

Evaluation of Tsogolo la Thanzi - Healthy Future Home-Grown School Feeding Project in Malawi from 2020 to 2023

Decentralized Evaluation Terms of Reference

WFP Malawi



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1. Background

1. These terms of reference (ToR) were prepared by WFP Malawi Country Office based upon an initial document review and consultation with stakeholders. The purpose of these terms of reference is to provide key information to stakeholders about the evaluation, to guide the evaluation team and to specify expectations during the various phases of the evaluation.

1.1. INTRODUCTION

2. These terms of reference are for the final activity evaluation of Tsogolo la Thanzi (TSOLATA) home-grown school feeding (HGSF) project in Malawi's four districts of Nsanje, Chikwawa, Phalombe and Zomba. This evaluation is commissioned by WFP Malawi Country Office (CO) and will cover the period from September 2020 to August 2023. The selection of these districts was justified by a food security and nutrition vulnerability analysis paired with an assessment of the potential for implementation of Home-Grown School Meals programme.

3. TSOLATA directly contributes to the 'AFIKEPO' Nutrition Action in Malawi and is aligned with the 'Four Pillar Approach' adopted by the National Nutrition Committee in 2015, as it aims at ensuring that children develop to their full potential through implementation of nutrition sensitive interventions targeting school learners, their families, and surrounding communities. TSOLATA was implemented with the Ministry of Education (School Health and Nutrition), in coordination with Ministry of Agriculture and under the overall coordination of the Department of Nutrition, HIV and AIDS (DNHA) in the Ministry of Health. TSOLATA aims at promoting the nutrition and health status of 280,000 learners in 200 primary schools through the provision of diversified school meals using the home-grown school feeding (HGSF) model by sourcing commodities locally from smallholder farmers. TSOLATA also aims to enhance the knowledge and skills of members of the communities around target schools on nutrition, hygiene and sanitation, crop and dietary diversification and meal preparation through cooking demonstrations and nutrition messaging. TSOLATA has three outcomes:

- Primary school learners and households in targeted communities are applying better nutrition, hygiene and sanitation practices and learners have increased intake of nutritious food.
- Smallholder farmers participating in home-grown school meals have increased knowledge and capacity to produce diversified nutritious crops, as well as increased access to markets.
- Government staff have increased capacity to design and implement a sustainable national school meals programme.

1.2. CONTEXT

4. Malawi is a landlocked, low-income and shock-prone country, with a population growth of 2.6 percent per year in 2021¹ and largely dependent on rain-fed agriculture for sustenance and livelihoods. Malawi is ranked 169 out of 191 countries on the 2021 Human Development Index. Based on self-assessment on current economic well-being, about 77 percent of the households in Malawi perceived themselves to be poor and 36.6 percent very poor.² When disaggregated by gender of household head, about 47 percent of households headed by women perceived themselves to be very poor compared to 32.1 percent of households headed by men.³ Malawi was affected by tropical cyclone Freddy in March 2023 which left a trail of devastation across 15 districts in southern Malawi including the four TSOLATA districts. The United Nations (UN) and humanitarian partners in Malawi launched an appeal for US\$ 70.6 million to assist 1.1 million people affected by the passage of the Tropical Cyclone Freddy.

5. Even though stunting in children aged 6-59 months in Malawi decreased from 53 percent in 2004 to 37 percent (32.4 percent girls and 37.4 percent boys) in 2020,⁴ chronic malnutrition in Malawi remains amongst the highest in Southern Africa (which averages 30 percent). Underweight affects 11.9 percent of

¹ World Bank. [Population growth \(annual %\) - Malawi | Data \(worldbank.org\)](https://data.worldbank.org/indicator/SH.STA.STNT.FE.ZS?locations=MW).

² Malawi Government. 2020. *The Fifth Integrated Household Survey (IHS5) 2020 Report*. Malawi National Statistics Office.

³ Ibid

⁴ World bank. <https://data.worldbank.org/indicator/SH.STA.STNT.FE.ZS?locations=MW>.

children aged 6-59 months (9.9 percent girls and 13.9 percent boys), and 1.9 percent of children aged 6-59 months are wasted (0.9 percent girls and 2.9 percent boys). Dietary diversity for infants and young children is poor and has led to nutrient deficiency and increased health risk. Only 7.8 percent of infants between 6-23 months consumed a minimally acceptable diet.⁵ The national prevalence of anaemia among children aged 6-59 months is quite high at 62.6 percent.⁶

6. According to the Cost of Hunger in Africa study, the annual costs of child undernutrition is US\$ 567 million or 10.3 percent of gross domestic product (GDP) in Malawi.⁷ This study showed that students who were stunted before the age of five are more likely to underperform in school,⁸ while undernourished children typically have lower cognitive and physical capacity, and increased risk of repetition, which is costly to the family, the student, and the education system.

7. The education sector in Malawi is characterised by quality and efficiency related challenges. Retention rates drop significantly from grade five to grade eight. These rates drop further for girls compared to boys going from 60 percent for boys and 62 percent for girls, to 44 percent for boys and 37 percent for girls.⁹ According to a 2018 Malawi Government's Education Management and Information Systems (EMIS) report, girls in Malawi drop out of school for several reasons: circumstances of poverty, child marriage, early pregnancy, parents' negative attitudes toward girl child education and household responsibilities. Primary school completion rates are at 54 percent for boys and 51 percent for girls (an average of 52 percent), both having high levels of grade repetition (average of 24.5 percent).¹⁰ The high student-qualified teacher ratio is at 70:1 and with limited infrastructure; many students are learning in congested classrooms thus significantly jeopardising the quality of education.¹¹

8. As part of the National Education Sector Plan's (NESP) goal to enhance access to education, the provision of school meals centralised at the primary school level, contribute to retention of learners and increased attendance. Retention decreases with higher grades. Evidence from WFP's school meals programme in primary schools showed reduced absenteeism by 5 percent and dropout rates by 2.9 percent,¹² and increased daily attendance from 77 percent to 92 percent.¹³ In 2015, these efforts contributed to the progress in primary education and supported the achievement of gender parity in primary school enrolment.¹⁴

9. The Malawi National Growth and Development Strategy (MNGDS III 2018-2022) identifies the Government's goal of improving food and nutrition security and access and equity in basic education through School Meal programmes. The Malawi National Multi-Sector Nutrition Policy (NMNP) 2018-2022, complemented by the National Multi-Sector Nutrition Strategic Plan (2018-2022), calls for mainstreaming health and nutrition activities within the school curricula and supports implementation of nutrition-sensitive interventions that improve education outcomes. The promotion of school feeding and school health and nutrition interventions is one of the key strategies adopted by the policy to ensure high-impact nutrition-specific and nutrition-sensitive interventions are integrated into the relevant core sector policies, strategies, plans and budgets.

10. The 2017 *National School Health and Nutrition Policy*, seeks to provide quality primary education while promoting health and nutrition in schools, and links School Meals directly with local agriculture to *"improve the nutrition of students while fostering a sustainable demand and stable markets for smallholder farmers, thereby enhancing community-wide economic and social development."*¹⁵ The policy is complemented by the *National School Health and Nutrition Strategic Plan 2018-2022*, which recognises School Meals as a key

⁵ Government of Malawi. 2017. *Malawi National Micronutrient Survey 2015-16*. National Statistics Office.

⁶ National Statistical Office. 2017. *Malawi Demographic and Health Survey 2015-16*.

⁷ Cost of Hunger in Africa, Malawi Report, 2015.

⁸ Ibid

⁹ Malawi EMIS 2018 Report.

¹⁰ Ibid

¹¹ Ibid

¹² WFP. 2019. *Evaluation of the School Meals Programme in Malawi with financial support from United States Department of Agriculture (USDA) 2016 to 2018*.

¹³ WFP. 2018. *Final Evaluation of the School Meals Programme in Malawi with support from United States Department of Agriculture, and the governments of Brazil and the United Kingdom - 2013 to 2015*.

¹⁴ Government of Malawi. *The 2018/19 Education Sector Performance Report*.

¹⁵ Malawi National School Health and Nutrition Policy (2017).

component of the school health and nutrition package. This normative framework is based on a multisectoral approach and both Policy and Strategic plans were signed at inter-ministerial level (Education, Health, Agriculture, Gender and Social Welfare). The plan aligns with the NMNP and the National Agriculture Policy 2016, where school meals are presented as an important component of improved nutritional status and access to markets for smallholder farmers. The National Agriculture Policy is further complemented by the National Agricultural Investment Plan of 2017 (NAIP). The *Malawi National Social Support Program (MNSSP II) 2018-2023* promotes primary education and reduced incidence of hunger through School Meals.

11. Despite long-term positive trends, Malawi continues to face development challenges that constrain its capacity to achieve food and nutrition security. These include; the persistent need for food assistance in the lean season often exacerbated by climate-related shocks, environmental degradation and over-reliance on rain-fed agriculture, economic underperformance, high levels of extreme poverty, endemic gender inequalities, and a long-standing refugee caseload.¹⁶

12. The damage left by the floods, the economic consequences of COVID-19, the effects of the conflict in Ukraine, and the rapidly rising inflation were the key factors that contributed to the increased acute food insecurity numbers in 2022. Despite these occurrences, for the 2022 agricultural season, Malawi had enough maize at a national level to feed the population though the harvest was lower than the two previous years. Although the education sector has bounced back from the effects of the COVID-19 pandemic in 2022, overall national enrolment in primary education, especially for girls was lower than in 2021 and pre-pandemic.¹⁷ Enrolment and attendance rates deteriorated between 2019 and 2021, largely due to school closures in response to COVID-19. In 2021 enrolment rate was -1 percent (compared to 6 percent in 2019) and attendance was at 76.9 percent (compared to 94 percent in 2019).¹⁸

13. WFP Malawi's Country Strategic Plan (CSP) 2019-2023 sets an ambitious goal of achieving food and nutrition security by 2030. WFP is focused primarily on technical assistance to well-resourced, well-coordinated and nationally owned government programmes. WFP Malawi, through the CSP, committed to creating the most positive impact for households and build their resilience through enhancing synergies between programmes, whilst increasing government capacity and ownership to lead in the design, implementation and monitoring of resilience and social protection programmes – including school meals - designed to reach those furthest behind. WFP Malawi reviewed its National School Meals strategy to create a sustainable and scalable model for the country, prioritizing the most vulnerable districts and further developing the already successful home-grown school feeding (HGSF) model to capitalise on integration with other livelihoods and nutrition interventions both implemented by WFP and other development partners.

14. WFP's assistance is provided within the United Nations Sustainable Development Cooperation Framework (UNSDCF) of 2019-2023. Specific sustainable development goals (SDGs) that are targeted through the HGSF project include:

- Achieve food security and improved nutrition and promote sustainable agriculture (SDG 2)
- Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all (SDG 4)
- Achieve gender equality and empower all women and girls (SDG 5)
- Ensure sustainable consumption and production patterns (SDG 12)
- Take urgent action to combat climate change and its impacts (SDG 13)
- Revitalise the global partnership for sustainable development (SDG 17).

15. The United Nations Joint Programme on Girls Education phase three (JPGE III), 2020 to 2024, is a collaborative effort implemented by the Government of Malawi with technical support from three United Nations agencies (WFP, UNICEF and UNFPA) and financial support by the Royal Norwegian Government. WFP is responsible for the provision of nutritious school meals and take-home rations in the four districts of Mangochi, Dedza, Salima and Kasungu. The Norwegian Agency for Development Cooperation (NORAD) through WFP Malawi, has also been funding home-grown school feeding in Kasungu district from 2022 to 2027. Apart from WFP, there are other partners that support school feeding with different models such as

¹⁶ WFP. 2019. *Malawi Country Strategic Plan (2019-2023)*.

