators due to poor record-keeping as well as quality. However, secondary data sources from monitoring and mid-term review would assist for the best estimates possible.	Using the experience of the baseline survey, estimate the level of effort that will be required for the end line and make proposals to the team during the orientation meeting. The team will then deepen the proposed approach to meet the needs of the evaluation within the overall time and budget constraints;
The proposal to include areas that were not covered by the programme for expansion may further increase the scope, and if there is no firm commitment to expansion, this may not be a very good use of time and money for the evaluation	WFP, UNICEF, and UNFPA will discuss further and assess the pros and cons of including non-targeted areas in the evaluation

5. Phases and Deliverables

47. The evaluation will proceed through five phases as shown in figure 1;

Figure 1: Summary Process Map



48. The deliverables and deadlines for each of the phase are as follows;

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

Phase 2: Inception

- Evaluability assessment and refinement of the evaluation matrix. Desk Review and elaboration of the evaluation methodology and drafting an inception report comprising an evaluation plan, the methodology and the evaluation (2 weeks): 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 report should 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 that the evaluation team aims at collecting the fieldwork and a list of questions to be posed for each of the FDGs and key informant interviews
- Discussion of the evaluation methodology and evaluation plan with the WFP, UNICEF and UNFPA after which the team will provide the evaluation committee and the evaluation team with an opportunity to verify that they share the same understanding about the evaluation and clarify any issues at the beginning. The team will incorporate adjustments as appropriate **(1 week)**;

- The inception report will then be subjected to quality review by the independent quality support (QS) mechanism provided by WFP and UNICEF which will provide feedback on how the draft can be improved;
- Finalisation of the inception Report (2 weeks after receipt of feedback from QS) and
- 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 in the field.

Phase 3: Data collection (field work)

- **Field work:** Collection of the quantitative and qualitative data as per the evaluation methodology in the inception report, and guided by the evaluation matrix; In case that parts of the data cannot be collected as foreseen in the inception report, the evaluation team shall report back to WFP, UNICEF and UNFPA in order to discuss possible alternatives/solutions; **(3weeks)**
- **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, UNICEF and UNFPA members and stakeholders involved in the evaluation for initial inputs. **(1 week)**
- **Final fieldwork reports** the final field work report shall describe the data collection process in detail. In particular, it shall provide a list of all indicators which have been collected , and also include information on the FGDs and key informant interviews (time and date, number of participants, unforeseen circumstances, an appendix with summaries of all FDGs and interviews); **(1 week after the end of the fieldwork):**

Phase 4: Data Analysis and Reporting

- Further data analysis and preparation of a draft evaluation report: The team will carry out further 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 a detailed description of each activity, a description and justification of the adopted evaluation methodology, and a detailed presentation and discussion of the evaluation results. WFP, UNICEF and UNFPA shall review the first draft evaluation report to ensure that the evaluation meets the required quality criteria and planned objectives **(4 weeks):**
- The final evaluation report will strictly follow UNEG evaluation report standards**.**
- Review of the draft evaluation report by the evaluation committee and discussions with the team as appropriate; **(2 weeks)**
- 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 quality support service for review and feedback;
- Team will receive feedback from QS and update the evaluation report to produce third draft (**1 week)**
- Presentation of findings to stakeholders for validation **(2 weeks** after submission of draft report)
- 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)**

6. Organization of the Evaluation

6.1 Evaluation Conduct

49. The evaluation team will conduct the evaluation under the direction of its team leader and in close communication with the UN focal person that will be tasked to manage the evaluation. The team will

be hired following agreement by the evaluation committee on its composition and in line with the competencies outlined in section 6.2 below;

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

51. The evaluation shall respect the evaluation schedule in annexe 3. Changes to the timeline are subject to the consent of evaluation commissioning UN agencies through the evaluation committee and should be detailed in the inception report with justification/rationale for any deviations from the overall timeline.

6.2 Team composition and competencies

52. The evaluation team is expected to be composed of four (4) team members, three national consultants and one international consultant who will serve as a team leader and gender balanced. The three national consultants shall constitute experts in Education, Health/nutrition and Gender/Social Development Expert. Given the nature of the JPGE, the team leader should be an expert or have experience in evaluating education programmes with explicit girls/women empowerment objectives to ensure that the team has specific competences to assess education, gender, health and protection dimensions of the JPGE as specified in the scope, approach and methodology sections of the ToR. At least one team member should have experience in evaluation of UN programmes. All team members should possess a minimum of a master's degree in the relevant field;

53. The evaluation team will be multi-disciplinary and will together include an appropriate balance of technical expertise, practical knowledge and understanding of the context. Collectively the team should have:

    - 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;
    - Strong knowledge and experience in selection and implementation of statistically accepted sampling methods.
    - Exceptional data analysis skills for both qualitative and quantitative data.
    - 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 Approach;
    - Excellent knowledge on the link between gender, GBV, culture, social dimensions and SRHR issues with key socio-economic development issues in Malawi;
    - Gender expertise and good knowledge of gender issues and tools for integrating human rights their link with nutrition, health and gender equality in evaluations education;
    - All team members should have strong analytical and communication skills, evaluation experience and familiarity with Malawi and/or Eastern and Southern Africa region;
    - All team members will be educated to at least post-graduate level with not less than eight years of practical experience in conducting evaluations;

54. 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.

55. Her/his primary responsibilities will be: i) defining the evaluation approach and methodology; ii) guiding and managing the team and the process of conducting the evaluation; 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.

56. Team members responsibilities will be: 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).

7. Roles and Responsibilities of Stakeholders

57. The three **evaluation commissioning UN agencies (WFP, UNICEF and UNFPA)**

    a. The three UN agencies commissioning the evaluation will be responsible for the following:

        - Assign the co -evaluation Managers for the evaluation (this being a joint evaluation). To ensure a process that is as impartial as possible, these evaluation co-managers should not be the staff who are involved in the day-to-day implementation of the JPGE;
        - 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 4)
        - 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 two separate debriefings, one internal and one with external stakeholders
        - Oversee dissemination and follow-up processes, including the preparation of a Management Response to the evaluation recommendations

    b. The focal points appointed as Evaluation Managers:

        - 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 (for international staff)

c. **An internal Evaluation Committee** has been formed as part of ensuring the independence and impartiality of the evaluation composed of WFP, UNICEF and UNFPA.

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

59. **The RB** management 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 Management Response to the evaluation and track the implementation of the recommendations.

60. **The Offices of Evaluation.** The offices of evaluations for the three agencies will provide an oversight support to the Evaluation Managers on the evaluation process where appropriate. It is their 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

61. The **Evaluation managers,** in consultation with the evaluation committee, will develop communication and learning plan that will outline processes and channels of communication and learning activities.

62. The evaluation managers 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 finalised 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;

63. 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 (annexed to the inception report);
- 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)[39];
- Systematically considering all stakeholder feedback when finalising the evaluation report, and **transparently provide rationale for feedback that was not used**;

64. 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. 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).

65. To enhance the use of the evaluation findings, Country representatives of WFP, UNICEF and UNFPA, 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

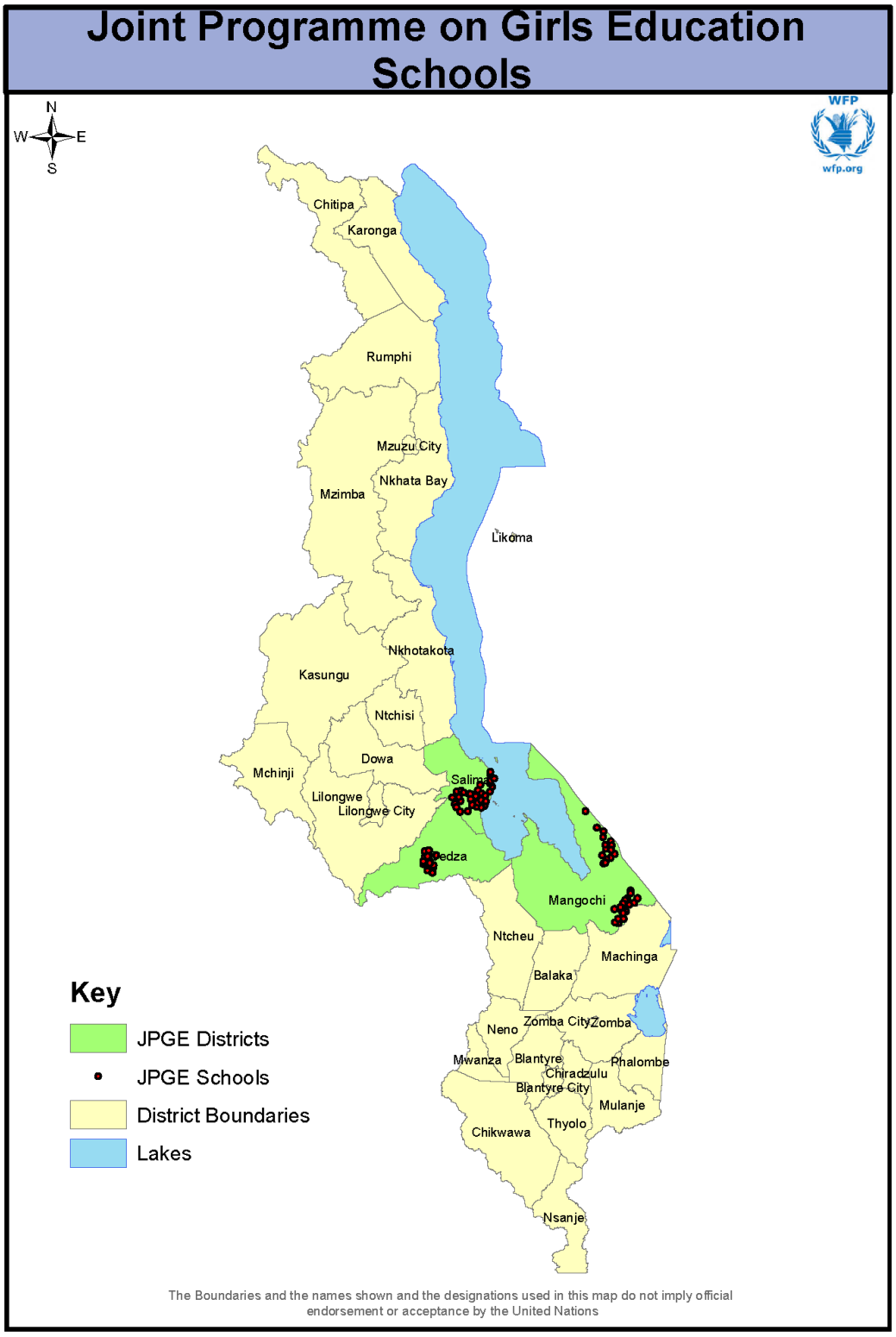
66. The budget for this evaluation is **estimated to be USD120, 000.** The actual/final budget and handling, however, will be determined by the option of contracting that will be used (individual or company) and the rates that will apply at the time of contracting. The evaluation will be funded from the project implementation budget and part of the project grant.

Any queries related to this evaluation should be sent to the following contact persons:

- Tiwonge Machiwenyika: tiwonge.machiwenyika@wfp.org
- Grace Makhalira: grace.makhalira@wfp.org
- Shota Hatakeyama:kmuthengi@unicef.org
- Cliff Phiri: cphiri@unfpa.org

[39] 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;

9. Annex 1: Map showing the programme coverage areas



10. Annex 2: The programme logical framework

RESULTS FRAMEWORK FOR JOINT PROGRAMME FOR GIRLS EDUCATION			
Indicator	**Source**	**Baseline**	**Target, 2017**
		Project	**Project**
Goal: Improved access and quality of education for girls in Mangochi, Salima and Dedza districts by 2017			
Districts with district education plans addressing girls´ education	-	0	
Pass rates for girls std. 8	EMIS/DEMIS	60.5	
Pass rates for boys std. 8	EMIS/DEMIS	66.3	
Survival rate for boys and girls to last primary grade (percent)	EMIS/DEMIS	27 percent girls; 35 percent boys (Malawi)	
Dropout rates for girls	EMIS/DEMIS	15.6 (Malawi)	4
Dropout rates for boys	EMIS/DEMIS	13.5 (Malawi)	3.6
Net enrolment rate for girls	School records/DEMIS?	103.0 (Malawi)	
Net enrolment rate for boys	School records/DEMIS?	103.0 (Malawi)	
Outcome 1: Girls and boys in targeted schools are well nourished and able to stay in school			
1a. Attendance rate of girls in Std 5 - 8;	School register	71.9	80
1b. Attendance rate of boys in Std 5 - 8;	School register	75	80
1c. Attendance rate of OVC in Std 5 - 8	School register	54.8	65

1d. Quantity of food purchased from aggregation systems in which smallholders are participating, as percent of project purchases	School records and farmer organisation records	0 percent	
1e. Average number of schooldays per month when at least four food groups were provided	School records	0	15
Output 1.1: Established school feeding (THR and HGSF) programme in all targeted schools (SUPPLY)			
1.1a. # of students reached with THR and HGSF, disaggregated by sex and activity, as a percent of planned	School records	0	81000
1.1b. Quantity of food/cash assistance distributed, disaggregated by type, as a percent of planned	School records	0	
1.1c. Quantity of food purchased locally from smallholder aggregation system (MT); as a percent of project purchases	School records	0	
1.1d. Proportion of respondent organisations (FOs) trained in market access and post-harvest handling skills	School records	0	20
1.1e. Proportion of PTAs trained on hygiene, nutrition and sanitation	Training records	5.10 percent	100
1.1f. Proportion of SMC trained on hygiene, nutrition and sanitation	Training records	7.00 percent	100
1.1g. Proportion of food committees trained on hygiene, nutrition and sanitation	Training records	7.70 percent	100
1.1h. percent of schools with all three structures (warehouse, kitchen and feeding shelter) in place	Bi-annual	0.00 percent	100
Outcome 2: Increased access to second chance education for girls (SUPPLY)			
2.1c. percent of out of school girls (primary and secondary)	School records vs absolute population estimates	385,467	

Output 2.1 Out of school girls identified and provided with education opportunities			
2.1a. # of girls receiving non-formal education	School/institution records	7,942	8,000 (2yrs) 15,942 (3yrs)
2.1b. # of girls brought back to CBE or functional literacy programmes (out of those not in school)	School/institution records	20,354 (Malawi)	
2.1d. # of girl's graduating from CBE or functional literacy programmes	Field Reports	593 (jpag Mangochi)	11,160
2.1e. percent of the enrolled girl's graduating from CBE or functional literacy programmes	Field Reports	70 percent	70 percent
Outcome 3: Integrated youth-friendly services, resources and structures, addressing CSE, SRHR, HIV/AIDS and GBV in place for both in and out of school girls			
3a. percent of girls (Std 5-8) who reported cases of corporal punishment in the past one year	School records	59.5	
3b. percent of girls accessing youth friendly health services	Health Management Information System vs IP Baseline	53.5	75
3c. # of laws and policies that allow adolescents access to sexual and reproductive health services;	Field Reports	1	1
Output 3.1 Adolescent girls have knowledge and skills to make informed choices about their lives (DEMAND)			
3.1a percent of girls (Std 5-8) participating in comprehensive sexuality education sessions	Field Reports	92	95
3.1b. # of girls re-admitted (out of drop outs)	School records	71.9	80

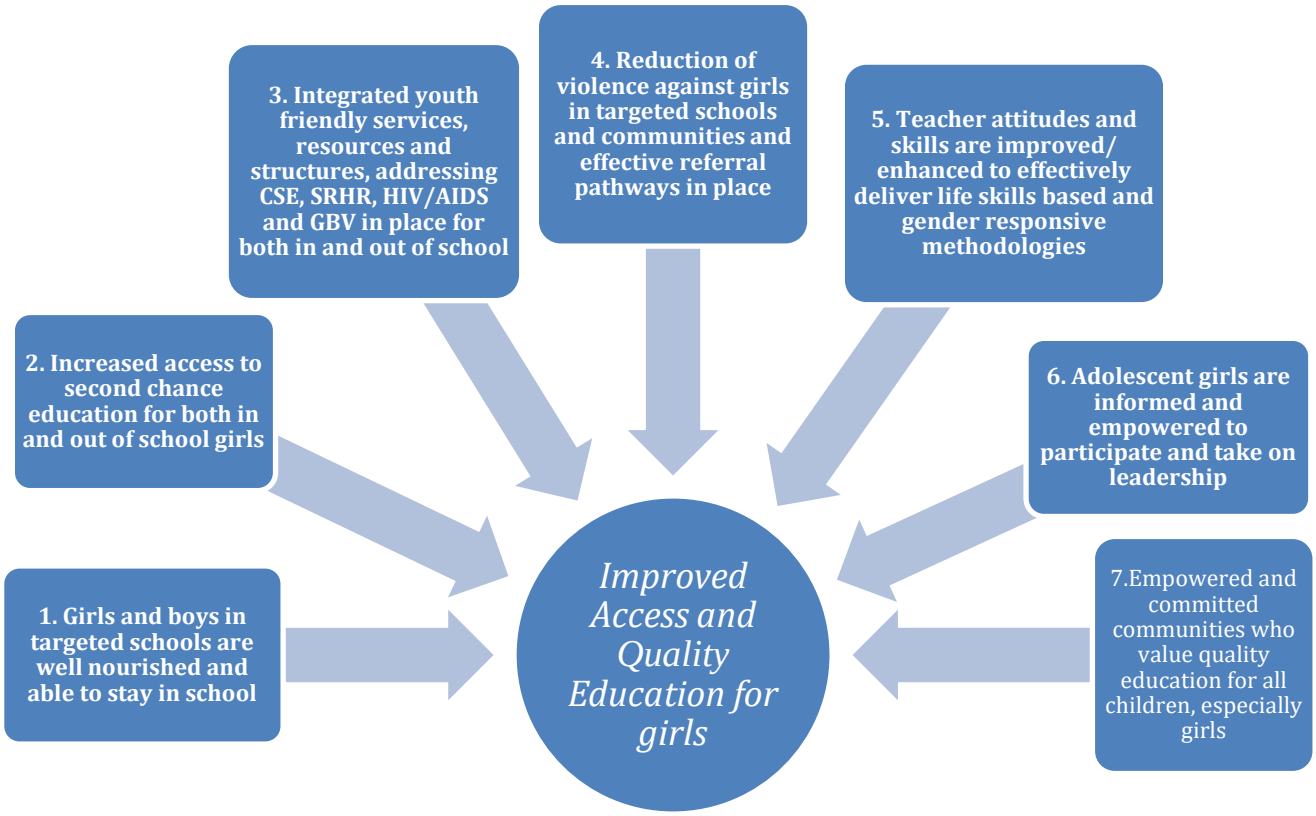
3.1c. No of active CSE peer educators in the program areas	Field Reports	No data	200
Output 3.2 Youth-friendly services renovated and provided with trained youth providers (SUPPLY)			
3.2a. # of youth-friendly health facilities renovated and providing YFHS		15.4	100
3.2b. # of adolescent girls who accessed youth friendly health services in the past one year		55.7	75
3.2c. percent of schools linked to YFHS facilities		47.4	70
3.2d. # of adolescent girls dropping out of school due to pregnancies		88	
Outcome 4: Reduced violence against girls (sexual and physical) in targeted schools and communities and effective referral pathways in place			
4a. # of incidents of sexual violence against children reported at schools (disaggregated by sex)	Field Reports	81.9	
4b. # of children (Std 5-8) that are enrolled in preventative empowerment programs (desegregated by sex)	Field Reports	6.3	
4c. # of girls accessing sexual assault survivors anonymous service	Field Reports	0	65
Output 4.1 School-based code of conduct in place which addresses issues of protection and gender inequalities (QUALITY / ENABLING ENVIRONMENT)			
4.2a. percent of schools with a code of conduct developed	Field Reports	79.5	90
Outcome 5: Teacher attitudes and skills are improved/ enhanced to effectively deliver life skills based and gender-responsive methodologies			
5a. Teacher attendance rate	School records	84.4	0.925

Output 5.1 Teachers, PTA's, SMC's and mother groups in the targeted schools are trained on life skills based and gender-responsive methodologies (SUPPLY / ENABLING ENVIRONMENT)			
5.1a. No of teachers reached out of total number of teachers in the targeted schools	Field Reports	0	670
5.1b. percent PTAs reached out of total number of PTAs in the targeted schools		0	90
5.1c. percent of SMCs reached out of total number of SMCs in the targeted schools		0	90
5.1d. percent of mother groups reached out of total number of mother groups in the targeted schools		0	90
5.1e. percent of targeted school with equipped girls learning/resource centre		0	51
Outcome 6: Adolescent girls are informed and empowered to participate and take on leadership positions within the school and the community.			
6a. percent of girls (Std 5-8) participating in clubs in school	Field Reports	46.1	75
6b. percent of girls (Std 5-8) who hold positions of leadership in school clubs	Field Reports	16.8	100
6c. percent of schools that have health, social and economic asset-building programmes that reach out to adolescent girls at risk of child marriage and other SRHR problems	Field Reports	33.3	65
6d. Proportion of girls who report violence (physical, sexual and psychological)	Field Reports	44.2	60

6e. percent of girls who think that a partner/husband is justified in hitting or beating his wife/partner under certain circumstances	Field Reports	17.4	4
Output 6.1 Girls participate in, organize and lead in-school clubs (dance, drama, debate, sports) (DEMAND)			
6.1a. No of clubs established/strengthened;	Project records	0	90
6.1d. Proportion of trained girls that have knowledge on sanitary pads production	Training records	0	70
6.1e. No of functional girls' networks in the target areas	Field Reports	0	15
Outcome 7: Empowered and committed communities who value quality education for all children, especially girls.			
7a. # of trained community members trained on values of girls' education	Field Reports	0	80
7b. Proportion of chiefs actively taking action towards improving access and quality of education for girls	Field Reports	0	90
Output 7.1: Improved capacity of communities to supply and distribute quality and diversified food commodities to students in targeted schools (ENABLING ENVIRONMENT / DEMAND)			
7.1a. No of respondent organizations (FOs) trained in market access and post-harvest handling skills	Training records	0	
7.1b. No of smallholder respondents supported disaggregated by gender	Records/reports	0	
7.1c. # of community members trained in food management and distribution, disaggregated by type, as a percent of planned	Records/reports	0	
7.1d. percent of farmers from FOs supplying school	FOs/ records	0	
Output 7.2 Motivated head teachers in each zone show best practices regarding girls' education in their schools			

