

Final TOR for the summative evaluation of the UN Joint Programme on Girls Education-III



1. SUMMARY

The Terms of Reference (TOR) for the evaluation of the UN Joint Programme on Girls' Education (JPGE) in Malawi outline a comprehensive approach to assessing the program's effectiveness, impact, and sustainability. Initiated in 2014 and now in its third phase, JPGE has been a collaborative effort supported by the Government of Malawi, UN agencies and the Royal Norwegian Embassy to enhance access to quality education, especially for girls. The purpose of the evaluation is to determine the extent to which the program has achieved its objectives, assess its overall impact on beneficiaries, and provide accountability to stakeholders.

The evaluation's objectives are multifaceted, aiming to measure the achievement of program outcomes, assess long-term impacts, identify best practices and failures, inform future decision-making, and resource allocation, and demonstrate accountability and transparency. This comprehensive evaluation will cover all phases of the JPGE, comparing outcomes in JPGE-supported schools with those in non-JPGE schools across four targeted districts: Mangochi, Dedza, Salima, and Kasungu.

The methodology for the evaluation will employ a mixed-methods approach, integrating both quantitative and qualitative data. This will include surveys, key informant interviews, focus group discussions, and document reviews. A quasi-experimental design will be used to establish causality and assess the impacts of the program. The evaluation will adhere to the highest standards of reliability and validity, guided by the OECD/DAC criteria and UNEG norms.

Management of the evaluation will be led by UNICEF, with inputs from other UN partners. A selected consulting firm will execute the evaluation under strict ethical guidelines and quality assurance standards set by UNICEF. Deliverables will include an inception report, data collection tools, a draft evaluation report, a final comprehensive evaluation report, and presentations to stakeholders, all within specified timelines.

Payment for the evaluation will be milestone-based, aligned with the delivery of key outputs such as the inception report, data collection summary, and the final evaluation report. This structured payment schedule ensures that financial disbursements are tied to the satisfactory completion of specific evaluation phases, ensuring timely and quality outputs.

Overall, this evaluation is crucial for the future direction of the JPGE, ensuring that the program continues to meet the educational needs of Malawi's youth effectively and sustainably. It will provide

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critical insights into the successes and challenges of the program, shaping future interventions to better serve the target population.

2. BACKGROUND

INTRODUCTION

According to Malawi's National Education Sector 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 cross-cutting 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 the population of school-age children and the expansion of the education system have been steady and dramatic, as noted by NESIP (2020). The strain on resources has been a longstanding challenge for the education system. As of 2023, primary school enrollment stood at 5,298,456 learners, with 2,693,963 being girls (EMIS, 2023). The Net Enrollment Rate (NER) reached 91 percent, marking a three per cent increase from both 2022 and 2021. The primary school dropout rate was 4 percent, with a similar proportion for girls. This indicates a slight decrease of 0.7 per cent compared to the preceding school years. However, there was a concerning decline in the primary completion rate, dropping from 56 percent in 2022 to 48 percent in 2023 (EMIS, 2023). The transition rate to secondary school remains below 50 percent for both girls and boys, with 47 percent and 47.4 percent respectively, although there has been a slight improvement from the previous year's rate of 42.5 percent. These figures underscore persistent internal efficiency issues within the education system that need to be addressed.

The micronutrient survey of 2015 revealed that 17 percent of adolescent girls aged 10-14 years and 21 percent of girls aged 15-19 are anaemic while 15 per cent of girls 15-19 years of age are folate deficient. The Malawi Demographic and Health Survey 2015/2016 revealed that 13 percent of adolescent girls (15-19 years of age) are underweight while Zinc deficiency affects 60 percent of the 6 to 14 years age group. 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. The condition of water, sanitation, and hygiene (WASH) in many schools in Malawi remains poor. A significant number of schools lack adequate sanitation facilities, and less than 5 percent have handwashing facilities with soap. While 81 percent of schools have some access to water, about 19 percent still rely on unprotected water sources. According to WHO (2009) schools with poor water, sanitation and hygiene conditions, and

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intense levels of person-to-person contact are high-risk environments where diseases are easily transmitted.