¹⁷ WFP. 2022. *Malawi Annual Country Report*.

¹⁸ WFP. 2022. *Malawi Country Strategic Plan Evaluation (2019-2023)*.

the Government of Malawi, Nascent Solutions and Mary's Meals. WFP Malawi, between 2010 and 2018, using a centralised model,¹⁹ also implemented the McGovern-Dole International Food for Education and Child Nutrition school feeding programme supported by the United States Department of Agriculture (USDA), in 13 districts in Malawi, which included the four TSOLATA districts. The schools in the TSOLATA project are same schools under the McGovern Dole International Food for Education and Child Nutrition school feeding programme. The difference is the school feeding model is TSOLATA is implementing a home-grown school feeding while previously it was the centralised model.

16. Tsogolo la Thanzi (TSOLATA), which means Healthy Future, is funded by the European Union and is being implemented in four districts of Chikwawa, Nsanje, Phalombe and Zomba since September 2020 to December 2023. These four districts are benefiting from WFP's School Meals Programme given the presence of irrigation schemes and farmer organisations such as cooperatives, unions and clusters and potential linkages with WFP's livelihood programmes in the same areas. TSOLATA is also linked with the WFP's overall livelihoods programme which seek to enhance climate adaptation and food security of households through access to integrated climate risk management strategies and structured market opportunities, which support national food systems. These interventions aim to support targeted households to transition from subsistence farming to surplus production, including the capacity to interact with financial and output markets. Smallholder farmers assisted through the livelihoods' programmes are also linked through the HGSP programme to supply commodities to the schools.

17. Gender inequalities affect all aspects of social, economic and environmental development.²⁰ Rates of child/girl marriage are high, and women often lack land rights and access to education,²¹ health and financial services and; justice and protection against sexual and other forms of violence.²² Entrenched social norms and gender inequality around young people and girls' sexuality affect girls' access to sexual and reproductive health services. People living with disabilities suffer a greater incidence of all indicators of poverty and face greater gender and public health challenges than their able-bodied counterparts. Women work more hours than men when it comes to unpaid work. This gender disparity also pertains to girls and boys, possibly influencing both girls' school attendance and school performance. Women play important roles in agriculture constituting 70 percent of full time farmers, carry out 70 percent of the agricultural work, and produce 80 percent of food for home consumption and therefore, they ensure nutrition security at household level.²³ The National Gender Policy (2015) aims to mainstream gender in the national development process to enhance participation of women and men, girls and boys for sustainable and equitable development for poverty eradication. The policy is rooted in Malawi's constitution which recognises and promotes gender equality, and in the various versions of the Malawi Growth and Development Strategy.

¹⁹ Model whereby food is sourced by WFP and its donor and distributed to schools in the target districts

²⁰ WFP. 2019. *Malawi Country Strategic Plan (2019–2023)*.

²¹ Literacy rate for women is 66 percent compared to 81 percent for men (World Bank. 2018. Malawi Economic Monitor- Investing in Girls' Education)

²² Government of Malawi. 2014. *National Plan of Action to Combat Gender-Based Violence in Malawi 2014–2020* (cited in WFP, 2019).

²³ Government of Malawi. National Gender Policy (2015).

2. Reasons for the evaluation

2.1. RATIONALE

18. The evaluation is being commissioned for the following reasons: WFP Malawi has mainly been implementing the centralised model²⁴ of school feeding but recently transitioned to the home-grown school feeding model.²⁵ This evaluation is an opportunity to learn more about the success and challenges of the home-grown school feeding programme in Malawi. The evaluation is being commissioned at the end of the first phase of implementation and going into second phase which will expand to new districts.

19. The evaluation serves the following purposes WFP Malawi Country Office, European Union, and Government of Malawi:

- WFP Malawi is in the final year of implementation of a five-year Country Strategic Plan (CSP 2019-2023) in which school feeding is at the centre of its integration strategy. The findings will therefore be used by WFP and its partners to inform the implementation of the school feeding interventions during second generation CSP.
- European Union is planning to continue with the second phase of TSOLATA which includes scaling up the HGSF to four new districts in 2023. The findings of the evaluation will inform programmatic changes that may be needed in implementation of the second phase of TSOLATA.
- TSOLATA aims at increasing government capacity to design and implement a national school meals programme. The findings will help the Government in its plans of developing the national school meals operational plan.

2.2. OBJECTIVES

20. Evaluations serve the dual and mutually reinforcing objectives of accountability and learning. Overall, this evaluation leans towards learning as it aims to understand the extent to which programme objectives have been achieved and reasons for the lack of fulfilment as well as inform the design and implementation of future HGSF programmes.

- **Accountability** – The evaluation will assess and report on the performance and results of the TSOLATA home-grown school feeding project.
- **Learning** – The evaluation will determine the reasons why certain results occurred or did not occur to draw lessons, derive good practices and provide pointers for learning. It will also 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.

21. The specific objectives of the evaluation are to:

- Determine the progress made towards achieving the TSOLATA objectives to equitably and in a transformative manner cater for the needs of women, men, girls and boys in the targeted communities (including any differential results across groups).
- Assess the extent to which home-grown school feeding programme is adequately adopting and mainstreaming gender, protection and inclusive approaches to addressing targeted needs of girls, boys, women and men.
- Assess the compatibility of the TSOLATA HGSF with other interventions implemented by WFP (programme integration), the Government and other stakeholders.
- Determine the extent to which TSOLATA delivered results in an economic and timely way.

²⁴ Model whereby food is sourced by WFP and its donor and distributed to schools in the target districts.

²⁵ Model, where the schools receive cash and procure food from smallholder farmers in the communities surrounding the schools for the provision of school meals.

- Determine the extent to which TSOLATA generated or is expected to generate significant positive or negative, intended or unintended higher-level effects.
- Determine if and how the net benefits of the intervention will continue or are likely to continue.

2.3. STAKEHOLDER ANALYSIS

22. The evaluation will seek the views of, and be useful to, a broad range of WFP internal and external stakeholders. A number of stakeholders will be asked to play a role in the evaluation process in light of their expected interest in the results of the evaluation and relative power to influence the results of the programme being evaluated. Table 1 provides a preliminary stakeholder analysis, which should be deepened by the evaluation team as part of the inception phase.

23. Accountability to affected populations, is tied to WFP commitments to include beneficiaries as key stakeholders in WFP work. WFP is committed to ensuring gender equality, equity and inclusion in the evaluation process, with participation and consultation in the evaluation of women, men, boys and girls from different groups (including persons with disabilities, the elderly and persons with other diversities such as ethnic and linguistic).

Table 1: Preliminary stakeholder analysis

Stakeholders	Interest and involvement in the evaluation
Internal (WFP) stakeholders	
WFP Country Office (CO) in Malawi	Key informant and primary stakeholder - Responsible for the planning and implementation of WFP interventions at country level. The country office has an interest in learning from experience to inform decision-making. It is also called upon to account internally as well as to its beneficiaries and partners for performance and results of its programmes. The country office will be involved in using evaluation findings for HGSE programme implementation and/or in deciding on the next programme and partnerships.
WFP field offices in Nsanje, Chikwawa, Phalombe and Zomba	Key informant and primary stakeholder - Responsible for day-to-day programme implementation. The field offices consult with stakeholders at decentralized levels and has direct beneficiary contact. They will be affected by the outcome of the evaluation.
Regional bureau (RB) for Southern Africa	Primary stakeholder - Responsible for both oversight of country offices and technical guidance and support, the regional bureau management has an interest in an independent/impartial account of operational performance as well as in learning from the evaluation findings to apply this learning to other country offices. The regional bureau will be involved in the planning of the next programme; thus, it is expected to use the evaluation findings to provide strategic guidance, programme support, and oversight. The regional evaluation officers support country office/regional bureau management to ensure quality, credible and useful decentralized evaluations.
WFP HQ divisions	Primary stakeholder - WFP headquarters divisions are responsible for issuing and overseeing the rollout of normative guidance on corporate programme themes, activities and modalities, as well as of overarching corporate policies and strategies. They also have an interest in the lessons that emerge from evaluations, as many may have relevance beyond the geographical area of focus. Relevant headquarters units should be consulted from the planning phase to ensure that key policy, strategic and programmatic considerations are understood from the onset of the evaluation. They may use the evaluation for wider organizational learning and accountability.

Stakeholders	Interest and involvement in the evaluation
WFP Office of Evaluation (OEV)	Primary stakeholder – The Office of Evaluation has a stake in ensuring that decentralized evaluations deliver quality, credible and useful evaluations respecting provisions for impartiality as well as roles and accountabilities of various decentralized evaluation stakeholders as identified in the evaluation policy. It may use the evaluation findings, as appropriate, to feed into centralized evaluations, evaluation syntheses or other learning products.
WFP Executive Board (EB)	Primary stakeholder – the Executive Board provides final oversight of WFP programmes and guidance to programmes. The WFP governing body has an interest in being informed about the effectiveness of WFP programmes. This evaluation will not be presented to the Executive Board, but its findings may feed into thematic and/or regional syntheses and corporate learning processes.
External stakeholders	
Beneficiaries (women, men, boys and girls)	Key informants and primary stakeholders - As the ultimate recipients of food assistance, beneficiaries have a stake in WFP determining whether its assistance is appropriate and effective. As such, the level of participation in the evaluation of women, men, boys and girls from diverse groups will be determined and their respective perspectives will be sought. While it may be challenging for the beneficiaries to access the evaluation results, application of the recommendations in improving programme implementation will be of great use in further considering beneficiaries' unique needs.
Government (Ministry of Education, Ministry of Agriculture, District Councils)	Key informants and primary stakeholder - The Government has a direct interest in knowing whether WFP activities in the country are aligned with its priorities, harmonized with the action of other partners and meet the expected results. Ministries of education and agriculture will be interested to see how the project affected education and smallholder farmers outcomes. Issues related to capacity development, handover and sustainability will be of particular interest. District Councils, as implementers of the project, have a direct interest in knowing whether the project achieved its objectives.
United Nations country team (UNCT)	Secondary stakeholder - The harmonized action of the UNCT should contribute to the realization of the Government developmental objectives. It has therefore an interest in ensuring that WFP programmes are effective in contributing to the United Nations concerted efforts. Various agencies are also direct partners of WFP at policy and activity level.
Donor (European Union)	Primary stakeholder - WFP interventions are voluntarily funded by several donors. European Union have an interest in knowing whether their funds in TSOLATA have been spent efficiently and if WFP work has been effective and contributed to their own strategies and programmes.

3. Subject of the evaluation

3.1. SUBJECT OF THE EVALUATION

24. WFP school meals programme has positively contributed to improved health and nutrition of learners. For example, a 2018 evaluation found that it contributed to the reduction of health-related school absences by 11 percent.²⁶ School meals programmes have supported increased knowledge and awareness on nutrition and healthy dietary practices by learners and their families. Up to 77 percent of households reported changing their families' diets as they felt that diversified diets improved the health of their children, and 40 percent of farmers who sold nutritious foods to the schools stated that they produced an increased quantity which they then consumed at home.²⁷

25. The evaluation will assess all the key results specifically on its impact and the extent to which the objectives have been achieved. The TSOLATA home-grown school feeding project with European Union (EU) financial support was implemented from September 2020 and is expected to end in December 2023. The start of the implementation of the TSOLATA project in September 2020 was marked by the evolving situation of the COVID-19 pandemic, which adversely impacted the roll-out plan of the home-grown school feeding.

