

## TORs for Mid-term evaluation of the United Nations Joint Programme on Girls Education III

### 1. SUMMARY

<b>Type of Contract</b>	Institutional Contract
<b>Description of Services</b>	Mid-term evaluation of the United Nations Joint Programme on Girls Education III
<b>Purpose</b>	To examine if the JPGE III objectives and outcomes are on track and recommend possible intervention changes for the remaining two years of project implementation.
<b>Objectives</b>	<ol style="list-style-type: none"> <li>1. Assess the impact, sustainability, coherence and relevance of the programme, including the inclusion of gender and human rights.</li> <li>2. Assess if project outputs are being delivered in the most efficient and effective way- i.e. whether programme management and communication arrangements are efficient, and whether the outputs are likely to lead to intended outcomes or if a different strategy is required.</li> <li>3. Test the quality of the results framework to inform the joint programme implementation team on the status of planned milestones based on observed findings.</li> </ol>
<b>Location/duty station</b>	Lilongwe (with some travel to the field)
<b>Expected Start Date</b>	03 April 2023
<b>Expected End Date</b>	31 August 2023
<b>Duration</b>	Five months
<b>Expected Budget</b>	US\$ 100,000.00
<b>Reporting to</b>	Mussarrat Youssuf, Chief, REKM Section
<b>Budget Code/ WBS No</b>	<b>WBS:</b> 2690/A0/06/880/004/003
<b>Grant:</b>	SC200918

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### 2. BACKGROUND AND OBJECTIVES

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#### INTRODUCTION

##### Context

According to the Malawi's National Education Investment Plan (NESIP 2020), learners with special educational needs, orphans and other vulnerable children, and girls remain marginalized in terms of equitable access to quality education contrary to the aspirations of the Sustainable Development Goals (SDGs), specifically SDG 4 which aims to promote inclusive and equitable quality education and promote lifelong learning opportunities for all. Inclusive Education (IE) and Gender are crosscutting issues affecting all levels of education. To comprehensively address IE, orphans, and vulnerable children and girls' education issues, the Ministry of Education developed and implemented the IE Strategy, National Girls Education Strategy and Re-Admission Policy. This has demonstrated that the Government of Malawi is committed to ensure that girls and boys realize their rights to quality, inclusive and equitable education, and acquire life skills so that they become more productive and innovative, and attain their full potential. Despite this, the realization of the right to education is a challenge.

The rise in population of school-age children and the expansion of the education system has been steady and dramatic (NESIP 2020). The drain on resources is not just recent; but has been a factor for the education system for a long time. As of 2022, there were 4,943,633 learners (2,525,257 girls) in primary school (EMIS, 2022). The Net Enrolment Rate (NER) was at 88 per cent, two per cent lower than 2018 but like 2020. The dropout proportion for primary was 4.7 per cent (4.8 per cent girls). Malawi registered an improvement in primary completion rate in 2022, 56 per cent as compared to 2021, 50 per cent (EMIS, 2022). Transition rate to secondary rate to secondary is still low for both girls and boys, 42.3 per cent and 42.7 per cent respectively. This means that the education system still has a lot of internal efficiency issues to be addressed.

Completion rate for primary dropped from 53 per cent in 2020 to 50 per cent in 2021. Transition rate to secondary decreased slightly from 37.6 per cent in 2020 to 37 per cent in 2021 (EMIS, 2021). The number of out-of-school children and young people in the official age range for given level of education who are not attending either primary, secondary, or higher levels of education has continued to increase, especially during COVID-19 pandemic. In Malawi, 6 per cent of children of primary school age are out of school. Due to the impact of COVID-19, the percentage of out-of-school children in the lower secondary increased to 16 per cent, and at the upper secondary level it increased to 34 per cent (MICS, 2019-2020).

In Malawi, the share of the education budget to GDP declined from 4.2 per cent in 2020/21 to 3.2 per cent in 2021/22, reaching the lowest level since 2016/17. This has made the education GDP share go below the level recommended by the Incheon Declaration on Inclusive Education which recommends Governments to allocate between 4-6 per cent of their GDPs to education if they are to achieve SDG 4 (UNESCO, 2017).

Children in Malawi, particularly girls and the most vulnerable, face multiple barriers that prevent their access to inclusive quality education and alternative learning pathways. These challenges are closely linked to poverty, malnutrition, inadequate access to clean water, sanitation and hygiene

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facilities in schools, and the effect of HIV, which often prevents children, especially girls, from completing their education and reaching their full potential.

The Malawi Demographic and Health Survey 2015/16 revealed that approximately 35 per cent of adolescent girls (15-19 years of age) have anemia, while 13 per cent are underweight. The micronutrient survey of 2015 revealed that 17 per cent of adolescent girls aged 10-14 years and 21 per cent of girls aged 15-19 are anemic. In addition, 15 per cent of girls 15-19 years of age are folate deficient. School-age children and younger adolescents (6-14 years of age) also face nutritional challenges with anaemia affecting 22 per cent and zinc deficiency affecting 60 per cent of this age group (NSO, 2017). An estimate by UNICEF (2004) revealed that more than half of the world's schools lack clean toilets, drinking water and hygiene lessons for school children. Schools, particularly those in rural areas, often completely lack drinking-water and sanitation facilities, or have facilities that are inadequate in both quality and quantity. According to WHO (2009) schools with poor water, sanitation and hygiene conditions, and intense levels of person-to-person contact are high-risk environments where diseases are easily transmitted.