Malawi experience low learning outcomes: only 1 in 4 children (26 percent) 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 percent (female 68.8 percent, male 83.0 percent; urban 91.8 percent, rural 72.1 percent), such that 1 in 4 people (and over 3 in 10 women) are illiterate (MICS 2019-2020). These poor-quality indicators are thought to be contributed to the lack of a safe and inclusive learning environment, good health, and nutrition.

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 from the Royal Norwegian Embassy and is supporting the Government of Malawi to implement a multi-sectoral United Nations Joint Programme on Girls Education that addresses education, nutrition, safety, and integrated sexual and reproductive health concerns holistically and also focusing on other aspects such as life skills, gender equality and community engagement. Beyond the school, the programme also focuses on out-of-school adolescent girls and boys and ensures they are not left behind through supporting delivery of alternative learning pathways and promoting access to essential services.

The Object of Evaluation – The UN Joint Programme on Girls' Education

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 NOK 367,000,000 (approximately USD 43.7 million) from the Royal Norwegian Embassy. 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 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 UN JPGE III is implemented in four targeted districts of Dedza, Mangochi, Salima and Kasungu, and the three United Nations agencies 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. Each implementing UN agency brings specific technical assistance to the program: UNICEF focuses on improving educational quality and safety, UNFPA strengthens sexual and reproductive health rights and services, and WFP supports nutrition programs aimed at enhancing learning through better health. This collaboration ensures a holistic approach to addressing the barriers to education faced by Malawi's youth, particularly girls, aiming for transformative impacts that will resonate throughout the communities.

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

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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 (phase 3). 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), SDG 2 (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 ensures 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 SHRH 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 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 (Sexual and Reproductive Health and Rights), 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.

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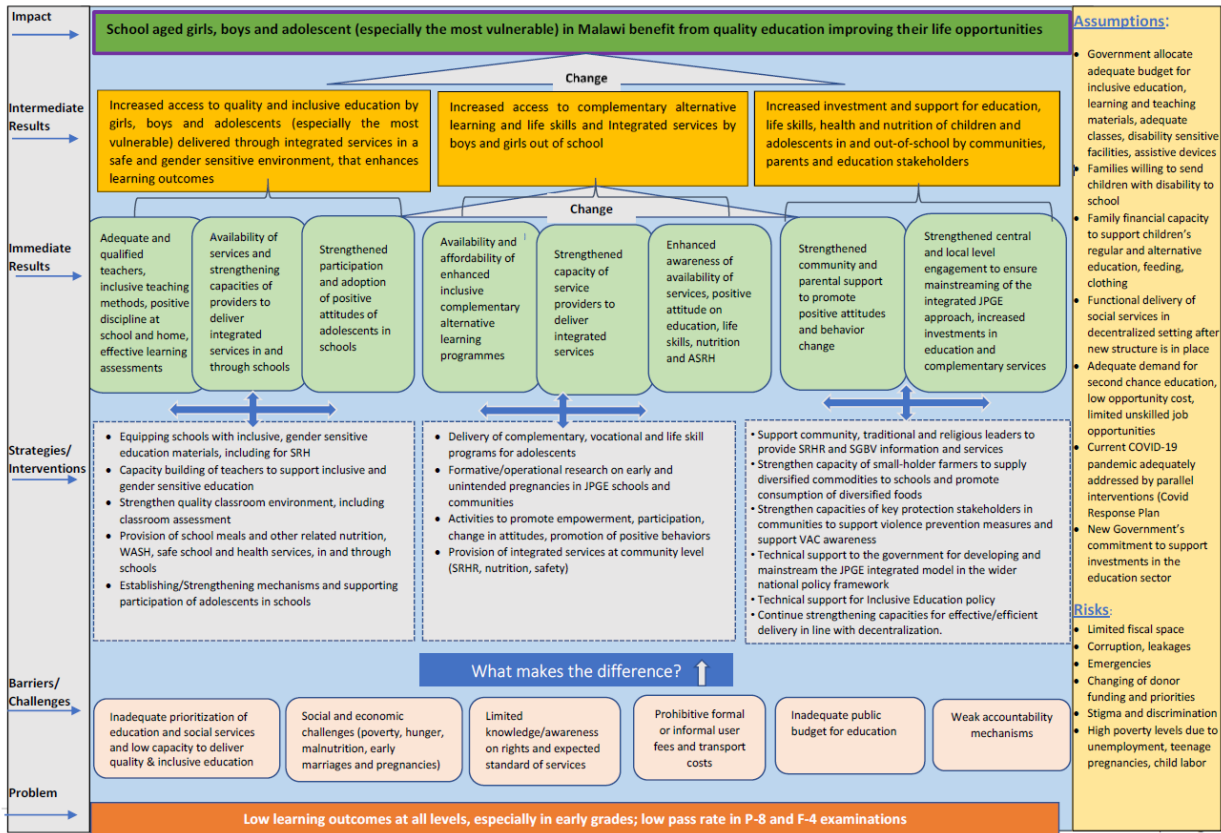
In order to achieve the above-mentioned results, several strategies were identified. They range from equipping schools with inclusive, gender sensitive education materials; capacity building of teachers to support inclusive and gender sensitive education; strengthening quality classroom environment and assessment; provision of integrated services in and through schools and at community level (nutrition, health, WASH (Water, Sanitation and Hygiene), 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 Violence Against Children (VAC) awareness; promoting parent- child communication; engaging community, traditional and religious leaders to provide SRHR and SGBV (Sexual and Gender-Based Violence) 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. Additionally, enhancing the nutrition of students through the implementation of school meals programs was a key strategy, aiming to improve both health outcomes and educational attainment by ensuring that students receive adequate and nutritious food while at school.