26. The three-year programme which targeted 280,000 learners in 200 primary schools and 20,000 smallholder farmers was implemented in four districts of Nsanje, Chikwawa, Phalombe and Zomba (see [Annex 1](#) for map of districts that are implementing TSOLATA). The EU provided financial support of EUR 16 million for the implementation of the programme. Table 2 shows the breakdown of number of learners and schools by district.

Table 2: Breakdown of number of schools and children

District	# of schools	Revised planned number of children	Actual number of children reached
Chikwawa	67	75 350	75 350 (38 ,429 girls and 36,921 boys)
Nsanje	36	50 063	50 063 (27,034 girls and 23,029 boys)
Phalombe	66	117 579	118 703 (60,539 girls and 38,164 boys)
Zomba	47	62 008	61 952 (31,560 girls and 30,412 boys)
TOTAL	216	305 000	306 068 (156,095 girls and 149,873 boys)

27. The meals in schools are informed by menus developed in each district with participation of school level teachers and community members. In all schools, meals are prepared by community volunteer cooks with guidance from food committees and school health and nutrition teachers. The annual outcome monitoring survey was conducted in April 2022 to provide an update on the progress made on outcome indicators in comparison to the baseline conducted same time last year. It was found that 79 percent of the primary school going children (an increase from 36 percent at baseline) of the learners had breakfast (whether at home or outside the home) in the previous day. Some 45 percent (an increase from 28 percent at baseline) of surveyed households reported that their primary schoolchildren ate food from at least four food groups in the previous 24 hours, while 55 percent of primary schoolchildren (an improvement from 72 percent at baseline) had consumed food from three or less food groups, indicating that they had limited dietary diversity. Staples (96 percent) and vegetables (98 percent) were consumed most frequently by

²⁶ WFP. 2018. *Final Evaluation of the School Meals Programme in Malawi with support from United States Department of Agriculture, and the governments of Brazil and the United Kingdom - 2013 to 2015.*

²⁷ WFP. 2019. *Evaluation of the Joint Programme for Girls Education (JPGE) with financial support from the Norwegian Government - July 2014–October 2017* [Jointly commissioned by WFP, UNICEF, UNFPA and the Malawi Ministry of Education Science and Technology].

primary schoolchildren. Primary schoolchildren from households headed by women had, on average, poorer dietary diversity compared to households headed by men. Smallholder farmers across the four targeted districts were also interviewed as part of the outcome survey. Despite maize being the most common crop grown by these farmers, 60 percent of the farmers grew at least three different types of crops. The farmers indicated schools under the home-grown school feeding as their most preferred market for their commodities. In terms of planned versus actual progress, see the tables below focusing on other school meals related package, nutrition sensitive interventions, social and behaviour change communication (SBCC) activities and capacity building activities.

Table 3: Other school meals related package

Other school meals related package	Year 2 plan	Year 2 Actual	% Achievement
Number of primary schools provided with non-food items (cooking equipment)	216	88	41%
Quantity of non-food items (cooking and eating equipment) distributed	1 640	756	46%
Number of primary schools provided with non-food items (school garden equipment)	216	93	43%
Quantity of non-food items (school garden equipment) distributed	1 073	220	21%
Number of primary schools provided with non-food items (Information; Education and Communication materials)	216	61	28%
Number of schools with access to safe water (water in treated and protected wells, taps, boreholes)	216	196	91%
Number of school management committees trained on aflatoxin management	216	174	81%

Table 4: Nutrition sensitive interventions

Activity	Outputs	Year 2 plan	Year 2 Actual	% achievement
Development of menus/recipes for respective districts	Number of menus/recipes developed	29	28	97%
Conduct cooking demonstrations in schools and surrounding communities	Number of cooking demonstrations conducted	216	175	81%
Conduct cooking demonstrations in schools and surrounding communities	Number of people reached through cooking demonstrations disaggregated by gender	1 812	1 123	62%
Establish fruit orchards and woodlots and vegetable gardens in schools	Number of fruit orchards established	104	49	47%
Establish fruit orchards and woodlots and vegetable gardens in schools	Number of woodlots established	118	61	52%
Establish fruit orchards and woodlots and vegetable gardens in schools	Number of vegetable gardens established (including moringa gardens)	162	83	51%

Table 5: SBCC activities

Activity	Outputs	Year 2 plan	Year 2 Actual	% achievement
Conduct awareness campaigns on good nutrition; hygiene and sanitation practices	Number of awareness campaigns conducted on nutrition; hygiene and sanitation targeting teachers	216	201	93%
Conduct awareness campaigns on good nutrition; hygiene and sanitation practices	Number of teachers reached with campaigns on nutrition; hygiene and sanitation	383	449	117%
Conduct awareness campaigns on good nutrition; hygiene and sanitation practices	Number of awareness campaigns conducted on nutrition; hygiene and sanitation targeting primary schoolchildren	69	66	96%
Conduct awareness campaigns on good nutrition; hygiene and sanitation practices	Number of children reached with campaigns conducted on nutrition; hygiene and sanitation	168 766	68 643	41%
Conduct awareness campaigns on good nutrition; hygiene and sanitation practices	Number of awareness campaigns conducted on nutrition; hygiene and sanitation targeting community members	74	25	34%
Conduct awareness campaigns on good nutrition; hygiene and sanitation practices	Number of community members reached with campaigns conducted on nutrition; hygiene and sanitation	20 200	6 900	34%

Table 6: Capacity building activities

Activity	Outputs	Year 2 plan	Year 2 Actual	% achievement
Train school committees in procurement procedures; financial and school meals management	Number of school committees trained in procurement procedures	200	216	108%
Train school committees in procurement procedures; financial and school meals management	Number of school committee members trained in procurement procedures financial management and school meals management	1 600	1872	117%
Train school committees in procurement procedures; financial and school meals management	Number of school committees trained in school meals management	200	216	108%
Train schoolteachers in procurement procedures; financial	Number of teachers trained in procurement procedures;	600	648	108%

and school meals management	financial and school meals management			
Train district technical staff in procurement procedures; financial and school meals management	Number of district technical staff trained in procurement procedures, financial management and school meals management	31	31	100%
Train volunteer cooks on safe food preparation and storage techniques	Number of volunteer cooks trained in safe food preparation and storage techniques disaggregated by gender	1 465	925	63%
Build government staff capacity at national and district level	Number of district-level government staff trained in implementation and monitoring of School Meals Program	28	28	100%
Support / strength school meals / nutrition coordination through the NNCC and DNCCs	Number of DNCC meetings attended/ supported	10	8	80%

28. Between March and September 2020, schools were closed by the Government, thereby halting all school feeding programmes across the country. Limitations on gatherings resulting from the rising COVID-19 cases also significantly affected delivery of community-based interventions. And whilst schools started reopening in September 2020, the provision of meals in schools continued to be suspended as per guidelines of the Government. WFP, through the Education Cluster, advocated with the Government for the adaptation of school feeding to take-home²⁸ support, and this was included in the Education Cluster COVID-19 Response Plan. The take-home support (in the form of cash or in-kind) was aimed to ensure schoolchildren were able to access at least one daily nutritious meal, therefore maintaining school feeding as a reliable and essential safety net.

29. When schools gradually reopened in October 2020, the Government issued a directive on maintaining take-home feeding modalities for the term. As such, take-home support in the form of cash or Super Cereal (corn soya blend with sugar) were provided to learners' households to contribute to the children's food and nutrition security. Under TSOLATA this approach was in line with the provisions of the scenarios planned in the Description of Action and it triggered the activation of the crisis modifier to ensure the adapted modality was implemented. Due to the spike in cases of COVID-19, as per guidance from the Ministry of Education, the take-home ration support was continued up to August 2021.

30. The four districts implementing TSOLATA were some of the 16 districts most affected by the Tropical Storm Ana which severely affected agricultural fields and infrastructure in January 2021. Some of the potential areas for HGSP expansion were affected, slightly delaying the transition to HGSP and employing a phased approach. Due to the scale of devastation to schools within the catchment area, the Crisis Modifier was activated through the education cluster response, allowing a horizontal expansion of school feeding to other affected and vulnerable children and contributed to continued access and learning in schools. A total of 37,932 children were supported through this initiative. In addition to natural disasters, macroeconomic factors also characterised the year such as devaluation of the local currency by 25 percent which led to increased inflation, high fuel, and food prices. Based on changes done in year 1 and 2 because of natural disasters and other factors, below is an updated table of implementation modalities:

²⁸ WFP calculated that the economic "loss" of school meals to a participating household would amount to approximately US\$ 4-5 per child per month in the absence of school feeding programmes

Table 7: Implementation modalities

Plan	Modality	No of children (under TSOLATA)	Period	Remarks
Actual scenario year 1	Take-home rations – using CSB+ ²⁹ (centralized modality)	280 000	Sept 2020 – Sept 2021	All learners received take-home rations
Year 2 and beyond	Centralized modality (in school meals) – using CSB+	163 144	Oct – March 2022	For schools with HGSF potential but require more time for preparations
	HGSF	116 856	Nov 2021 – March 2022	Schools and areas with potential for surplus production and linkage to smallholder farmers. These are 79 with potential and focus of transition activities in the four districts. Initial plan was for 91 schools and 133,000 children. However, the actual was revised based on anticipated levels of food supply
	HGSF	305 000	April 2022 onwards	All 216 schools to be under HGSF procuring from smallholder farmers. A phased approach of transitioning 216 schools from April 2022 and completed by June 2022. Additional 25,000 children in 16 schools reached
	Total number of children (216 schools)	305 000		

31. TSOLATA has three main outcomes: **Primary school learners and households in targeted communities are applying better nutrition, hygiene and sanitation practices and learners have increased intake of nutritious food.** To achieve this outcome, the following activities were implemented; promotion of improved nutrition and healthy dietary practices in targeted schools, provision of school meals, capacity strengthening at district and school/community level and linkages with other programs such as health, water and sanitation.

32. **Smallholder farmers participating in the Home-Grown School Meals programme have increased knowledge and capacity in production of diversified nutritious crops, as well as increased access to markets.** Activities that were done to achieve this outcome were; provision of support to smallholder farmers with knowledge and skills and facilitate linkages to schools, training smallholder farmers on crop diversification and production, post-harvest handling (including warehouse management) and financial literacy, training of farmers on aflatoxin management in crop production activities, awareness and promotion among smallholder farmers to control aflatoxin levels in production of maize and groundnuts; and engagement of small holder farmers in cooperative farming.

33. **Government staff have increased capacity to design and implement a national school meals programme.** Activities for this outcome included; support of the operationalisation of the school health and nutrition policy and strategic plan; implementation of the school health and nutrition strategy; support to government to develop the national school meals operational plan; support in delivery and review of

²⁹ A specially blended food for malnourished women and children.

national curriculum for nutrition education; support to the Government to strengthen the process of data collection, cleaning and inputting into the National Nutrition Information system (NNIS) as well as analysis for operational decisions and tracking other indicators that are currently not in NNIS.