7.2a # Communities awarded (with the lowest number of pregnancies/ dropouts)		0	
Output 7.3 Chiefs develop and implement bi-laws in support of girl's education			
7.3 Number of bi-laws on girls' education established and implemented		0	

11. Annex 3: Theory of change



12. Annex 4: Evaluation schedule

Phase 1 – Preparation		**Timelines**
	Terms of Reference preparation and internal clearance by the commissioning agencies	13th July 2017
	External ToR review and feedback – use of WFP external Quality Support Advisory service	31st July to 4th August 2017
	Setting up the Evaluation Reference Group	17 to 21 July 2017
	Finalization of the TOR based on the feedback from all stakeholders and Quality Support advisory service	7th to 11th August 2017
	Identification and recruitment of evaluation team (Finalization) (4 weeks)	21 August to 15 September 2017
Phase 2 – Inception		
	Briefing of the Core Evaluation Team	19 September, 2017
	Review documents and draft inception report including the agreement of the methodology, evaluation schedule and overall organization of the field work (1 week)	20 -27 September 2017
	Submission of draft 1 inception report by the team leader	28 September, 2017
	– Submission of the draft IR for Quality support service for review and feedback	29 September to 6 October, 2017
	Team leader Revise inception report based on comments from the QSS to produce draft 2	9 -13 October 2017
	Submission of revised draft 2 inception report	16 October 2017

	Sharing draft 2 inception report with stakeholders (through the ERG) for their review and comments	16 - 20 October 2017
	Team leader finalize the IR based on comments from the stakeholders to produce final IR	23 -27 October 2017
Phase 3 - Evaluation mission - data collection and Preliminary analysis		
	Field Work (Qualitative and quantitative data collection -end line survey inclusive) - (3weeks)	30 October to 17 November 2017
	Debriefing - Initial impression/findings (qualitative data)	21 November 2017
Phase 4 – Data Analysis and Reporting		
	Draft Evaluation Report 1	27 Nov to 14 Dec 2017 (3 weeks)
	Team leader submit draft 1 of the evaluation report to the evaluation managers	14 December 2017
	Submission of draft 1 of the ER for Quality support review and feedback	14 to 21 December 2017
	Evaluation managers review the comments from QS and make any clarifications before forward to team	22 December 2017
	Team leader Revise Evaluation report based on the quality support feedback to produce draft 2	1 -5 January 2018
	Submit revised draft 2 of the Evaluation Report	8 January 2018
	Share draft Evaluation reports with stakeholders (through the ERG) for review and comments - (2 weeks)	8 to 19 January 2018

	Evaluation managers Consolidate comments from stakeholders and submit then to the team leader	22 - 23 January, 2018
	Evaluation team revise draft 2 of the evaluation report based on the stakeholder comments	26 January to 9 February 2018
	Team leader Submit final Evaluation report	10 February, 2018
Phase 4 - Dissemination and follow up		
	Dissemination of the Process and Outcome Evaluation findings with stakeholders	19 to 23 February 2018
	UN agencies prepare management response to evaluation recommendation, with actions to be taken	

13. Annex 5: Membership of evaluation committee and Reference Group

<table>
<tr><th colspan="2">Internal Evaluation Committee (EC)</th></tr>
<tr><td colspan="2">The EC will be comprised of:</td></tr>
<tr><td>World Food Programme</td><td>- Chairperson of the committee –JPGE Coordinator
- Evaluation Manager – M&E officer
- Programme officer - School Meals Unit</td></tr>
<tr><td>UNICEF</td><td>- Evaluation Manager – M&E officer/focal points
- Programme officer - JPGE TWG focal person</td></tr>
<tr><td>UNFPA</td><td>- Evaluation Manager – M&E officer/focal point
- Programme officer - JPGE TWG focal person</td></tr>
<tr><td colspan="2">The overall purpose of the evaluation committee is to ensure a credible, transparent, impartial and quality evaluation process in accordance with the evaluation policies and standards of the three UN agencies commissioning the evaluation, including the provisions of the WFP evaluation policy 2016 -2021;It will achieve this by supporting the evaluation managers through the process, reviewing evaluation deliverables, (TOR, Inception report, and evaluation report) and submitting them for approval by the country representatives of the agencies commissioning the evaluation. The EC has management responsibilities.</td></tr>
<tr><th colspan="2">Evaluation Reference Group (ERG)</th></tr>
<tr><td colspan="2">The ERG will be comprised of:
- JPGE Coordinator
- 3 M&E officers (evaluation managers) from the three UN agencies
- 3 Programme officers from the three UN agencies
- 3 regional representatives for the three agencies
✓ WFP Regional Evaluation Officer
✓ UNFPA Regional M&E advisor
✓ UNICEF - Evaluation advisor or equivalent
- 3 other technical experts on nutrition/health, school feeding/gender:
✓ WFP RB Programme Officer (school feeding)
✓ UNICEF Programme officer;
✓ UNFPA Programme officer;
- 1 representative of the Norwegian government
- Representatives of the Government, one from each of the main ministries (including Ministry of Education)</td></tr>
<tr><td colspan="2">The overall purpose of the ERG is to support a credible, transparent, impartial and quality evaluation process in accordance with the standards and guidelines of the UN agencies commissioning this evaluation, including the provisions of the WFP evaluation policy (2016 -2021). The ERG members act as experts in the advisory capacity, without management responsibility. They review and comment on Evaluation TOR and deliverables. Approval of evaluation deliverables rests with the individual agency representatives.</td></tr>
</table>

14. Annex 6: Additional information to the Context

1. Around 50 percent of all girls are married by age 18 in Malawi and 25 percent of all adolescent girls already have a child (UN Foundation, 2012). Despite general approval and knowledge and use rate (42 percent) about family planning, the total fertility rate (TFR) for Malawi remains high, especially in the rural areas where it is reported at 4.6 (MDHS, 2015/16). Most sexually active adolescent girls in Malawi do not use any form of contraception especially Long Acting Reversible Contraceptives (LARCS) which could positively impact on the country's total fertility rate and provide sexually active adolescent girls a chance to prevent unwanted pregnancies and remain in school. Furthermore, according to the MDHS (2015/16), girls are three times at risk of being infected with HIV compared to boys. Adolescent girls remain vulnerable to HIV due to many factors, some biological in nature others cultural and social, such as early marriages and sexual debut. This is further compounded by the existence of various sexual abuses, as well as transactional multiple concurrent sexual partnerships in search of resources to meet their basic needs. In addition, although more women are now reported to have comprehensive knowledge on HIV, a low proportion of women (27 percent) reported to have used a condom at the last high risk sexual encounter study (MDHS 2015/16).

15. Annex 7: Acronyms

AIDS	Acquired Immune Deficiency Syndrome
CADECOM	Catholic Development Commission of Malawi
CSE	Child Sexual Exploitation
EMIS	Education Management Information Systems
ERG	Evaluation Reference Group
GBV	Gender Based Violence
HGSF	Home Grown School Feeding
HIV	Human Immunodeficiency Virus
IFPRI	International Food Policy Research Institute
JPGE	Joint Programme of Girls Education
KGIS	Keeping Girls in School
LSE	Life Skills Education
MDHS	Malawi Demographics and Health Survey
MOEST	Ministry of Education, Science and Technology
NASFAM	National Smallholder Farmers Association of Malawi
NER	Net Enrolment Ratio
NSO	National Statistics Office
PLWHIV	People Living with HIV AIDS
SRHR	Sexual and Reproductive Health Rights
TFR	Total Fertility Rate
UNCT	United Nations Country Team
UNDP	United Nations Development Programme
UNFPA	United Nations Population Fund
UNICEF	United Nations Children's' Fund
WFP	World Food Programme
YFHS	Youth Friendly Health Services

Annex 2: Map of intervention areas

Annex 3: JPGE Results framework

Result Area	Objectives	Indicators	Means of Verification	Baseline	Targets 2017	Risk/Assumptions	Implementing Agency
	GOAL: Improved access and quality of education for girls in Mangochi and Salima districts by 2017	Quality: 1 number of communities/districts with operational action plans on girls' education 2 pass rates for girls and boys 3 survival rates for girls and boys Access: 1 dropout rate for girls and boys 2 enrolment rate for girls and boys	EMIS & DEMIS records	1. 0 2. Girls std 8 – 60.5, Boys std 8 – 66.3 3.Girls – 27%, Boys – 35% (Malawi) 1.Girls – 15.6%, Boys – 13.5% (Malawi) 2.Girls – 103.0%, Boys – 103.0% (Malawi)	1.Girls - 4, Boys – 3.6	Commitment of partners for complementary activities	ALL
Improved equitable access to education for girls	Outcome 1: Girls and boys in targeted schools are well nourished and able to stay in school (A)	1a. Attendance rate of girls and boys in std 5 - 8 1b. Quantity of food purchased from aggregation systems in which smallholders are participating, as % of project purchases 1c. Average number of schooldays per month when at least 4 food groups were provided	Output monitoring reports School attendance registers/Attendance drop out reports DEMIS/EMIS/School records Food procurement and farmer records	1a. Girls std -71.9, Boys – 75, OVC – 54.8 1b. 0% 1c. 0%	1a. Girls – 80, Boys – 80, OVC – 65 1c. 15%	Timely availability and disbursement of funds for project implementation Funds are utilised for intended purpose and according to plan	WFP
	Output 1.1: Established school feeding (THR and HGSF) programme in all targeted schools	1.1a. # of students reached, disaggregated by sex and activity, as a % of planned 1.1b. Quantity of food/cash assistance distributed, disaggregated by type, as a % of planned 1.1c. Quantity of food purchased locally from smallholder aggregation system (MT); 1.1d. # of farmer organisations (FOs) trained in market access and post-harvest handling skills 1.1e. Proportion of PTAs trained on hygiene, nutrition and sanitation 1.1f. Proportion of SMC trained on hygiene, nutrition and sanitation 1.1g. Proportion of food committees trained on hygiene, nutrition and sanitation 1.1h. Percent of schools with all three structures (warehouse, kitchen and feeding shelter) in place	School records Output monitoring reports/School records Farmer Organisation records and procurement records Farmer organisation records Training records	1.1a. 0 1.1b. 0 1.1c. 0 1.1d. 0 1.1e. 5.1% 1.1f. 7% 1.1g. 7.7% 1.1h 0	1.1a 81 000 1.1b 100% 1.1c. >baseline 1.1d. 20 1.1e. 100 1.1f. 100 1.1g. 100 1.1h. 100	Timely availability of funds for project implementation Farmers and FOs have the capacity to continually supply schools with necessary food commodities and tonnages	WFP

Result Area	Objectives	Indicators	Means of Verification	Baseline	Targets 2017	Risk/Assumptions	Implementing Agency
	Activities: 1.1 Identify and train local farmer organizations, PTA's, SMC's and food committees 1.2 Distribute school meals through the home-grown school feeding model 1.3 Distribute take home rations to girls and OVC boys in standard 5 – 8 1.4 Construct/rehabilitate kitchen, feeding shelters and store rooms						
	Outcome 2: Increased access to second chance education for girls						
	Output 2.1 Out-of-school girls identified and provided with education opportunities	2.1a. # of girls receiving non-formal education 2.1b. # of girls brought back to CBE or functional literacy programmes (out of those not in school) 2.1c. Percentage of out-of-school girls (primary and secondary) 2.1d. # of girls graduating from CBE or functional literacy programmes 2.1e. Percentage of enrolled girls graduating from CBE or functional literacy programmes	CBE and functional literacy records, DEMIS records and programme monitoring reports Field reports	2.1a. 7 942 2.1b. 20 354 (Malawi) 2.1c. 385 467 2.1d. 593 (jpagMangochi) 2.1e. 70%	2.1a 8 000 (2 years), 15 942 (3 years) 2.1b.?? 2.1c.? 2.1d. 11 160 2.1e. 70%	Effective implementation of re-admission policy	UNICEF
	Activities: 2.1 Mobilize communities to open 200 NFE learning centres in the targeted districts (100 in the 1st year). 2.2 Recruit 200 facilitators recruited and trained in NFE. 2.3 Non-formal and teaching and learning materials procured 2.4 1500 adolescent girls enrol and graduate from functional literacy classes						
	Outcome 3: Integrated youth friendly services, resources and structures, addressing CSE, SRHR, HIV/AIDS and GBV in place for both in and out of school girls	3a. Percentage of girls (std 5-8) who reported cases of corporal punishment in past 1 year 3b.Percentage of girls accessing youth-friendly health services - disaggregated by age and type of service accessed 3c. % of young women (including adolescent girls) and men aged 15-24 who correctly identify ways of preventing the sexual transmission of HIV and who reject major misconceptions about HIV transmission 3d. # of laws and policies that allow adolescents access to sexual and reproductive health services 3e. Reduced absenteeism by girls in class	School records Programme monitoring and progress reports, Health Management Information System vs. IP Baseline Records of YFHS activities	3a. 59.5% 3b. 53.5% 3c. ? 3d. 0 3e. 80%	3a.26% 3b. 75% 3c. ? 3d.1 3e.> 80%	Timely availability of funds for project implementation	UNFPA

Result Area	Objectives	Indicators	Means of Verification	Baseline	Targets 2017	Risk/Assumptions	Implementing Agency
	Output 3.1 Adolescent girls have knowledge and skills to make informed choices about their lives	3.1a Percentage of adolescent girls participating in comprehensive sexuality education sessions 3.1b. # of girls re-admitted (out of drop outs) 3.1c. No of active CSE peer educators in the programme areas	Field reports School records Field reports	3.1a. 92 3.1b. 71.9 3.1c. no data	3.1a. 95 3.1b. 80 3.1c. 200	Community support to provision of comprehensive sexuality education to adolescent girls. Effective implementation of re-admission policy	UNFPA
	Output 3.2 Youth-friendly services renovated and provided with trained youth providers	3.2a. # of youth friendly health facilities renovated and providing YFHS services # of youth friendly service providers trained disaggregated by cadre 3.2b. # of young people accessing youth friendly services disaggregated by age and type of service 3.2c. # of schools linked to YFHS facilities 3.2d. # of adolescent girls dropping out of school due to pregnancies	Training reports; Programme progress and monitoring reports; YFHS facility data, School records; Operations research; HMIS Reports; Health SWAP reports	3.2a. 15.4 3.2b. 55.7 3.2c. 47.4 3.2d. 88	3.2a. 100 3.2b. 75 3.2c. 70 3.2d. ??	Community support to provision of YFHS to adolescent girls and young people; Friendliness of service providers and willingness of teachers to impart CSE information to in school young people especially adolescent girls.	UNFPA
	Activities:	3.1 Conduct TOT in Life skills based Comprehensive sexuality peer education sessions for out of school girls and boys. 3.2 Conduct life skills based comprehensive sexuality education sessions for in and out of school girls and boys using the STAR Approach. 3.3 Renovate / rehabilitate Youth friendly health facilities and Link schools to youth friendly services, GBV prevention and management structures within their communities to promote access to YFHS including HIV counselling and testing, treatment, care and support 3.4 Train youth friendly service providers (CSE, YFHS, GBV) in the targeted schools and communities 3.5 Create demand for YFHS among young people in the targeted schools and communities; 3.6 Procure recreation materials for YFHS sites and targeted schools to attract young people to the services.					

Result Area	Objectives	Indicators	Means of Verification	Baseline	Targets 2017	Risk/Assumptions	Implementing Agency
Improved quality of education for girls	Outcome 4: Reduced violence against girls in targeted schools and communities and effective referral pathways in place	4a. # of incidents of sexual and physical violence against children reported in schools 4b. # of children (std 5-8) who are enrolled in preventative empowerment programmes (disaggregated by sex) 4c. Girls perception of feeling safe in the school increases 4d. # of girls accessing sexual assault survivors anonymous service 4e. Percentage of schools with school improvement plans developed with learners' input 4f. Percentage of schools with a code of conduct	Baseline study and annual surveys at targeted schools.	4a. 81.9 4b. 8,100 in 81 schools 4c. 0 4d. 0 4e. 90% 4f. 80%	4a.? 4b. 11,060 4c. 65% 4d. >0 4e. >90% 4f.>80%	RISK - accurate information not obtainable due to sensitive nature of issues. ASSUMPTION - Interventions will help to 'break the silence' and stigma of talking about sexual and physical violence.	UNFPA
	Output 4.1 School Improvement Plans in place which respond to gender inequalities and protection issues	4.1a Evidence of school improvement plan developed	School records and testimony of students and teachers				
	Output 4.2 School-based code of conduct in place which addresses issues of protection and gender inequalities	4.2a Evidence of a responsive code of conduct developed	School records and testimony of students and teachers	4.2a 79.5%	4.2a 90%		
	Activities: 4.1 Design of participatory 'reflect' safe school planning and facilitation curriculum/guide 4.2 ToT for community facilitators to undertake 'reflect' safe schools process 4.3 Implementation of school community 'reflect' process in 65 schools to identify key protection threats and identify community driven strategies to mitigate against protection threats. Including the development of School Improvement Plans. 4.4 Support for implementation of School Improvement Plans including targeted resources for each of the 4 levels of school protection [environment, norm change, self-prevention strategies, response services] 4.5 Monitoring of School Improvement Plans and safe school community strategies						
	Outcome 5: Teacher attitudes and skills are improved/ enhanced to effectively deliver life skills based and gender-responsive methodologies	5a. Teacher attendance rate 5b. Evidence of learner-cantered and gender-responsive teaching methods in schools	School records, observations and monitoring, learners' opinions and testimonies	5a. 84.4	5a. 92.5%	Teachers lack motivation, teachers are constrained by the system (opposing new methodologies)	

Result Area	Objectives	Indicators	Means of Verification	Baseline	Targets 2017	Risk/Assumptions	Implementing Agency
	Output 5.1 Teachers, PTA's, SMC's and mother groups in the targeted schools are trained on life skills based and gender-responsive methodologies	5.1a. # of teachers, b) PTAs, c) SMCs and d)Mother groups reached out of total number of teachers in the targeted schools	Field reports	5.1a. 0 5.1b. 0 5.1c. 0 5.1d. 0 5.1e. 0	5.1a. 670 5.1b. 90 5.1c. 90 5.1d. 90 5.1e. 51		
	Activities: 5.1 Print and distribution of practical guide for gender-responsive schools in targeted schools 5.2 Training pre-service and in-service teachers on life skills based and gender-responsive methodologies 5.3 Development of a school improvement plan which responds to gender inequalities, protection issues and promotes students' participation and leadership 5.4 Training of SMC's, mother groups and PTAs and school councils on life skills based and gender-responsive methodologies 5.5 Support for teaching and learning materials in the schools (through the SIP) 5.6 Orient Head teachers on effective implementation of re-admission policy 5.7 Support re-admitted girls to catch up classes and/or mentorship						
	Outcome 6: Adolescent girls are informed and empowered to participate and take on leadership positions within the school and the community.	6a. % of girls participating in clubs in school (out of total number of girls) 6b. % of girls (std 5-8) who hold positions of leadership in school clubs 6c. # of schools that have health, social and economic asset-building programmes that reach out to adolescent girls at risk of child marriage and other SRHR problems 6d. Proportion of girls who report violence (physical, sexual and psychological) 6e. % of girls who think that a partner/husband is justified in hitting or beating his wife/partner under certain circumstances	Programme Reports, study reports	6a. 46.1 6b. 16.8 6c. 33.3 6d. 44.2 6e. 17.4	6a. 75 6b. 100 6c. 65 6d. 60 6e. 4	Timely availability of funds for programme implementation: Sensitivities and conservative values around adolescent sexuality may impinge on progress	UNICEF/UNFPA

Result Area	Objectives	Indicators	Means of Verification	Baseline	Targets 2017	Risk/Assumptions	Implementing Agency
	Output 6.1 Girls participate in, organize and lead in-school clubs (dance, drama, debate, sports)	6.1a. # of clubs established/strengthened; 6.1b. # of girls participating in clubs in school (out of total number of girls) removed 6.1c. # of out of school girls participating in clubs (out of total number of out of school girls) removed 6.1d. Proportion of trained girls that have knowledge on sanitary pads production 6.1e. # of functional girls' networks in the target areas	Programme activity and progress reports, study reports	6.1a. 0 6.1d. 0 6.1e. 0	6.1a. 90 6.1d. 70 6.1e. 15	Timely availability of funds for programme implementation. Support from teachers, parents & communities promoting girls' participation. Girls willing to participate in programme activities.	UNFPA
	Activities: 6.1 Establish/strengthen in and out of school clubs 6.2 Conduct SRHR/ GBV dialogue sessions, mentoring and role modelling for in and out-of- school girls. 6.3 Support girls' networks (PLWHIV, GBV survivors and pregnant and married adolescents) 6.4 Train girls to produce affordable sanitary pads 6.5 Girl child participatory and leadership development forums						
	Outcome 7: Empowered and committed communities who value quality education for all children, especially girls	7a. # of trained community members aware of the values of education 7b. Proportion of chiefs actively taking action towards improving access and quality of education for girls	Study reports Field reports	7a. 0 7b. 0	7a. 80 7b. 90	Timely availability of funds Community commitment	ALL
	Output 7.1: Improved capacity of communities to supply and distribute quality and diversified food commodities to students in targeted schools	7.1a. # of farmer organisations (FOs) trained in market access and post-harvest handling skills 7.1b. # of smallholder farmers supported 7.1c. # of community members trained on food management and distribution, disaggregated by type, as a % of planned 7.1d. % of farmers from FOs supplying schools	Training reports Records Records FOs/records	7.1a. 0 7.1b. 0 7.1c. 0 7.1d. 0		Communities are committed and participate in all the trainings	WFP
	Output 7.2 Motivated head teachers in each zone show best practices in terms of girls' education in their schools	7.2a # Communities awarded (with lowest number of pregnancies/ dropouts)	Project reports	7.2a. 0		Commitment of teachers in girls' education	

