

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**



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**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.

8. 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.
9. 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.
10. 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.
11. 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.

2.1. Objectives

12. 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.

2.2 Stakeholders and Users

13. 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.
14. 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	<ul style="list-style-type: none"> • 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 UNICEF – East and Southern Africa Regional Office	<ul style="list-style-type: none"> • 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. • 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)	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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.)	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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; <ul style="list-style-type: none"> ○ Value for money by comparing key achievements/benefits of the programme with resources invested; ○ Whether achievements of the programme have contributed to their organization's goal and mission on girls education in Malawi; ○ Evidence of what worked to inform decision-making for future funding priorities and programming; ○ 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	<ul style="list-style-type: none"> • 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

15. 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 4.7.¹ If the fertility rate remains constant, the population is projected to reach approximately 40.6 million by 2040.² Subsequently, the number of young people is projected to increase to 7.9 million by 2025 and to 15.9 million by 2050³. The projected growth will place an enormous burden upon on the education sector.

16. 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) (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.
17. 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.
18. 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.
19. 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

¹ Demographic Health Survey - 2015/16

² Ministry of Economic Planning and Development, 2012

³ RAPID, 2012

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.

20. The National Education Policy (NEP), aligns itself to the education for all (EFA, 2000) goals and other international declarations including the sustainable Development Goals.⁴ 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

21. 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 US\$14, 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.
22. 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.
23. 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.
24. 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 of school girls, literacy

⁴ The National Education Policy, 2016

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.

25. 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.
26. 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.
27. 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.
28. 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 adolescents girls in difficult situations such as early marriage, pregnancies and PLWHIV were targeted.
29. 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.
30. 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.
31. 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

32. 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.
33. 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

34. **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.
35. **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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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?

4.4 Ethical considerations

36. [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.
37. 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.
38. 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
39. Ethical approval for this study will be sought from the Malawi National Committee on Research in Social Sciences and Humanities.
40. 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.

4.5 Evaluability assessment and Data Availability

41. **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.
42. 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

4.6 Methodological Approach

43. 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.
44. 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.
45. 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 stakeholders 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.
46. 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.

4.7 Limitations

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.

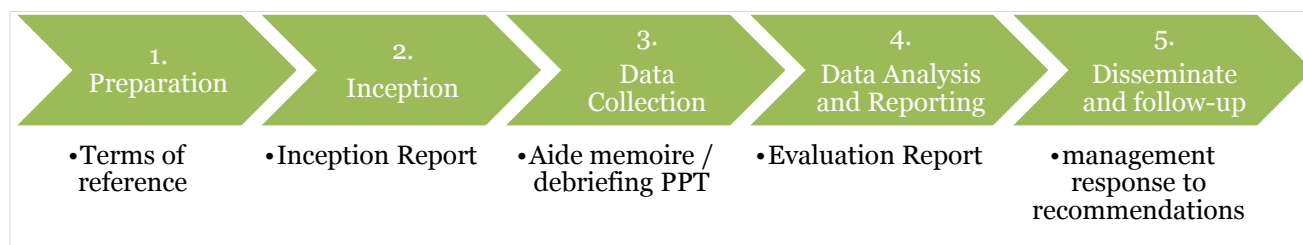
Table 3: Potential risks and migration measures

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

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

3. Figure 1: Summary Process Map



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 FGDs 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

48. 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;

49. 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](#).
50. 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

51. 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;
52. 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;
53. 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.
54. 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.
55. 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

56. 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.

57. **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.

58. **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.

59. **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

60. 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.
61. 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;
62. 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)⁵;
 - Systematically considering all stakeholder feedback when finalising the evaluation report, and **transparently provide rationale for feedback that was not used**;
63. 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).
64. 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.

⁵ 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;