34. TSOLATA has a logical framework with all programme indicators and targets (see [Annex 8](#)). The Country Office has an integrated theory of change (ToC) which has been reconstructed as part of the country strategic plan (CSP) evaluation. The integrated ToC was reconstructed as part of country strategic plan (CSP) evaluation in 2022. The ToC articulates the CSP's intent to deliver integrated programming to ensure food security for beneficiaries through different stages of life. The ToC outlines three 'impact pathways' contributing to interconnected immediate and intermediate changes that draw upon and cut across strategic outcomes in the CSP. School feeding is under outcome two in the CSP 2019-2023 and pathway two in the ToC; "Enhance sustainable livelihoods through improved nutrition status, agricultural productivity, and market support" (see Annex 9). Based on the ToC, the CO prioritised the expansion of the home-grown School Feeding (HGSM) model in the same areas where Smallholder Agricultural Market Support (SAMS) and food assistance for assets creation (FFA) were being implemented to foster linkages across these activities and demonstrate the benefits of integration for targeted communities.³⁰ Although the ToC identified assumptions, most of these related to the external context (for example, functioning markets, predictable and flexible resources) and did not hold during the CSP period because they were fully or partially outside of WFP's control. Assumptions did not address factors internal to WFP.³¹

35. In addition to promoting inclusion and gender equality in access to education, school meals programmes have supported stabilising attendance for girls through take-home ration³² and empowering women participating in the school feeding programme. Evidence has shown that in over half of the beneficiary households, women make decisions over use of the take-home ration, and over half of school meals committees are led by women (indications of empowerment).³³ Evidence from WFP's school meals programme in primary schools shows reduced absenteeism by 5 percent and dropout rates by 2.9 percent,³⁴ and increased daily attendance from 77 percent to 92 percent.³⁵ The school meals programme is highly relevant to beneficiary needs and to a context where 77 percent of children do not consume breakfast before school. The school meals programme strongly reduces short-term hunger, especially hunger coping strategies, and increases meal frequency and dietary diversity – both among learners and their households. Gains in dietary diversity were mostly observed in households headed by men.³⁶ The HGSM programme is more cost-efficient than the McGovern-Dole School Meals Programme (SMP). In 2018, the total cost for delivering US\$ 1.00 to beneficiaries was US\$ 3.13 for the McGovern-Dole SMP compared to US\$ 2.08 for the HGSM.³⁷ 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.³⁸

36. TSOLATA is implemented as part of the WFP [Malawi Country Strategic Plan \(2019-2023\)](#) which has a total budget of US\$ 619,800,513. The Malawi CSP went through three budget revisions. The initial line of sight had five outcomes and six activities but was revised to the current line of sight of six outcomes and eight activities.

³⁰ WFP. 2019. *Malawi Country Strategic Plan (2019-2023)*.

³¹ Ibid

³² WFP. 2018. *Final Evaluation of the School Meals Programme in Malawi with support from United States Department of Agriculture, and the governments of Brazil and the United Kingdom - 2013 to 2015*.

³³ WFP. 2019. *Evaluation of the School Meals Programme in Malawi with financial support from United States Department of Agriculture (USDA) 2016 to 2018*.

³⁴ Ibid

³⁵ WFP. 2018. *Final Evaluation of the School Meals Programme in Malawi with support from United States Department of Agriculture, and the governments of Brazil and the United Kingdom - 2013 to 2015*.

³⁶ Ibid

³⁷ Ibid

³⁸ WFP. 2019. *Evaluation of the Joint Programme for Girls Education (JPGE) with financial support from the Norwegian Government - July 2014 - October 2017* [Jointly commissioned by WFP, UNICEF, UNFPA and the Malawi Ministry of Education Science and Technology].

3.2. SCOPE OF THE EVALUATION

37. This evaluation will follow the United Nations Evaluation Group (UNEG) Norms and Standards. The following are the key parameters that will determine the scope of this study:

- a. **Timeframe:** The study will cover the period since the start of the programme in September 2020 to August 2023.
- b. **Geographical coverage:** The evaluation will cover Nsanje, Chikwawa, Phalombe, and Zomba Districts, where the programme is being implemented with comparison of schools in non-targeted districts. A detailed design including sampling of locations within each targeted and non-targeted district will be conducted during the inception phase.
- c. **Activities:** The evaluation will cover all activities implemented as part of the TSOLATA in order to provide a complete assessment of achievements and lessons learned.
- d. **Target group:** The target group for this evaluation will be beneficiary and non-beneficiary households with a primary school learner (boys and girls), smallholder farming households (including men and women), policy makers, and government extension workers/Intermediaries. The evaluation will also target where applicable beneficiaries and non-beneficiaries with disabilities.

4. Evaluation approach, methodology and ethical considerations

4.1. EVALUATION QUESTIONS AND CRITERIA

38. The evaluation will answer the overarching question: “To what extent were the TSOLATA objectives achieved? How effectively were they achieved?” The evaluation will address the key questions in Table 8 which will be further developed and tailored by the evaluation team in a detailed evaluation matrix during the inception phase. Collectively, the questions aim at highlighting the key lessons and performance of the TSOLATA HGSF, with a view to inform future strategic and operational decisions.

39. The evaluation should analyse how gender, equity and wider inclusion objectives and GEWE mainstreaming principles were included in the intervention design, and whether the evaluation subject has been guided by WFP and system-wide objectives on GEWE. The gender, equity and wider inclusion dimensions should be integrated into all evaluation criteria as appropriate.

40. The evaluation will apply the international evaluation criteria of coherence, effectiveness, efficiency, impact and sustainability.³⁹ Relevance will not be applied as there is already evidence from similar school feeding evaluations conducted in Malawi.^{40,41} The evaluation should also cover an analysis of whether and how GEWE objectives and mainstreaming principles were included in the intervention design and whether this was guided by WFP and system-wide objectives on gender and women’s empowerment.

Table 8: Evaluation questions and criteria

Evaluation questions		Criteria
EQ1 – To what extent does the TSOLATA HGSF equitably and in a transformative manner cater for the needs of women, men, girls and boys in the targeted communities?		Gender equity and inclusion
1.1	To what extent is the intervention in line with the needs and priorities of the most vulnerable groups (men and women, boys and girls)?	
1.2	What percentage of the HGSF market was captured by the smallholder farmers? How many smallholder farmers were integrated into the fortified oil value chain?	
1.3	What percent of smallholder farmers transitioned from subsistence farming to surplus production, including the capacity to interact with financial and output markets?	
1.4	To what extent was the intervention based on a sound gender analysis?	
1.5	Were there any gender and inclusion effects of TSOLATA HGSF on school enrolment/attendance/retention among targeted schools/communities?	
EQ2 – How compatible is the TSOLATA HGSF with other interventions implemented by WFP (programme integration), the Government and other stakeholders?		Coherence

³⁹ For more detail see: <http://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm>

⁴⁰ WFP. 2019. *Evaluation of the Joint Programme for Girls Education (JPGE) with financial support from the Norwegian Government - July 2014–October 2017*. [Jointly commissioned by WFP, UNICEF, UNFPA and the Malawi Ministry of Education Science and Technology].

⁴¹ WFP. 2019. *Evaluation of the School Meals Programme in Malawi with financial support from United States Department of Agriculture (USDA) 2016 to 2018*.

2.1	To what extent was TSOLATA coherent with policies and programmes of other partners operating within the same context?							
2.2.	What have been the complementarities and synergies between TSOLATA and other interventions implemented by the Government, other actors and WFP interventions such as livelihoods?							
EQ3 - To what extent did TSOLATA achieve its objectives and its results, including any differential results across groups of men, women, girls and boys?		Effectiveness						
3.1	To what extent were the outcomes ⁴² achieved? Were there unintended (positive or negative) outcomes of assistance for participants and non-participants? How do learners, smallholder farmers and communities in target districts compare with those in non-targeted areas? For example: <table border="1" data-bbox="316 633 1027 763"> <thead> <tr> <th></th> <th>Target areas result</th> <th>Non-target areas result</th> </tr> </thead> <tbody> <tr> <td>Outcome 1</td> <td></td> <td></td> </tr> </tbody> </table>		Target areas result	Non-target areas result	Outcome 1			
	Target areas result	Non-target areas result						
Outcome 1								
3.2	What major factors influenced the achievement or non-achievement of the outcomes for men, women, girls and boys?							
3.3	To what extent were smallholder farmers able to provide sufficient diverse quality produce throughout the programme? What major factors influenced their ability to supply or not supply quality produce throughout the programme?							
EQ4 - To what extent did TSOLATA deliver results in an economic and timely way?		Efficiency						
4.1	Was TSOLATA implemented in a cost-efficient and timely way?							
4.2	Which specific part of TSOLATA HGPF was more cost-efficient than others?							
4.4	What is the cost of feeding one child in the targeted districts throughout a school year? Are there more cost-efficient approaches to HGPF?							
4.5	Were the payments to farmers and schools done in a timely and efficient manner?							
EQ5 - To what extent did TSOLATA generate or is expected to generate significant positive or negative, intended or unintended, higher level effects?		Impact						
5.1	What were the effects of TSOLATA HGPF on school enrolment/attendance/retention among targeted learners/communities? (intended and unintended)?							
5.2	Did a specific part of TSOLATA HGPF achieve greater impact than another?							
5.3	Was there any gender-specific impacts? Did TSOLATA HGPF influence the gender context?							
EQ6 - To what extent will the net benefits of the intervention continue, or are likely to continue?		Sustainability						
6.1	To what extent did the intervention implementation consider sustainability, such as capacity building of national and local government institutions, communities and other partners?							

⁴² As per logical framework and also include attendance and dropout/retention rates

6.2	To what extent is it likely that the benefits of TSOLATA HGSF will continue after WFP's work ceases?	
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4.2. EVALUATION APPROACH AND METHODOLOGY

41. The methodology will be designed by the evaluation team during the inception phase. It should:

- Employ the relevant evaluation criteria above.
- Apply an evaluation matrix geared towards addressing the key evaluation questions considering the data availability challenges, the budget and timing constraints.
- Ensure through the use of mixed methods (individual interviews, Focus Group Discussions (FGD), key informant interviews, etc.), that women, girls, men and boys from different stakeholder groups participate and that their different voices are heard and used.
- Include a quasi-experimental evaluation design. Data should be collected from targeted and non-targeted groups in the same districts to allow comparisons on key indicators of interest. A baseline study was done in 2021 which reported on all indicators in the TSOLATA logical framework. For indicators that are in the logical framework and reported at baseline, the proposed methodology of this evaluation should be aligned to the baseline methodology to allow for comparison between baseline and endline.
- Include a knowledge, attitudes and practices (KAP) module as part of the data collection method for both school learners and smallholder farmers to capture the change in knowledge, attitudes and practices.
- Include cost benefit analysis to address the efficiency criteria.
- Perform a gender assessment of the intervention. This will feed into the gender analysis that the Country Office plans to do as part of the CSP (2024-2028).

42. The methodology chosen should demonstrate attention to impartiality and reduction of bias by relying on mixed methods (quantitative, qualitative, participatory etc.) and different primary and secondary data sources that are systematically triangulated (documents from different sources; a range of stakeholder groups, including beneficiaries; direct observation in different locations; across evaluators; across methods etc.). It should consider any challenges to data availability, validity or reliability, as well as any budget and timing constraints. The evaluation questions, lines of inquiry, indicators, data sources and data collection methods should be brought together in an evaluation matrix, which will form the basis of the sampling approach and data collection and analysis instruments (desk review, interview and observation guides, survey questionnaires etc.). The baseline methodology looked at three beneficiary categories: 1) households with one or more primary schoolchildren; 2) smallholder farmers supplying food to the schools; and (3) each primary school engaged in the programme. The baseline methodology used the two stage cluster sampling i.e., sampling schools at district level, followed by sampling of households in the communities that send their primary school learner to the sampled school. For each sampled school, farmer organisations that supply food to the sampled school were also sampled and its members interviewed. This proposed sampling approach is to be reviewed at inception phase.