The poor-quality indicators due to the lack of a safe and inclusive learning environment, good health and nutrition have contributed to low learning outcomes, such that only 1 in 4 children (26 per cent) aged 10-14 have foundational literacy skills, and 3 in 4 have foundational numeracy skills. This impacts Malawi's poor literacy rate of 75.5 per cent (female 68.8 per cent, male 83.0 per cent; urban 91.8 per cent, rural 72.1 per cent), such that 1 in 4 people (and over 3 in 10 women) are illiterate (MICS 2019-20).

To support the government address these barriers and promote sustainable solutions to improving access to quality education, the United Nations (UN) in Malawi secured funding through the Royal Norwegian Embassy and is supporting government to implement a four-year (2021-2023) multi-sectoral United Nations Joint Programme on Girls Education (JPGE III) that addresses education, nutrition, safety, and integrated sexual and reproductive health concerns in a holistic manner and also focusing on other aspects such as life skills, gender equality and community engagement. Beyond the school, the programme also focuses on the out-of-school adolescent girls and boys and ensure they are not left behind through supporting delivery of alternative learning pathways and promoting access to essential services. The UN JPGE III is implemented in four targeted districts of Dedza, Mangochi, Salima and Kasungu, and three United Nations agencies (WFP, UNICEF and UNFPA) are providing technical support. The programme goal is to address barriers to access to quality education for girls and boys and ensure achievement of inclusive and equitable access to education.

### **Background**

The Joint Programme on Girls' Education (JPGE) is a collaborative effort by the Government of Malawi with technical support from three United Nations agencies (UNFPA, UNICEF and WFP) and financial support of the Royal Norwegian Government. The programme started in 2014 and is currently in its third phase (2021-2024). While the first phase of the programme focused on building and piloting a model, the second phase on the roll-out and expansion with more emphasis on

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government leadership, the approach for the third phase is to: capitalize on the gains, reinforcing the integrated approach and building more synergies for improved sustainability, while strengthening the focus on learning to ensure a quality, inclusive and equitable education. The JPGE III “*Learning for All in Malawi – Ensuring the realization of girls’ and boys’ rights to quality, inclusive and equitable education and life skills*” was included under the umbrella of the Malawi Sustainable Development Goals (SDGs) Acceleration Fund, acknowledging girls’ education as one of the most important SDGs accelerators for the country.

The programme promotes a multi-sectoral approach addressing socio-economic, cultural, health, nutrition, and gender barriers. It also adopts a gender transformative approach, maintaining a focus on girls but ensuring the needs of boys are addressed and that they are actively engaged so they can be champions in promoting gender equality. The programme has been implemented in the districts of Dedza, Mangochi and Salima and expanded in 2021 to Kasungu. The programme is implemented in 199 schools in the targeted districts. It aims to strengthen the integration of the results framework and promotes adoption of comprehensive outcomes, key interventions to avoid duplication and foster further synergies, and with a robust sustainability strategy.

The programme aligns with the Malawi Growth Development Strategy (MGDS III 2017-2022), and the goals in key sectoral policies and strategies, particularly the National Education Sector Investment Plan (NESIP). The programme directly contributes to the United Nations Sustainable Development Goals Coordination Framework (UNSDGCF 2019-2023) particularly Pillar 2, Population Management and Inclusive Human Development. The programme aims to facilitate and accelerate the implementation of the 2030 Agenda and the attainment of the Sustainable Development Goals, having a clear potential as an SDG accelerator, building on interlinkages among the goals. Specifically, the programme contributes to the SDG 4 (Quality Education), SDG 3 (Good Health and Well-being), SDG 5 (Gender Equality), SDG2 (Zero Hunger) and SDG 17 (Partnerships for the Goals). It adopts a more gender transformative approach and focuses on girls as well as boys and most vulnerable and marginalized children both in and out of school. It will ensure that boys are actively engaged so they can be champions in promoting gender equality.

The **goal** (or impact) of the JPGE III is to ensure that school aged girls, boys and adolescents (especially the most vulnerable) in Malawi benefit from quality education thus improving their learning outcomes and life opportunities.

The **theory of change** underlying the results framework is that if (i) adequate and qualified teachers, inclusive and gender responsive teaching methods, positive discipline at school and home, effective learning assessments are in place; if (ii) services are available and capacities of providers to deliver integrated services in and through schools are strengthened; if (iii) mechanisms supporting participation of adolescents girls and boys in schools are established and strengthened; if (iv) enhanced inclusive complementary alternative learning programmes are available and affordable; if (v) capacity of service providers to deliver integrated services to boys and girls out of school are strengthened; if (vi) awareness of availability of services, positive attitude and knowledge of ASHRH are enhanced; if (vii) community and parental and education stakeholders’ support to promote positive attitudes and behaviour change is strengthened; and if (viii) central and local level

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engagement to ensure mainstreaming of the integrated JPGE approach and gender and disability, increased investments in education and complementary services is enhanced; then: (a) there will be a drastic reduction in dropouts, increased participation, reduced pregnancies, and learners will remain and complete quality primary school education leading to transition to secondary school; (b) there will be a significant reduction of out of school children, and specifically adolescents, who will acquire essential alternative learning including life skills and integrated SRHR, safety and nutrition services and (c) there will be an increase of investments and support for education, life skills, health and nutrition of children and adolescents in and out-of-school by institutions at national and district level, communities and parents.