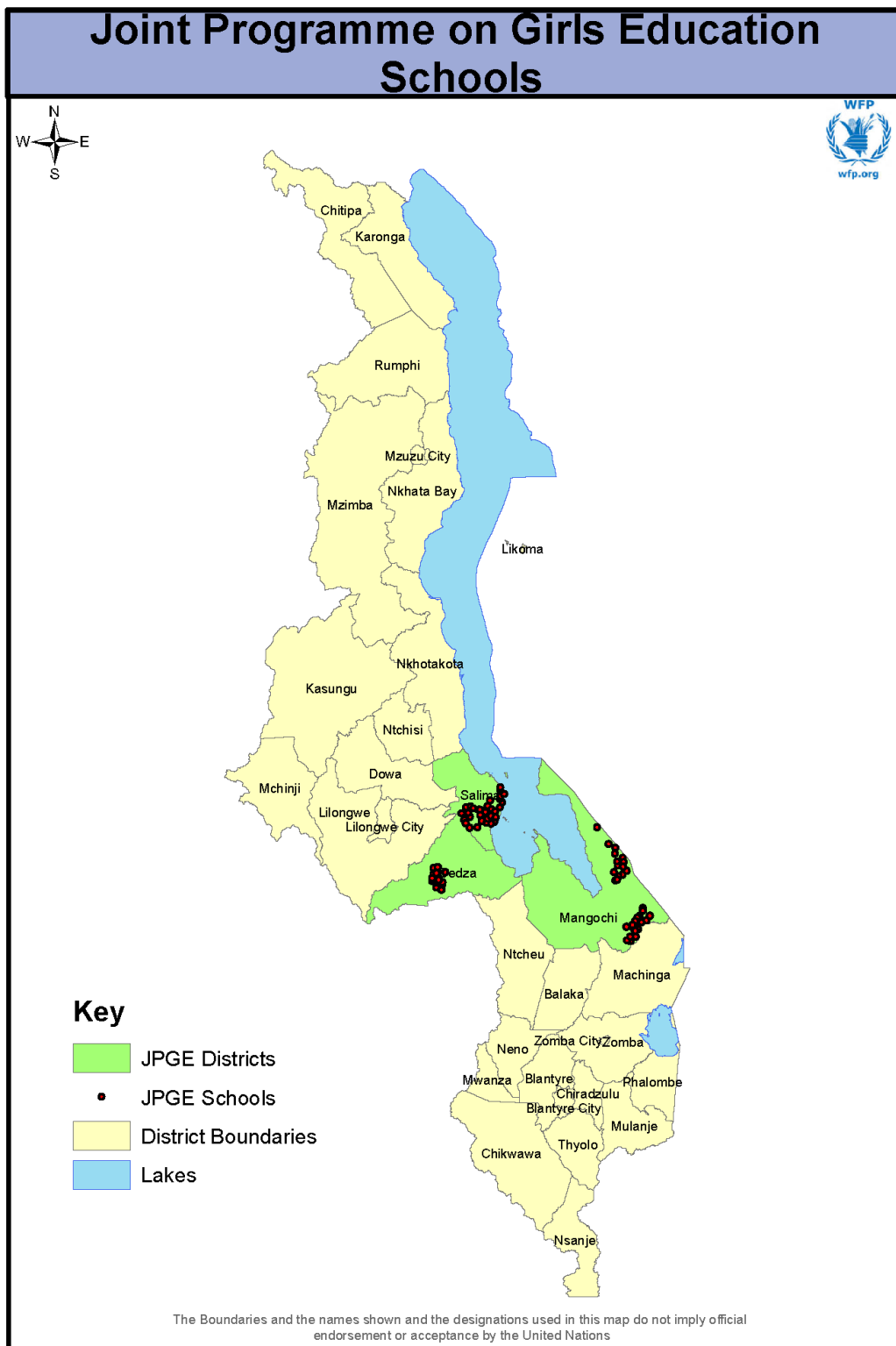
8.2. Budget

65. 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 Makhaira: grace.makhaira@wfp.org
- Shota Hatakeyama: kmuthengi@unicef.org
- Cliff Phiri: cphiri@unfpa.org

Annex 1. Map showing the programme coverage areas



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)			