Result Area	Objectives	Indicators	Means of Verification	Baseline	Targets 2017	Risk/Assumptions	Implementing Agency
	Output 7.3 Chiefs develop and implement bi-laws in support of girls' education	7.3 Number of bi-laws established and implemented	Training reports	7.3 0		Commitment of chiefs in girls' education	ALL
	Activities: 7.1 Develop/strengthen and implement a programme on awarding best performing head teachers (schools) and communities (Teachers Union, DEM, PEAS, chiefs) 7.2 Mobilizing, lobbying and advocating for girls' education and services with chiefs, parents and other relevant stakeholders 7.3 Develop, distribute and disseminate advocacy and IEC materials on nutrition, hygiene and sanitation and gender related laws and policies 7.4 Broad based multi-media campaign 7.5 Train farmer organisations (FOs) in market access and post-harvest handling and negotiation skills 7.6 Train community members on food management, nutrition, hygiene and sanitation 7.7 Mapping of bi-laws in the targeted areas 7.8 Documentation of best practices on implementation of established bi-laws						

Annex 4: Changes in indicators between the JPGE Results framework 2014 and 2017

Intervention logic	Indicators in Results Framework 2014	Changed or additional indicators in Results Framework 2017 (in TOR)
Goal	*Changed* Number of communities with operational action plans on girls' education	Districts with district education plans addressing girls´ education
Outcome 1	*Additional*	Attendance rate of OVC
Output 1.1	*Additional*	1.1e. Proportion of PTAs trained on hygiene, nutrition and sanitation 1.1f. Proportion of SMC trained on hygiene, nutrition and sanitation 1.1g. Proportion of food committees trained on hygiene, nutrition and sanitation 1.1h. percent of schools with all three structures (warehouse, kitchen and feeding shelter) in place
Output 2.1	*Additional*	2.1a. # of girls receiving non-formal education 2.1c. # of girl's graduating from CBE or functional literacy programmes 2.1e. percent of the enrolled girl's graduating from CBE or functional literacy programmes
Outcome 3	3c. % of young women (including adolescent girls) and men aged 15-24 who correctly identify ways of preventing the sexual transmission of HIV and who reject major misconceptions about HIV transmission; 3e. Reduced absenteeism by girls in class	*Removed*
Output 3.1	*Changed* 3.1b. Reduction in absenteeism among girls	3.1c. No of active CSE peer educators in the program areas
Output 3.2	*Changed* 3.2b. # of young people accessing youth friendly services disaggregated by age and type of service 3.2d. # of active CSE peer educators in the program areas	3.2b. # of adolescent girls accessing youth friendly services disaggregated by age and type of service 3.2d. # of adolescent girls dropping out of school due to pregnancies
Outcome 4	4a. Decrease in incidents of physical abuse against girls and boys 4b. Reduction in cases of sexual harassment 4c. Girls perception of feeling safe in the school	4a. # of incidents of sexual violence against children reported at schools 4b. # of children (Std 5-8) that are enrolled in preventative empowerment programmes 4c. # of girls accessing sexual assault survivors anonymous service
Outcome 5	5b. Evidence of learner-centred and gender responsive teaching methods in schools	*Removed*
Output 5.1	*Additional*	5.1e. percent of targeted school with equipped girls learning/resource centre
Outcome 6	*Additional*	6b. percent of girls (Std 5-8) who hold positions of leadership in school clubs
Output 6.1	6.1b. # of girls participating in clubs in school (out of total number of girls) 6.1c. # of out of school girls participating in clubs (out of total number of out of school girls)	*Removed*
Output 7.1	*Additional*	7.1d. percent of farmers from FOs supplying school

Annex 5: Evaluation matrix

No.	Sub-Questions	Measure/Indicator of Progress	Main Sources of Information	Data Collection Methods	Data Analysis Methods	Evidence Availability/Reliability
1	**Relevance**					
1.1	Are programme objectives still valid and appropriate?					
1.1.1	To what extent are the objectives of the programme still valid?	• Number of communities with operational action plans • Pass rates for girls and boys • Survival rates for girls and boys • Dropout rates for girls and boys • Enrolment rate for girls and boys • Attendance rate of girls and boys in std 5 – 8 • Quantity of food purchased from aggregation systems in which smallholders are participating, as % of project purchases • Average number of school days per month when at least 4 food groups were provided • # of students reached, disaggregated by sex and activity, as a % of planned; • Quantity of food/cash assistance distributed, disaggregated by type, as a % of planned quantity of food purchased locally from smallholder aggregation system (MT); • # of farmer organisations (FOs) trained in market access & post-harvest handling skills	• Document review • Project implementers • Partners • Data from beneficiary participatory groups (including held separately with women and girls)	• Documentary analysis using a structured • framework based on results framework • Interviews with partners • Interviews with Ministry • representatives • Interviews with partner UN agency • Focus groups with beneficiaries	• Narrative/thematic analysis of secondary data • Discourse analysis of primary data (interviews/focus groups) • Data disaggregation (women/vulnerable groups)	Strong

No.	Sub-Questions	Measure/Indicator of Progress	Main Sources of Information	Data Collection Methods	Data Analysis Methods	Evidence Availability/Reliability
1.1.2	Appropriateness of the programme objectives in the overall problem context, needs and priorities of the target groups including those marginalized (boys, girls, and people with disabilities)?	• Project indicators SMART • Project indicators capture both quantitative and quantitative aspects. • Results framework and M&E framework reflect the problem the project needs to address • Are gender differences (including power inequalities and decision making) addressed	• Document review • Project implementers	• Documentary analysis using a structured • Framework based on Results Framework	• Narrative/thematic analysis of secondary data • Gender analysis	Strong
1.2	Are the activities and outputs of the programme consistent with the goals, objectives and intended impacts?					
1.2.1	Are the activities and outputs of the programme consistent with the overall goal and the attainment of its objectives?	• Project indicators SMART • Project indicators capture both quantitative and quantitative aspects. • Results Framework and M&E framework reflect the problem the project needs to address • Are activities gender specific and appropriate?	• Document review • Project implementers • Girls surveys • Mother groups	• Documentary analysis using a structured • framework based on Results Framework • Girls surveys • Mother group discussions	• Narrative/thematic analysis of secondary data • Gender analysis	Fair (school level less reliable)
1.2.2	Are the activities and outputs of the programme consistent with the intended impacts and effects?	• Project indicators SMART • Project indicators capture both quantitative and quantitative aspects.	• Document review • Project implementers • Beneficiaries	• Documentary analysis using a structured	• Narrative/thematic analysis of secondary data	Strong

No.	Sub-Questions	Measure/Indicator of Progress	Main Sources of Information	Data Collection Methods	Data Analysis Methods	Evidence Availability/Reliability
		• Results Framework and M&E framework reflect the problem the project needs to address		• Framework based on Results Framework • Participatory group discussions		
1.3	How well has the programme identified the needs of the most deprived populations, and how these have been built into programme results and monitoring?	• Evidence of differentiation according to different needs of most vulnerable groups	• DEMIS data • Monitoring system and data • Beneficiary groups (girls, boys, SMC, PTA, MSG, Teachers) • Local leaders and service providers • Beneficiaries (girls) • Implementing partners • SDG indicators (national data)	• Documentary analysis using a structured • framework based on results framework • Participatory group discussions • Large group discussions • Surveys • Interviews and FGD	• Statistical analysis of differences between baseline and endline • Discourse analysis of primary data (interviews/focus groups) • Narrative/thematic analysis of secondary data • Statistical analysis of differences between control and treatment groups • Gender Analysis	Strong
1.4	Is the programme in line with Government and UN agency policies and priorities	• Evidence that the agencies are focussed on the programme and the girls as ultimate beneficiaries	• Benchmarking against Government and UN agency policies • Beneficiaries (girls) • Implementing partners	• Document review • Surveys • Interviews and FGD	• Thematic analysis • Statistical analysis of differences between control and treatment groups • Gender Analysis	Strong

No.	Sub-Questions	Measure/Indicator of Progress	Main Sources of Information	Data Collection Methods	Data Analysis Methods	Evidence Availability/Reliability
2	**Effectiveness**					
	To what extent were the objectives achieved and what were the major factors influencing the achievement or non-achievement of the objectives?					
2.1.1	To what extent were the objectives achieved?	• Number of communities with operational action plans • Pass rates for girls and boys • Survival rates for girls and boys Access: • Dropout rates for girls and boys • Enrolment rate for girls and boys Attendance rate of girls and boys in std 5 - 8 • Quantity of food purchased from aggregation systems in which smallholders are participating, as % of project purchases • Average number of schooldays per month when at least 4 food groups were provided • All outcome indicators from the results framework	• Document review • Project implementers • Partners • Data from beneficiary participatory groups • SDG indicators (national data)	• Documentary analysis using a structured • Framework based on Results Framework • Interviews with partners • Interviews with Ministry representatives • Interviews with partner UN agency • Focus groups with beneficiaries	• Narrative/thematic analysis of secondary data • Discourse analysis of primary data (interviews/focus groups) • Data disaggregation (women/vulnerable groups)	Fair (school level data less reliable, net enrolment will be difficult to determine)
2.1.2	What were the major factors influencing the achievement or non-achievement of the objectives?	• Documentation of enablers and challenging factors	• Implementation partners • Beneficiaries (schools)	• Interviews • Group discussions with SMC, PTA, MSG, teachers	• Thematic analysis • Gender analysis	Strong

No.	Sub-Questions	Measure/Indicator of Progress	Main Sources of Information	Data Collection Methods	Data Analysis Methods	Evidence Availability/Reliability
		• How did the factors differ between sexes?	• Zone level (PEAs)	• PEA surveys		
2.2	What capacities were developed in the sector as a result of the JPGE, and how did these contribute to the achievement of outcome level results?	• # people trained and evidence of changes in behaviour to contribute to outcomes	• Document review • Partners • Beneficiaries (schools) • Zone level (PEAs)	• Project reports • Interviews • Group discussions with SMC, PTA, MSG, teachers • PEA surveys	• Data analysis for numbers of persons • Gender disaggregated data	Strong
2.3	How appropriate has the results framework and its revisions been?					
2.3.1	To what extent is the results framework appropriate to the beneficiaries and the marginalized groups (boys, girls, and people with disabilities)?	• Evidence of alignment of results framework with needs of different groups	• Beneficiaries • • Girls and boys • School	• Participatory group discussions	• Thematic analysis • Theory of Change analysis • Gender and another vulnerable groups comparison	Strong
2.3.2	Has the original results framework been ever modified to reflect changes in assumptions and risks?	• Evidence of modifications to assumptions and mitigation of risks	• Results framework versions	• Document review of different versions	• Comparison between versions	Fair (depending on adequate documents from JPGE)
2.3.3	How valid have the assumptions been in the original results framework? What programmatic adjustments have been made to reflect changing assumptions?	• Evidence of revisions and changes in assumptions at regular intervals (quarterly/Annually)	• Results framework versions • Project documents (Annual reports)	• Document review of different versions	• Assessment of assumptions against project documents and adaptations	Strong

No.	Sub-Questions	Measure/Indicator of Progress	Main Sources of Information	Data Collection Methods	Data Analysis Methods	Evidence Availability/Reliability
		• Commitment of partners, communities, teachers and chiefs	• Stakeholders • Project reports	• Interviews and group discussions • Document review	• Thematic analysis	Strong
		• Timely availability of funds	• Project reports	• Document review	• Thematic analysis	Strong
		• Capacity of farmers	• Project reports	• Document review	• Thematic analysis	Weak
		• Community support	• Community (households)	• Household surveys	• Statistical comparison between target and control groups	Strong
		• Breaking of silence and stigma due to programme	• Girls and households	• Girls and household surveys	• Statistical comparison between target and control groups	Strong
2.4	Have there been alternative strategies which could have been more effective?	• Description of alternative strategies (possible, evident and feasible) • Do alternative strategies include gender differences?	• Beneficiaries • Partner organisations • Implementing partners • SDG indicators (national data) and global benchmarking	• Participatory group discussions • Interviews • Interviews	• Thematic analysis and comparison of extracted strategies	Strong
2.5	What processes have enabled or hindered the achievement of outcomes?	• Evidence of enabling and disabling factors' influence • Are these factors different for men and women/boys and girls?	• Beneficiaries • Partner organisations • Implementing partners	• Participatory group discussions • Interviews • Interviews	• Thematic analysis and categorisation of enablers and other factors • Gender analysis	Strong
3	**Efficiency**					

No.	Sub-Questions	Measure/Indicator of Progress	Main Sources of Information	Data Collection Methods	Data Analysis Methods	Evidence Availability/Reliability
3.1	Was the programme efficiently implemented?					
3.1.1	Was the programme implemented most efficiently compared to alternatives (cost analysis)?	• Unit costs for different outputs and general opinions on efficiency	• Financials • Targets reached • Implementing partners • Government partners	• Document review • Monitoring data • Interviews • Interviews	• Calculation of unit costs • Thematic analysis	Fair (depending on information made available)
3.1.2	Was the programme implemented most efficiently compared to alternatives?	• Evidence of efficiency against identified alternatives	• Implementation partners • Global benchmarking	• Interviews and FGD	• Comparison of alternatives	Strong
3.1.3	Were activities cost-efficient?	• Evidence that activities were conducted at best value	• Project report on activities targets and costs • Implementation partners • Beneficiaries • Global benchmarking	• Data extraction regarding cost and effect size of activities • Interviews • Participatory discussions	• Comparison of different cost scenarios • Thematic analysis of perceptions of value	Fair (depending on information made available)
3.2	What are the factors affecting the pace and quality of implementation and how can these be mitigated?	• Evidence of enabling and disabling factors • Are these factors different for men and women/boys and girls?	• Beneficiaries • Partner organisations • Implementing partners	• Participatory group discussions • Interviews • Interviews	• Thematic analysis and categorisation of enablers and other factors • Gender analysis • Temporal analysis	Strong
3.3	Were objectives achieved on time?	• Evidence of timely delivery	• Quarterly and annual project reports • Beneficiaries • Partners	• Document review • Participatory group discussions • Interviews	• Analysis of timing of events • Thematic analysis	Strong

No.	Sub-Questions	Measure/Indicator of Progress	Main Sources of Information	Data Collection Methods	Data Analysis Methods	Evidence Availability/Reliability
3.4	To what extent was the allocation of resources in the programmes appropriate to the beneficiaries and the marginalized groups?	• Evidence of resources and targets reached appropriate to beneficiary groups	• Annual reports • Resource documents and inventories • Project records	• Document review	• Attribution analysis of resources	Fair (depending on information made available)
4	**Impact**					
4.1	What has happened or what changes are there as a result of the programme?	• Evidence for changes in overall project goals and the 7 outcomes as reported in the baseline study • How was the impact different for girls and boys/men and women? Why?	• Project documents and reports • Partners • Government partners (National, district, zone, school level) • Implementing partners • Beneficiaries • Girls • School level survey • Communities	• Documentary analysis based on results framework (and baseline data) • Interviews • Participatory group discussions • Surveys (girls, household, PEAs) • Datasets from DEMIS and national/local data	• Statistical analysis between baseline and endline and between control and treatment groups • Descriptive and thematic analysis • Disaggregated data by sex • Gender analysis of qualitative data	Strong
4.2	What real difference has the programme made to the beneficiaries?	• Evidence for changes in 7 outcomes • How was the impact different for girls and boys/men and women? Why?	• Project documents and reports • Partners • Government partners (National, district, zone, school level) • Implementing partners	• Documentary analysis using a structured • framework based on results framework (and baseline data) • Interviews	• Statistical analysis between baseline and endline and between control and treatment groups • Descriptive and thematic analysis	Strong

No.	Sub-Questions	Measure/Indicator of Progress	Main Sources of Information	Data Collection Methods	Data Analysis Methods	Evidence Availability/Reliability
			• Beneficiaries • Girls • School level • Communities • SDG indicators and global benchmarking	• Participatory group discussions • Surveys (girls, household, PEAs) • Datasets from DEMIS and other national and local data	• Disaggregated data by sex • Gender analysis of qualitative data	
4.3	How many people/ communities have been affected by the programme?	• # of community members reporting changes in attitudes • What are the differences between men and women?	• Community members • PTA	• Household surveys • • Participatory groups discussions PTA	• Statistical analysis • Thematic analysis • Gender analysis	Weak (difficult to determine)
4.4	Are there unintended effects of the programme on the beneficiaries and their communities?	• Evidence of positive and negative unintended outcomes • What are the differences for men and women?	• Beneficiaries • Implementing partners • Local community and leaders	• Participatory group discussions • Interviews • Group discussions	• Thematic analysis • Gender analysis	Strong
5	**Sustainability**					
5.1	To what extent are the benefits of the programme likely to continue after donor funding ceased?	• Evidence of systemic changes and activities to enable sustainability • Are the changes sustainable for men and women?	• Implementing partners • Local community and service providers	• Interviews • Large group discussions	• Thematic analysis • Gender analysis	Strong

No.	Sub-Questions	Measure/Indicator of Progress	Main Sources of Information	Data Collection Methods	Data Analysis Methods	Evidence Availability/Reliability
5.2	What were the major factors influencing (non)achievement of sustainability of the programme?	• Description of enablers • Did the factors benefit women or those more vulnerable?	• Implementing partners • Local community and service providers	• Interviews • Large group discussions	• Thematic analysis • Gender analysis	Strong
6	**Partnerships**					
6.1	What is the nature of coordination across agencies?	• Description of coordination and process	• UN agencies • Implementing partners	• Interviews	• Thematic analysis	Strong
6.2	What programme management mechanisms enhanced the programme?	• Description of mechanisms • Does implementing partners display gender equality?	• UN agencies • Implementing partners • SDG indicators and global benchmarking	• Interviews • Interviews	• Thematic analysis • Gender analysis	Strong

Annex 6: Sources for data collection

Data Sources	Respondents	Sample Size	Method	Tool
UN Agencies				
WFP, UNICEF, UNFPA	Representatives (See KII sheet with list)	As relevant	Qual: Individual or group interviews	Generic questions with specific probes
National Level				
Malawi Ministry of Education, Science and Technology	Representatives (See KII sheet with list)	As relevant	Qual: Individual or group interviews	Generic questions with specific probes
Other Government departments (Health, Agriculture)	Representatives (See KII sheet with list)	As relevant	Qual: Individual or group interviews	Generic questions with specific probes
District Level				
District data	DEMIS	1 per District (3)	Quant: Data sheet	Data sheet
DEM, etc.	Representatives (See KII sheet with list)	Various (3)	Qual: Individual or group interviews	KII schedule (Notes, recordings)
Service providers and local leaders	Community leaders, farmer organisations, health providers, police, NGO implementers	1 per District (3)	Qual: Large group discussion	Participatory group discussion
Zone Level				
PEA	Primary Education Advisors	Distributed to all PEAs in district, expected response rate 80%	Quant: Survey	PEA survey
YFHF	YFHF representative	1 per Zone (6)	Quant: Survey	YFHF survey
School Level				
School data	Head Teacher	Distributed to all schools in district (project and non-project) response rate expected of 80%	Quant: Data sheet/survey	School survey
Teachers	Teachers	1 per District (6 to 8 participants)	Qual: Participatory group discussion	Pillars
SMC	SMC	1 per District (6 to 8 participants)	Qual: Participatory group discussion	Pillars
PTA	PTA	1 per District (8 to 12 participants)	Qual: Participatory group discussion	Living tree
Mother Support Groups	MSG members	1 per District (8 to 12 participants)	Qual: Participatory group discussion	Living tree
Learners: Girls	Girls std 5-8	1 per District (6 to 8 participants)	Qual: Participatory group discussion	Community mapping
Learners: Boys	Boys std 5-8	1 per District (6 to 8 participants)	Qual: Participatory group discussion	Community mapping

Data Sources	Respondents	Sample Size	Method	Tool
In school clubs		1 per District (6 to 8 participants)	Qual: Participatory group discussion	Community mapping
Out school clubs		1 per District (6 to 8 participants)	Qual: Participatory group discussion	Community mapping
Learners: Girls	Girls std 5-8	± 600 per group x3 (30 per school)	Quant: Surveys	Girls survey
Learners: Boys	Boys std 5-8	± 220 per group x3 (10 per school)	Quant: Surveys	Boys survey
Households	Households with std 5-8 girls	± 180 per group x3 (8 per school)	Quant: Surveys	Household survey

Annex 7: Documents reviewed

General WFP documents

- WFP Office of Evaluation. Decentralized Evaluation Quality Assurance System (DEQAS). Process Guide. Updated: April 2017
- WFP, UNFPA and UNICEF Malawi, June 2017. Terms of Reference. Final Evaluation of the Joint Programme on Girls' Education with financial support from the Norwegian Government. Malawi – 2014 – 2017
- Technical Note DEQAS. Version April 2016. Evaluation Criteria and Questions
- Technical Note DEQAS. Version April 2016. Evaluation Matrix
- Technical Note DEQAS. Version March 2016. Evaluation Principles
- Technical Note DEQAS. Version March 2016. Independence and impartiality
- Technical Note DEQAS. Version August 2017. Impact Evaluation
- Technical Note DEQAS. Version April 2017. Quality of Evaluation Recommendations
- Technical Note DEQAS. Version August 2016. Using Logical Models in Evaluation

Project related documents

- Joint UN proposal by UNICEF, WFP and UNFPA. Improving access and quality of education for girls in Malawi
- JPGE. Final UN Results Framework. June 2014.
- WFP, UNFPA and UNICEF Malawi. 14 March 2017. Mid Term Review for the Joint Programme on Girls' Education. Final Report.
- Joint UN Girls' Education Programme, Baseline Survey, Draft Report, March 2015
- Proposed Schools for JPGE Phase I (list), 2014
- Results Framework and M&E Plan for Phase II of the Joint Programme on Girls Education in Malawi, October 2017
- JPGE II budget 9.10.2017
- JPGE II Framework. Goal: Poverty Reduction through improved quality education for adolescent girls in Mangochi, Dedza and Salima districts, October 2017

- JPGE II Proposal. UN Joint Programme on Girls' Education II: Poverty Reduction Through Improved Quality Education and Basic Life Skills for In and Out of School Adolescent Girls in Malawi, October 2017
- List of Schools for JPGE Phase II Expansion Schools, February 2018
- List of all Schools in Malawi, 2015

Other documents

- UNICEF, UJAAMA, ActionAid, Johns Hopkins. Research Brief: Sexual violence prevention for adolescent women in Malawi through IMPower empowerment self-defence training
- PLAN, August 2017. End of Project Evaluation Report. "Ending Gender Based Violence in Schools through Child Led and Community Driven Strategies project"

Annex 8: Questionnaires for quantitative data collection

Quantitative Surveys (data capture sheets)

Zone Level

[This information is to be collected from the Primary Education Advisor (PEA's) Office.]