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.

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JPGE III- Theory of Change



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Key Partners

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

JPGE III - Indicative Partner Mapping

Outcome	National Level leads	Districts Leads	Support partner	UN Agency
1	Ministry of Education – Directorate of Basic Education 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 of 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

Mid-term Evaluation Summary

The evaluation aimed to provide an evidence-based foundation for programme revision, document lessons learned, and offer recommendations for actionable adjustments to interventions, informing

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the remaining intervention period and guiding future interventions with similar goals and scope. The primary users of the evaluation findings are the three implementing UN agencies (UNICEF, WFP, UNFPA), the Ministry of Education, and the Royal Norwegian Embassy as the programme's donor.

Main level Consulting AG was commissioned by the UNICEF Country Office Malawi, to conduct a mid-term evaluation of the third phases of the JPGE, covering the period from April 2021 to July 2023. The evaluation aimed to assess the programme's relevance, coherence, effectiveness, efficiency, impact, and sustainability based on the criteria of the Organisation for Economic Co-operation and Development – Development Assistance Committee (OECD-DAC), with a focus on district-specific insights gathered during visits to all four implementation districts in Malawi. The core purpose of the MTE was to examine if the JPGE III objectives and outcomes were on track in terms of access to quality and inclusive education, recommending possible intervention changes for the remaining timeline until October 2024.

Summary of Mid-term Evaluation Findings

The JPGE III programme is a holistic and collaborative effort aimed at improving equitable education by addressing the root causes such as nutrition, education quality, and Sexual and Reproductive Health Rights (SRHR), aligning well with national policies and Sustainable Development Goals (SDGs). It involves multiple stakeholders in a shared responsibility framework, though it faces challenges including infrastructure deficiencies and sociocultural barriers. Despite these obstacles and the need for increased sensitization to address inclusiveness issues, the programme has made significant strides towards its objectives. However, the sustainability of its impact is threatened by issues like personnel turnover and resource constraints, underlining the necessity for strategic planning and additional resources to ensure its lasting effectiveness on a national scale.

In terms of its specific components, the JPGE has shown relevance and effectiveness in areas like literacy, numeracy, and reducing gender-based educational disparities, though it faces challenges in achieving lower repetition and dropout rates, and in fully inclusive education for learners with special needs. The impact and efficiency of the programme are notable, with significant potential to enhance access to quality education and contribute to SDGs, particularly in girls' education and through the school feeding component. Lessons learned highlight the importance of a joint approach by UN agencies and the need for community buy-in, the importance of involving boys in girl-targeted interventions, the critical role of food provision as a pull factor for schooling, and the necessity for SMART criteria in project indicators for better assessment and impact. The sustainability of JPGE, however, hinges on addressing fund dependency and the broader socio-economic challenges within the community.