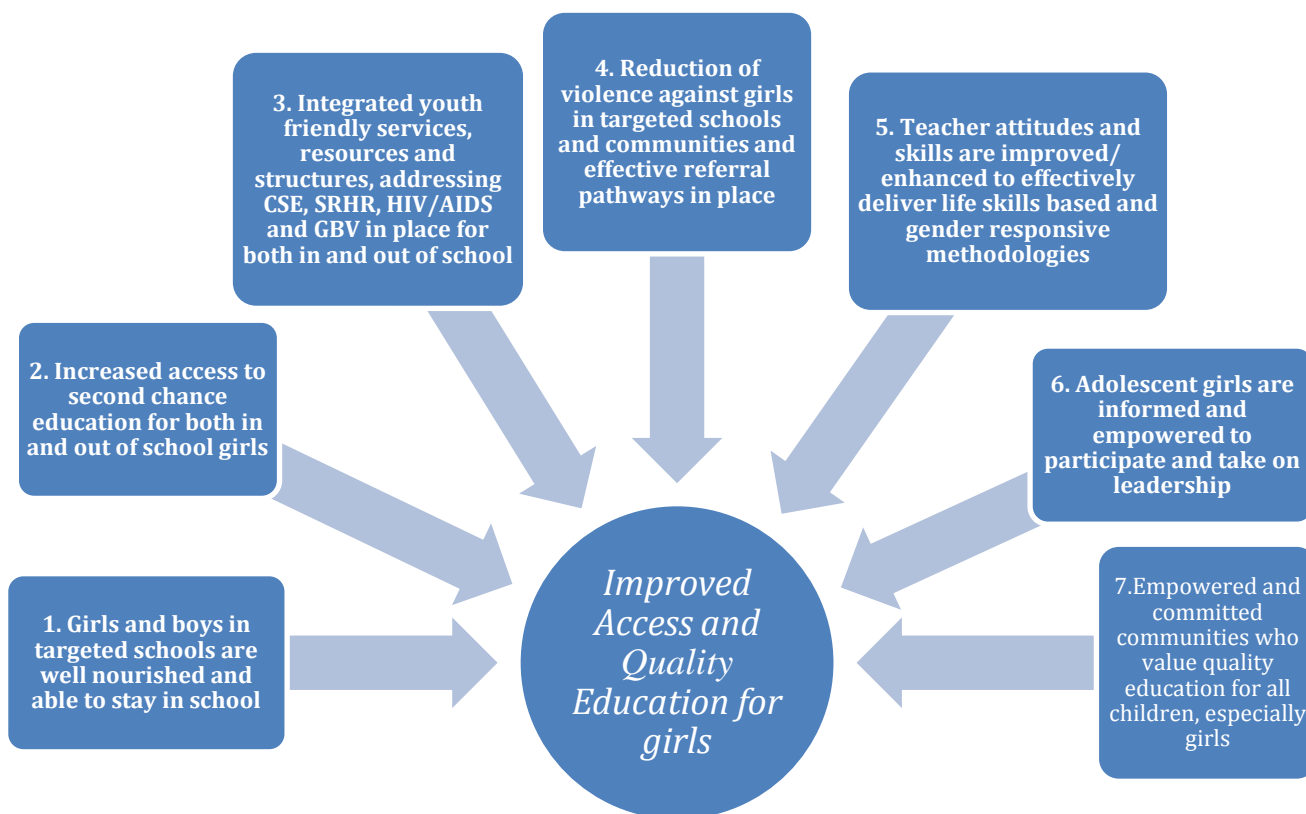
1.1a. # of students reached with THR and HGSF, disaggregated by sex and activity, as a percent of planned	School records	0	81000
1.1b. Quantity of food/cash assistance distributed, disaggregated by type, as a percent of planned	School records	0	
1.1c. Quantity of food purchased locally from smallholder 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 (jpg 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 girls education			
7.3 Number of bi-laws on girls' education established and implemented		0	

Annex 3.Theory of change



Annex 4 Evaluation schedule

Phase 1 – Preparation		Timelines
	Terms of Reference preparation and internal clearance by the commissioning agencies	13 th July 2017
	External ToR review and feedback – use of WFP external Quality Support Advisory service	31 st July to 4 th 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	7 th to 11 th 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 Dec 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	

Annex 5 Membership of evaluation committee and Reference Group

Internal Evaluation Committee (EC)	
The EC will be comprised of:	
World Food Programme	<ul style="list-style-type: none"> - Chairperson of the committee –JPGE Coordinator - Evaluation Manager – M&E officer - Programme officer - School Meals Unit -
UNICEF	<ul style="list-style-type: none"> - Evaluation Manager – M&E officer/focal points - Programme officer - JPGE TWG focal person
UNFPA	<ul style="list-style-type: none"> - Evaluation Manager – M&E officer/focal point - Programme officer - JPGE TWG focal person
<p>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.</p>	
Evaluation Reference Group (ERG)	
The ERG will be comprised of:	
<ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> ✓ WFP Regional Evaluation Officer ✓ UNFPA Regional M&E advisor ✓ UNICEF - Evaluation advisor or equivalent - 3 other technical experts on nutrition/health, school feeding/gender: <ul style="list-style-type: none"> ✓ 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) 	
<p>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.</p>	

Annex 6 Additional information to the Context

1. Around 50 percent 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).

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 Immuno 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