In order to achieve the above-mentioned results, several strategies have been identified. They range from equipping schools with inclusive, gender sensitive education materials; capacity building of teachers to support inclusive and gender sensitive education; strengthening quality classroom environment and assessment; provision of integrated services in and through schools and at community level (nutrition, health, WASH, safety and SRHR services); delivery of complementary, vocational and life skill programs for adolescents; promotion of empowerment, participation, change in attitudes, and positive behaviours; strengthening capacities of key protection stakeholders in communities to support violence prevention measures and support VAC awareness; promoting parent- child communication; engaging community, traditional and religious leaders to provide SRHR and SGBV information and services; to providing technical support to mainstream the JPGE integrated model in the wider national policy framework and within the right governance architecture and providing technical support to the government (including through financial and costing exercises) for developing of a gradual/phased roadmap for incorporating the integrated model into national policy implementation; while adapting delivery of services to suit the current COVID-19 pandemic mandatory provisions.

*The three key outcome areas of the JPGE III are:*

- 1) Increased access to quality and inclusive education by girls, boys and adolescents (especially the most vulnerable) delivered through integrated services in a safe and gender transformative school, that enhances learning outcomes;
- 2) Increased access to complementary alternative learning and life skills and integrated services by girls and boys out of school and;
- 3) Increased investment and support for education, life skills, health and nutrition of children and adolescents in and out-of-school by communities, parents and education stakeholders.

### **Key Partners**

The key implementing partners for the programme include the Government of Malawi through the Ministry of Education as the main and leading ministry. Others included the Ministry of Health; Ministry of Agriculture, Irrigation and Water development; Ministry of Industry and Trade; Ministry of Finance, Economic Planning and Development; Ministry of Local Government and Rural Development (the District Councils); Ministry of Youth, Sports and Culture; Malawi Police; and a Non-Governmental Organization (NGO) called Ujamaa Pamodzi Africa.

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### JPGE III - Indicative Partner Mapping

Outcome	National Level leads	Districts Leads	Support partner	UN Agency
1	<b>Ministry of Education – Directorate of Basic Education</b> Ministry of Education – School Health and Nutrition (SHN), Ministry of Agriculture, Ministry of Gender, Community Development and Social Welfare, Ministry of Information	Director of Education Youth and Sports (DEYS, SHN coordinators, Youth officers), Director Agriculture (DADO), Principal Nutrition, HIV/AIDS Officers (PNHAO)	Ministry of Education – DTED, DIAS, Planning NGO/CSOs (tbd)	UNICEF, UNFPA, WFP
2	Ministry of Education, Ministry of Youth Ministry of Health	Director of Education Youth and Sports (DEYS, Youth officers), Director of Health and Social Welfare	NGO/CSOs (tbd)	UNICEF, UNFPA
3	Ministry of Education, Ministry of Health, Ministry of Gender, Community Development and Social Welfare, Ministry of Information	Director of Health and Social Welfare (Youth Friendly Health Service coordinators, District Nutritionists)	NGO/CSOs (tbd)	UNFPA, UNICEF, WFP

The Malawi Government through the lead Ministry, the Ministry of Education and the three UN Agencies (UNICEF, UNFPA and WFP) seek to hire a consulting firm of company to conduct a midterm evaluation of the JPGE III in consultation with the three agencies and the Ministry of Education.

### Objectives

The purpose of the midterm evaluation is to examine if the JPGE III objectives and outcomes are on track and recommend possible intervention changes for the remaining two years of the project implementation.

Specifically the objectives of the midterm evaluation are:

1. To examine if the JPGE III objectives and outcomes are on track and recommend possible intervention changes for the remaining two years of project implementation.
2. To assess if project outputs are being delivered in the most efficient and effective way- i.e. whether programme management and communication arrangements are efficient, and



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whether the outputs are likely to lead to intended outcomes or if a different strategy is required.

3. To test the quality of the results framework to inform the joint programme implementation team on the status of planned milestones based on observed findings.
4. To Identify, document lessons learned and provide clear recommendations on further adjustment of the activities and the monitoring and evaluation framework of the JPGE for the remaining period of implementation.

### 3. SCOPE OF WORK

The scope of work will be restricted to the implementing districts (Mangochi, Dedza, Salima and Kasungu), by understanding the project status and potential impact to the country.

The following scope of work is to be covered in this evaluation:

1. Programmatically, the evaluation will only cover the JPGE phase III from inception to current stage assessing its objectives and core activities. It will look at the entire programme and the theory of change it employed toward the school-aged girls, boys, and adolescent (especially the most vulnerable) in Malawi. in benefiting from quality education to improving their life opportunities. This will be done by assessing the level of achievement of the expected results as outlined in the results framework. The consulting firm will be required to review JPGE I and II strategy documents to understand the linkages.
2. Based on the findings, make recommendations of possible changes in the project's strategy and plan towards implementing the second half of the project.
3. Geographically, the evaluation will cover all implementing districts (Mangochi, Dedza, Salima and Kasungu), by understanding the project status and potential impact to beneficiaries. There is flexibility to make some adjustments based on the implementation strategy and methodology promised by the consulting firm.

### Evaluation Criteria

The midterm evaluation analytical framework should be constructed by the following OECD/DAC evaluation criteria:

### Evaluation Questions

Focus Area	Evaluation Questions
<b>Relevance</b>	<ul style="list-style-type: none"> <li>• To what extent are programme objectives relevant to the education context and aligned to government priorities and policies?</li> <li>• Are the current interventions reaching the intended target?</li> <li>• To what extent have the project's action so far contributed to improving the quality of education for school aged girls, boys, and adolescents?</li> <li>• To what extent did the programme identify the needs of girls and adolescent girls and boys (especially the most vulnerable) and the relevant barriers to girls' and boys' education in Malawi?</li> <li>• How useful are the project's performance indicators?</li> <li>• Are unanticipated events and outcomes being sufficiently tracked?</li> </ul>