Name of Respondent (PEA) _____

Contact Phone Number: _____

Length in Position _____

Sex: Male_____, Female:_____

Age (Years)_____

Length of Working in the Zone _____Years

Name of District: 1. Salima; 2. Mangochi; 3. Dedza

Name of Zone:_____

Target or Control Zone: 1. Target; 2. Control

	Variable	Response			
		2013/14	2014/15	2015/16	2016/17
1	Total number of junior primary schools in the zone				
2	Total number of full primary schools in the zone				
3	Total number of schools in the zone [1+2]				
4	Total number of girls in population				
5	Total number of boys in population				
6	Enrolment rate for girls in the whole zone				
7	Enrolment rate for boys in the whole zone				
8	Dropout rate for girls in the whole zone				
9	Dropout rate for boys in the whole zone				
10	Transition rates to secondary school for girls				
11	Transition rates to secondary school for boy				

12	Number of targeted schools with at least 50% of the teachers oriented on CFS methodologies				
13	Number of schools with ongoing school feeding programme				
14	Number of girls reached with home grown school feeding (HGSF)				
15	Number of boys reached with home grown school feeding (HGSF)				
16	Number of girls reached with take home rations (THR)				
17	Number of boys reached with take home rations (THR)				
18	Number of schools in the zone providing meals through a home-grown school feeding model				
19	Number of schools with functional parents'- teachers' associations (PTAs)				
20	Number of schools with functional school management committees (SMC)				
21	Number of schools with functional food committees				
22	Number of PTA trained on hygiene, nutrition and sanitation				
23	Number of SMC trained on hygiene, nutrition and sanitation				
24	Number of food committees trained on hygiene, nutrition and sanitation				
25	Number of schools with functional mother groups				
26	Number of adolescent girls dropping out of school due to pregnancies				
27	Number of girls re-admitted (out of drop outs) in academic year				
28	Number of schools in the zone that are linked to youth-friendly health services				
29	Number of schools with School Improvement Plans that respond to gender inequalities and protection issues				
30	Number of schools with school-based code of conduct which addresses gender inequalities and protection issues in place				
31	Number of schools that are linked to community-based violence protection structures				
32	Number of schools (in the zone) that have health, social and economic asset-building programmes that reach out to adolescent girls at risk of child marriages and other SRHR problems				
33	Number of schools with communities that have established bi-laws which are being implemented to support girls' education.				
34	Number of vulnerable girls that are benefiting from scholarships in the academic year				
35	Number of functional literacy centres				
36	Number of complementary basic education centres that are established				
37	Number of non-targeted schools that are adopting a comprehensive model of HGSF, safe school and SRH				

END OF QUESTIONNAIRE

Please thank the respondent

School-Level Indicators

[This information is to be collected from the Head Teacher's Office.]

Name of School _____

Name of Respondent (Head Teacher) _____

Contact Phone Number: _____

Sex: Male_____, Female:_____

Age (Years)_____

Length in Position _____ Years

Length of Stay in the School _____ Years

Name of District: 1. Salima; 2. Mangochi; 3. Dedza

Name of Zone:_____

Target or Control Zone: 1. Target; 2. Control

	Variable	Response	
1	Total number of male learners at present		
2	Total number of female learners at present		
3	Total number of girl's population (std. 5-8)		
4	Total number of boy's population (std. 5-8) in academic year		
5	Pass rate for all girls in academic year		
6	Pass rate for all boys in academic year		
7	Pass rate for girls (std. 5-8) in academic year		
8	Pass rate for boys (std. 5-8) in academic year		
9	Transition rates to secondary school for girls		
10	Transition rates to secondary school for boy		
11	Enrolment rate for girls in academic year in the school		
12	Enrolment rate for boys (in academic year) in the school		
13	Dropout rate for girls (in academic year) in the school		
14	Dropout rate for boys (in academic year) in the school		
15	Survival rate for girls (in academic year) in the school		
16	Survival rate for boys (in academic year) in the school		
17	Attendance rate of boys (std. 5-8) in academic year		
18	Attendance rate of girls (std. 5-8) in academic year		
19	Attendance rate of OVCs (std. 5-8) in academic year		
20	Survival rate for girls (std. 5-8) in academic year		
21	Survival rate for boys (Std. 5-8) in academic year		
22	1.6 Does this school have an ongoing school feeding programme?		No; 1. Yes

23	Does this school work with local farmer organizations who sell their food (maize) to the school's school feeding programme?		No; 1. Yes
24	Is the school providing meals through a home-grown school feeding model?		No; 1. Yes
25	How many schooldays in a month does the school provide pupils with at least 4 food groups?		
26	Number of girls reached with home grown school feeding (HGSF) at present (2015)		
27	Number of boys reached with home grown school feeding (HGSF) at present (2015)		
28	Does the school have take-home rations (THR) Programme?		No; 1. Yes
29	Is the THR Programme in the form of food or cash assistance?		Food; 2. Cash; 3. Both
30	Number of girls reached with take home rations (THR) at present (2015)		
31	Number of boys reached with take home rations (THR) at present (2015)		
32	Quantity of food distributed in a week (planned)		
33	Quantity of food distributed in a week (actual)		
34	Total quantity of food purchased from various sources (MT) in past academic year		
35	Quantity of food purchased locally from smallholder aggregation system (MT) in past academic year		
36	Does the school have a functional parent - teachers association (PTA)		
37	Does the school have a functional school management committee (SMC)		
38	Does the school have a functional food committee		
39	Has the school's PTA been trained on hygiene, nutrition and sanitation		
40	If Yes, when was it trained? And by whom?		
41	Has the school's SMC trained on hygiene, nutrition and sanitation		
42	If Yes, when was it trained? And by whom?		
43	Has the school's food committees trained on hygiene, nutrition and sanitation		
44	If Yes, when was it trained? And by whom?		
45	Number of girls re-admitted (out of drop outs) in past academic year		
46	Number of pregnancies that are reported in the schools		
47	Number of vulnerable girls that are provided with education scholarships for secondary education.		
48	Is this school linked to youth friendly health services		
49	What is the approximate distance between the school and the facility?		
50	Does this school have a School Improvement Plan that responds to gender inequalities and protection issues?		

51	Does this school have formal structures for reporting of violence cases?		
52	Does this school have a school-based code of conduct which addresses gender inequalities and protection issues in place?		
53	Does this school have health, social and economic asset-building programmes that reach out to adolescent girls at risk of child marriages and other SRHR problems?		
54	Do communities around this school have established bi-laws which are being implemented to support girls' education?		
55	Does this school have adolescent girls that participate in comprehensive sexuality education sessions?		
56	If yes, how many adolescent girls are participating in the sessions?		
57	How many girls do you currently have that have been re-admitted to school after dropping out of school?		
58	What are the critical barriers that prevent girls from excelling in school? *[Please rank]*	1 2 3	1. Cultural factors 2. Poverty 3. Traditional beliefs 4. Lack of enough teaching and learning material 5. Parents' low levels of education 6. Lack of role models 7. Household chores at home 8. Physical abuse against girls 9. Emotional violence against girls 9. Sexual violence against girls 10. Other, specify_____
59	What are the factors that cause girls to drop out of school? *[Please rank]*		1. Early marriages 2. Teenage pregnancies 3. Poverty 4. Traditional beliefs and cultural factors 5. Lack of enough teaching and learning material 6. Parents' low levels of education7. Girls' education not being prioritized by parents and caregivers 8. Lack of role models 9. Household chores at home 10. Physical abuse 11. Emotional violence against girls 12. Sexual violence against girls 13. Other specify_____
60	How severe is the problem of corporal punishment at this school?		1. No problem at all 2. It's a small problem 3. It's severe 4. It's very severe
61	Number of girls reporting abuse each month?		
62	Number of boys reporting abuse each month?		
63	How many school clubs do you currently have?		
64	Of these clubs, how many have girls in leadership positions?		
65	Do you believe that community members here **value** girls' education?		0. No 1. Yes
66	Why do you believe so?		
67	Do community members here **prioritize** girls' education?		0. No 1. Yes

68	What do they do?		
69	Are girls given equal opportunity to pursue their ambitions in education compared to boys?		0. No 1. Yes 888. Don't know
70	Is there a mothers' group in this community that promotes girls' education? _____		0. No 1. Yes
71	Please provide examples of some activities of the mother group?		
72	How effective is the mother group in promoting girls' education in this community?		1. Not effective at all 2. Somehow effective 3. Effective 4. Very effective
73	Are teachers in this school committed to promote girls' education? _____		1. Not committed at all 2. Committed 3. Very committed
74	Are teachers in your school doing enough to promote girls' education? _____		0. No 1. Yes
75	Do you think that the teaching methods at your school are learner-centric?		0. No 1. Yes
76	Do you think that the teaching methods at your school are gender-responsive?		0. No 1. Yes
77	Do you think that teachers at this school are oriented to Child Friendly School methodologies?		0. No 1. Yes
78	If Yes, when were they trained? And by whom?		
79	Is there teachers' resource centre within the school environment?		0. No 1. Yes
80	If Yes, when was it constructed? And by whom?		
81	Do you think teachers have access to this resource centre?		0. No 1. Yes
82	Does the school have a functional box library centre?		0. No 1. Yes
83	Are vulnerable girls given scholarships in this school?		0. No 1. Yes
84	If Yes, when did it start? And by whom?		
85	How many teachers are there in this school?		
86	How many teachers at this school were trained in Comprehensive Sexuality Education?		Response should be a number. The purpose is to find the % of teachers trained in CSE by dividing the response here with the response on the total number of teachers above
87	If Yes, when were they trained? And by whom?		
88	How many Teachers trained in Comprehensive Sexuality Education are currently teaching life skills subject at the moment?		
89	Does this school have health sessions/talks provided by health workers with adolescents?		0. No 1. Yes
90	If yes, how often does this school have such health sessions/talks?		At least once every quarter 1. At least once every 6 months 2. At least once every 12 months
87	Does the school have functional trained mother groups?		0. No 1. Yes
88	If Yes, when was it trained? And by whom?		
89	Does the school have HGSF management manual in place?		0. No 1. Yes
90	If Yes, when was it produced? And by whom?		
91	Does the school have Safe Schools manual in place?		0. No 1. Yes

92	If Yes, when was it produced? And by whom?		
93	Does the school have adolescent sexual and reproductive health manual in place?		0. No 1. Yes
94	If Yes, when was it produced? And by whom?		

END OF QUESTIONNAIRE

Please thank the respondent

Household Survey Questionnaire

INTRODUCTION: *Good morning/afternoon. My name is _____. I am from Transtec which has been asked by WFP, on behalf of a number of UN agencies and the Malawi Government to collect data for an endline survey of the Joint UN Girls' Education Programme. The goal of the Programme is to improve access to and quality of education for girls in Mangochi, Salima and Dedza districts by 2017. We have been asked to collect data for the indicators of the programme at the start to allow measurement of the success of the programme. Would you like to take part in these discussions? Everything that we will talk about will be confidential. We thank you for accepting to be part of these discussions.*

Identification

i) District..... 1. Salima 2. Mangochi 3. Dedza
ii) Educational Zone....._____
iii) TA..... Group Village: .....
iv) Village.....

A1. Gender of respondent ..... **0. Male 1. Female**

A2. Age of the respondent..... **Years**

A3. Marital status of the respondent.....1. Single 2. Married (Monogamous) 3. Married (Polygamous) 4. Divorced 5. Widowed 6. Other, specify.....

A4. Highest level of education for husband (male) by class .....**Don't know**

A5. Highest level of education for wife (female) by class..... **Don't know**

A6. Total household size: **Male**..... **Female**.....

A7. Age of individuals in the household (including the household head)

Age (Years)	**<5**	**5-10**	**11-18**	**19-64**	**65+**	**TOTAL**
Number						

A8. Primary occupation of the household head..... (**Check codes below**).

Codes: 1. Farming (crop + livestock) 2. Salaried employment 3. Self-employed (off-farm) 4. Casual labourer (on/off-farm) 5. Business/non-farm income generating enterprise 6. Other, specify.....

B. EDUCATION

B1. How many children or siblings do you have that are studying in primary school? _____

B2. Do you have any girls who are in school? _____ 0. No 1. Yes

B3. If yes, in which classes are they?

Name	B3.1 Age (Years)	B3.2 Class
Girl1:		
Girl2:		

Girl3:		

B4. Is there any child in this household who dropped out of school in the past 2 years? ___0. No 1. Yes

B5. If Yes, fill the table below.

Name	B5.1Gender of Child Male; 1 Female)	B5.2 Age (Years)	B5.3 Last Class Attended
Child 1:			
Child 2:			
Child 3:			

B6. If Yes *[ask of the most recent dropout],* why did the children drop out of school? [*Rank the reasons*] 1. _____ 2. _____ 3. _____

1. Lack of material support (school fees, uniform, etc) 2. Pregnancy 3. Got married 4. Refused to repeat 5. Was physically abused in school 6. Was sexually abused in school 7. Went to get a job 8. Other, specify _____

B7. Is there any child in this household who is repeating a class in the past 2 years?

_____0. No 1. Yes

B8. If Yes, fill the table below.

Name	B7.1Gender of Child Male; 1 Female)	B7.2 Age (Years)	B7.3 Class being Repeated
Child 1:			
Child 2:			
Child 3:			

B9. If Yes *[ask of the eldest child who is repeating],* why is child repeating the class? [*Rank the reasons*] 1._____ 2._____ 3._____

1. Lack of material support (school fees, uniform, etc) 2. Lack of commitment by student 3. Frequent illnesses 4. Lengthy illness 5. Frequent absenteeism 6. Other, specify_____

B10. Do you know of any girl in this community who recently (within the past 1 year) dropped out of school due to early marriage or teenage pregnancy? _____ 0. No 1. Yes

B11. Do you know any girls from this community who are not in school but are undergoing functional literacy programme? _____ 0. No 1. Yes

B12. Do you know any girls that have been re-admitted to school after dropping out of school? _____ 0. No 1. Yes

B13. What are the critical barriers that prevent girls from **excelling** in school? *[Please rank]*1._____ 2._____3._____

1. Cultural factors 2. Poverty 3. Traditional beliefs 4. Lack of enough teaching and learning material 5. Parents' low levels of education 6. Lack of role models 7. Household chores at home 8. Physical abuse against girls 9. Emotional violence against girls 9. Sexual violence against girls 10. Other, specify_____

B14. What are the factors that cause girls to **drop out** of school? *[Please rank]*1._____ 2._____3._____

1. Early marriages 2. Teenage pregnancies 3. Poverty; 4. Traditional beliefs and cultural factors 5. Lack of enough teaching and learning material 6. Parents' low levels of education 7. Girls' education not being prioritized by parents and caregivers 8. Lack of role models 9. Household chores at home 10. Physical abuse 11. Emotional violence against girls 12. Sexual violence against girls 13. Other, specify_____

B15. What contributed to ensure that girls remain in school?

1. Civic education to parents, 2. Put in place incentives for girls to remain in school 3. Role modelling for girls 4. Promote community participation in girls' education 5. Strengthen mother groups 6. Other, specify_____

B16. What are the major causes of absenteeism among girls? *[Please rank]*1._____ 2._____3._____

1. Household chores 2. Lack of materials (uniform, clothes; writing material) 3. Illnesses 4. Lack of sanitary pads 5. Unfriendly sanitation facilities during menstruation 6. Lack of interest in school 7. Physical abuse against girls 8. Emotional violence against girls 9. Sexual violence against girls 10. Other, specify_____

B17. What are the main factors that enabled girls to go to school more regularly: _____ (capture open ended)

B18.1 Do you believe that community members here value girls' education? _____ 0. No 1. Yes

B18.2 Why do you believe so?_____

B19.1 Do community members here prioritize girls' education? _____ 0. No 1. Yes B19.2 Please explain_____

B20. Are girls given equal opportunity to pursue their ambitions in education compared to boys? _____ 0. No 1. Yes

B21.1 Is there a PTA in your nearby school? _____ 0. No 1. Yes

B21.2 Is the PTA functional?_____ 0. No 1. Yes

B21.3 What does it do?_____

B22.1 Is there a SMC in your nearby school? _____ 0. No 1. Yes

B22.2 Is the SMC functional?_____ 0. No 1. Yes

B22.3 What does it do?_____

B23.1 Is there a mothers' group in this community that promotes girls' education? ____ 0. No 1. Yes

B23.2 Is the Mothers group functional? _____ 0. No 1. Yes

B23.3 What does it do? _____

B24. In your opinion, are teachers in your nearby school committed to promote girls' education? _____ 1. Not committed at all 2. Committed 3. Very committed

B25.1 In your opinion, are teachers in your school doing enough to promote girls' education? _____

0. No; 1. Yes.

B25.2 If no. what more should they do?

C. NUTRITION/SCHOOL FEEDING

C1. Is there a school feeding programme in the nearby school? _____ 0. No; 1. Yes.

C2. Is the programme running a home-grown school feeding (HGSF) model? _____0. No; 1. Yes.

C3. If yes, is there a food committee that runs the school feeding programme? ____ 0. No; 1. Yes.

C4. Does the programme provide take home rations (THR)? _____ 0. No; 1. Yes.

C5. Is the THR in the form of food assistance or cash? _____ 0. Food; 1. Cash; 2.Both

C6. How much does each pupil receive in a week? _____ Kg or MWK_____

C7. Is there a farmer organization/association/club in this community? _____0. No; 1. Yes.

C8. Are you a member of the farmer organization/association/club? _____0. No; 1. Yes.

C9. Does the farmer organization supply any food to the HGSF programme? _____0. No; 1. Yes.

C10. Have the members of the farmer organization been trained in market access and post-harvest handling? _____ 0. No; 1. Yes.

C10. If yes, who trained them _____ and when? _____

C11. Has the food committee been trained in any of the following?

(i) Hygiene; _____ _____ 0. No; 1. Yes.

(ii) Nutrition; _____ 0. No; 1. Yes.

(iii) Sanitation. _____ 0. No; 1. Yes.

C12. Has the School feeding programme promoted the attendance of pupils, including girls? _____ 0. No; 1. Yes

C13. Has the School Feeding Programme promoted nutrition of pupils, including girls? 0. No; 1. Yes

D. PROTECTION

D1. Did any of your children /siblings (in case of Child headed households) report to you any case of violence against him/her in school in the past academic term (Term 1 of 2014/15 academic year)? _____ 0. No; 1. Yes

D2. If yes, *[ask of the most recent form of VAC reported],* what type of violence did the child report? _____ 1. physical violence; 2. corporal punishment; 3. sexual violence; 4. emotional Violence; 5. Bullying; 6. Neglect; 7. Other, specify

D3. Who was the perpetrator of the most recent VAC reported? _____ 1. Teacher; 2. Fellow learner (male); 3. Fellow learner (female); 4. Fellow learners (both male and female); 5. Head teacher; 6. Other, specify_____

D4.1 Was the incident reported to any authority?_____ 0. No; 1. Yes; 2. 888. Don't know

D4.2 If yes, which authorities was it reported to?_____1. Police; 2. Teacher/school; 3. Village Head; 4. Other, specify_____

D4.3 In your opinion, did said authorities address the problem to your satisfaction? _____

1. Nothing was done; 2. The problem was addressed but not satisfactorily; 3. Am satisfied with how the problem was addressed? ; 4. Other, specify_____

D5. What are the common forms of violence that girls face in this nearby school? *(Ask the respondent to rank the first three)* 1._____ 2._____ 3._____

1. physical violence; 2. corporal punishment; 3. sexual violence; 4. emotional Violence; 5. Bullying; 6. Neglect; 7. Other, specify_____

D6. Do girls suffer more violence than boys in your nearby school? _____ 0. No difference; 1. Girls suffer more violence; 3. Boys suffer more violence than girls.

D7. Has there been cases of sexual violence against girls perpetrated by teachers in your nearby school in the past academic year (2013/14)? _____ 0. No; 1. Yes

D8. Is there a mothers' group in this community that work to reduce violence against girls in schools and the community? _____ 0. No; 1. Yes

E. SEXUAL AND REPRODUCTIVE HEALTH

E1 Is there a health facility that provides youth friendly health services nearby (i.e. within 10 Km)? ____ 0. No; 1. Yes

E2. If yes, what is the name of the health facility? _____

E3. How far is the facility from this home? _____ Km

Is there any institution that come to villages/places closer to your school to provide youth friendly health services?

E4. What type of youth friendly health services does the facility provide?

1._____ 2._____ 3._____

1. Contraceptive services, including condoms; 2. HIV testing and counselling; 3. Prevention, diagnosis and management of sexually transmitted infections; 4. Antenatal services; 5. Delivery and post-natal services; 6. Prevention of mother-to-child transmission of HIV (PMTCT); 7. Referral to hospitals; 8. Post-abortion care; 9. Adolescent growth and development; 10. Treatment of sexual abuse victims; 11. Psychosocial support; 12. Other, specify_____

E5. Are adolescent girls (15-24 years) from this community able to access the youth friendly health services? _____ 0. No; 1. Yes

E6.1 Have you ever needed any youth friendly health service in the past 1 year? _____ 0. No; 1. Yes

E6.2 Have you ever accessed the youth friendly health services from this facility? _____ 0. No; 1. Yes

Have you ever accessed youth friendly health services from outreach clinics on youth friendly health services?

E6.3 What barriers prevent girls (15-24 years) from accessing sexual and reproductive health services? _____

1. The services are far from here (distance); 2. The services are expensive (cost); 3. Girls are shy to use the services; 4. Parents disapprove the use of the services: 5. Community members often disapprove the use of the services; 6. Fellow adolescent girls look down upon girls that use the services; 7. Religious leaders disapprove the use; 8. Other, specify_____

E6.3a. Do you any person in your village/community that provides sexual and reproductive health information and services to young people (community-based youth distribution agents)?