Summary of Key Recommendations

To enhance JPGE's impact and sustainability, key recommendations include strengthening the monitoring and evaluation (M&E) system by aligning Key Performance Indicator (KPI) indicators with programme objectives, ensuring clear definitions of terms like "minimum package" to standardize outcome interpretations, and integrating data across UN agencies for a unified monitoring approach. Frequent exchanges among M&E officers are advised to establish a joint vision. Financial sustainability should be addressed by identifying potential partners, communicating effectively with schools about programme continuity, and planning a phased exit strategy around

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the academic calendar. Addressing insufficient Water, Sanitation, and Hygiene (WASH) infrastructure at schools is critical, as is intensifying efforts to make Sexual and Reproductive Health Rights (SRHR) information and services more accessible, tackling the sensitivity surrounding these topics. Furthermore, increasing awareness and engagement with alternative learning programmes through community and NGO partnerships is essential for broadening impact and ensuring sustainability beyond the project lifespan.

3. PURPOSE OF EVALUATION

The JPGE programme has been implemented over three phases since 2014. The Government of Malawi and the three UN implementing partners have invested immense efforts, and the donor, the Royal Norwegian Embassy, has provided substantial funds to ensure that the Programme can achieve its objectives. At the end of the third phase of this valuable Programme, all partners are keen to know as to what extent the Programme has achieved its intended objectives. The purpose of the final evaluation is therefore to assess the overall progress in achieving the Programme's results at the endpoint and measure its impact on the lives of beneficiaries that it intended to serve. The evaluation also aims to learn key lessons gained during its implementation that could inform similar future programming. The evaluation will use the OECD-DAC criteria to assess the relevance, coherence, effectiveness, efficiency, impact, and sustainability of the Programme to measure outcomes of the Programme.

Use of Evaluation

Government agencies, educational institutions and universities, and policy advocates and think tanks are key groups that can benefit from the findings of the JPGE III evaluation. Government agencies can use the insights to refine and enhance national policies and strategies, ensuring that educational and developmental interventions are effective and targeted. Educational institutions and universities can leverage the findings for academic research, curriculum development, and establishing field-based partnerships, thus enriching educational quality and teacher training. Policy advocates and think tanks can utilize the evaluation to bolster advocacy for systemic changes in education and development policies, helping shape public policy and influence at higher levels through data-driven arguments.

4. EVALUATION OBJECTIVES

Specifically, the objectives of the evaluation are:

1. Measure the achievement of program objectives and outcomes: The summative evaluation shall provide insights into whether the intended goal and objective of the programme have been achieved and to what extent.
2. Assess long-term impact: The evaluation shall study the three phases and data collected during the baseline, mid-term, and end-line to determine any intended or unintended long-term impact.

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3. Identification of best practices, achievements, and failures: The summative evaluation will assist in identifying what worked well, what did not, and why, enabling government and UN partners to learn from successes and failures for future programming.
4. Inform decision-making: Findings from the summative evaluation will provide evidence to donors, UN agencies and government and other stakeholders and decision-makers regarding the effectiveness of the program, enabling informed decisions about resource allocation, continuation, scaling, or modification of the intervention.
5. Accountability and transparency: The summative evaluation will serve to demonstrate accountability to donors, UN agencies, government, and beneficiaries by providing evidence of the programme's performance and its contribution to desired outcomes.