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	<ul style="list-style-type: none"> <li>Should the project design and strategy be modified to improve its relevance in the second half of the project? If so, how?</li> </ul>
<b>Coherence</b>	<ul style="list-style-type: none"> <li>How well does the JPGE-III fit into the national policies, government priorities and norms of UNICEF in Malawi?</li> <li>How good are the synergies and interlinkages among the JPGE-III partners (both UN and government) on this and other related programmes? Were the various internal and external coordination mechanisms established relevant to the specifics of JPGE? What are the major challenges of coordination and why among the partners? Are there aspects of the JPGE that conflict with other UNICEF programmes?</li> <li>What is the role and relationship of the JPGE_III with other actors' interventions? What is the extent of partnership, coordination, and complementarity with the interventions of the Malawi government and other relevant actors? Are there aspects of the operation that conflict with the interventions of or one-UN programming or other actors?</li> <li>What were the strengths and gaps in achieving coherence and adding value while avoiding duplication of effort?</li> </ul>
<b>Efficiency</b>	<ul style="list-style-type: none"> <li>Have the programme activities been executed on time, in expected quantity and quality?</li> <li>Have resources (funds, human resources, time, expertise, etc.) been allocated strategically to achieve the intended outcomes?</li> </ul>
<b>Effectiveness</b>	<ul style="list-style-type: none"> <li>To what extent are key interventions contributing to achieving planned outcome results?</li> <li>What are the major constraints so far?</li> <li>What measures are required to improve the capacity of the Programme partners in the second half of the Programme?</li> <li>What midterm changes could be done to maximize the outcomes and effectiveness of JPGE III?</li> </ul>
<b>Sustainability</b>	<ul style="list-style-type: none"> <li>How conducive is the political, economic, and social environment to continue with the program results so far?</li> <li>How effectively has the JPGE III programme built national ownership and capacity?</li> <li>To what extent can the benefits of the programme continue after JPGE III funding ceases?</li> </ul>
<b>Impact</b>	<ul style="list-style-type: none"> <li>To what extent has the JPGE III impacted access to quality and inclusive education?</li> <li>How many children, including adolescents, girls and boys, and children with disabilities, have benefitted (and in what way) so far?</li> </ul>



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### 4. METHODOLOGY AND TECHNICAL APPROACH

The JPGE III mid-term evaluation will follow the United Nations Evaluation Group (UNEG) Norms and Standards. The evaluation will employ a gender-sensitive, disability-inclusive, equity and human rights-responsive and ethical approach by: i) including disability, equity and gender in evaluation criteria and evaluation questions; ii) making evaluation methodology and data collection and analysis methods equity and gender-responsive and disability-inclusive; and iii) reflecting disability, equity and gender analysis in evaluation findings, conclusions and concrete recommendations and action points for a better integration of disability, equity and gender in the remainder of the Programme.

The evaluation team will use a mixed method approach through use of quantitative and qualitative methods to collect and analyze both secondary and primary data, attained from documentary reviews and existing monitoring systems (including the EMIS), surveys, key informant interviews (KII) and focus group discussions (FGD) to ensure a robust evaluation. The purpose of using multiple methods is to triangulate data from different sources is to ensure reliability of data, develop a strong evidence base to support the findings and to provide the most relevant and credible answers to the evaluation questions. Primary data collection methods are to include:

- Key informant interviews: Consultations with key Programme stakeholders, including field staff, partners, school administrators, and community leaders.
- Focus group discussions: Gender balanced participation for learners, school governing structures and other target groups and stakeholders to assess implementation experiences and effectiveness, challenges and lessons learned, and develop recommendations for improvement. Child-focused methods should be employed when conducting FGDs with learners.
- Surveys: Structured survey questionnaires with a sex stratified representative, random sample of target population to quantitatively assess outcomes with greater scope, breadth and depth compared to standard routine programme monitoring. A strong consideration should be made to collect data from non-intervention schools within the target districts.
- Observation: Visits to selected communities will provide supplemental evidence and answers to the evaluation questions.

Primary data collected in the field will be supplemented by a desk review of the following:

- JPGE baseline survey report (2022), and the baseline data set;
- Routine data generated by the JPGE III monitoring mechanism, those of the line Ministry (EMIS), and/or implementing partners;
- Programme documents: JPGE I and II evaluation reports, JPGE III proposal, results framework, indicator matrix, workplan and budget, JPGE III baseline reports, Knowledge, Attitude and Practices (KAP) reports, etc.
- Periodic Progress Reports submitted to the donor: 2021, and 2022 Annual JPGE III reports.
- Other relevant documents and data: Education Management Information Systems (EMIS) annual bulletin, Multiple Indicator Cluster Survey (MICS), etc.

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It is suggested that a Quasi Experimental Design Approach be applied to ensure adequate assessment of the evaluation criteria related to the impact of JPGE III in making a difference in access to quality and inclusive education. Since a baseline is available, the evaluation team must integrate a before/after analysis in terms of the progress made so far toward programme outcomes. Because programme placement and participation decisions were already made prior to the design of the evaluation, and for the purpose of establishing the counterfactual and attribution in the intervention, a quasi-experimental design using the Propensity Score Matching (PSM) method and/or the Difference-in-Difference (DD) estimator should be employed using school-level data available through the EMIS to assess impact at mid-term. The Evaluation Team can also use EMIS, MICS, or DHS data to perform Trend Analysis of indicators related to access and other information related to infrastructures, learning materials, teachers, etc.