E6.3b. If you have ever needed youth friendly health services in the past year, have you ever accessed SRH services from these community-based youth distribution agents?

E7. Do you participate in comprehensive sexuality education (life skills based)? ___ 0. No; 1. Yes;

E8. Can people reduce their chance of getting HIV by having one uninfected partner who does not have other sexual partners? _____ 0. No; 1. Yes; 888. I don't know.

E9. Can people get HIV from mosquito bites? _____0. No; 1. Yes; 888. I don't know.

E10. Can people reduce their chance of getting HIV by using a condom every time they have sex? _____ 0. No; 1. Yes; 888. I don't know.

E11. Can people get HIV from witchcraft or supernatural powers? _____ 0. No; 1. Yes; 888. I don't know.

Have you ever had sexual intercourse before? _____ 0, No; 1. Yes

If yes, did you or your partner use a condom during your last sexual encounter? _0. No; 1. Yes

E12. Have you been trained to produce affordable sanitary pads?_____ 0. No; 1. Yes;

E13. Does your school offer any school-health programmes? _____ 0. No; 1. Yes; 888. I don't know.

F. VOCATIONAL SKILLS (SELF EMPLOYMENT

F1 Is there an institution that provides youth with vocational skills services nearby (i.e. within 10 Km)? ____ 0. No; 1. Yes

F2. If yes, what is the name of the institution? _____

F3. How far is the institution from your home? _____ Km

F4. What type of vocational skills services does the facility provide? 1.___2.___ 3.__

Automobile mechanic; 1. Bricklaying; 2. Carpentry and Joinery; 3. Electrical installation; 4. General fitting; 5. Food production; 6. ICT; 7. Tailoring and fashion design; 8. Welding and fabrication; 9. Plumbing; 10. Painting and fabrication; 11. Motor cycles mechanics; 12. Printing: 13. Wood work mechanic; 14. Vehicle body repair;15. Refrigeration and Air conditioning;16. Administrative studies; other, specify_____

F5. Do adolescent girls (15-24 years) from this community able to access the vocational skills services? _____ 0. No; 1. Yes

F6. What barriers prevent girls (15-24 years) from accessing services from this institution? ___

1. The services are far from here (distance); 2. The services are expensive (cost); 3. Parents do not value the services. 9. Other, specify_____

G. BASIC LITERACY AND LIVELIHOOD SKILLS

G1 Is there an institution that provides Basic literacy and livelihood skills (i.e. within 10 Km)? ____ 0. No; 1. Yes

G2. If yes, what is the name of the institution? _____

G3. How far is the institution from your home? _____ Km

G4. Do adolescent girls (15-24 years) from this community able to access the services offered by the institution? _____0. No; 1. Yes

G5. What barriers prevent girls (15-24 years) from accessing sexual and reproductive health services? _____

1 . The services are far from here (distance); 2. The services are expensive (cost); 3. Parents do not value the services. 9. Other, specify_____

END OF QUESTIONNAIRE

Please thank the respondent

Girls Questionnaire

[This questionnaire is to be administered to girls in Std 7 – 8]

INTRODUCTION: *Good morning/afternoon. My name is _____. I am from Transtec which has been asked by WFP, on behalf of a number of UN agencies and the Malawi Government to collect data for an endline survey of the Joint UN Girls' Education Programme. The goal of the Programme is to improve access to and quality of education for girls in Mangochi, Salima and Dedza districts by 2017. We have been asked to collect data for the indicators of the programme at the start to allow measurement of the success of the programme. Would you like to take part in these discussions? Everything that we will talk about will be confidential. We thank you for accepting to be part of these discussions.*

Identification

i. District..... 1. Salima; 2. Mangochi; 3. Dedza
ii. Educational zone.....1. _____
iii. TA..... Name of school:.....
iv. Village.....

A1 Name of respondent (optional)..... .....

A2. Age of the respondent..... **Years 1. Don't know**

A3. Class currently attending Standard.....

A4. Status of the girl..... 1. Both parents alive 2. Mother dead 3. Father dead 4. Both parents dead 5. Other, specify _____

A5. Household size _____

A6. Who looks after you at the moment (primary caregiver) _____

1. Father 2. Mother 3. Uncle 4. Aunt 5. Elder sibling 5. Adopted parents

6. Other, specify_____

A7. Primary occupation of the primary caregiver.....

Codes: 1. Farming (crop + livestock) 2. Salaried employment 3. Self-employed (off-farm) 4. Casual labourer (on/off-farm) 5. Business/non-farm income generating enterprise (specify)_____ 6. Other, specify.....

B. EDUCATION

B1. How many siblings do you have that are studying in primary school? _____

B2. Did you pass your end of term examination (Term 1 of 2017/18 academic year)? ___0. No 1. Yes

B3.1 Have you ever repeated a class in the past 2 years? _____0. No 1. Yes

B3.2 Which class did you repeat? _____

B4. If Yes, why did you repeat the class? [*Rank the reasons*] 1._____ 2._____ 3.____

1. Lack of material support (school fees, uniform, etc) 2. Lack of commitment by student 3. Frequent illnesses 4. Lengthy illness 5. Frequent absenteeism 6. Other, specify_____

B5.1 Do you know of any girl in this school who recently (within the past 1 year) dropped out of school due to early marriage? _____ 0. No 1. Yes

B5.2 Do you know of any girl in this school who recently (within the past 1 year) dropped out of school due to teenage pregnancy? _____ 0. No 1. Yes

B6. Do you know any girls from this community who are not in school but are undergoing functional literacy programme? _____ 0. No 1. Yes

B7. Do you have any girls that have been re-admitted to school after dropping out of school? _____ 0. No 1. Yes

B8. What are the critical barriers that prevent girls from **excelling** in school? *[Please rank]* 1._____ 2._____3._____

1. Cultural factors 2. Poverty 3. Traditional beliefs 4. Lack of enough teaching and learning material 5. Parents' low levels of education 6. Lack of role models 7. Household chores at home 8. Physical abuse against girls 9. Emotional violence against girls 9. Sexual violence against girls 10. Other, specify_____

B9. What contributed to girls being able to excel in school? _____(capture open ended)

B10. What are the factors that cause girls to **drop out** of school? *[Please rank]*1._____ 2._____ 3._____

1. Early marriages 2. Teenage pregnancies 3. Poverty 4. Traditional beliefs and cultural factors 5. Lack of enough teaching and learning material 6. Parents' low levels of education 7. Girls' education not being prioritized by parents and caregivers 8. Lack of role models 9. Household chores 10. Physical abuse 11. Emotional violence against girls 12. Sexual violence against girls 13. Other, specify_____

B11. What contributed to ensure that girls remain in school? _____

1. Civic education to parents 2. Put in place incentives for girls to remain in school 3. Role modelling for girls 4. Promote community participation in girls' education 5. Strengthen mother groups 6. Other, specify_____

B12. How many days in a month are you absent from school? _____ days

B13. What often cause you to miss school? *[Please rank]* 1._____ 2._____

1.Household chores 2. Lack of materials (uniform, clothes, writing material) 3. Illnesses, 4. Lack of sanitary pads 5. Unfriendly sanitation facilities during menstruation 6. Lack of interest in school 7. Physical abuse against girls 8. Emotional violence against girls 9. Sexual violence against girls 10. Other, specify_____

B14. What are the major causes of absenteeism among girls? *[Please rank]* 1.___ 2._____ 3.___

1.Household chores 2. Lack of materials (uniform, clothes; writing material) 3. Illnesses 4. Lack of sanitary pads 5. Unfriendly sanitation facilities during menstruation 6. Lack of interest in school 7. Physical abuse against girls 8. Emotional violence against girls 9. Sexual violence against girls 10. Other, specify_____

B15. Do you know of any girls who returned to school after dropping out previously? _ 0. No 1. Yes

B16.1 Are you a member of any school club? _____ 0. No 1. Yes

B16.2 If **Yes,** what clubs do you belong to? ***(999=Not Applicable)***

1. _____2. _____3. _____

B17. Do you hold any leadership position in any of the clubs? _____ 0. No 1. Yes

B18. Is there any club in your school that has girls in leadership positions? _____ 0. No 1. Yes

B19. If **Yes**, how many clubs have girls in leadership positions? _____ out of TOTAL_____ Clubs

B20. Do you believe that community members here **value** girls' education? _____ 0. No 1. Yes

B21. Do community members here **prioritize** girls' education? _____ 0. No 1. Yes

B22. Are girls given equal opportunity to pursue their ambitions in education compared to boys? _____ 0. No 1. Yes 888. Don't know

B23. Is there a mothers' group in this community that promotes girls' education? ___ 0. No 1. Yes

B24. How effective is the mother group in promoting girls' education in this community? ____

1. Not effective at all 2. Somehow effective 3. Effective 4. Very effective

B25. In your opinion, are teachers in this school committed to promote girls' education?_____ 1. Not committed at all 2. Committed 3. Very committed

B26. In your opinion, are teachers in your school doing enough to promote girls' education? _____0. No 1. Yes

B27. Do you think that the teaching methods at your school are **learner-centric**?

____ 0. No 1. Yes 888. Don't know

B28. Do you think that the teaching methods at your school are **gender responsive**?

____ 0. No 1. Yes 888. Don't know

C. NUTRITION/SCHOOL FEEDING

C1. Is there a school feeding programme in your school? _____ 0. No 1. Yes

C2. Is the programme running a home-grown school feeding (HGSF) model? ___ 0. No 1. Yes

C3. If yes, is there a food committee that runs the school feeding programme?___ 0. No 1. Yes

C4. Does the programme provide take-home rations (THR)? _____ 0. No 1. Yes

C5. Is the THR in the form of food assistance or cash? _____ 0. Food; 1. Cash; 2.Both

C6. How much do you receive in a week? _____ Kg or MWK_____

C7. Has the School Feeding programme promoted the attendance of pupils, including girls?_____ 0. No 1. Yes. 888. Don't know

C8. Has the School Feeding Programme promoted nutrition of pupils, including girls?_____ 0. No 1. Yes. 888. Don't know

D. PROTECTION

D1. Have you ever suffered any form of violence here at school in the past 1 year? ___ 0. No 1. Yes

D2. If yes, *[ask for the most recent form of VAC suffered],* what type of violence did you suffer?_____ 1. Physical violence 2. Corporal punishment 3. Sexual violence 4. Emotional violence 5. Bullying 6. Neglect 7. Other, specify

D3. How severe was the violence? _____ 1. Not severe 2. Severe 3. Very severe

D4. Who was the perpetrator of the most recent VAC that you suffered? _____
1. Teacher 2. Fellow learner (male) 3. Fellow learner (female) 4. Fellow learners (both male and female) 5. Head teacher 6. Class monitor7. Other, specify_____

D5. Did you report this violence to anyone? _____ 0. No 1. Yes

D6. To whom did you report? _____ 1. Teacher 2. Head teacher 3. Class monitor 4. Elder sibling 5. Fellow learners 6. Mother at home 5. Father at home 6. Guardian 7. Other relatives (uncle/aunt, etc) 8. Other, specify_____

D7. In your opinion, did the person you reported to address the problem to your satisfaction?_____1. The problem was addressed but not satisfactorily. 2. Am satisfied with how the problem was addressed. 3. Other, specify_____

D8. What are the common forms of violence that girls face in this school? *(Ask the respondent to rank the first three)*1._____ 2._____3._____

1. Physical violence 2. Corporal punishment 3. Sexual violence; 4. Emotional violence 5. Bullying 6. Neglect; 7. Other, specify_____

D9. Do girls suffer more violence than boys in your school?_____ 0. No difference 1. Girls suffer more violence 3. Boys suffer more violence than girls.

D10. Have there been cases of sexual violence against girls perpetrated by teachers in your school in the past academic year (2013/14)? _____ 0. No 1. Yes

D11. Has there been a case of a school girl being raped at this school in the past 1 year? _____ 0. No 1. Yes. 888. Don't know

D12. Has there been a case of a girl being sexually assaulted by a teacher in this school in the past 1 year? _____ 0. No 1. Yes . 888. Don't know

D13. Has there been a case of a girl being impregnated by a teacher at this school in the past 1 year? _____ 0. No 1. Yes. 888. Don't know

D14. Is there a mother's group in this community that works to reduce violence against girls in schools and the community? _____ 0. No 1. Yes. 888. Don't know

D15. How common is corporal punishment in this school? _____ 1. Not common 2. Common 3. Very common

D16. How many times did you suffer from corporal punishment in the last academic term? _____ times

D17. What form of corporal punishment is common in this school? _____

1.Hitting 2. Beating 3. Digging rubbish pits 4. Digging pit latrines 5. Removing tree stumps 6. Cleaning the classroom 7. Doing household chores at the teacher's house 8. Other, specify_____

D18. What did you do to suffer corporal punishment in your last incident?

1.Noise making 2. Coming to school late 3. Poor performance in school 4. Lack of attention in class 5. Other, specify _____

D19. Have you ever suffered sexual harassment (either in school or at home) in the past 1 year? _____ 0. No 1. Yes

D20. Is there a formal way of reporting cases of violence against children here at school? _____ 0. No 1. Yes . 888. Don't know

D21. If Yes, where do learners report? _____ 1. There's a suggestion box. 2. Head teacher 3. Designated teacher who handles the cases 4. Any teacher 5. Class monitor 6. SMC 7. PTA 8. Mothers Group 9. Other, specify_____; 999. Not Applicable.

D22. Do the school authorities encourage learners to report cases of violence that they suffer in school? _____ 0. No 1. Yes . 888. Don't know

D23. Once cases of violence are reported, do you think they are properly handled and addressed? _____ 0. No 1. Yes. 888. Don't know

D24. Are there any response services offered to survivors of violence? _____ 0. No 1. Yes. 888. Don't know

D25. How safe (or protected) do you feel when they are here in school? _____

1. Not safe at all 2. Somehow safe 3. Safe 4. Very safe

D26. Are there laws and regulations in place to reduce cases of VAC in your community? _____ 0. No 1. Yes

D27. Do you think that a partner/husband is justified in hitting or beating his wife/partner under certain circumstances? _____ 0. No 1. Yes. 888. Don't know

E. SEXUAL AND REPRODUCTIVE HEALTH

E1 Is there an institution that provides youth friendly health services nearby (i.e. within 10 Km)? ____ 0. No 1. Yes

E2. If yes, what is the name of the institution? _____

E3. How far is the institution from this home? _____ Km

E4. What type of youth-friendly health services does the facility provide?

1._____ 2._____ 3._____

1. Contraceptive services, including condoms; 2. HIV testing and counselling, 3. Prevention, diagnosis and management of sexually transmitted infections; 4. Antenatal services 5. Delivery and post-natal services 6. Prevention of mother-to-child transmission of HIV (PMTCT) 7. Referral to hospitals 8. Post-abortion care 9. Adolescent growth and development 10. Treatment of sexual abuse victims 11. Psychosocial support 12. Other, specify_____

E5. Are adolescent girls (15-24 years) from this community able to access the youth-friendly health services? _____ 0. No 1. Yes

E6.1 Have you ever needed any youth-friendly health service in the past 1 year? _____ 0. No 1. Yes

E6.2 Have you ever accessed the youth-friendly health services from this facility? _____ 0. No 1. Yes

E6.3 What barriers prevent girls (15-24 years) from accessing sexual and reproductive health services? _____

1. The services are far from here (distance). 2. The services are expensive (cost). 3. Girls are shy to use the services. 4. Parents disapprove the use of the services. 5. Community members often disapprove the use of the services. 6. Fellow adolescent girls look down upon girls that use the services. 7. Religious leaders disapprove the use. 8. Other, specify_____

E7. Do you participate in comprehensive sexuality education (life skills-based)? _____ _____ 0. No 1. Yes

E8. Can people reduce their chance of getting HIV by having one uninfected partner who does not have other sexual partners? _____ 0. No 1. Yes. 888. Don't know.

E9. Can people get HIV from mosquito bites? _____0. No 1. Yes. 888. Don't know.

E10. Can people reduce their chance of getting HIV by using a condom every time they have sex? _____ 0. No 1. Yes . 888. Don't know.

E11. Can people get HIV from witchcraft or supernatural powers? _____ 0. No 1. Yes. 888. Don't know.

E12. Have you been trained to produce affordable sanitary pads?_____ 0. No 1. Yes

E13. Does your school offer any school-health programmes? _____ 0. No 1. Yes. 888. don't know.

F. **VOCATIONAL SKILLS (SELF-EMPLOYMENT)**

F1 Is there an institution that provides youth with vocational skills services nearby (i.e. within 10 Km)? ____ 0. No 1. Yes

F2. If yes, what is the name of the institution? _____

F3. How far is the institution from your home? _____ Km

F4. What type of vocational skills services does the facility provide? 1._____2._____ 3._____

Automobile mechanic 1. Bricklaying 2. Carpentry and joinery 3. Electrical installation 4. General fitting 5. Food production 6. ICT 7. Tailoring and fashion design 8. Welding and fabrication 9. Plumbing 10. Painting and fabrication 11. Motor cycles mechanics 12. Printing 13. Wood work mechanic 14. Vehicle body repair 15. Refrigeration and air conditioning 16.Administrative studies 17. Other, specify_____

F5. Are adolescent girls (15-24 years) from this community able to access the vocational skills services? _____ 0. No 1. Yes

F6. What barriers prevent girls (15-24 years) from accessing services from this institution? ___

1. The services are far from here (distance). 2. The services are expensive (cost). 3. Parents do not value the services. 4. Other, specify_____

G. BASIC LITERACY AND LIVELIHOOD SKILLS

G1 Is there an institution that provides basic literacy and livelihood skills (i.e. within 10 Km)? ____ 0. No 1. Yes

G2. If yes, what is the name of the institution? _____

G3. How far is the institution from your home? _____ Km

G4. Are adolescent girls (15-24 years) from this community able to access the services offered by the institution? _____0. No 1. Yes

G5. What barriers prevent girls (15-24 years) from accessing sexual and reproductive health services? _____

1. The services are far from here (distance). 2. The services are expensive (cost). 3. Parents do not value the services. 9. Other, specify_____

_____

END OF QUESTIONNAIRE
Please remember to thank the respondent.

Youth-Friendly Health Facilities-Based Indicators

[This information is to be collected from the Head of the Institution].

Name of health centre/clinic/service

Name of respondent_____

Contact phone number:_____

Position_____

Length in position _____

Age (years)_____

Length of stay in the Institution _____Years

Name of district: 1. Salima; 2. Mangochi; 3. Dedza

Name of zone:_____

Target or control zone: 1. Target 2. Control

	Variable	Response	Codes
1a	Does your facility provide youth-friendly health services?		

1b	What type of youth-friendly services are provided in this facility?		1. Contraceptive services, including condoms; 2. HIV testing and counselling 3. Prevention, diagnosis and management of sexually transmitted infections 4. Maternal health services, including antenatal and postnatal services; 5. Delivery and post-natal services 6. Prevention of mother-to-child transmission of HIV (PMTCT) 7. Referral to hospitals 8. Post-abortion care 9. Adolescent growth and development 10. Treatment of sexual abuse victims 11. Psychosocial support 12. Other, specify_____
2	Which of the services is free?		1. Contraceptive services, including condoms; 2. HIV testing and counselling 3. Prevention, diagnosis and management of sexually transmitted infections; 4. Maternal health services including antenatal and postnatal services; 5. Delivery and post-natal services 6. Prevention of mother-to-child transmission of HIV (PMTCT) 7. Referral to hospitals 8. Post-abortion care 9. Adolescent growth and development 10. Treatment of sexual abuse victims 11. Psychosocial support 12. Other, specify_____
3	What is the population that is served by this facility?		
4	How many girls (15-24) accessed your services in the past 12 months?		
5	Which services are often accessed by girls (15-24)?		1. Contraceptive services, including condoms; 2. HIV testing and counselling 3. Prevention, diagnosis and management of sexually transmitted infections; 4. Maternal health services, including antenatal and postnatal services; 5. Delivery and post-natal services 6. Prevention of mother-to-child transmission of HIV (PMTCT) 7. Referral to hospitals 8. Post-abortion care 9. Adolescent growth and development 10. Treatment of sexual abuse victims 11. Psychosocial support 12. Other, specify_____
6	Has your facility been renovated in the past 12 months?		No 1. Yes
7a	Is your facility linked to any school to enable learners to access youth-friendly health services?		No 1. Yes
7b	Does this facility conduct outreach activities on sexual and reproductive health to the targeted schools?		0. No 1. Yes
7c	If yes, how often do you conduct these outreach activities?		Every quarter every 6 months >6 months
8	Has any of the staff in this facility been trained as a youth-friendly service provider?		0. No 1. Yes
9	If yes, who trained the said staff and when?		

10	How many staff have been trained as youth-friendly service providers in this facility?		

Annex 9: Sampling calculations

There many different ways to calculate the optimal number of clusters for a study.[40] The most common include Elbow method, Average silhouette method and Gap statistic. Sampling in cluster designs include costs (as formal factor in calculations of both cost per cluster and per person) and as part of practical issues in evaluations.[41,42]

Cluster sampling calculations mostly focus on randomised control trials of a longitudinal nature, which is included as a project strategic decision, as the participants are then followed continuously.

In this evaluation that is based on a very poorly designed baseline (without a clear sampling method that makes comparison difficult) and subsequent low validity and reliability of data. Another aspect that makes sampling calculations difficult is the joint nature of the programme, with different indicators for different agencies.

The information on indicators does not include percentages for the treatment and control group. There is not much information on the different groups available, and as the control group (by nature of the study) is the schools not selected for the programme (which are schools performing better and having more resources than the selected schools for the programme). This also links to the fact that the programme did not randomly assign schools (or girls) to the programme but selected specific schools to participate.

The other aspect is the implications of different focus in sampling of efficacy and efficiency in evaluations studies using a cluster design.[1] For example efficacy – "narrow and deep" in contrast with efficiency – "broad and shallow".

The ultimate decisions in this evaluation take all these aspects into consideration.

Key Indicators

There are different key indicators for different outcomes. The focus is here on girls as the sampling unit. The following table displays indicators at baseline for Phase I as per the baseline report.