5. SCOPE OF EVALUATION

1. Programmatically, the evaluation will cover the whole programme from baseline to current stage for identified indicators. Further, the evaluation will assess objectives and core activities of JPGE phase III from inception to current stage. 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. For defined indicators, the outcomes in the JPGE schools should be compared to outcomes in non-JPGE schools in the same district. The consulting firm will be required to review JPGE I and II strategy documents to understand the linkages.
2. The evaluation will span the 3 phases only for the indicators that have been consistently collected and are available across the 3 phases, these include: Examination Pass rates for boys and girls in Standard 8 disaggregated by sex, Repetition rate for Standard 5 - 8 disaggregated by sex, Transition rates to secondary school in the targeted schools disaggregated by sex, Dropout rates and numbers for girls and boys (standard 5 - 8), Promotion rates for girls and boys (standard 5- 8), Percentage of learners in Grade 7 that attain at least minimum competency in (i) literacy (ii) numeracy, by sex, Percentage of primary school-age children enrolled in primary school, by sex, Percentage of primary school-age children who dropout during primary school, by sex, and Number of learners (boys and girls) receiving diversified meals. Other indicators not listed here will only be evaluated in the 3rd phase, from 2021 to 2024, because they do not exist consistently across the three phases.
3. Geographically, the evaluation will cover all implementing districts (Mangochi, Dedza, Salima and Kasungu), by understanding the project status and potential impact to beneficiaries.
4. There is flexibility to discuss the overall scope of evaluation and make some adjustments during the inception discussion with the selected consulting firm.

6. EVALUATION CRITERIA

The summative evaluation analytical framework should be constructed by the OECD/DAC evaluation criteria of relevance, coherence, efficiency, effectiveness, impact, and sustainability, which is presented below in the layout of the evaluation questions:

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7. EVALUATION QUESTIONS

Focus Area	Evaluation Questions
Relevance	<ul style="list-style-type: none"> • How well did the JPGE-III fit into the national policies, government priorities and norms of UN in Malawi? • To what extent did the programme identify the needs of adolescent girls and boys (especially those with disabilities and other vulnerabilities) and the relevant barriers to their education in Malawi? • How well were the programme's objectives and interventions tailored to the cultural context and values of the communities in Malawi? • How flexible was the programme in adapting to emergent educational needs and challenges during its implementation?
Coherence	<ul style="list-style-type: none"> • To what extent were the JPGE III partner's interventions interlinked and coherent with policies and related programmes of other partners operating within the same context? • How efficient and effective was the collaboration among various ministries involved in the programme, and whether the programme situated in the correct department to achieve the best results? • What was 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? • and multilateral initiatives, like the Global Partnership for Education? Are there aspects of the operation that conflict with the interventions of or one-UN programming or other actors? • What were the strengths and gaps in achieving coherence and adding value while avoiding duplication of effort? • How have lessons learned from JPGE-III been integrated into other similar programs either at district level or nationally? • How has the program influenced changes in national educational policies or practices beyond the immediate program goals?
Efficiency	<ul style="list-style-type: none"> • Were the programme activities executed on time, in expected quantity and quality? • Were the resources (funds, human resources, time, expertise, etc.) allocated strategically to achieve the intended outcomes? • What proportion of allocated resources were underutilized or overspent, and what were the causes? • What processes can be optimized for greater efficiency in future iterations of the programme?
Effectiveness	<ul style="list-style-type: none"> • To what extent were key interventions contributing to achieving planned outcome results? • Between phase 2 (district approach) and phase 3 (school-based approach) which one achieved the intended results for the Programme? • To what extent did the cooperation with the local clinics enhance the relevant programme outcomes?

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Focus Area	Evaluation Questions
	<ul style="list-style-type: none"> To what extent did the SRHR and school health component reach the intended target not only limited to adolescent girls above the age 16-17 years of age? To what extent did it effectively engage men and boys to avoid backlash on gender equality goals and attitudes towards girls and women? In which areas parents, what extent behavioral changes have been adopted and observed among participants as a result of the programme interventions? How do stakeholders (teachers, students, parents) perceive the effectiveness of the interventions in improving educational outcomes?
Sustainability	<ul style="list-style-type: none"> How conducive is the political, economic, and social environment to sustain the gains and results after implementation? How effectively has the JPGE-III programme built national ownership and capacity? To what extent can the benefits of the programme continue after JPGE-III funding ceases? To what extent has the program succeeded in fostering community-led initiatives to sustain educational improvements? What strategies are in place to ensure the continuation of benefits in the absence of external funding?
Impact	<ul style="list-style-type: none"> To what extent has the JPGE-III impacted the access to quality and inclusive education for girls and boys, especially those with disabilities and other vulnerabilities, in the districts where it was implemented and at national level? How many children, including adolescents, girls and boys, and children with disabilities, have benefitted (and in what way) so far? To what extent and in what ways has the JPGE-III improved the learning outcomes and life opportunities of boys, girls, and adolescents, especially those with disabilities and other vulnerabilities, in the districts where it was implemented? What other key impacts, intended or unintended, have been achieved by the programme throughout the three phases? Could the programme have had a larger impact if it was implemented in different districts? What are the comparative outcomes between beneficiaries of the programme and non-participants in similar settings, overall and across programme phases?