Being formative in nature, the evaluation methodology must focus on eliciting lessons learnt to help course-corrections. The evaluation methodology must ensure participation from and consultation with all key stakeholders, ensuring gender balance through a collaborative, inclusive and reflective process. UNEG ethical standards for evaluation must be incorporated in designing the methodology. A detailed design of the evaluation including the proposed methodology for each evaluation question and/or objectives, sample size, sampling methodology and the tools to be used will be proposed by the evaluation firm in its bid. It is expected that the methods and sampling proposed for assessing the effects of interventions on expected beneficiaries are sufficiently robust to ensure the credibility and internal validity of the evaluation results. The design should also specify how data collection and analysis methods will integrate disability, equity, and gender considerations throughout the evaluation process, including to the extent possible, inclusion of girls and boys, women, and men, including persons with disabilities, as well as a range of Programme stakeholders. The final methodology will be agreed to during the inception phase in consultation with the evaluation reference group.

The evaluators shall adhere to the following UN and UNICEF norms and standards and are expected to clearly identify any potential ethical issues and approaches in their proposal.

Guidance documents mentioned below are those that the evaluators are expected to comply with:

- United Nations Evaluation Group (UNEG) Norms and Standards for Evaluation in the UN System 2016<sup>1</sup> (including impartiality, independence, quality, transparency, consultative process);
- Ethical Guidelines for UN Evaluations;<sup>2</sup>
- UNICEF Ethical Guidelines and standards for research and evaluation<sup>3</sup> and Ethical Research Involving Children<sup>4</sup>;
- UNEG guidance on integrating human rights and gender equality and UN System-Wide Action Plan (UN-SWAP) on gender equality;<sup>5</sup>
- UNICEF Guidance on Gender Integration in Evaluation<sup>6</sup>;

<sup>1</sup> UNEG Norms and Standards for Evaluation, 2016. Available at: <http://www.unevaluation.org/document/detail/1914>

<sup>2</sup> UNEG Ethical Guidelines, 2020. Available at: <http://www.uneval.org/document/detail/2866>

<sup>3</sup> UNICEF Procedure on Ethical Standards in Research, Evaluation, Data Collection and Analysis, 2021

<sup>4</sup> <https://www.unicef-irc.org/publications/pdf/eric-compendium-approved-digital-web.pdf>

<sup>5</sup> <http://www.uneval.org/document/detail/1616>

<sup>6</sup> UNICEF Guidance on Gender Integration in Evaluation

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- UNICEF adapted evaluation report standards and GEROS<sup>7</sup>;
- UNICEF Guidance Note on Adolescent participation in UNICEF monitoring and evaluation<sup>8</sup>;
- Disability-Inclusive Evaluations in UNICEF: Guideline for Achieving UNDIS Standards<sup>9</sup>
- Results-Based Management principles.

Close attention shall be paid to the conformity of different deliverables of this mandate with the GEROS standards, as UNICEF will not accept deliverables that do not comply with these standards or UNEG guidelines. The GEROS standards, that will be also used to determine the rating of the final report by a UNICEF-independent entity, will be shared by UNICEF with the evaluation team immediately after the signature of the contract. UNICEF will assure the quality of the evaluation and guarantee its alignment with UNEG Norms and Standards and Ethical Guidelines and provide quality assurance checking that the findings and conclusions are relevant and proposed adaptations and recommendations are actionable. The inception report and draft final report will be subject to a satisfactory rating by an external quality assurance facility, using quality assurance checklists (to be provided upon signature of the contract), before payment can be made. The evaluators will be responsible for ensuring that recommendations for quality improvement of the deliverables are fully addressed.

Considering the specific circumstances imposed by the COVID-19 pandemic and cholera spread in the country, the methodology of the survey must consider the government measures introduced to prevent/contain virus transmission and valid at the time of conducting the data collection.

## **5. DELIVERABLES**

In alignment with the scope of work as described above, the consulting firm will be expected to perform the following activities and deliverables as per the schedule and estimated dates below. It is envisaged that the entire consultancy will be a total of 90 working days spread from 15 April to 31 October 2023 with workdays overlapping from month to month. Note that weekends are not included as workdays and there will be no double payment for the same days should the consulting firm wish to work on two different activities at the same time.

The following outputs are expected:

- The evaluation team will submit the Inception report, a draft review report, a ppt presentation, a summary brief of the evaluation (graphically designed), and final report (50-60 pages) all following UNICEF style book. 10 A learning brief will be developed to share with the wider audience.
- The report structure, format and quality should adhere to the UNICEF Evaluation Report standards and the GEROS Quality Assessment System. Quality assurance of the inception and draft report is mandatory. MCO will use ESARO office to have the mandatory review and ensure that the report and other relevant products meet UNICEF evaluation standards.

<sup>7</sup> <https://www.unicef.org/evaluation/global-evaluation-reports-oversight-system-geros>

<sup>8</sup> Guidance Note: Adolescent participation in UNICEF monitoring and evaluation

<sup>9</sup> <https://www.unicef.org/evaluation/media/2866/file/Disability-Inclusive%20Evaluations%20in%20UNICEF:%20Guideline%20for%20Achieving%20UNDIS%20Standards.pdf>

<sup>10</sup> UNICEF Style Book, September 2018.