43. The methodology should be sensitive in terms of GEWE, equity and inclusion, indicating how the perspectives and voices of diverse groups (men and women, boys, girls, the elderly, people living with disabilities and other marginalized groups) will be sought and taken into account. This should include how the sampling will include these marginalised groups. The methodology should ensure that primary data collected is disaggregated by sex and age; an explanation should be provided if this is not possible.

44. Looking for explicit consideration of gender and equity/inclusion in the data after fieldwork is too late; the evaluation team must have a clear and detailed plan for collecting data from women and men in gender and equity-sensitive ways before fieldwork begins.

45. The evaluation findings, conclusions and recommendations must reflect gender and equity analysis. The findings should include a discussion on intended and unintended effects of the intervention on gender

equality and equity dimensions. The report should provide lessons/challenges/recommendations for conducting gender and equity-responsive evaluations in the future.

46. The following mechanisms for independence and impartiality will be employed:

- An Evaluation Committee (EC) will be appointed and involved through all the evaluation phases. The EC is responsible for overseeing the evaluation process, making key decisions, and reviewing evaluation products submitted to the Chair for approval.
- An Evaluation Reference Group (ERG) will be set up to steer the evaluation, comment on all evaluation deliverables, and exercise oversight over the methodology.
- All tools and products from the Evaluation Firm will be externally and independently quality assured (both by the ERG and the DEQAS).

47. The following potential risks to the methodology have been identified in table 9. These risks need to be reviewed and developed in the inception phase.

Table 9: Potential risks and mitigation actions

#	Potential Risk	Mitigation actions
1	The evaluation team may have challenges regarding the availability of data for some indicators due to gaps in record keeping as well as quality issues.	Secondary data sources from monitoring may assist for the best estimates possible. In addition, the team will explore different option to fill existing data gaps.
2	Difficulties accessing government institutional partners and representatives; staff turnover within government may result in significant changes in personnel and especially in key positions related to HGSE.	WFP country office to use their relationships with the Government and partners to establish means of reaching the key persons even if they no longer work in the same positions.
3	At the moment, there are no travel restriction in Malawi due to COVID-19.	In case of re-emergence of travel restrictions, the evaluation team may also consider engaging more national consultants to do the actual data collection.

4.3. EVALUABILITY ASSESSMENT

48. During the inception phase, the evaluation team will be expected to perform an in-depth evaluability assessment and critically assess data availability, quality and gaps expanding on the information provided in Section 4.2. This assessment will inform the data collection and the choice of evaluation methods. The evaluation team will need to systematically check accuracy, consistency and validity of collected data and information and acknowledge any limitations/caveats in drawing conclusions using the data during the reporting phase.

49. **The level of evaluability** of the TSOLATA project to meet the objectives set out in section 2.2 is assessed to be high at this preliminary stage because Sufficient information exists for assessment of the achievements of intended outcomes and the utilisation of resources over the period under review. The monitoring reports have gender disaggregated data. The evaluation team will have access to:

- Relevant policy and programme documents both from WFP and Government of Malawi and Government of Malawi education management information system (EMIS) reports
- TSOLATA monitoring reports
- Project logical framework
- Baseline (2021) and annual outcome survey (2022)
- Take-home ration (THR) survey reports (2020 and 2021)
- Country Strategic Plan (2019-2023)

- Annual Country Reports (2020, 2021, and 2022)
- Annual donor reports
- Malawi Vulnerability Assessment Committee (MVAC) reports
- Past evaluation reports including JPGE evaluation and USDA McGovern-Dole evaluation
- Value for money study (ongoing).

4.4. ETHICAL CONSIDERATIONS

50. The evaluation must conform to [UNEG ethical guidelines for evaluation](#). Accordingly, the selected evaluation firm is responsible for safeguarding and ensuring ethics at all stages of the evaluation process. This includes, but is not limited to, ensuring informed consent, protecting privacy, confidentiality and anonymity of respondents, ensuring cultural sensitivity, respecting the autonomy of respondents, ensuring fair recruitment of participants (including women and socially excluded groups) and ensuring that the evaluation results do no harm to respondents or their communities.

51. The evaluation firm will be responsible for managing any potential ethical risks and issues and must put in place, in consultation with the evaluation manager, processes and systems to identify, report and resolve any ethical issues that might arise during the implementation of the evaluation. Since this evaluation is part of programme monitoring for accountability and learning, there are no specific ethical issues that are anticipated.

52. The team and evaluation manager will not have been involved in the design, implementation or monitoring of the WFP TSOLATA HGSP nor have any other potential or perceived conflicts of interest. All members of the evaluation team will abide by the [2020 UNEG Ethical Guidelines](#), including the Pledge of Ethical Conduct as well as the WFP technical note on gender. The evaluation team and individuals who participate directly in the evaluation at the time of issuance of the purchase order are expected to sign a confidentiality agreement and a commitment to ethical conduct. These templates will be provided by the country office when signing the contract.

4.5. QUALITY ASSURANCE

53. The WFP evaluation quality assurance system sets out processes with steps for quality assurance and templates for evaluation products based on a set of [Quality Assurance Checklists](#). The quality assurance will be systematically applied during this evaluation and relevant documents will be provided to the evaluation team. This includes checklists for feedback on quality for each of the evaluation products. The relevant checklist will be applied at each stage, to ensure the quality of the evaluation process and outputs.

54. The WFP Decentralized Evaluation Quality Assurance System (DEQAS) is based on the UNEG norms and standards and good practice of the international evaluation community and aims to ensure that the evaluation process and products conform to best practice. This quality assurance process does not interfere with the views or independence of the evaluation team but ensures that the report provides credible evidence and analysis in a clear and convincing way and draws its conclusions on that basis.

55. The WFP evaluation manager will be responsible for ensuring that the evaluation progresses as per the [DEQAS Process Guide](#) and for conducting a rigorous quality control of the evaluation products ahead of their finalization.

56. To enhance the quality and credibility of decentralized evaluations, an outsourced quality support (QS) service directly managed by the WFP Office of Evaluation reviews the draft ToR, the draft inception and the evaluation reports, and provides a systematic assessment of their quality from an evaluation perspective, along with recommendations.

57. The evaluation manager will share the assessment and recommendations from the quality support service with the team leader, who will address the recommendations when finalizing the inception and evaluation reports. To ensure transparency and credibility of the process in line with the [UNEG norms and](#)

[standards](#).⁴³ a rationale should be provided for comments that the team does not take into account when finalizing the report.

58. The evaluation team will be required to ensure the quality of data (reliability, consistency and accuracy) throughout the data collection, synthesis, analysis and reporting phases.

59. The evaluation team should be assured of the accessibility of all relevant documentation within the provisions of the directive on disclosure of information. This is available in the [WFP Directive CP2010/001](#) on information disclosure.

60. WFP expects that all deliverables from the evaluation team are subject to a thorough quality assurance review by the evaluation firm in line with the WFP evaluation quality assurance system prior to submission of the deliverables to WFP.

61. All final evaluation reports will be subject to a post hoc quality assessment (PHQA) by an independent entity through a process that is managed by the Office of Evaluation. The overall PHQA results will be published on the WFP website alongside the evaluation report.

⁴³ [UNEG](#) Norm #7 states *“that transparency is an essential element that establishes trust and builds confidence, enhances stakeholder ownership and increases public accountability”*

5. Organization of the evaluation

5.1. PHASES AND DELIVERABLES

62. Table 10 presents the structure of the main phases of the evaluation, along with the deliverables and deadlines for each phase. [Annex 2](#) presents a more detailed timeline.

Table 10: Summary timeline – key evaluation milestones			
Main phases	Indicative timeline	Tasks and deliverables (in bold)	Responsible
1. Preparation	27 th March to 16 th June 2023	Preparation of ToR Selection of the evaluation team & contracting Document review Two reviews of draft terms of reference Terms of reference	Evaluation manager Regional Evaluation Unit Evaluation Reference Group Evaluation Committee Chair
2. Inception	20 th June to 31 st August 2023	Inception mission Three reviews of draft inception report Inception report	Evaluation manager Evaluation team Evaluation Reference Group Evaluation Committee Chair
3. Data collection	1 st to 25 th September 2023	Fieldwork Exit debriefing PowerPoint presentation of exit debrief	Evaluation team Evaluation manager CO Regional Bureau
4. Reporting	27 th September to 19 th December 2023	Data analysis and report drafting Three reviews of draft evaluation report Clean datasets of primary data Final Evaluation report Power Point Presentation of evaluation results Evaluation brief (a 2-4-page summary of evaluation findings with graphs and charts)	Evaluation team Evaluation manager Evaluation Reference Group Evaluation committee chair

		appropriate for a non-technical audience)	
5. Dissemination and follow-up	21 st December 2023 to 29 th February 2024	Draft management response Management response Dissemination of the evaluation report	Evaluation manager Regional Bureau Country Office

5.2. EVALUATION TEAM COMPOSITION

63. The evaluation team is expected to include three to four members, including the team leader and at least two national evaluators. To the extent possible, the evaluation will be conducted by a gender-balanced and geographically and culturally diverse team with appropriate skills to assess gender dimensions of the subject as specified in the scope, approach and methodology sections of the ToR. At least one team member should have WFP experience.

64. The team will be multi-disciplinary and include members who, together, include an appropriate balance of technical expertise and practical knowledge in the following areas:

- School feeding, nutrition and agriculture as TSOLATA HGSP include work with smallholder farmers and primary school learners nutrition specifically; dietary diversification
- Economist, with the ability to conduct cost-efficiency and cost-effectiveness analysis
- Knowledge of developmental evaluation methods and techniques, including a thorough understanding of data collection, evaluation methodologies and design, strong qualitative and quantitative research skills
- Good knowledge of gender, equity and wider inclusion issues
- All team members should have strong analytical and communication skills, evaluation experience with a track record of written work on similar assignments, and familiarity with Malawi and/or Southern Africa
- The report will be in English, and all WFP meetings will be conducted in English. However, beneficiaries primarily speak different local languages (predominantly Chichewa), and this should be planned for.

65. The team leader should have expertise in one of the key competencies listed above as well as demonstrated experience in leading similar evaluations, including designing methodology and data collection tools. She/he will also have leadership, analytical and communication skills, including a track record of excellent English writing, synthesis and presentation skills. Her/his primary responsibilities will be: i) defining the evaluation approach and methodology; ii) guiding and managing the team; iii) leading the evaluation mission and representing the evaluation team; and 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.

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

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

5.3. ROLES AND RESPONSIBILITIES

68. The **WFP Malawi deputy country director** will take responsibility to:

- Assign an evaluation manager for the evaluation (Jason Nyirenda, monitoring and evaluation officer)
- Compose the internal evaluation committee and the evaluation reference group (see below).
- Approve the final ToR, inception and evaluation reports
- Approve the evaluation team selection
- Ensure the independence and impartiality of the evaluation at all stages, including establishment of an evaluation committee and a reference group
- 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.