8. EVALUATION METHODOLOGY AND APPROACH

The JPGE-III summative evaluation will follow the United Nations Evaluation Group (UNEG) Norms and Standards. The evaluation will be conducted with a meticulous focus on specific objectives and corresponding indicators, ensuring precision in assessing progress. Aligned with the OECD-DAC

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criteria, the evaluation will thoroughly examine the Programme's relevance, coherence, effectiveness, efficiency, impact, and sustainability.

Being summative in nature, the evaluation methodology must focus on measuring the key impact that the Programme interventions may have caused on the lives of beneficiaries. It should learn from and build on the mid-term evaluation (MTE) of the 3rd phase of JPGE that was recently conducted. It will be approximately one year between the MTE and the summative evaluation, therefore emphasis on measuring the impact of the entire JPGE programme is a priority. The summative evaluation needs to ensure to go beyond the MTE and provide a comprehensive and robust design with multiple indicators that run across the three phases (see annex for details), use of mixed methods to adequately measure impact of the overall JPGE programme at the end of the 3rd phase while looking back and capturing the impact that was created by earlier phases. Therefore, it is strongly suggested that a Quasi Experimental Design be applied to ensure adequate assessment of the evaluation criteria related to the impact of JPGE-III in making a difference to the beneficiaries in relation to the overall goal of this programme, i.e., increase in access to quality and inclusive education.

The evaluation team should consider a before/after analysis in terms of the progress toward programme outcomes. 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 or a survey to assess the impact. The evaluation team should also use EMIS, MICS, or DHS data to perform trend analysis of indicators in the extended results framework for all three phases. Data should be disaggregated on gender, district, and JPGE vs non-JPGE schools whenever achievable.

The evaluation will require focus on the all the indicators¹ mentioned in the annexes that can be tracked throughout the three phases, with special attention to the indicators that are unlikely to achieve their target in 2024 as the last implementing year. A detailed design of the evaluation including the proposed methodology for each evaluation question, objective, indicator, 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.

¹ Percentage of children at last grade of primary who transition to Secondary school in the targeted schools disaggregated by Sex (pass rate, Percentage of primary school-age children who dropout during standard 5 - 8 in the target areas, by sex, Percentage of girls enrolled in targeted schools who have fallen pregnant during the school year, Number of targeted schools providing a minimum package of integrated services (SRHR, health and nutrition, WASH services, diversified nutritious meals), Proportion of graduates, especially girls, who completed an alternative learning programme and are enrolled back in formal education, Proportion of girls and boys aged 10-24 who demonstrate positive behaviors and attitudes towards SHRH, Number and % of girls and boys in target areas enrolled in life skills programme that complete programme, Number of districts with revised district education plan aligned to NESIP (2020 - 2030) as part of the overall district plans, Proportion of parents, caregiver and stakeholders understanding and promoting enrolment of girls in education, Number of parents with capacities and skills to provide support to learning for school going children, especially those with disabilities and special education needs and Percentage of targeted smallholders selling through programme-supported farmer aggregation systems.

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Overall, as part of the UNICEF evaluation 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 methodology must ensure participation from and consultation with all key stakeholders, ensuring gender balance through a collaborative, inclusive and reflective process.

It is suggested that the evaluation team employs a mixed-method approach, utilizing both quantitative and qualitative methods for data collection and analysis. This approach will entail the collection and analysis of both secondary and primary data 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 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 mid-term evaluation (2023)
- 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.
- The programme M&E team will provide a detailed list of documents and all documents will be provided well in time for the benefit of the evaluation team through a shared drive.