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Here are the details:

Task/Milestone	Deliverable/Outcome (e.g., Inception, progress, final reports, training material, workshop, etc.)	Estimated # of days	Planned Completion date
1. Develop, submit and present an Inception Report articulating the work approach/ methodology and understanding of the work.	Detailed Inception report capturing the following: a) detailed evaluation methodology and approach b) preliminary findings based on document review and rationale c) draft data collection tools d) detailed work plan and budget; e) complete evaluation matrix.	8	25 April 2023
2. Prepare and submit both qualitative and quantitative data collection tools.	Data collection tools submitted, reviewed, and accepted.	12	8 May 2023
3. Conduct data collection.	Enumerators hired and trained, tested data collection tools refined, and data collection activity completed.	26	20 June 2023
4. Complete data cleaning and analysis.	Data analysis and interpretation completed. Raw and clean data submitted in spreadsheets including analysis logs.	13	11 July 2023
5. Prepare and submit a draft midterm evaluation report.	Draft midterm evaluation report submitted. a) the report to follow the agreed format, b) key findings to include data visualization, such as charts, graphs, and info-graphics	15	24 July 2023
6. Conduct a validation workshop with key stakeholders.	Conduct a validation workshop to present and discuss evaluation findings, lessons learned and recommendations.	4	3 August 2023

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7. Finalise and submit the final midterm report, results matrix, learning brief and powerpoint presentation.	Based on feedback from the validation meeting and written comments from technical review, finalise the JPGE III midterm report, results matrix, powerpoint presentation and clean datasets.	11	4 September 2023
8. Close Contract	All deliverables are met and outstanding issues are resolved.	1	14 September 2023

However, as the actual starting date may impact the dates estimated in the TOR, a detailed workplan with exact timeframes and actual delivery dates will be jointly agreed upon between the contractor and the supervisor upon contract signature.

## 6. PROPOSED PAYMENT SCHEDULE

All payments, without exception, will be made upon certification from the supervisor of the contract, of the satisfactory and quality completion of deliverables and upon receipt of the respective and approved invoice.

Travel (local) costs will be reimbursed on actual expenditures and upon presentation of original supporting documents. As per UNICEF operational guidelines, travel will use the most economical route.

#	Deliverables	per cent of the total fee payable
1	Upon satisfactory submission and approval of the inception report.	20 per cent
2	Upon Submission of a satisfactory progress report detailing the completion of data collection and presentation of preliminary findings to the three UN agencies.	30 per cent
3	Upon Submission of satisfactory midterm evaluation report as per UNEG standards; and presentation to stakeholder for discussion and review.	25 per cent
4	Upon Submission of a satisfactory final version of the midterm evaluation report, factsheet and summary of evaluation as per UNICEF template; and presentation to stakeholder validation meeting.	25 per cent

## 7. MANAGEMENT ARRANGEMENT

The consulting firm will work under the overall supervision of the Chief of Research, Evaluation and Knowledge Management Section, who is responsible for overseeing and supervising the entire evaluation process ensuring independence, quality and compliance to UNEG standards with support from Research and Evaluation Specialist. REKM team will share evaluation standards/guidelines with the evaluation team in advance. The education team including the Education Specialist, Chief of Education and other team members will provide coordination support, engagement with

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stakeholders, ensuring participation from all partners as requested by REKM section at critical junctures and provision of all key documents as requested by evaluation team. They will also support review and quality assurance of evaluation findings, analysis and recommendations from programmatic perspective. and on navigating and strategic issues on a need basis.

The JPGE III M&E team comprised of staff members from all three participating UN agencies as well as the government JPGE focal point and ESARO Evaluation Specialist will form the technical reference group for the evaluation. They will provide technical support to the consulting firm in the following areas:

- Providing input to the terms of reference of the midterm evaluation including purpose, objectives, scope, evaluation criteria and key questions to be covered.
- Providing comments and input on all main deliverables of the evaluation, including the inception report, the draft and final report and discussions on recommendations and their use. UNICEF as the contracting agency will have administrative oversight on the contract while UNFPA and WFP will provide technical inputs as part of the reference group.
- REKM team will ensure involvement and engagement with the evaluation reference group throughout the review process so that they contribute to the design, shaping and finalization of key deliverables.

Reporting and communication lines:

- The evaluation team will provide weekly updates to the REKM team by email and/or zoom with regards to progress, support required and observance of timelines for deliverables.
- With the contract supervisor to report progress guided by the agreed work plan.
- The UNICEF Eastern and Southern Africa Region (ESAR) office as necessary.

## **8. ETHICAL CONSIDERATIONS**

The bidding firm is required to clearly identify any potential ethical issues, as well as the processes for ethical review and oversight of the data collection process in their proposal. UNICEF Procedure for Ethical Standards in Research, Evaluation, Data Collection and Analysis can be found at: <https://www.unicef.org/media/54796/file>. The procedure should be consistently applied throughout the evaluation process. The procedure contains the minimum standards and requires procedures for research, evaluation and data collection and analysis undertaken or commissioned by UNICEF (including activities undertaken by individual and institutional contractors, and partners).

Owing to the envisaged participation of human subjects in the evaluation, particularly with children, the evaluation team should investigate the requirements for ethical review board approval either from a recognized Institutional Review Boards in Malawi and/or via UNICEF's LTA for ethical approval. Any ethical issues that arise during the evaluation need to be documented including how the evaluators will respond or address each.



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### **9. GENERAL CONDITIONS: PROCEDURES AND LOGISTICS**

This consultancy is open to both local and International firms or companies. The consulting firm will have to find their own office space and use their own equipment, including computers and other types of hardware and software. All costs related to performing and enabling the performance of the assignment, including travel and related costs, must be included in the financial proposal.

The consultancy firm will establish a team (maximum 5) with key experts appropriate for the tasks outlined in the consultancy assignment and budget. Interested international firms or companies are required to partner with local firms and/or experts.