TABLE 19: RESULTS OF KEY INDICATORS FOR JPGE PHASE I BASELINE[43]

Outcome	Indicator	Programme	Control
1	1a. Attendance rate of girls in std. 5 - 8;	72%	71%
	1b. Attendance rate of boys in std. - 8	74%	76%
	1b. Attendance rate of OVC in std. 5 - 8	52%	57%
3	3a. % of girls (std. 5-8) who reported cases of corporal punishment in the past 1 year	60.8%	55.0%
	3b. % of girls accessing youth-friendly health services	52.0%	58.9%
	3e. Attendance rate of girls in std. 5 - 8	72%	71%
4	4a. %of girls (std. 5-8) who suffer physical abuse in school in the past 1 year	84.3%	73.8%

[40] Rutherford, C., Copas, A., Eldridge, S. (2015). Methods for sample size determination in cluster randomized trials, International Journal of Epidemiology, 44 (3), 1051-1067.
[41] Over, M., & Bautista, S. (2010), Sampling for an Effectiveness Study or "How to reject your most hated hypothesis"
[42] Van Breukelen, G.J.P & Candel M.J.J.M (2012). Calculating sample sizes for cluster randomized trials: We can keep it simple and efficient! Journal of Clinical Epidemiology, 65 (11): 1212-1218
[43] JPGE Phase I baseline

	4b.% of girls (std. 5-8) who suffer sexual violence in school in the past 1 year	6.0%	7.5%
5	5a. Teacher attendance rate	82.4%	91.5%
	6c. Proportion of girls who report violence (physical, sexual and psychological)	45.3%	40.5%
	6d. % of girls who think that a partner/husband is justified in hitting or beating his wife/partner under certain circumstances	20.2%	7.5%

Using a single or even a variety of indicators (including different outcomes and activities of each UN agency) at the individual level (as per the table above) was attempted, but not feasible to give a definite sample size or power. This was due to a lack of valid information on some of the indicators/parameters on individual level (e.g. standard deviations). A stepwise process was therefore followed that included using different scenarios (e.g. standard deviations). Using different indicators are done as a confirmation only.

Population Estimates

JPGE Phase I was implemented in 81 schools. As this is a joint programme, different populations are targeted for different outcomes. The Phase I population (according to WFP nutritional targets) was 14 000. As the main group of interest is girls, this was the main focus for the sample size calculations.

Sampling

STEP 1:

For the simple random sample from a population:

Sample as if selected random with generally accepted values of confidence level of 95%, margin of error 5%, and population of 25 000 (whole population of girls). The confidence levels and margin of error is based on acceptable standards and the information of the key indicators.

Total sample: 379

STEP 2:

As using a cluster design weakens the power of statistical test, sample sizes have to be adjusted accordingly. Calculating the design effect (DE) is needed.

Design effect = DE =1+(m-1)ρ (Also called VIP = Variance Inflation Factor)

m=cluster size – **USED 30 as a practical size to be administered per school**

ρ=Intra cluster coefficient (ICC)- similarity of data, range between 0 (no correlation of responses) and 1 (identical), can be between 0 and 1 but usually between 0.01 and 0.02 for similar types of study– used 0.015 as this is a stricter value.

DEFF=1.435

Cluster sample size = $N_c = N_s$ x DE

N_s=sample size of group as if selected random (=379)

N_c=544

STEP 3:

Add contingency for non-responses and recording errors of 5%: 571

STEP 4:

As motivated by practical issues the number of clusters are set at 20, and the distribution of the sample equally between clusters then 28 which is rounded to 30

Confirmation of Sample and Cluster Sizes and Number of Clusters

Calculations of different options included set (standard acceptable) values for the following (Table A10.4):

Alpha = 0.05

Beta = 0.05

Proportion in treatment and control groups = 50%

ICC = 0.015

TABLE 20: SAMPLE SIZE SCENARIOS FOR CONFIRMATION

Standard Deviation	Effect Size	DE	Clusters in Each Group	Girls per Cluster	Sample per Group	Total Sample
1	0.2	1.44	31	30	930	1860
1	0.25	1.44	20	30	600	1200
0.5	0.2	1.12	10	20	240	480
0.5	0.25	1.95	10	20	200	400

The most appropriate sample that will detect a small effect size of 0.25 (which indicates that the sample will be able to detect a small effect size - where an effect size of 0.5 would still be acceptable), and a standard deviation of 1 confirms the previous method to calculate the cluster sample size. This will include 20 clusters/schools of 30 girls each.

Although 30 clusters will allow for smaller effect sizes to be detectable (0.2 instead of 0.25), it is not cost (time and money) effective for a small gain. This is an important consideration for this evaluation study.

Thus, the number of selected schools per district for the Phase I evaluation was as follows:

TABLE 21: NUMBER OF SAMPLED SCHOOLS PER DISTRICT

District	Phase 1 Schools	Control	Total per district
Mangochi	7	9	16
Dedza	7	9	16
Salima	7	9	16
Total per phase/group	21	27	48

Calculation of the Statistical Power

One level of clustering (girls within schools) with the following:

- working with continuous data computing the power to test the null hypothesis that there is no difference between the intervention and control groups
- effect size (d) and ICC (intra cluster coefficient) estimated for population as there are limited data on individual level indicators before the baseline and will therefore use:
  Effect size (d) generally used as: 0.2 – small, 0.3 – medium, 0.5 - large
- As we want to make sure we can detect small effects (MDD= Minimal Detectable Difference). **USED 0.2**
- ICC= between 0 and 1, human subjects between 0.01 and 0.02. **USED 0.015**

Results from IBM SPSS Sample Power (used 1 step cluster) to determine statistical power for different scenarios of MDD and different numbers of clusters (presented in Table A10.5). The ICC was set at 0.015, Alpha at 0.05 and the cluster size at 30 girls (for a two tailed test).

TABLE 22 POWER SCENARIOS WITH SET ICC

	MDD	Number of Clusters	Power
1	0.20	15	0.676
	0.25	15	0.856
2	0.20	20	0.805
	0.25	20	0.941
3	0.20	25	0.886
	0.25	25	0.977
4	0.20	30	0.936
	0.25	30	0.992

Table 23 reflects results for the determining of statistical power with different scenarios of ICC and different numbers of clusters. The MDD was set at 0.2, Alpha at 0.05 and the cluster size at 30 girls (for a two-tailed test).

TABLE 23 POWER SCENARIOS WITH SET MDD

	ICC	Number of Clusters	Power
1	0.010	15	0.722
	0.015	15	0.676
	0.020	15	0.635
2	0.010	20	0.844
	0.015	20	0.805
	0.020	20	0.766
3	0.010	25	0.916
	0.015	25	0.886
	0.020	25	0.855
4	0.010	30	0.957
	0.015	30	0.936
	0.020	30	0.913

It can be concluded that 20 clusters per arm of the study will yield sufficient power (0.805) to when there is an ICC of 0.015 and a small effect size of 0.20.

Confirming sufficient number of clusters

To confirm that the correct number of clusters is included

$k=N_s(1+(m-1)\ \rho\ /\ m = 378(1+(30-1)0.015\ /\ 30 = 18$

or

To calculate if the number of clusters (k) is feasible the k must be greater than the product of the number of individuals (random) and the ICC (ρ).

$k>N_s\rho$

$378 \times 0.015 = 5.67$

15 and 20 clusters are both all >6 (and therefore acceptable)

Conclusion:

The above means, that the sample of 600 for the intervention is feasible to detect small effect size (0.025) and have sufficient statistical power (0.8).

It also means that if the number of clusters is increased the power will not decrease significantly, and the effect that will be detectable will not be any bigger.

Annex 10: Sampled schools per district

Phase I		Control	
District: Mangochi			
Zone	**School**	**Zone**	**School**
Mndinde	Mchokola	BOMA	Mangochi CCAP
Mndinde	Mpingwe	BOMA	Mpondasi
Mkumba	Nandembo	Monkey Bay	Marine Unit
Mkumba	Chisopi	Chimwala	Kongwe
Mkumba	Mkumba	Chimwala	Chimwala
Mkumba	Masuku	Chilipa	Chilipa 2
Mndinde	Kwisimba	Chilipa	Leveni
		Boma	St Augustine 1
		Boma	St Augustine 3
District: Dedza			
Zone	**School**	**Zone**	**School**
Chimbiya	Kampini	Thete	Mtendere
Chimbiya	Kabvumba	Thete	Thete LEA
Chimbiya	Chimpse	Kalinyeke	Kalinyeke
Chimbiya	Chimbiya	BomaA	Dedza RC
Chimbiya	Nthulu	BomaA	Dedza LEA
Chimbiya	Makankhula	BomaA	Dedza CCAP
Chimbiya	Kabango	BomaA	Kapalamula
		Kalinyeke	Malembo
		Kalinyeke	Mpalale
District: Salima			
Zone	**School**	**Zone**	**School**
Ngolowindo	Ngolowindo	Kaphatenga	Kaphatenga
Ngolowindo	Parachute	Thavite	Thavite PS
Ngolowindo	Senga Bay LEA	Msalura	Karonga
Chipoka	Chipoka 2	Msalula	Msalula LEA
Katerera	Lifidzi	Msalula	Salima LEA
Ngolowindo	Lifuwa	Kaphatenga	Katondo

Ngolowindo	Maganga	Kaphatenga	Makande
		Thavite	Chiluwa 1
		Thavite	Chiluwa 2

Annex 11: People and institutions interviewed

Name	Designation	Organisation	District	M/F
Lisbeth Jones	UN Resident Coordinator	United Nations	Lilongwe	F
Margherita Coco	National JPGE Coordinator	WFP	Lilongwe	F
Benoit Thiry	Country Representative	WFP	Lilongwe	M
Bernard Owadi	Head of Programme	WFP	Lilongwe	M
Chalizamudzi Matola	WFP Programme Officer	WFP	Lilongwe	M
Grace Makhalira	M & E Officer	WFP	Lilongwe	F
Jamia Mmanga	Human Resource Officer	WFP	Lilongwe	F
Chisomo Bonongwe	Finance Department	WFP	Lilongwe	F
Grace Nhlem	Finance Department	WFP	Lilongwe	F
Dorothy Nyasulu	UNFPA Programme Officer	UNFPA	Lilongwe	F
Cecilia Chinula	UNFPA Programme Officer	UNFPA	Lilongwe	F
Cliff Phiri	M&E Officer	UNFPA	Lilongwe	F
Roisin De Burca	Deputy Representative	UNICEF	Lilongwe	F
Kimanzi Muthengi	Education Specialist	UNICEF	Lilongwe	M
Afrooz Kaviani Johnson	Child Protection	UNICEF	Lilongwe	F
Victor Mhone	Technical Adviser M&E	MoEST	Lilongwe	F
Ellena Simango	Director of Basic Education	MoEST	Lilongwe	F
Albert Sakah	Chief Education Officer (JPGE Coordinator)	MoEST	Lilongwe	M
Grace Milner	Planning	MoEST	Lilongwe	F
Fannie Kachale	Reproductive Health Director	Ministry of Health	Lilongwe	F
Mphatso Baluwa	Executive Director	MAGGA	Lilongwe	F
Khama Ziyabu	Programme Manager	MAGGA	Lilongwe	M
Ralphael Nyirenda	Programme Officer	Timveni	Lilongwe	M
Pilirani Kamaliza	Programme Coordinator	Teachers Union of Malawi	Lilongwe	M
Mulangiza Yamikani	Deputy Programme Coordinator	Teachers Union of Malawi	Lilongwe	F
Martin Ndirangu	Executive Director	UJAMAA	Lilongwe	M
Khataza Ngwira	Project Administration Officer	VSO	Lilongwe	F
Owen Chikhwaza	Deputy Director	Ministry of Health	Lilongwe	M
Hanz Katengeza	SRHR/ YFHS Officer	Ministry of Health	Lilongwe	M
Nick Phamba	CADECOM Secretary	CADECOM	Lilongwe	M
Judith Msusa	Deputy Director	Ministry of Labour, Youth, Sports & Manpower development	Lilongwe	F
Deus Mugenga	Principal Youth Officer		Lilongwe	F
Thokozile Chimuzu Banda	Chief Director, Basic & Secondary Education	MoEST	Lilongwe	F
Elin Ruud	Counsellor to Education	Royal Norwegian Embassy	Lilongwe	M
Hansen, Kari Edvardsdal	Health Counsellor	Royal Norwegian Embassy	Lilongwe	M
Johannes Wedenig	Representative	UNICEF	Lilongwe	M
Mekonnen Woldegorgis	Evaluation Specialist	UNICEF	Lilongwe	M
Mateyu Nyondo	DYFHSC	Ministry of Health	Dedza	M
Daudi Chikwanje	DYO	Ministry of Local Government and Rural Development	Dedza	M

Emmanuel Sohaya	DPD	Ministry of Local Government and Rural Development	Dedza	M
Janet Makawa	DSO	Ministry of Local Government and Rural Development	Dedza	F
Reonard Emiliyo	District Field Coordinator	CADECOM	Dedza	M
George Ngaiyaye	District Education Manager	MoEST	Dedza	M
Smart Chaima	District Literacy Coordinator	AGLIT	Dedza	M
Moses Chipeta	Sub-Inspector	Ministry of Security and Defense	Dedza	M
Macdever D Kadya	SHN Coordinator	MoEST	Dedza	M
John Moyo	JPGE Coordinator	WFP	Dedza	M
Chikondi Chalamba	DYFHS Coordinator	Ministry of Health	Salima	M
Moffat Makuluni	SHNC	MoEST	Salima	M
Lyton Chithonje	YFHSC	Ministry of Health	Salima	M
Moses Kaufulu	Acting DPD	Ministry of Local Government and Rural Development	Salima	M
C. Champiti	District Nursing Officer	Ministry of Health	Salima	M
Darlington Akambadi	Station Child Protection Coordinator	Ministry of Security and Defense	Salima	M
Linda Assani	JPGE Coordinator	WFP	Salima	F
Christopher Kamikundi	District Education Manager	MoEST	Salima	M
Mary Kasesa	District Literacy Coordinator	AGLIT	Salima	M
Micheal Cheyo	DADO	Ministry of Agriculture	Salima	M
Lusayo Msiska	District Agribusiness Officer	Ministry of Agriculture	Salima	F
Nelly Seyani	District Sports Officer	MoYDS	Salima	F
Aubrey Banda	District Youth Officer	MoYDS	Salima	M
Benard Nangwale	District Social Welfare Officer	MoYDS	Salima	M
Noel Mzunga	School Health and Nutrition Officer	Ministry of Health	Mangochi	M
Miltons Moyo	Police Inspector - CP	Ministry of Security and Defense	Mangochi	M
Winnie Mhone	District Medical Officer	Ministry of Health	Mangochi	F
Gift Gomani	DYFHS Coordinator	Ministry of Health	Mangochi	M
Bertha Chidzalo	Assistant District Social Welfare Officer	District Social Welfare Office	Mangochi	F
Tennyson Kunyada	Social Welfare Assistant	District Social Welfare Office	Mangochi	M
Joseph Magombo	District Education Manager	Ministry of Health	Mangochi	M
Wadson Kamwendo	Agribusiness Officer	Ministry of Agriculture	Mangochi	M
Mary Mbobo	Food and Nutrition Officer	Ministry of Agriculture	Mangochi	F
Kumbukani Manda	District Youth Officer	MoYDS	Mangochi	M
Ernest Kaphuka	Director of Planning and Development		Mangochi	M
Focus group discussions				

Yatim Ismaila, James Chikadza, Alikanjelo Chinkazi, Savutawi Damazio, Andulu Lilengwe, Blessings Sakazani, Jonathan Mtsinje, Semu Zinyongo, Chipiro Igodyenji, Eleminia Killion, Ibrahim Tobias, Samson Macdonald, Grace Simbi, Chifundo Kamina	Members of Farmer Cooperatives	Chimbiya	Dedza	10 M, 4 F
Angella Ng'omang'oma-Quality Assurance, Brighton Kombe-Field Officer, Monica Sinoya-Grace Jere-Field Officer, Mercy Chikuta- Field Officer, George Neba-Field Officer	Officials from UJAMAA	UJAMAA	Dedza	2 M, 4 F
Robert Leviti, Laurent Nthiwatiwa, Ashami Jemitala, John Lester Chisale, Felegina Chichitike, David Yohane	Faith & Traditional Leaders	Chimbiya	Dedza	6 M, 1 F
Tayanjana Banda Edward Kamanga, Sadaraki Mphunda, Chifundo Kawale, Mike Chiwaya, Mundideranji Nguluwe, Kagunda Kachiwala, Sankhani Chakhumbira, Yuda Kachimanga	Learners	Kampini	Dedza	M
Jonathan Kachiwanda, Syned Mwatibu, Kennedy Chijere Roseby Chakale, Jessie Phiri, Ethel Kalilombe, Georgina Salimu	Teachers	Kampini	Dedza	3 M, 4 F
Yesaya Kampini, Henele Akimu Enifa Kamoto, Safina Banda, Esitere Kandulu	PTA, SMT, MG	Kavumba	Dedza	2 M, 3 F
Biniwelo Msanide, Yohane Mbirintengelenji, Haswell Chigoba, Joab Kalanga, Kondanani Twaibu, Hope Kalichero, Mavuto Kaliyala, Kephas Mphunda.	Learners	Kavumba	Dedza	M
Henry Gilibati, Chifuniro Mwale, Frank Kananza,	Learners	Chipse	Dedza	7 M, 2 F

Chikonzero Manda, Leniford Mpando, Edwin Chitsa, Tamando Lozeni, Alinafe Datchi, Kiliwelo Salaniponi				
Fanwet Bokosi, Yakobe Salambula Magileti Banda, Enesitina Sitolo, Matilida Biniwelo, Jenifa Naphiri	SMT, PTA	Chipse	Dedza	M F
Anesi Josofat, Madalo Faiti, Christina Sefulani, Limbani Kamwana Asa Kambewa, Chiyambi Gama	Out of school club members	Chipse	Dedza	F M
Yamikani Mpango, Frank Ngozo, Jonathan Ngosi, Damison Zakeyo, Kenefi Sawerengera, Dadi Mkwela, Paul Mvera, Daitoni Supuni, Kenani Ng'ong'ola Kumbukani Phiri,	Learners	Makankhula	Dedza	M
Yokoniya Bintoni, Henere Saweta, Eliza Namoni, Titha Chimbatata, Enesitaziya Kubwalo, Onita Dziwenji	PTA & SMC	Makankhula	Dedza	M F
Chitsanzo Kalilani, Jonas Yohane, Brighton Jumbe, Andrea Dawa, Chifundo Dzinkambani, John Pilimiti, Martin Kalikokha, Manuwel Kanduna, Edward Mithi, Salifu Chayanga	Learners	Eliya Chimtengo	Dedza	M
Felistus Kagundu , Wezi Yeremiya, Rosina Chimwaza, Gloria Majiya, Onjezani Jere, Filipo Kalemba	Teachers	Eliya Chimtengo	Dedza	F M
Janet Mbawala Qabaniso Jere Frank Mdoka Susan Ngwira-	Field Facilitator Field Facilitator Field Facilitator District Coordinator	UJAMAA	Salima	2 M, 2 F
Katayasefu Betch, Hijo Chiwaula, Kamwatsa H. Nachisale Jumani, Estery July, Awma Ali, Chona Peya, Lyson Makalani,	Faith and Traditional Leaders	Maganga	Salima	M

Fany Malunga, Sheikh Yakobe, Jhauila Chilolo, Willy Tsamba				
Damiano Chimera, Rose Ziyaya, Esther Lubani, Memory Jere, Benard Mkwamba and Innocent Juma)	Lifidzi AFOs Cooperative (Committee representing 608 Farm Clubs)	Lifidzi	Salima	3 M, 2 F
Naomi Phiri Joshua Limbika, Kingsley Manyozo, Kankhulungo Chijere, Stanley Makata	Teachers	Ngolowindo	Salima	4 M, 1 F
Lekeleni Mafase, Stanley Khumbize, Christopher Jolobala, Daniel Chikoja, Kenala Malunga, Jusab Ali, Sayenera Banda, Kalikokha Yotamu, Suwedi Itimu	Learners	Ngolowindo	Salima	M
Queen Nangantani, Mayeso Sankhani, Jean Mtayeni, Mphatso Chilimani	PTA Members	Prachute Battalion	Salima	F
Maggie Musicha, Chisomo Govala, Edda Ndalama, Salome Khundi, Gloria Mlendo, Lenata Phiri, Ivy Chidanti, Madalo Kamtukule, Wanangwa Mandala, Jane Savala	Learners	Parachute Battalion	Salima	F
Tawona Balaka, Sitingawao Bauleni Mercy Namaona, Winnie Chomanika	PTA	Senga-Bay	Salima	M F
Angela Jonasi, Titha Chipeta, Kesina Chimwaza, Sindilitha Koloviko, Usani Joshua, Susan Takomana	Out of School Youth Club	Senga-Bay	Salima	F
Anita Salimu, Manesi Chiwaya, KSafuli	Mother Group	Chipoka	Salima	F
Kondwani Sayenda, Martin Yekha, Sankhulani Samati, Andrew Whayo, Tomothy Mdala Enala Msadala, Kenasi Ziba, Maria Soko, Sambi, Chrissy Kandoole,	Learners	Chipoka	Salima	M F
Kondwerani Kalamizu, Rodric Zalanje, Jussab Alide, Saul Mpamanda,	Learners	Lifuwu	Salima	M