69. The **evaluation manager** manages the evaluation process through all phases including: drafting this ToR; identifying the evaluation team; preparing and managing the budget; setting up the evaluation committee and evaluation reference group; ensuring quality assurance mechanisms are operational and effectively used; consolidating and sharing comments on draft inception and evaluation reports with the evaluation team; ensuring that the team has access to all documentation and information necessary to the evaluation; facilitating the team's contacts with local stakeholders; supporting the preparation of the field mission by setting up meetings and field visits, providing logistic support during the fieldwork and arranging for interpretation, if required; organizing security briefings for the evaluation team and providing any materials as required; and conducting the first level quality assurance of the evaluation products. The evaluation manager will be the main interlocutor between the team, represented by the team leader, the firm's focal point, and WFP counterparts to ensure a smooth implementation process.

70. An internal **evaluation committee** is formed to help ensure the independence and impartiality of the evaluation, overseeing the evaluation process, making key decisions and reviewing evaluation products (see [Annex 3](#) for details).

71. **An evaluation reference group (ERG)** is formed as an advisory body with representation from WFP Malawi and Regional Bureau for Southern Africa, and Ministries of Education and Agriculture. The evaluation reference group members will review and comment on the draft evaluation products and act as key informants in order to contribute to the relevance, impartiality and credibility of the evaluation by offering a range of viewpoints and ensuring a transparent process (see [Annex 4](#) for details).

72. **The regional bureau:** the Regional Bureau for Southern Africa will take responsibility to:

- Advise the evaluation manager and provide support to the evaluation process where appropriate
- Participate in discussions with the evaluation team on the evaluation design and on the evaluation subject as required
- Provide comments on the draft ToR, inception and evaluation reports
- Support the preparation of a management response to the evaluation and track the implementation of the recommendations.

73. While the regional evaluation officer (Jeanprovidence Nzabonimpa) will perform most of the above responsibilities, other regional bureau-relevant technical staff may participate in the evaluation reference group and/or comment on evaluation products as appropriate.

74. Relevant WFP Headquarters divisions will take responsibility to:

- Discuss WFP strategies, policies or systems in their area of responsibility and subject of evaluation
- Comment on the evaluation TOR, inception and evaluation reports, as required.

75. **Other Stakeholders (National Government including relevant ministries)** will take responsibility to comment on the evaluation TOR, inception and evaluation reports, as required.

76. **The Office of Evaluation (OEV).** OEV is responsible for overseeing WFP decentralized evaluation function, defining evaluation norms and standards, managing the outsourced quality support service, publishing as well submitting the final evaluation report to the PHQA. OEV also ensures a help desk function and advises the regional evaluation officer, the evaluation manager and evaluation teams when

required. Internal and external stakeholders and/or the evaluators are encouraged to reach out to the regional evaluation officer and the Office of Evaluation helpdesk (wfp.decentralizedevaluation@wfp.org) in case of potential impartiality breaches or non-adherence to UNEG ethical guidelines.

5.4. SECURITY CONSIDERATIONS

77. **Security clearance** where required is to be obtained from Malawi Country Office.

78. As an “independent supplier” of evaluation services to WFP, the contracted firm will be responsible for ensuring the security of the evaluation team, and adequate arrangements for evacuation for medical or situational reasons. However, to avoid any security incidents, the evaluation manager will ensure that the WFP country office registers the team members with the security officer on arrival in country and arranges a security briefing for them to gain an understanding of the security situation on the ground. The evaluation team must observe applicable United Nations Department of Safety and Security rules and regulations including taking security training (BSAFE & SSAFE), curfews (when applicable) and attending in-country briefings.

5.5. COMMUNICATION

79. To ensure a smooth and efficient process and enhance the learning from this evaluation, the evaluation team should place emphasis on transparent and open communication with key stakeholders. These will be achieved by ensuring a clear agreement on channels and frequency of communication with and between key stakeholders.

80. The evaluation manager will be responsible for:

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

81. 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 will be responsible for:

- Communicating the rationale for the evaluation design decisions, sampling, methodology, and tools in the inception report and through discussions.
- Working with the evaluation manager 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 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).
- Systematically considering all stakeholder feedback when finalising the evaluation report, and transparently provide rationale for feedback that was not use.

82. Should translators be required for fieldwork, the evaluation firm will plan and include the cost in the budget proposal which will be adjusted as needed.

83. Based on the stakeholder analysis, the communication and knowledge management plan (in [Annex 5](#)) identifies the users of the evaluation to involve in the process and to whom the report should be disseminated. The communication and knowledge management plan indicates how findings including gender, equity and wider inclusion issues will be disseminated and how stakeholders interested in, or affected by, gender, equity and wider inclusion issues will be engaged.

84. As part of the international standards for evaluation, WFP requires that all evaluations be made publicly available. It is important that evaluation reports are accessible to a wide audience, thereby contributing to the credibility of WFP – through transparent reporting – and the use of evaluation. Following the approval of the final evaluation report, to enhance the use of the evaluation findings, WFP 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 to co-facilitate the workshop. The details will be provided in a communication plan that will be developed by the evaluation manager jointly with the team leader during the inception phase.

5.6. PROPOSAL

85. The evaluation will be financed from TSOLATA programme funds.

86. The offer will include a detailed budget for the evaluation, including consultant fees, travel costs and other costs (interpreters, etc.). In country road travel for the evaluation team shall be arranged by the Evaluation Team. If a firm is hired, it should include in their budget proposal in-country flights i.e., from Lilongwe to Blantyre if road travel is not deemed feasible.

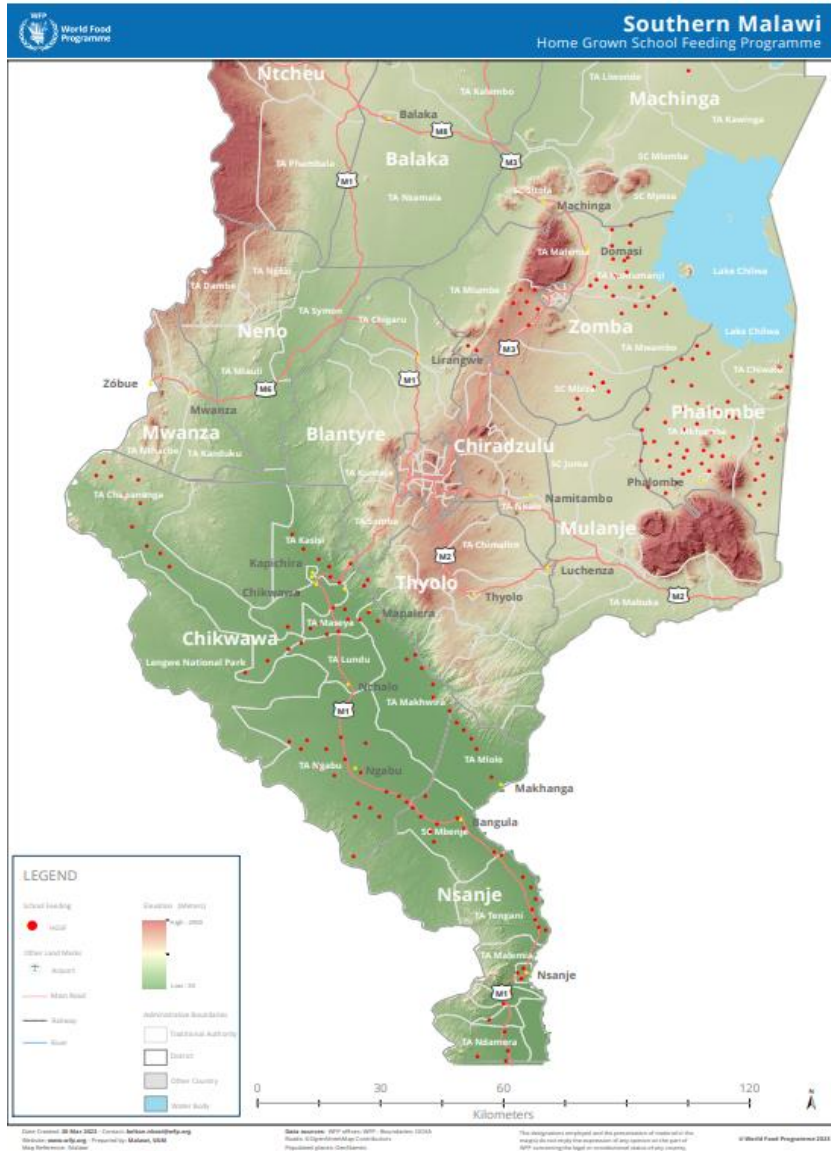
87. Following the technical and financial assessment, an improved offer could be requested by WFP to the preferred bid(s) to better respond to the TOR requirements. WFP may conduct reference checks and interviews with selected team members.

88. Please send any queries to:

- Daniel Svanlund, head of VAM and M&E at daniel.svanlund@wfp.org
- Jason Nyirenda, monitoring and evaluation officer (evaluation manager) at jason.nyirenda@wfp.org

Annexes

Annex 1: Map of Tsolata districts



Annex 2: Timeline

	Phases, deliverables and timeline	Key dates
Phase 1 - Preparation		Up to 9 weeks
EM	Desk review, draft ToR and quality assurance (QA) by EM and REO using ToR QC	27 March - 11 April 2023
EM	Share draft ToR with quality support service (DEQS) and organize follow-up call with DEQS	12 - 19 April
EM	Review draft ToR based on DEQS and REO feedback and share with ERG	20 - 24 April
EM	Start identification of evaluation team	25 Apr
ERG	Review and comment on draft ToR	25 April - 9 May
EM	Review draft ToR based on comments received and submit final ToR to EC Chair	10 - 16 May
EC Chair	Approve the final ToR, share with ERG, and key stakeholders	17 - 23 May
EM	Assess evaluation proposals and recommends team selection	24 - 26 May
EM	Evaluation team recruitment/contracting	29 May - 9 June
EC Chair	Approve evaluation team selection and recruitment of evaluation team	12 - 16 June
Phase 2 - Inception		Up to 7 weeks
EM/TL REU	Brief core evaluation team	20 June
ET	Desk review of key documents	21 - 23 June
ET	Inception mission in the country (if applicable)	26 - 30 June
ET	Draft one inception report	3 - 7 July
EM	Quality assurance of draft one inception report by EM and REO using QC, share draft one inception report with team leader for revision, if required and	7 - 11 July
EM DEQS	Submit draft one inception report to quality support service (DEQS) for review and organize follow-up call with DEQS	12 - 19 July
ET	Review draft one inception report based on feedback received by DEQS, EM and REO and submit draft two inception report to EM	20 - 24 July
EM	Share revised IR (draft 2) with ERG for review	25 July
ERG	Review and comment on draft 2 IR	26 July - 8 Aug
EM	Consolidate stakeholder comments on draft 2 IR and share with the evaluation team	9 - 10 Aug
ET	Review draft 2 IR based on feedback received and submit draft 3/final revised IR. Noting that there may be additional iterations of the IR to ensure all stakeholder comments are addressed.	11 - 17 Aug
EM	Review final IR and submit to the evaluation committee for approval	18 - 22 Aug