### **10. QUALIFICATIONS AND EXPERIENCE REQUIRED**

The required organizational experience and skill-set of the evaluation team for this assignment shall include the following expertise and experience:

- Well-established institution (university, research institute, NGO, or consulting company) with a minimum of 10 years of experience in designing, and conducting evaluations for integrated projects and programmes.
- proven track record and human resource capacity to recruit, train and mobilize the enumerators for data collection and expertise to collect data using mobile applications.
- Previous experience in conducting evaluations and studies for the UN or similar international organisations will be an asset;
- The team must consist of experts specializing skills in child rights and participation, gender equality, education, social policy, child protection, adolescent development and participation, health and nutrition.
- Excellent understanding of Basic and Inclusive Education in Malawi, child rights and girls' education issues;
- Experience in using non-traditional and innovative evaluation methods including child friendly and remote data collection methods;
- The firm must submit samples (at least 2) of similar work they have conducted recently.
- Demonstration of capacity to carry out the analysis and complete deliverables under possible travel restrictions and social distancing measures.

#### **Academic qualification- Team Leader:**

- A master's degree or equivalent in data science, demography, statistics, epidemiology, anthropology, sociology, development and social studies, Education, human rights, and gender or another related social science.

#### **Work experience:**

- A minimum of 10 years of professional technical experience in conducting evaluations particularly having led programme and impact evaluations of similar scope. Those with experience in the education sector will have an added advantage.
- Extensive experience for conducting evaluations and assessments in multi-sector programmes including education. Those with experience with the joint UN programmes will have an added advantage..
- Excellent technical experience in socio-economic research.

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- Proven experience with donor funded projects is essential while experience with UN is a distinct advantage.
- Good experience in socio-cultural, geopolitical, and economic country context, as well gender equality principles is desirable.
- Experience in gender and right based programming (especially in the Education sector).

#### **Technical skills and knowledge:**

- Strong technical skills in programme/impact evaluation methods; including quasi-experimental evaluation methods and performing multi variate statistical data analysis (both quantitative and qualitative);
- Strong skills in both qualitative and quantitative survey design, analysis, and ability to synthesize complex issues.
- Knowledge of UNICEF evaluation standards and quality requirements
- Excellent communication and writing skills in English, with strong presentationskills
- Fluency in local languages including Chichewa and Yao is an asset for the data collection team leaders and members.
- Ability to work independently and accurately
- Ability to work effectively in teams and in a multicultural environment.
- High sense of integrity and results-oriented
- Computer skills, including internet navigation, and various office applications

#### **Academic qualification- Support Team Members :**

- A master's degree or equivalent in data science, demography, statistics, epidemiology, anthropology, sociology, development and social studies, Education, human rights, and gender or another related technical field

#### **Work experience:**

- A minimum of 7 years of professional technical experience in conducting studies/ surveys particularly programme evaluations.
- Those with experience in education (inclusive education), health, nutrition and child protection and rights will have an added advantage.
- Proven experience with donor funded projects is essential while experience with UN is a distinct advantage.
- Good experience in socio-cultural, geopolitical, and economic country context, as well gender equality principles is desirable.
- Experience in gender and right based programming (especially in the Education sector).

#### **Technical skills and knowledge:**

- Excellent communication and writing skills in English and interpersonal skills
- Fluency in local languages including Chichewa and Yao is an asset
- Strong technical skills in both qualitative and quantitative survey design, analysis, and ability to synthesize complex issues
- Ability to work effectively in teams and in a multicultural environment
- High sense of integrity and results-oriented
- Computer skills, including internet navigation, and various office applications

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### 11. APPLICATION AND EVALUATION PROCESS:

Each proposal will be assessed first on its technical merits and subsequently on its price. In making the final decision, the selection team will consider both technical and financial aspects. The Evaluation Team first reviews the technical aspects of the offer, followed by review of the financial offers of the technically compliant vendors. The proposal obtaining the highest overall score after adding the scores for the technical and financial proposals together, that offers the best value for money will be recommended for award of the contract.

#### **The Technical Proposal should include but not be limited to the following:**

- **Methodology**  
Detailed Methodology including quasi-experimental approach, sampling techniques, data collection methods, etc. detailing how to meet or exceed UNICEF requirements for this assignment
- **Company Profile**  
*Ensure to include information related to the experience of the company as required and outlined in item 9 of this document.*
- **Copy of the company registration**
- **References**  
Details of similar assignments undertaken in last *three* years including the following information:
  - o Title of Project
  - o Year and duration of project
  - o Scope of Project
  - o Outcome of Project
  - o Reference / Contact persons
- **Work Plan**  
Proposed work plan showing detailed sequence and timeline for each activity and man days of each proposed team member
- **Team Composition**  
Title and role of each team member
- **CV's**  
CV of each team member (including qualifications and experience)  
Ensure to include information related to the qualifications and experience of each proposed team member as required and outlined in item 9 of this document.
- Any project dependencies or assumptions

#### **The Financial Proposal should include but not be limited to the following:**

Bidders are expected to submit a lump sum financial proposal to complete the entire assignment based on the terms of reference. The lump sum should be broken down to show the detail for the following:

- **Resource costs**  
Daily rate multiplied by the number of days
- **Conference or workshop costs (if any)**  
Indicate nature and breakdown if possible

## TORs for Mid-term evaluation of the United Nations Joint Programme on Girls Education III

### - Travel Costs

All travel costs should be included as a lump sum fixed cost.

For all travel costs, UNICEF will pay as per the lump sum fixed costs provided in the proposal.

A breakdown of the lump sum travel costs should be provided in the financial proposal.

### - Any other costs (if any)

Indicate nature and breakdown

### - Recent Financial Audit Report

Report should have been carried out in the past 2 years and be certified by a reputable audit organization.