May Chezani, Mthawenji Chonzi, Garnet Machemba, Rodney Kuliyazi, Ali Sauti, Kumvenji Masa				
Mariam Issa , Anita Sajidu, Edina Juma, Yuna Itaye, Fatuma Silugwe, Cynthia Ngwale, Stella Mwanza, Asiyatu Supuni, Esther Govala, Maria Sandikonda	Learners	Lifuwu	Salima	F
Mussa Arab, Sheikeh Kalungwe, Sheikh Abdul Rahmaan, Daniel Danken, Chuga Fensesi, Rose Medson, Roben Qassin, Yusuf Chambo, Green Hassan, Jusa Amosi, Sauda Abesi, Marium Abbas, Mina Hassam, Anyezi Saiti, James White	Faith and Religious Leaders	Mdinde	Mangochi	M
Jandika James, Asiatu William, Wale Yusufu, Fatima Dick, Abel Chitambi, Kassimu Shakira, Morris Bigula and Idrissa Idrussi	Farmers and business partners	Mdinde	Mangochi	5M, 3 F
Phillipina Nkota-Field Officer, Zaheeda Wadi-instructor, Rustica Kapito-Field Officer, Imran Chizito- Field Officer, Baloyi Blessings-Field Officer, Violet Chewah	Officials from UJAMAA	District	Mangochi	1 M, 5 F
Ibrahim Mpango, Jonas Asaukedye, Matola Yabu, George Chiusiwa, Abudu Galafa, Chifundo Kawera, Issa Mkwamba, Ali Kansongo, Robert Kaiyatsa, Mussa Kalilombe	Learners	Mchokola	Mangochi	M
Alinafe Phiri, Nailes Kamanga, Mariam Karim, Lefunati Kalonga Mustafa Kampala, Jimmy Kadawati, Makileni Ibrahim	Teachers	Mchokola	Mangochi	F M
Asiyatu John, Mereena Makalani, Esther Lubani	PTA Members	Mpingwe	Mangochi	F

Sineta Hajj, Alibewawo Jaba				M
Chifundo Kawala, Eliza Somba, Yana Ali, Grace Maganga, Sofi Banda, Jenifa Kasakale, Amina Abudu, Zikomo Banda, Queen Kamkodola, Sauda Sauti	Learners	Mpingwe	Mangochi	F
Andrea Kaledzera, Yusufu Aman, Jonathan Sayenda, Medson Kalulu, Damiano Juma, Hassan Chambo, Kassim Shakira, Ibrahima Foloko, Maliko Kagwere, Sawerengera Chitosi	Learners	Nandembo	Mangochi	M
Imran Kafuwa, Jussab Kayera Funny Malingamoyo, Aginesi Jalibu, Yana Yussufu, Efelo Banda	PTA	Nandembo	Mangochi	M F
Robert Moses, Abudu Rajabu, Daniel Kalinga, Yusuf Chambalo, Hassan Mussa, Robert Kamvazina, Rabson White, Yuba Mwale, Donald Black, Patrick Twaibu	Learners	Chisopi	Mangochi	M
Asiatu Wilima, Fatima Dickson, Shakira Kassamu, Likule Jenala, Grace Kuwani, Thokozile Chisoni	Mothers' group	Chisopi	Mangochi	F
Phillip Kamonga, Kunta Waheeda, George Mkwezalamba, Wadison Kapito, Alinafe Sitolo, Sada Mpango, Chifundo Kawerama, Likanga Salimu, Mwandimva Kalonga, Willy Salonga	Learners	Masuku	Mangochi	M
Daniel Kalulu, Sandikonda Daitoni Sophie Phiri Wusani Kalilombe Maria Gulule Janet Karrim	Teachers	Masuku	Mangochi	M F

Annex 12: Questionnaires and tools for qualitative data collection

Key Informants Interview Schedule

FOR USE IN ENDLINE

INTRODUCTION: Good morning/afternoon. My name is _____. I am from Transtec which has been asked by WFP, on behalf of a number of UN agencies and the Malawi Government to collect data for an endline survey of the Joint UN Girls' Education Programme. The goal of the Programme is to improve access to and quality of education for girls in Mangochi, Salima and Dedza districts by 2017. We have been asked to collect data for the indicators of the programme at the end to allow measurement of the success of the programme. Would you like to take part in these discussions? Everything that we will talk about will be confidential. We thank you for accepting to be part of these discussions. This interview will take less than 1 hour.

1. Agency/Ministry:
2. Name:
3. Sex:
4. Contacts:
5. Age:

General Interview/Discussion Guidelines

- Please tell us about your involvement in the JGEP. [roles and responsibilities]
- Could you tell us about your experiences with the project?

A. Relevance

1. Why do you think the project is important in Mangochi, Dedza and Salima?
2. What would you not have done without the programme support?
3. Who are your beneficiaries? Why did you select these?

B. Effectiveness

1. What results were achieved in terms of promoting nutrition, hygiene, health?
2. What were the key factors (internal and external) that contributed to the achievement?
3. What challenges did you face during implementation of the programme?
4. How did the programme take advantage of the presence of the PEA to improve the livelihoods of learners?
5. What type of partnerships did you have?
6. What did you or the partners contribute to the partnership?
7. What worked well regarding the partnerships?
8. What did not work so well with the partnerships and how can it be improved?
9. Please comment on the timing of the programme.

C. Efficiency

1. Where can we get budget, expenditure and human resource data for the whole programme?
2. Who are the beneficiaries?
3. How many have been reached and what was the target, if we were to count them? If targets have been met, what were the facilitating factors? If not met, what were the challenges?
4. How is the programme structure within implementing partners?
5. What methods have you been using to reach out to the most disadvantaged?

D. Impacts

1. Did the project influence nutrition, hygiene, and health practices in the schools? If yes, how, and if no, why not?
2. What changes has the programme achieved at learner level, particularly girl child, school, community?
3. Please consider results and outcomes:
    a. Positive and negative
    b. Expected and unexpected
4. What were the key enablers of these changes on the following levels:
    a. National
    b. District
    c. Zone
    d. School
    e. Community
5. Can you provide any example or evidence of good practice?
6. Can you provide some lessons learned from your perspective?

E. Sustainability

1. In your opinion, do you believe that achievements and initiative started by the WFP project will continue after the project is discontinued? If yes, how, and if no why not?
2. How can the impacts realized continue to accrue after Norwegian fund support ends?
3. What is the role of and other stakeholders in the project and how has this worked?
4. To what extent did the projects promote (nutrition, hygiene, and health) within the targeted beneficiary groups?
5. Please share with us lessons you learned / success stories during the implementation of the activities?

F. M&E

1. What is your view about M&E systems?
2. How regular do partners collect data?
3. What type of M&E support have you provided to the partners? Has this been effective?

G. Gender

1. How does the project address gender issues?
2. What type of gender support have you provided to the partners? Has this been effective?
3. Lessons learnt & recommendations
4. How should the project be organized in relation to other needs?

Closing

Are there any other comments you have regarding the programme:
Phase I_____
Phase II_____

Living Tree Participatory Method

For use with PTA and Mother Groups

Description:

The ***"Living Tree"*** exercise can guide discussions with learners regarding different project results and challenges.

The exercise uses an image of a tree with bare branches. Branches will be labelled with the key outcomes to enable categorisation:

Outcomes

1. Improve the **nutrition of girls and boys, allowing them to stay in school**.
2. Increase access to **second chance education for girls** who are in, or have left, school.
3. Ensure there is quality integrated youth-friendly services, resources and structures, addressing:
    a. Child Sexual Exploitation (CSE)
    b. Sexual and Reproductive Health Rights (SRHR)
    c. HIV/AIDS and
    d. Gender-Based Violence (GBV)
4. Reduce **violence against girls** in targeted schools and communities including building of effective referral pathways.
5. Improve and enhance both **teacher's attitudes and skills to effectively deliver life skills-based gender-responsive methodologies**.
6. **Inform and empower adolescent girls to demand SRHR services**, ensuring they participate and take leadership positions within their school and their community.
7. Empower **communities to value quality education for all children, especially girls**.

The participants each write a **success factor on a green leaf**. The leaves are collected one by one, with a discussion on what it represents. The leaves are then placed on the tree and arranged so that similar responses are grouped together on one branch.

Similarly, the **challenges are written on brown leaves** and placed on the branches of the tree corresponding to the theme (outcome). This method is visual and participatory. It is effective in groups who are not always very assertive or outspoken and authorises each participant to speak out and hear other's input without being intimidated. Participants own the process and receive immediate feedback through the participatory process. Translation is done after each participant presents her/his input (represented by a leaf). This gives time to digest the information and allows the facilitator to categorise the responses appropriately. After each section, the categorised responses are reflected to the participant to validate the understanding and completeness of the summary.

Sustainability aspects are written on the roots of the tree (allowing the tree to be sustained and live).

Pillars of the Project

For use with teachers, SMC

Description:

The ***"Pillars of the Project"*** exercise can guide discussions with stakeholders regarding different project results and challenges.

The exercise uses an image of a building with seven pillars. Pillars will be labelled with the key outcomes to enable categorisation.

Outcomes

1. Improve the **nutrition of girls and boys, allowing them to stay in school**.
2. Increase access to **second chance education for girls** who are in, or have left, school.
3. Ensure there is quality integrated, youth-friendly services, and resources and structures addressing:
    a. Child Sexual Exploitation (CSE)
    b. Sexual and Reproductive Health Rights (SRHR)
    c. HIV/AIDS and
    d. Gender-Based Violence (GBV)
4. Reduce **violence against girls** in targeted schools and communities including building of effective referral pathways.
5. Improve and enhance both **teacher's attitudes and skills to effectively deliver life skills-based gender-responsive methodologies**.
6. **Inform and empower adolescent girls to demand SRHR services**, ensuring they participate and take leadership positions within their school and their community,
7. Empower **communities to value quality education for all children, especially girls**.

The participants are asked to list and describe **successes**. The success/outcomes are captured, with a discussion on what it represents, and arranged so that similar responses are grouped together in one pillar.

Similarly, the **challenges are described** and placed on the relevant pillar. This method is visual and participatory. Participants own the process and receive immediate feedback through the participatory process. Translation is done after each participant presents her/his input. This gives time to digest the information and allows the facilitator to categorise the responses appropriately. After each section, the categorised responses are reflected to the participant to validate the understanding and completeness of the summary.

Sustainability aspects are written on the foundation of the building (allowing the building to be fixed securely).

Child Community Mapping

For use with child participants (boys and girls)

Description:

Drawings are often used with child participants not necessarily to analyse the drawings of the children, but as a non-threatening method to have discussions with them. Discussions take place while the learners are busy and including aspects of the drawing as reference points for discussions. Activities can focus on the children's experiences themselves and/or of others (including vulnerable children) in the community. Children will be asked to draw the community as they see it at present with surrounding aspects of the environment that are either seen as positive or negative. This method could be used with children and youth.

The main items include:

- description of changes according to child perspectives
- recommendations from the perspectives of children and youth

The child participants start by drawing a key aspect of their community. They then add their own household. They are asked to include important places in the community where children get different support and assistance. Aspects on the map are documented, while the conversation includes probing on:

- good food (Nutrition)
- when sick (Health)
- to learn (Education)
- when not feeling good (Psychosocial)
- Safe place to stay (Shelter/Living conditions)
- when someone does something wrong (Legal)
- for parents to learn about how to deal right with children (Child rights, Parental skills)
- for parents to get money to survive (Economic support)
- any other help for children

The children are then asked to change the map to make the community more assessable for children. Changes in the community are documented as recommendations.

Large Group Discussion

This method will be used for discussions with local service providers, NGO partners and community leaders in a large group.

Description:

The ***"Large Group discussion"*** exercise can guide discussions with stakeholders regarding different project results and challenges. The method can be used for up to 40 participants of different sectors.

Discussions will include populating the 7 outcomes against the evaluation criteria.

	Relevance	Effectiveness	Efficiency	Impact	Sustainability
Nutrition of girls and boys, allowing them to stay in school					
Second chance education for girls					
Youth-friendly services, resources and structures					
Violence against girls					
Teacher's attitudes and skills to effectively deliver life skills-based gender-responsive methodologies					
Inform and empower adolescent girls to demand SRHR services					
Communities value quality education for all children, especially girls					

Specific perceptions by different representatives are captured.

Contributions of the different service providers are noted in each cell.

Additional questions:

- Please tell us about the monitoring and evaluation of the project as you experienced it.
- What partnerships were important in the project? How can these be enhanced for future projects?
- Do you have any advice if the project is cascaded or rolled out in future?

Qualitative In-Depth Individual Interviews and Group Discussions and Checklist Phase II

Generic Items

[To be used with key informants]

Items to be probed for more details relevant to specific respondents, context, role and responsibility, and department/agency.

A. SCHOOL/COMMUNITY BACKGROUND

1. Have you received development assistance from other aid organisations? How have these activities enhanced WFP assistance?
2. Which are the most useful institutions working here, and what type of help do you get from them? List the organisation's name and type of help received.
3. Have you ever been trained in any of the following, hygiene, nutrition, sanitation, SRHR, GBV, child protection, SIP, CFS?
4. What do you know about keeping girls in school, forced child marriages, promotion of girl child education and youth-friendly health services?

B. EDUCATION

1. What are the critical barriers that prevent girls from excelling in school?
2. What are the factors that cause girls to drop out of school?
3. How severe is the problem of corporal punishment at this school? Probe.
4. How often are incidents of physical abuse against girls reported at this school per month/ term?
5. How many school clubs do you currently have? Of these clubs, how many have girls in leadership positions?
6. Do you believe that community members here value girls' education?
7. Do community members here prioritize girls' education? What about teachers, are they committed to promote girls' education? Probe.
8. What are teachers doing at this school to promote girls' education?
9. Do you think that the teaching methods at your school are learner-centric? Probe.
10. Do you think that the teaching methods at your school are gender responsive? Probe.
11. Are teachers oriented on child-friendly school methodologies? Were they trained? Who trained them? What were the topics?
12. Are girls given equal opportunity to pursue their ambitions in education compared to boys? Probe.
13. Are girls re-admitted (out of dropouts) in past academic year? Probe.
14. Are vulnerable girls provided with education scholarships for secondary education? Probe.
15. Are vulnerable girls given scholarships in this school? If yes, when did it start? Who provided the scholarships?
16. Does this school have access to teachers' resource centre? If yes, when was it constructed? Who funded its construction?
17. Does this school have a functional box library centre?

C. NUTRITION/SCHOOL FEEDING

1. Does this school have an on-going school feeding programme?
2. Mention school committees that work at this school.
3. Which local farmer organizations sell their food (maize) to the school's school feeding programme?
4. What type of meals are provided to the learners?
5. How many school days in a month does the school provide pupils with at least 4 food groups?
6. How many girls have been reached with home grown school feeding (HGSF) at present (2018)?
7. How many boys have been reached with home grown school feeding (HGSF) at present (2018)?
8. Does the school have take-home rations (THR) Programme?

9. In what form is it, food or cash assistance?
10. How many girls are reached with take home rations (THR) at present (2018)?
11. How many boys are reached with take home rations (THR) at present (2018)?
12. What quantity of food was purchased from various sources (MT) in the past academic year? Probe.
13. Does the school have HGSF management manual in place? If yes, when was it produced? And by whom?

D. SCHOOL-COMMUNITY PARTNERSHIP

1. Does the school have a functional Parents-Teachers Association (PTA)? If yes, is it trained? Who trained it? What were the topics?
2. Is the PTA trained on hygiene, nutrition, and sanitation? If yes, was it trained? Who trained it? What were the topics?
3. Does the school have school management committee (SMC)? If yes, was it trained? Who trained it? What were the topics?
4. Is the SMC trained on hygiene, nutrition, and sanitation? If yes, was it trained? Who trained it? What were the topics?
5. Does the school have a food committee? If yes, was it trained? Who trained it? What were the topics?
6. Is the food committee trained on hygiene, nutrition, and sanitation? If yes, was it trained? Who trained it? What were the topics?
7. Has the school's PTA trained on hygiene, nutrition, and sanitation? If yes, was it trained? Who trained it? What were the topics?
8. Is there a mothers' group in this community that promotes girls' education? If yes, was it trained? Who trained it? What were the topics? How often do they meet? What issues do they discuss?

E. PROTECTION

1. Does this school have a School Improvement Plan that responds to gender inequalities and protection issues? Which are these?
2. Does this school have formal structures for reporting of violence cases? If yes, which are these?
3. Does this school have a school-based code of conduct which addresses gender inequalities and protection issues in place? Which are these?
4. Does this school have health, social and economic asset-building programmes that reach out to adolescent girls at risk of child marriages and other SRHR problems? If yes, which are these?
5. Do communities around this school have bi-laws which are being implemented to support girls' education? If yes, state these by-laws.
6. Does the school have Safe Schools manual in place? If yes, when was it produced? And by whom?
7. Does the school have adolescent Sexual and Reproductive Health manual in place? If yes, when was it produced? And by whom?

F. SEXUAL AND REPRODUCTIVE HEALTH

1. Is there an institution that provides youth-friendly health services nearby? If yes, what is the name of the institution?
2. How far is the institution from your home?
3. What type of youth-friendly health services does the facility provide?
4. Are adolescent girls from this community able to access the youth-friendly health services?
5. What barriers prevent girls from accessing sexual and reproductive health services?
6. What contributed to girls being able to access SRHS?
7. Do girls from this community participate in comprehensive sexuality education?
8. Does the nearby school offer any school-health programmes?

9. Do you think teachers at this school are trained in Comprehensive Sexuality Education? If yes, who trained it? What were the topics?

G. VOCATIONAL SKILLS (SELF EMPLOYMENT

1. Is there an institution that provides youth with vocational skills services nearby? If yes, what is the name of the institution?
2. How far is the institution from your home?
3. What type of vocational skills services does the facility provide?
4. Are adolescent girls from this community able to access the vocational skills services?
5. What barriers prevent girls from accessing services from this institution?

H. BASIC LITERACY AND LIVELIHOOD SKILLS

1. Is there an institution that provides basic literacy and livelihood skills? If yes, what is the name of the institution?
2. How far is the institution from your home?
3. Are adolescent girls from this community able to access the services offered by the institution?
4. What barriers prevent girls from accessing sexual and reproductive health services?
5. What factors encourage girls to access sexual and reproductive health service in this community?

Thank You for your active participation in this survey

Annex 13: Time schedule of data collection

Day	Date	Engagement	Team 1	Team 2	Team 3	Team 4	Team 5	Team 6
			TL, TLa, E1, R1	E2, En1-7	E3, En8-14	R2, En15-21	R3, En22-28	R4, En29-35
Sunday	16-Sep							
Monday	17-Sep	Core team meeting, qual training	X	X	X	X	X	X
Tuesday	18-Sep	Training Quant	X	X	X	X	X	X
Wednesday	19-Sep	Training Quant	X	X	X	X	X	X
Thursday	20-Sep	Piloting	X	X	X	X	X	X
Friday	21-Sep	Piloting debriefing; final logistics	X	X	X	X	X	X
Saturday	22-Sep	Travel to Mangochi						
Sunday	23-Sep							
Monday	24-Sep	Data collection	District	M PhI School 1	M PhII School 1	M PhII School 2	M PhII School 3	M PhII School 4
Tuesday	25-Sep	Data collection	District	M PhI School 2	M PhII School 5	M PhII School 6	M PhII School 7	M PhII School 8
Wednesday	26-Sep	Data collection	District	M PhI School 3	M PhII School 9	M Control School 1	M Control School 2	M Control School 3
Thursday	27-Sep	Data collection	District	M PhI School 4	M PhI School 6	M Control School 4	M Control School 5	M Control School 6
Friday	28-Sep	Data collection	District	M PhI School 5	M PhI School 7	M Control School 7	M Control School 8	M Control School 9
Saturday	29-Sep	Data collation, travel to Dedza						
Sunday	30-Sep							
Monday	01-Oct	Data collection	District	D PhI School 1	D PhII School 1	D PhII School 2	D PhII School 3	D PhII School 4
Tuesday	02-Oct	Data collection	District	D PhI School 2	D PhII School 5	D PhII School 6	D PhII School 7	D PhII School 8

Wednesday	03-Oct	Data collection	District	D PhI School 3	D PhII School 9	D Control School 1	D Control School 2	D Control School 3
Thursday	04-Oct	Data collection	District	D PhI School 4	M PhI School 6	D Control School 4	D Control School 5	D Control School 6
Friday	05-Oct	Data collection; travel Lilongwe	District	D PhI School 5	M PhI School 7	D Control School 7	D Control School 8	D Control School 9
Saturday	06-Oct	Data collation, travel to Salima						
Sunday	07-Oct							
Monday	08-Oct	Data collection	District	S PhI School 1	S PhII School 1	S PhII School 2	S PhII School 3	S PhII School 4
Tuesday	09-Oct	Data collection	District	S PhI School 2	S PhII School 5	S PhII School 6	S PhII School 7	S PhII School 8
Wednesday	10-Oct	Data collection	District	S PhI School 3	S PhII School 9	S Control School 1	S Control School 2	S Control School 3
Thursday	11-Oct	Data collection	District	S PhI School 4	S PhI School 6	S Control School 4	S Control School 5	S Control School 6
Friday	12-Oct	Data collection; travel Lilongwe	District	S PhI School 5	S PhI School 7	S Control School 7	S Control School 8	S Control School 9
Saturday	13-Oct							
Sunday	14-Oct							
Mon to Fr	15-19 Oct	National interviews	Experts 1 -3					

Annex 14: Evaluation team composition

TEAM COMPOSITION AND WORK PLAN

Team Members (with qualification)	Primary Role	Specific tasks within the Evaluation	Deliverables
Madri Jansen van Rensburg PhD (Psychology - gender), PhD (Consulting Psychology-Organisational Memory), MSc Anatomy, MSc Psychology	Original Team leader	Drawing up of methodology	Inception report drafts (with methodology and tools)
Herma Majoor MSc Economics, MSc Nutrition and toxicology	Team Leader (replacement) (Gender, nutrition and Education expert)	Management of the evaluation team Data collection and analysis Drafting of deliverables	Data sets Evaluation report drafts Phase I Evaluation report drafts Phase II
Fidelis Balakasi Master of Education with Emphasis in Management	Education Expert	Data collection and analysis Inputs to deliverables	Inception report drafts (with methodology and tools) Data sets Evaluation report drafts Phase I Evaluation report drafts Phase II
Haji Daitoni Master of Science Degree in Public Health	Health/Nutrition Expert	Data collection and analysis Inputs to deliverables	Inception report drafts (with methodology and tools) Data sets Evaluation report drafts Phase I Evaluation report drafts Phase II
Naile Salima Masters in Gender and Development	Gender/Social Development Expert	Data collection and analysis Inputs to deliverables	Inception report drafts (with methodology and tools) Data sets Evaluation report drafts Phase I Evaluation report drafts Phase II
Research assistants – supervisors (x4)	Supervisors	Supervising fieldwork, qualitative and quantitative data collection	Data sets Phase I, Phase II
Research assistants (x35)	Enumerators	Quantitative data collection	Data sets Phase I, Phase II
Support staff			
Ana Statkova	M&E Assistant	Support to data collection and analysis Coordination with the Client	Management and participation as team member
Marta Chudzikiewicz/	Transtec Evaluation Manager	General QA on the assignment Management of contractual aspects	Management

Annex 15: Consent forms

Adult Consent Form

My name is [.....], I am a researcher of Transtec contracted to do an evaluation study of the Joint Programme on Girl's Education by the Ministry of Education, Science and Technology, World Food Programme, UNICEF and UNFPA. The goal of the Programme is to improve access to and quality of education for girls in Mangochi, Salima and Dedza districts. This study aims to determine the outcomes of the programme in the three districts. This study will involve different stakeholders (including implementing partners, local authorities, schools and the education offices on national, district and zone level, service providers such as NGOs, families, children and youth beneficiaries). Data for this study are collected using individual interviews and group discussions with the different stakeholders.