EC Chair EM	Approve final IR and share with ERG members for information	23 - 31 Aug
Phase 3 – Data collection		Up to 3 weeks
EC Chair/ EM	Brief the evaluation team at CO	01 Sep
ET	Enumerator training and data collection	4 - 24 Sep
ET	In-country debriefing (s) session	25 Sep
Phase 4 - Reporting		Up to 11 weeks
ET	Draft evaluation report and submit draft one evaluation report to EM	27 Sep - 18 Oct
EM	Quality assurance of draft 1 ER by EM and REO using the quality checklist (QC) and share with evaluation team for finalization	19 - 23 Oct
EM DEQS	Share draft 1ER with quality support service (DEQS) and organize follow-up call with DEQS	24 Oct – 2 Nov
ET	Review and submit draft ER based on feedback received by DEQS, EM and REO and submit draft 2 ER to EM	3 – 8 Nov
EM	Circulate draft 2 ER for review and comments to ERG, RB and other stakeholders	9 Nov
ERG	Review and comment on draft 2 ER	10 - 20 Nov
EM	Consolidate comments received from ERG and share stakeholder comments matrix with ET	21 - 22 Nov
ET	Review draft 2 ER based on feedback received and submit draft 3/final revised ER.	23 – 30 Nov
EM REU	Review draft 3/final ER to ensure all stakeholder comments have been adequately addressed	1 - 6 Dec
EM	Submit final ER to the evaluation committee for endorsement	7 – 12 Dec
EC Chair	Approve final evaluation report	13 - 18 Dec
EM	Share approved ER together with comments matrix showing how ET addressed stakeholder comments with key stakeholders for information	19 Dec 2023
REU	Draft the summary evaluation report and share with country office for review	27 Dec 2023 – 27 Jan 2024
Phase 5 - Dissemination and follow-up		Up to 4 weeks
EM ET	Dissemination workshop	21 Dec 2023
RB Management	Request the CO to prepare the management response	3 Jan 2024
EC Chair	Prepare management response	4 – 18 Jan 2024
REU	Review the draft management response by regional bureau	19 – 25 Jan 2024
CO	Address RB comments on draft management and clearance by EC Chair	26 Jan – 2 Feb 2024

EM	Share final evaluation report and management response with the REO for RB endorsement and submission to OEV for publication and participate in end-of-evaluation lessons learned call	7 Feb 2024
REU TL EM	Facilitate an end of evaluation lessons learned calls with the evaluation team and evaluation manager	March 2024

Annex 3: Role and Composition of the Evaluation Committee

1. **Purpose and role:** The purpose of the evaluation committee (EC) is to ensure a credible, transparent, impartial and quality evaluation in accordance with WFP evaluation policy. It will achieve this by supporting the evaluation manager in making decisions, reviewing draft deliverables (ToR, inception report and evaluation report) and submitting them for approval by the Country Director/Deputy country director (CD/DCD) who will be the chair of the committee.

2. **Composition:** The evaluation committee will be composed of the following staff:

- Deputy country director (Chair of the Evaluation Committee): Simon Denhere
- Evaluation manager (Evaluation Committee Secretariat): Jason Nyirenda
- Head of programme: Nicole Carn
- Programme officer directly in charge of the subject of evaluation (HGSF): Martin Mphangwe
- Regional evaluation officer (REO): Jeanprovidence Nzabonimpa
- Procurement officer: Shashi Tachulani / Catherine Kalua
- Head of M&E and VAM: Daniel Svanlund
- Gender officer: Gladys Nakhumwa
- Activity manager for Smallholder Agriculture Market Support (SAMS): Moses Jemitale

Annex 4: Role and Composition of the Evaluation Reference Group

3. **Purpose and role:** The evaluation reference group (ERG) is an advisory group providing advice and feedback to the evaluation manager and the evaluation team at key moments during the evaluation process. It is established during the preparatory stage of the evaluation and is mandatory for all decentralized evaluations.

4. The overall purpose of the evaluation reference group is to contribute to the credibility, utility and impartiality of the evaluation. For this purpose, its composition and role are guided by the following principles:

- **Transparency:** Keeping relevant stakeholders engaged and informed during key steps ensures transparency throughout the evaluation process
- **Ownership and Use:** Stakeholders' participation enhances ownership of the evaluation process and products, which in turn may impact on its use
- **Accuracy:** Feedback from stakeholders at key steps of the preparatory, data collection and reporting phases contributes to accuracy of the facts and figures reported in the evaluation and of its analysis.

5. Members are expected to review and comment on draft evaluation deliverables and share relevant insights at key consultation points of the evaluation process.

6. The main roles of the evaluation reference group are as follows:

- Review and comment on the draft ToR
- Suggest key references and data sources in their area of expertise
- Participate in face-to-face or virtual briefings to the evaluation team during the inception phase and/or evaluation phase
- Review and comment on the draft inception report
- Participate in field debriefings (optional)
- Review and comment on the draft evaluation report and related annexes, with a particular focus on a) factual errors and/or omissions that could invalidate the findings or change the conclusions; b) issues of political sensitivity that need to be refined in the way they are addressed or in the language used; c) recommendations
- Participate in learning workshops to validate findings and discuss recommendations (if planned)
- Provide guidance on suggested communications products to disseminate learning from the evaluation.

7. Composition of the Evaluation Reference Group

Country office	Name
<p>Core members:</p> <ul style="list-style-type: none"> • Deputy country director (Chair) • Evaluation manager (secretary or delegated chair) • Head of programme • Head of M&E • Head of supply chain unit • Regional evaluation officer • Other CO staff with relevant expertise e.g., nutrition, resilience, SAMS, gender, school feeding, partnerships • Area/field office representative(s) • Government, NGOs and donor partner(s) (with knowledge of the intervention and ideally an M&E profile) 	<ul style="list-style-type: none"> • Simon Denhere • Jason Nyirenda • Nicole Carn • Daniel Svanlund • Julie VANDERWIEL • Jean Providence Nzabonimpa • Martin Mphangwe • Madalo Thombozi • Gladys Nakhumwa • Moses Jemitale • Rodrick Nkhono • Kathy Derore • Elton Mgalamadzi • Albert Saka (Ministry of education) • Ministry of Agriculture representative • European Union representative
Regional bureau	Name
<p>Core members:</p> <ul style="list-style-type: none"> • Regional monitoring advisor • Regional programme policy officer (school feeding) • Regional gender adviser • Regional programme policy officer (smallholder agriculture market support- SAMS) • Regional nutrition officer 	<ul style="list-style-type: none"> • Caterina Kireeva • Rosalyn Ford • Justine Vanrooyen • Leigh Hildyard • James Kingori

Annex 5: Communication and Knowledge Management Plan

When Evaluation phase	What Product	To whom Target audience	From whom Creator lead	How Communication channel	Why Communication purpose
Preparation	Draft TOR	Evaluation Reference Group	Evaluation manager	Email: ERG	To request review of and comments on TOR
	Final TOR	Evaluation Reference Group; WFP Management; Evaluation community; WFP employees	Evaluation manager	Email; WFPgo; WFP.org	To inform of the final or agreed upon overall plan, purpose, scope and timing of the evaluation
Inception	Draft Inception report	Evaluation Reference Group	Evaluation manager	Email	To request review of and comments on IR
	Final Inception Report	Evaluation Reference Group; WFP employees; WFP evaluation cadre	Evaluation manager	Email; WFPgo	To inform key stakeholders of the detailed plan for the evaluation, including critical dates and milestones, sites to be visited, stakeholders to be engaged etc.
Data collection	Debriefing power-point	Commissioning office management and programme staff; Evaluation Reference Group	Team leader (shared with EM who will forward to the relevant staff)	Meeting	To invite key stakeholders to discuss the preliminary findings
Reporting	Draft Evaluation report	Evaluation Reference Group	Evaluation manager	Email	To request review of and comments on ER
	Validation workshop power-point and visual thinking ⁴⁴	Commissioning office management and programme staff; Evaluation Reference Group; partners	Evaluation manager and team leader	Meeting	To discuss preliminary conclusions and recommendations
	Final Evaluation report	Evaluation Reference Group; WFP Management; donors and	Evaluation manager	Email; WFPgo; WFP.org; Evaluation	To inform key stakeholders of the final main product from the evaluation and make the report available publicly

⁴⁴ See WFP visual thinking evaluation workshop video from Sri Lanka CO on climate change DE ([here](#) and [here](#)).

When Evaluation phase	What Product	To whom Target audience	From whom Creator lead	How Communication channel	Why Communication purpose
		partners; Evaluation community; WFP employees; general public		Network platforms (e.g., UNEG, ALNAP)	
Dissemination & Follow-up	Draft Management Response	Evaluation Reference Group; CO Programme staff; CO M&E staff; Senior Regional Programme Adviser	Evaluation manager	Email and/or a webinar	To discuss the commissioning office's actions to address the evaluation recommendations and elicit comments
	Final Management Response	Evaluation Reference Group; WFP Management; WFP employees; general public	Evaluation manager	Email; WFPgo; WFP.org;	To ensure that all relevant staff are informed of the commitments made on taking actions and make the Management Response publicly available
Dissemination & Follow-up (Associated Content)	Evaluation Brief	WFP Management; WFP employees; donors and partners; National decision-makers	Evaluation manager	WFP.org, WFPgo	To disseminate evaluation findings
	Infographics, ⁴⁵ posters & data visualisation ⁴⁶	Donors and partners; Evaluation community; National decision- makers; Affected populations, beneficiaries and communities; General public	Evaluation team; OEV/RB/CO Communications/ Knowledge Management (KM) unit	WFP.org, WFPgo; Evaluation Network platforms (e.g., UNEG, ALNAP); Newsletter; business card for event; radio programmes; theatre/drama, town- hall meetings; exhibition space	
	Video ⁴⁷		Evaluation manager		
	Blog, lessons learned papers, tailored briefs, summaries of findings				

⁴⁵ See the example of the [Strategic Evaluation of WFP's Capacity to Respond to Emergencies](#).

⁴⁶ See the example of data visualisation in the [WFP 2019 Annual Evaluation Report](#).

⁴⁷ See the example of the [Senegal evaluation](#) and the [Colombia evaluation](#) videos.