Bidders are required to estimate travel costs in the Financial Proposal. Please note that i) travel costs shall be calculated based on economy class fare regardless of the length of travel and ii) costs for accommodation, meals and incidentals shall not exceed the applicable daily subsistence allowance (DSA) rates, as propagated by the International Civil Service Commission (ICSC). Details can be found at <http://icsc.un.org>

## 12. EVALUATION WEIGHTING CRITERIA:

Offers will be evaluated based on the technical offer and the financial offers. The ratio between technical and commercial is fixed.

The total amount of points allocated to the technical components is 70. Only bidders that obtain **50 points and above** from the technical evaluation will be considered for the stage of financial evaluation.

The Technical Proposal will be scored against the qualification requirements indicated in the previous section of these TORs.

The Financial Proposal with the lowest amount will receive the highest score and the other proposals will receive proportional scores.

The proposal obtaining the highest overall score after combining the technical and financial scores that offers the best value for money will be recommended for award of the contract.

All financial proposals from bidders whose corresponding technical proposals fall short of the minimum threshold mark of 50 points shall not be opened.

Cumulative Analysis will be used to evaluate and award proposals. The evaluation criteria associated with this TOR is split between technical and financial as follows:

70 per cent Technical

30 per cent Financial

100 per cent Total

The total amount of points to be allocated for the price component is 30 points. The maximum number of points (30) will be allotted to the lowest price proposal of a technically qualified offer. All other price proposals will receive points in inverse proportion to the lowest price, i.e.

All other price proposals will receive points in inverse proportion to the lowest price i.e.:

**Max. The score for price proposal (30) \* Price of lowest priced proposal**

**The score for price proposal X =** 
$$\frac{\text{Price of lowest priced proposal}}{\text{Price of proposal X}}$$


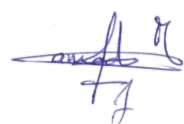
## TORs for Mid-term evaluation of the United Nations Joint Programme on Girls Education III

### Award of contract

i) The award of the contract will be made to the contractor(s) whose offer has been evaluated and determined as: (i) responsive / compliant / acceptable, and (ii) having received the highest score out of a pre-determined set of weighted technical and financial criteria specific to this tender i.e., Cumulative Analysis evaluation (point system with weight attribution).

The attached Annex A provides a detailed breakdown of the technical evaluation criteria.

### 13. ENDORSEMENT OF TERMS OF REFERENCE:

Function	Name	Signature	Date
Prepared and submitted by	Cosnat Ntenje JPGE M&E lead		7 <sup>th</sup> March 2023
	Abiba Longwe-Ngwira REKM Specialist	<i>Abiba Ngwira</i>	07-03-2023
Reviewed by Supply	Innocent Dube OIC, Chief of Supply	<i>Innocent Dube</i>	07/03/2023
Cleared at section by	Simon Jan Molendijk Chief of EADP	<i>Simon Jan Molendijk</i>	08-03-2023
Reviewed and cleared by REKM	Mussarrat Youssuf Chief of REKM	<i>Mussarrat Youssuf</i>	09/03/2023
Approved by	Mamadou Ndiaye OIC Deputy Representative Programme, UNICEF Malawi		10/03/2023
Approved by	Ardiana Buzuku Rudolf Schwenk Representative(OIC), UNICEF Malawi	<i>ABuzoku</i>  Ardiana Buzuku - Rep OIC	29.03.2023

## TORs for Mid-term evaluation of the United Nations Joint Programme on Girls Education III

### ATTACHED:

#### Annex A – Breakdown of technical evaluation criteria

Technical criteria	Maximum score
<b>1.0 Academic Requirements</b>	<b>10</b>
I. A team leader with a master's degree or equivalent in data science, demography, statistics, epidemiology, anthropology, sociology, development and social studies, Education, human rights, and gender or another related technical field	5
II. Support team members with master's degree or equivalent in data science, demography, statistics, epidemiology, anthropology, sociology, development and social studies, Education, human rights, and gender or another related technical field	5
<b>2. a Professional Experience Requirements</b>	<b>20</b>
I. Team leader with a minimum of 10 years of professional technical experience in conducting and leading studies/ surveys particularly programme evaluations. Those with experience in the education sector will have an added advantage.	4
II. Support team members with a minimum of 7 years of professional technical experience in conducting studies/ surveys particularly programme evaluations.	4
III. Proven experience in conducting evaluations and assessments in multi-sector projects (education, health, nutrition, Child protection).	4
IV. Strong qualifications in quasi-experimental evaluation methods and performing multi variate statistical data analysis (both quantitative and qualitative);	4
V. Excellent technical experience in socio-economic research.	2
VI. Previous experience in conducting evaluations and studies for the UN or government institutions.	2
<b>2. b Other Requirements</b>	<b>10</b>
I. The team must consist of experts specializing in child rights and participation, gender equality, education, social policy, child protection, adolescent development and participation, and early childhood development.	5
II. Experience in using non-traditional and innovative evaluation methods including child friendly and child-participatory methods; and demonstration of capacity to complete deliverables under possible travel restrictions and social distancing measures (if needed during assignment);	5



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3.0 PROPOSED METHODOLOGY AND APPROACH	30
3.1 The consulting firm demonstrates a good understanding of the assignment and explains the use of quasi-experimental methods well based on the information provided in ToR	15
3.2 The proposed work plan and approach to implementing the tasks as per the ToR are well articulated. (May include approximate durations, on-site and off-site meetings/ key milestones and key deliverables)	10
3.3. Provision of 3 traceable referees	5
<b>TOTAL FOR TECHNICAL CRITERIA*</b>	<b>70</b>
<i>* Minimum score required for technical compliance: 50 marks out of 70</i>	