You have been chosen to participate in this study because you are either an implementing partner or beneficiary for the programme.

Participation in this study is voluntary and you may decide to withdraw at any time during data collection process. There will be no negative consequences for withdrawal. Be aware that there is no payment for participating in this study.

Should you agree to participate in this study, we will require about 45 to 60 minutes of your time to talk about some questions that would help us better understand the results and the impact of the programme. The interview might be audio-recorded (with your permission) to ensure accurate reporting of your views. The tapes will be locked in a safe place and destroyed after submission of the final report.

Your viewpoints will be treated as private and confidential by the researcher. This means that the information you share during the interview will be known by the researcher/s only and shared only within the research team.

During the interview, we will ask you several questions. Please know that you do not have to answer any of the questions that you do not feel comfortable to answer. You may say that you don't know if you don't have an answer to a question. Many of the questions are about your opinions, so there is no right or wrong answer.

We do not anticipate any physical or emotional risks. However, should some questions evoke negative psychological emotions and you need help, please inform the researcher and s/he will get you the support you need.

Do you consent to taking the interview? Yes.....No

If you have any questions or concerns about any aspect of the study, you may contact Herma Majoor at hmmajoor@gmail.com. If you have any questions about your rights as a study participant, you can call Grace Makhalira at WFP at 0999972411 or Victor Mhoni of MoEST at 0999204354.

I have given all the relevant information regarding the study and answered all questions.

I acknowledge that _____ persons gave verbal consent:

_____	_____	_____
Name of interviewer	**Signature**	**Date**

Guardian Consent Form

My name is [.....], I am a researcher of Transtec contracted to do an evaluation study of the Joint Programme on Girl's Education by the Ministry of Education, Science and Technology, World Food Programme, UNICEF and UNFPA. The goal of the Programme is to improve access to and quality of education for girls in Mangochi, Salima and Dedza districts. This study aims to determine the outcomes of the programme in the three districts. This study will involve different stakeholders (including implementing partners, local authorities, schools and the education offices on national, district and zone level, and service providers such as NGOs, families, children and youth beneficiaries). Data for this study are collected using individual interviews and group discussions with the different stakeholders.

Your ward has been chosen to participate in this study because she/he is a beneficiary for the programme.

Participation in this study is voluntary and you may decide to withdraw your child at any time during data collection process. There will be no negative consequences for withdrawal. Be aware that there is no payment for participating in this study.

Should you agree to participate in this study, we will require about 30 to 40 minutes to talk about some questions that would help us better understand the results and the impact of the programme.

Your child's viewpoints will be treated as private and confidential by the researcher. This means that the information they share during the interview will be known by the researcher/s only and shared only within the research team.

During the interview, we will ask the children several questions. Please know that they do not have to answer any of the questions that they do not feel comfortable to answer. They may say that they 'Don't know' if they don't have an answer to a question. Many of the questions are about their opinions, so there is no right or wrong answer.

We do not anticipate any physical or emotional risks. However, should some questions evoke negative psychological emotions and the child participant needs help, please inform the researcher and s/he will get them the support they need.

If you have any questions or concerns about any aspect of the study, you may contact Herma Majoor at hmmajoor@gmail.com. If you have any questions about your rights as a study participant, you can call Grace Makhalira at WFP at 0999972411 or Victor Mhoni of MoEST at 0999204354.

I agree that _____(use list)_____ can take part in this study. The child will be taking part freely and has not been forced in any way to do so. I know both I and the child can stop the interview at any time, and the child doesn't have to answer questions if he/she doesn't want to. I understand this decision will not in any way affect me or the child negatively. I understand that this research project will not necessary benefit me or the child personally.

I have given all the relevant information regarding the study and answered all questions.

_____	_____	_____
Name of interviewer	**Signature**	**Date**

I hereby give consent as a guardian/caregiver for that the following children can take part in this study. The child will be taking part freely and has not been forced in any way to do so. I know both I and the child can stop the interview at any time and the child doesn't have to answer questions if he/she doesn't want to. I understand this decision will not in any way affect me or the child negatively. I understand that this research project will not necessary benefit me or the child personally.

_____	_____	_____
Name of guardian	**Signature**	**Date**

Names of children

Child/Youth Assent Form

My name is [.....], I am a researcher of Transtec contracted to do an evaluation study of the Joint Programme on Girl's Education by the Ministry of Education, Science and Technology, World Food Programme, UNICEF and UNFPA. The goal of the Programme is to improve access to and quality of education for girls in Mangochi, Salima and Dedza districts. This study aims to determine the outcomes of the programme in the three districts. This study will involve different stakeholders (including implementing partners, local authorities, schools and the education offices on national, district and zone level, and service providers such as NGOs, families, children and youth beneficiaries). Data for this study are collected using individual interviews and group discussions with the different stakeholders.

You have been chosen to participate in this study because you are a beneficiary of the programme. Would you please help us understand the situation by having an interactive discussion about your viewpoint? It will take about 40 minutes of your time. Your answers will help us a lot.

You don't have to sit with me if you don't want to. But we'd really like it if you did. If you want to stop, you can. If you don't want to answer a question, you don't have to. Nothing bad will happen to you if you would prefer not to talk. You can decide and let me know if you want to have the guardian (the person who is taking care of you at the moment) present during our talk. You can also tell me if you prefer not to have the guardian present.

If you get sad or upset, please tell me. We can stop and chat a little about it. You might want to talk to someone later about your feelings, like a counsellor. I can arrange that for you. If you want to speak to someone please let the Head Teacher know so that we can organise this for you.

I agree to take part in this interview. I am taking part freely and have not been forced in any way to do so. I know I can stop at any time and don't have to answer questions if I don't want to. Nothing bad will happen to me if I decide I don't want to continue. I understand that I won't get any money or anything for taking part. I understand nobody will be told what I said in the interview.

Do you consent to take the interview? Yes.....No

I have given all the relevant information regarding the study and answered all questions.

I acknowledge that _____ persons gave verbal assent.

_____

Name of interviewer **Signature** **Date**

Annex 16: Achievement of objective and outcome indicators under JPGE

Intervention logic	Indicator	Baseline			Mid-term	Endline	
		Phase I	Control	Goal		Phase I	Control
Objective: Improved access and quality of education for girls in Mangochi and Salima districts by 2017	0a. number of communities/districts with operational action plans on girls' education	90%	-	>90%	N.a.	97.5%*	73.9%*
	0b. Pass rates for girls and boys girls	59.7%	63.0%	>59.7%	68.9%	61.6%	68.1%
	boys	66.3%		>66.3%	37.6%	64.3%	63.7%
	0c. Survival rates for girls and boys girls	27%		>27%	N.a.	89.2%	82.3%
	boys	35%				90.4%	87.5%
	0d. Dropout rates for girls and boys girls	15.6%		3.6%	5.3%	5.2%	8.6%
	boys	13.5%		4.0%	5.7%	4.9%	10.6%
	0e. Enrolment rate Mangochi girls	77%		>77%		85%	
	Dedza girls	103%		>103%	Different measurement	106%	
	Mangochi boys	73%		>73%		85%	
	Dedza boys	101%		>101%		100%	
Outcome 1: Girls and boys in targeted schools are well nourished and able to stay in school	1a. Attendance rate in std 5 – 8 girls	72%	71%	80%	59.9% -89.4%	85.0%	85.4%
	boys				59.2% - 77.2%		
	OVCs	75%	76%	80%		88.4%	79.96%
		52%	57%	65%		72.1%	55.8%
	1b. Average number of schooldays per month when at least 4 food groups were provided	0	0	15	18	17.3	-
Outcome 2: Increased access to second chance education for girls	2a. # of girls graduating from CBE or functional literacy programmes Salima	1,712	0	3,812	Enrolment CBE 5,538	Enrolment CBE 5,081	
	Dedza	858		4,254			
	Mangochi	1,066		3,095			
	2b. % of enrolled girls graduating from CBE or functional literacy programmes	0%	0%	25.0%	0	562 graduated functional literacy. Graduation CBE in 2019	
Outcome 3: Integrated youth friendly services, resources and structures, addressing CSE, SRHR, HIV/AIDS and GBV in place for both in and out of school girls	3a. Percentage of girls (std 5-8) who reported cases of corporal punishment in past 1 year	60.8%	55.0%	26%	23.6%	19.9%*	10.0%*
	3b. Percentage of girls accessing youth-friendly health services	52.0%	58.9%	75%	62%	83.2%	74.1%
	3c. % of young women and men aged 15-24 who correctly identify ways of preventing the sexual transmission of HIV	No data			N.a.	60%*	56.2%*
	3d. # of laws and policies allowing adolescents access to SRHS	0	0	1	0	0	
	3e. Attendance rate of girls in std 5 - 8	72%	71%	80%	59.9% -89.4% 59.2% - 77.2%	85.0%	85.4%
	4a. # of incidents of sexual and physical violence against children reported in schools			-	N.a.	360	
	4b. # of children (std 5-8) who are enrolled in preventative empowerment programmes	8,100		11,060	N.a.	6355 (F) 6303 (M)	
	4c. Girls perception of feeling safe in the school increases (safe _ very safe)	-		65%	N.a.	89.4%*	88.3%*
	4d. # of girls accessing sexual assault survivors anonymous service	0		>0	N.a.	149	

Outcome 4: Reduced violence against girls in targeted schools and communities and effective referral pathways in place	4e. % of schools with school improvement plans developed with learners' input	90%		>90%	94%-100%	97.5%	73.9%
	4f. Percentage of schools with a code of conduct	80%		>80%	97.6%-100%	95.0%	56.5%
Outcome 5: Teacher attitudes/skills improved to effectively deliver life skills based and gender-responsive methodologies	5a. Teacher attendance rate	84.4%		92.5%	N.a.	89%	
	5b. Evidence of learner-centred and gender-responsive teaching methods in schools	Yes Yes		-	N.a	95.3% 92.8%*	92.3% 87.4%
Outcome 6: Adolescent girls are informed and empowered to participate and take on leadership positions within the school and the community.	6a. % of girls participating in clubs in school (out of total number of girls)	46.1%		75%	66.2%	44.5%	31.8%
	6b. % of school clubs with girls (std 5-8) at positions of leadership	16.8%		100%	30.9%	99.3%	98.4%
	6c. # of schools that have health, social and economic asset-building programmes that reach out to adolescent girls at risk of child marriage and other SRHR problems	33.3%		65%	N.a.	37.5%	17.4%
	6d. Proportion of girls who report violence (physical, sexual and psychological)	44.2%		60%	Different measurement	57.9%	66.0%
	6e. % of girls who think a partner/husband is justified in hitting or beating his wife/partner under certain circumstances	20.2%	7.5%	4%	N.a.	10.9%*	4.2%*
Outcome 7: Empowered committed communities valuing quality education for all children, esp. girls	7a. # of trained community members aware of the values of education	0		80%	31.7%-100% trained	Almost all committee members	Based on qualitative interviews
	7b. Proportion of chiefs actively taking action towards improving access and quality of education for girls	0		90%	87.8%	Almost all	

Achieved	Almost achieved	Not achieved	Inconclusive

* Significant difference at p<0.05

Annex 17: DEMIS data for Salima, Dedza and Mangochi

	Mangochi	Dedza	Salima		Mangochi	Dedza	Salima
Number of schools				Girls reached by THR			
2014	258	236	138	2014		0	0
2015	258	236	138	2015	1,355	1,359	46,530
2016	258	241	139	2016	5,783	2,503	5,436
2017	267	247	142	2017	6,877	2,932	5,517
Number of girls				Boys reached by THR			
2014	125,507	105,555	58,276	2014			0
2015	128,517	107,698	56,916	2015	273	142	606
2016	137,461	111,485	60,290	2016	1,590	369	822
2017	155,173	114,682	68,350	2017	1,666	394	931
Number of boys				Schools with a functioning PTA			
2014	130,914	103,380	57,435	2014	100%	100%	108%
2015	131,032	107,185	56,815	2015	100%	100%	108%
2016	134,506	108,709	60,815	2016	100%	100%	107%
2017	149,761	111,445	66,670	2017	100%	98%	105%
Girls' enrolment				Schools with a functioning SMC			
2014	77	101	101	2014	100%	100%	108%
2015	76	100	100	2015	100%	100%	108%
2016	78	101	99	2016	100%	100%	107%
2017	85	101	101	2017	100%	98%	105%
Boys' enrolment				Schools with a functioning FC			
2014	73	99	99	2014	76%	45%	24%
2015	79	100	100	2015	76%	45%	24%
2016	78	99	103	2016	76%	44%	24%
2017	85	98	99	2017	75%	43%	23%
Girls' dropout rate				Percentage of PTA trained (from functional PTAs)			
2014	7	7	5	2014	76%	0%	0%
2015	7	6	6	2015	76%	6%	24%
2016	7	6	5	2016	76%	6%	0%
2017	7	6	4	2017	76%	6%	0%
Boys' dropout rate				Percentage of SMCs trained (from functional SMCs)			
2014	6	7	6	2014	76%	0%	0%

2015	7	6	6
2016	7	6	4
2017	8	6	4
Girls' transition rate to secondary			
2014	50		63
2015	50		55
2016	44		63
2017	39		72
Boys' transition rate to secondary			
2014	42		81
2015	51		73
2016	34		80
2017	35		87
Schools with at least 50% teachers trained on CFS			
2014	254		
2015	254		
2016	258		
2017	267		11
Schools with JPGE HGSF			
2014	32	14	33
2015	32	14	33
2016	32	14	33
2017	32	14	33
Girls reached by HGSF			
2014		30,936	
2015		30,526	17,244
2016	56,925	31,973	17,664
2017	67,318	32,092	20,320
Boys reached by HGSF			
2014		30,306	0
2015		30,770	17,380
2016	54,873	31,627	18,133
2017	66,951	31,462	19,778
Schools with revised code of conduct			

2015	76%	6%	22%
2016	76%	6%	0%
2017	75%	6%	0%
Percentage of FCs trained (from functional FCs)			
2014	100%	0%	0%
2015	100%	13%	200%
2016	100%	13%	0%
2017	100%	13%	0%
Number of schools with functional MSG			
2014	100%	100%	100%
2015	100%	100%	100%
2016	100%	100%	100%
2017	96%	98%	100%
Girls dropping out because of pregnancy			
2014	431	204	412
2015	387	200	218
2016	474	261	179
2017	503	301	63
Girls readmitted after dropout			
2014		0	26
2015		0	217
2016		0	281
2017		0	296
Schools linked to YFHS			
2014		0%	24%
2015		0%	24%
2016		0%	24%
2017		0%	23%
Schools with school improvement plans			
2014	100%	100%	100%
2015	100%	100%	100%
2016	100%	100%	100%
2017	100%	98%	100%
Schools linked to community-based violence protection structures			

2014	1	1	1
2015	1	1	1
2016	1	1	1
2017	1	1	1
Schools with health, social and economic asset-building programmes for adolescent girls			
2014	0	1	0
2015	0	1	0
2016	0	1	0
2017	0	1	0
Number of non-targeted schools adopting comprehensive HGSF, safe school & SRH model			
2014	42	3	0
2015	42	3	0
2016	84	3	0
2017	84	3	0

2014		1	0
2015		1	0
2016		1	0
2017		1	0
Schools with communities that have established by-laws on girls' education			
2014	1	0	0
2015	1	0	0
2016	1	0	0
2017	1	1	0

Annex 18: Additional data per district

Table 1: Factors contributing to girls staying in school

Factors contributing	Salima	Mangochi	Dedza	Total
Incentives for girls to remain in school	24.8%	22.4%	25.4%	24.2%
Civic education to parents	20.4%	24.0%	21.3%	21.9%
Role modelling for girls	17.6%	23.3%	21.1%	20.7%
Promote community participation in girls' education	14.4%	10.1%	15.0%	13.1%
Strengthen mother groups	17.4%	14.3%	10.4%	14.0%
Total respondents	**432**	**455**	**441**	**1,328**

Table 2: Proportion of girls who need YFHS services and proportion among them who access the services if facility is available

	Salima	Mangochi	Dedza	Total
Girls who need service	42.0%	38.6%	41.8%	40.7%
Girls who access services among those in need of service	70.5%	82.8%	79.7%	77.4%

Table 3: Severity of corporal punishment in schools

	Salima	Mangochi	Dedza	Total
No problem at all	73.1%	76.9%	58.3%	68.3%
It's a small problem	26.9%	23.1%	58.3%	30.2%
It's very severe	0.0%	0.0%	58.3%	1.6%

Table 4: Reported forms of punishment

	Salima	Mangochi	Dedza	Total
Hitting	6.0%	5.5%	4.3%	5.3%
Beating	7.6%	12.1%	9.5%	9.8%
Digging rubbish pits	25.7%	33.0%	17.0%	25.3%

Removing tree stumps	10.0%	13.0%	8.8%	10.6%
Cleaning classroom	70.6%	77.6%	74.1%	74.1%
Other	36.6%	18.2%	9.5%	30.5%

TABLE 5: ANSWERS TO HIV RELATED QUESTIONS

Right answer to question	Salima	Mangochi	Dedza	Total
Question 1	79.6%	82.9%	79.8%	80.8%
Question 2	90.0%	85.3%	88.9%	88.0%
Question 3	73.8%	82.2%	74.1%	76.8%
Question 4	93.3%	93.0%	94.8%	93.7%

Table 6: Is it justifiable for a husband to beat his wife?

	SALIMA	*MANGOCHI*	*DEDZA*	*TOTAL*
YES	***7.2%***	***6.6%***	***9.1%***	***7.6%***
DON'T KNOW	***0.5%***	***4.0%***	***0.2%***	***1.6%***

Annex 19: Transition to Phase II

The recommendations were based on the findings and conclusions of the evaluation team on JPGE I. JPGE however is already one step ahead and in its Phase II. The JPGE partners have made good use of the transition by adapting the approach to the observations they had. The evaluation is not assessing Phase II but has decided to still reflect a few of the adaptations, which are most relevant to this evaluation. This also demonstrates, that WFP, UNICEF and UNFPA had identified the challenges at a much earlier point in time and have already addressed them. That does not make the observations less valid, it only shows that, as is generally the case, an evaluation does not bring surprises but just captures existing observations in a structural manner.

Related to the need of stronger engagement of community members, one of the main issues highlighted by the evaluation, in Phase II, a new Community for Development strategy was incorporated, coordinated by UNICEF to mobilize and target parents and communities through media, information and education materials, radio, road show campaigns drama and edutainment. Additional role modelling of girls (by engaging professional women teachers, police and military women officers) may strengthen the position and debating power of girls in the community. Also, 30 community youth volunteers selected from active youth clubs will be trained.

Another observation, though smaller in nature and not included in the recommendations, were the various complaints about lack of transparent price forming of food items. This has been tackled in a pragmatic way under Phase II, by establishing a price setting committee with members from various background. When the evaluation team was in the field, the members had just been trained.

As for school feeding, under Phase II, in order to sustain the School Meals Programme, communities will be empowered to establish community gardens while farmer organizations and all parents will be encouraged to contribute food commodities in the first and second year as a step forward to the handover process

Annex 20: List of Acronyms

AGLIT	Adolescent Girls Literacy
CADECOM	Catholic Development Commission
CBE	Complementary Basic Education
CSE	Comprehensive Sexuality Education
DAC	Development Assistance Criteria
DADO	District Agriculture Development Office
DEMIS	District Education Management Information System
DEQAS	Decentralised Evaluation Quality Assurance System
DHS	Demographic Health Survey
DPD	Director of Planning and Development
EU	European Union
FC	Food Committee
FGD	Focus Group Discussion
HGSF	Home Grown School Feeding
JPGE	Joint Programme for Girls Education
M&E	Monitoring and Evaluation
MAGGA	Malawi Girls Guides Association
MK	Malawi Kwacha
MoA	Ministry of Agriculture
MoEST	Ministry of Education, Science and Technology
MoGCDSW	Ministry of Gender, Children, Disability and Social Welfare
MoH	Ministry of Health
MoLYSMD	Ministry of Labour Youth, Sports and Manpower Development
MSG	Mothers' Support Group
MT	Metric tonnes
MTR	Mid-Term Review
NASFAM	National Smallholder Farmers' Association of Malawi
NGO	Non-Governmental Organization
OECD	Organisation for Economic Co-operation and Development
OVC	Orphans and Vulnerable Children
PEA	Primary Education Advisor
PTA	Parent Teacher Association
SDG	Sustainable Development Goal
SHN	School Health and Nutrition
SMC	School Management Committee
SRHR	Sexual and Reproductive Health Rights
Std	Standard
THR	Take Home Rations
ToR	Terms of Reference
UN	United Nations
UNDAF	United Nations Development Assistance Framework
UNDP	United Nations Development Program
UNEG	United nations Evaluation Group
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNFPA	United Nations Population Fund

UNICEF	United Nations Children Fund
USAID	United States Agency for International Development
VAC	Violence Against Children
VSO	Voluntary Services Overseas
WFP	United Nations World Food Programme
WHO	World Health Organization
YFHS	Youth Friendly Health Services

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