Annex 6: Bibliography

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Annex 7: Acronyms

ALNAP	Active Learning Network for Accountability and Performance in Humanitarian Action
CSB+	Corn-Soya Blend Plus
CO	Country Office
COVID-19	Coronavirus disease
CSP	Country Strategic Plan
DNCC	District Nutrition Coordinating Committee
DEQAS	Decentralized evaluation quality assurance system
DEQS	Decentralized evaluation quality support service
DNHA	Department of Nutrition, HIV and AIDS
EC	Evaluation Committee
EM	Evaluation manager
EMIS	Education Management Information System
ET	Evaluation team
ER	Evaluation report
EU	European Union
ERG	Evaluation Reference Group
FGD	Focus group discussion
GDP	Gross Domestic Product
GEWE	Gender Equality and Women's Empowerment
HGSF	Home-grown school feeding
HGSM	Home-grown school meals
IR	Inception report
JPGE	Joint Programme on Girls Education
KAP	Knowledge, attitudes and practices
Kg	Kilogram
MNGDS	National Growth and Development Strategy
MNSSP	Malawi National Social Support Programme
MVAC	Malawi Vulnerability Assessment Committee
NAIP	National Agricultural Investment Plan
NESP	National Education Sector Plan
NMNP	National Multi-Sector Nutrition Policy
NNCC	National Nutrition Coordinating Committee
NORAD	Norwegian Agency for Development Cooperation
OEV	Office of Evaluation
PDAs	Programme Development Agents
PTA	Parent and Teacher Association

PHQA	Post hoc quality assessment
QS	Quality Support
RB	Regional Bureau
REO	Regional evaluation officer
REU	Regional Evaluation Unit
SAMS	Smallholder Agricultural Market Support
SBCC	Social and Behaviour Change Communication
SDG	Sustainable Development Goals
SHN	School Health and Nutrition
SMP	School Meals Programme
SSAFE	Safe and Secure Approaches in Field Environments
THR	Take-Home Ration
TL	Team leader
TOR	Terms of reference
TSOLATA	Tsogolo la Thanzi
UN	United Nations
UNCT	United Nations Country Team
UNEG	United Nations Evaluation Group
UNFPA	United Nations Population Fund
UNICEF	United Nations Children's Fund
UNSDCF	United Nations Sustainable Development Cooperation Framework
USDA	United States Department of Agriculture
WASH	Water, sanitation and hygiene
WFP	World Food Programme

Annex 8: Logical Framework for TSOLATA HGSP

Results chain		Indicators	Baselines (incl. reference year)	2022	Target (2023)	Sources/Mean of Verification	Assumptions
Outcome 1	Primary school learners and targeted households are applying better nutrition, hygiene and sanitation practices and learners have increased intake of nutritious food (contributing to AFIKEPO Strategic Objective 2)	I.I Percentage of the supported schools that use at least three out of six food groups defined in Malawi (staple foods, vegetables, fruits, legumes, and nuts, animal-based foods, fats) for the preparation of school meals on 150 school days (AFIKEPO indicator 2.3)	0% [1] (2020)	70% (150 schools)	80% (160 schools)	WFP surveys	Political commitment to include nutrition in all relevant learning institutions
		I.II Percentage of primary school learners (including girls of reproductive age), communities and Programme Development Agents (PDAs) trained in nutrition (and nutrition related topics e.g., primary health, sanitation and hygiene) at various levels in AFIKEPO districts adopting improved nutrition, sanitation	Primary school learners (0%) [2] (2020)	Backyard garden (33%); small livestock (58%); Toilet ownership (77%); Handwashing facility (21%); Fruit tree (46%); Rubbish pit (59%)	Primary school learners (20%)	WFP household surveys	

		and hygiene knowledge and practices. (AFIKEPO indicator 2.4)	Communities (0%)	Backyard garden (33%); small livestock (58%); Toilet ownership (77%); Handwashing facility (21%); Fruit tree (46%); Rubbish pit (59%)	Communities (20%)		
			Programme development agents (0%)	-	Programme development agents (20%)		
		I.III Percentage change of targeted nutrient-rich commodities (measured in kg) set aside for home consumption by targeted households (both smallholder and participating households)	Maize (87%) (2020)	68%	75%	WFP household surveys	
	Groundnuts TBD[3]		41%	75%			
	Beans		51%	75%			
	Soya		14%	75%			
	Pigeon peas		33%	75%			
Output 1.1	Targeted school learners have increased nutrition security	I.I.I Number of learners benefiting from school meals programme with AFIKEPO support (AFIKEPO indicator 2.1.4)	0	306 068 (159,155 girls, 146,913 boys)	280 000 (142,000 girls and 138,000 boys)	WFP reports (School records)	Schools and communities are willing to fully collaborate with the programme and use the knowledge and skills for continued improved nutritional intake and hygiene practices

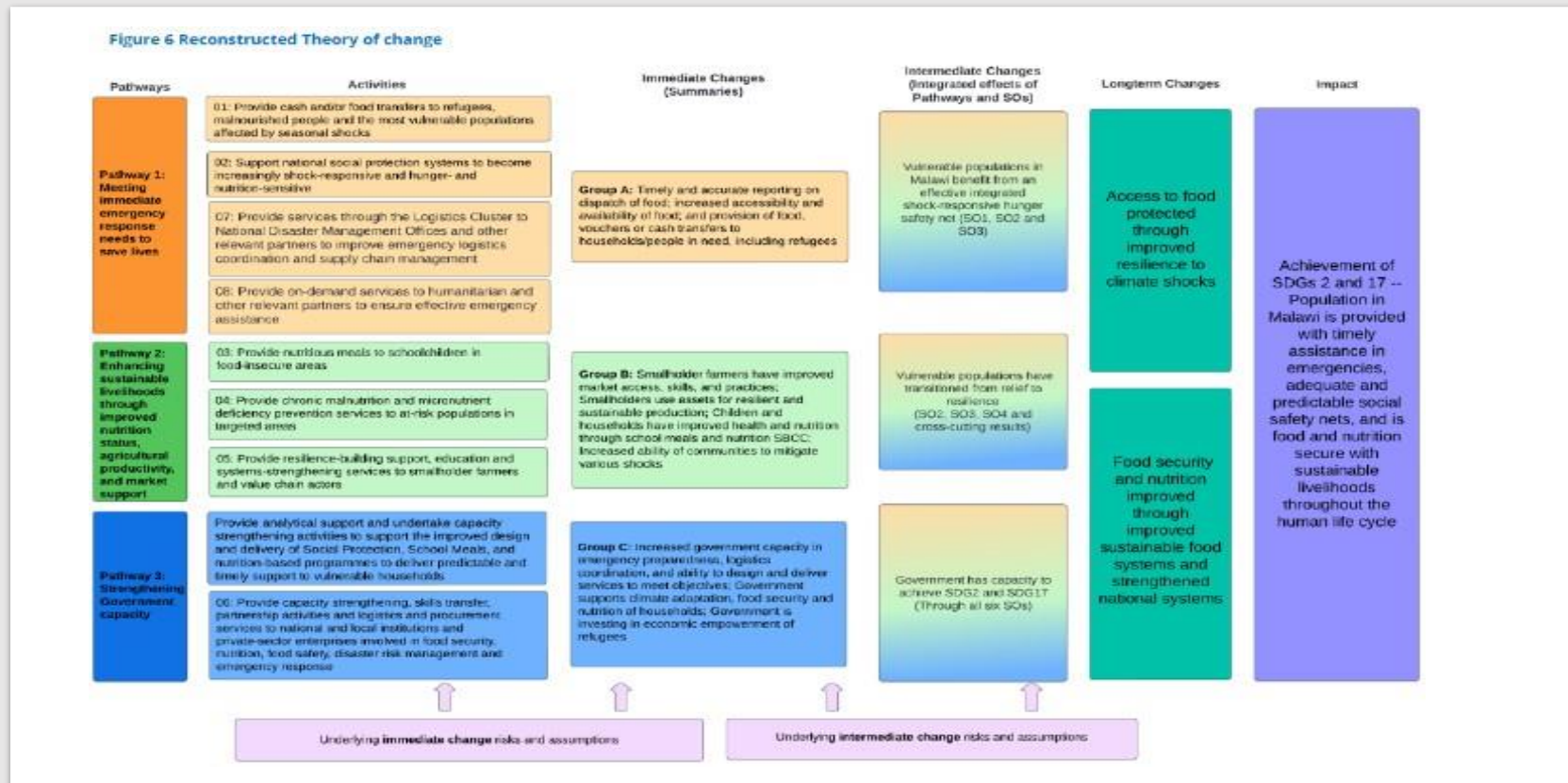
		I.I.II Number of school officials, teachers, and PTA members trained on school feeding procurement, management, finance, food preparation, and safe water access/preparation	0	2 520	2 400	WFP programme report (School Records)	
Output 1.2	Primary school learners, households and school staff are sensitised on the importance of and possibilities to ensure healthy nutrition and hygiene practices	I.II.I Number of different nutrition, sanitation and hygiene messages developed and disseminated (including school menus with local recipes of diversified and nutritious meals).	0	6	6	WFP programme reports	
		I.II.II Number of schools promoting home-grown school meals, school nutrition, and hygiene, school gardens, orchards, and woodlots (to be reported against <i>AFIKEPO</i> indicator 2.1.1)	0	216 schools (home-grown school meals) 83 schools (orchards, school gardens, woodlots)	200	WFP programme reports	
		I.II.III Proportion of people reached through interpersonal SBCC approaches on good nutrition, water, sanitation and hygiene (WASH), disaggregated by activity type	Nutrition (57%)	47%	Nutrition (100%)	WFP household survey	
	Livestock (49%)		32%	Livestock (100%)			
	Crop production (57%)		41%	Crop production (100%)			

			Food preparation, processing and preservation (48%)	34%	Food preparation, processing and preservation (100%)		
Outcome 2	Small-holder farmers participating in home-grown school meals have increased their production of diversified nutritious crops and increased access to markets. <i>(linked to AFIKEPO Strategic Objective 1)</i>	II.I Percentage of targeted smallholder farmers reporting increased production of diversified nutritious crops	0%[4] (2020)	Data to be collected in next survey	70%	WFP household survey	Presence of shocks negatively affecting production capacity of smallholder farmers
		II.II Percentage of smallholder farmers within the community that produce diversified food to sell to supported primary schools	0%[5] (2020)	Maize (69%); Groundnuts (62%); Beans (50%); Soyabeans (31%); Pigeon peas (30%)	70%	WFP household survey	
		II.III Percentage of targeted households with poor, borderline, and acceptable Food Consumption Score, disaggregated by gender	Poor food consumption score (8%)	9%	Poor food consumption score (5%),	WFP household survey	
			Borderline food consumption score (47%)	37%	Borderline food consumption score (40%)		

			Acceptable food consumption score (45%)	54%	Acceptable food consumption score (55%)		
Output 2.1	Smallholder farmers, including women, are supported to produce quality food surplus that can be purchased for school meals programme	II.I.I Number of smallholder farmer households participating in the school meals programme (<i>AFIKEPO</i> 2.3.1)	0	11 090	20 000	WFP programme reports	
		II.I.II Number of smallholder farmers supported/trained in post-harvest loss, handling and storage (messages and techniques)	0	8 481	20 000 (10,000 women and 10,000 men)	WFP programme reports	
		II.I.III Number of smallholder farmers supported/ trained in increasing and diversifying their production and improving productivity (<i>AFIKEPO</i> 2.3.2)	0	3 666	20 000 (10,000 women and 10,000 men)	WFP programme reports	
Outcome 3	Government staff are designing and implementing a sustainable national school meals programme	III.I Number of national school health and nutrition policies, programmes, and systems components improved as a result of capacity strengthening through this action	0	0	2 regulatory frameworks (1 SHN Operational Plan and Roadmap)	WFP programme reports	Key government institutions committed to coordination for school health and nutrition issues (SHN/DNHA/ MoAg)

				0	1 Review of the SHN Strategic Plan (2018-2022)		
Output 3.1	Ministry of Education/SHN staff, DNCC, capacitated to fulfil their roles and responsibilities to implement and advocate for school health and nutrition interventions	III.I.I Number of district officers trained in nutrition, hygiene, sanitation, commodity management, and cross-cutting issues	0	71	60 (30 women and 30 men)	WFP programme reports	
		III.I.II Number of government staff engaged in capacity-strengthening initiatives facilitated by WFP to enhance management of school feeding	0	23	50 (25 women and 25 men)	WFP programme reports	
		III.I.III Number of capacity needs assessments supported and plans developed	0	0	1	WFP Programme reports	

Annex 9: Integrated Theory of Change



Malawi Country Office

[Malawi | World Food Programme \(wfp.org\)](#)

World Food Programme

Via Cesare Giulio Viola 68/70

00148 Rome, Italy

T +39 06 65131 [wfp.org](#)