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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 2016² (including impartiality, independence, quality, transparency, consultative process).
- Ethical Guidelines for UN Evaluations;³
- UNICEF Ethical Guidelines and standards for research and evaluation⁴ and Ethical Research Involving Children⁵;
- UNEG guidance on integrating human rights and gender equality and UN System-Wide Action Plan (UN-SWAP) on gender equality;⁶
- UNICEF Guidance on Gender Integration in Evaluation⁷;
- UNICEF adapted evaluation report standards and GEROS⁸;
- UNICEF Guidance Note on Adolescent participation in UNICEF monitoring and evaluation⁹;
- Disability-Inclusive Evaluations in UNICEF: Guideline for Achieving UNDIS Standards¹⁰
- 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 also be 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.

² UNEG Norms and Standards for Evaluation, 2016. Available at: <http://www.unevaluation.org/document/detail/1914>

³ UNEG Ethical Guidelines, 2020. Available at: <http://www.uneval.org/document/detail/2866>

⁴ UNICEF Procedure on Ethical Standards in Research, Evaluation, Data Collection and Analysis, 2021

⁵ <https://www.unicef-irc.org/publications/pdf/eric-compendium-approved-digital-web.pdf>

⁶ <http://www.uneval.org/document/detail/1616>

⁷ UNICEF Guidance on Gender Integration in Evaluation

⁸ <https://www.unicef.org/evaluation/global-evaluation-reports-oversight-system-geros>

⁹ Guidance Note: Adolescent participation in UNICEF monitoring and evaluation

¹⁰ [https://www.unicef.org/evaluation/media/2866/file/Disability-](https://www.unicef.org/evaluation/media/2866/file/Disability-Inclusive%20Evaluations%20in%20UNICEF:%20Guideline%20for%20Achieving%20UNDIS%20Standards.pdf)

[Inclusive%20Evaluations%20in%20UNICEF:%20Guideline%20for%20Achieving%20UNDIS%20Standards.pdf](https://www.unicef.org/evaluation/media/2866/file/Disability-Inclusive%20Evaluations%20in%20UNICEF:%20Guideline%20for%20Achieving%20UNDIS%20Standards.pdf)

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By incorporating these technical elements into the evaluation process, we aim to provide stakeholders with a comprehensive, credible, and actionable assessment of the JPGE's effectiveness and impact on girls' education outcomes in Malawi.

9. EVALUABILITY ISSUES

The programme has gone through three phases with different approaches, different progress indicators across phases and various issues of data. The MTE gives a good overview of some off-track indicators including Percentage of children who repeated Standard 5 – 8 in the target schools, by sex; Percentage of primary school-age children who dropout during standard 5 - 8 in the target areas, by sex; and the component of Sexual Reproductive Health and Rights indicators. In addition, the program implemented two approaches, phase two used district approach and the final phase, is being implemented at school level. These two approaches need to be carefully assessed and examined to see if there are different results achieved by the separate approaches.

All the above contextual factors and challenges should be well identified by the evaluation team in their proposal. During the inception phase, the same should be discussed with the programme M&E team to finalize the best approach to capture the impact of this ongoing long programme.

10. ETHICAL CONSIDERATIONS

UNEG ethical standards for evaluation must be incorporated in designing the methodology and strictly observed during the evaluation. Ethical considerations, such as informed consent, confidentiality, and participant rights protection, will be rigorously addressed throughout the evaluation process, underscoring our commitment to upholding ethical standards and integrity.

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 issue.

11. 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 July to October

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2024 with workdays overlapping from month to month. 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. ¹¹ 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.

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. 2. Individual and group meetings to be arranged by the evaluation team to seek information and clarification for the finalization of the methodology and the inception report.	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.	12	Aug 1
3. Prepare and submit both qualitative and quantitative data collection tools.	Data collection tools submitted, reviewed, and accepted along with the inception report.	3	Aug 15
4. Conduct data collection.	Enumerators hired and trained, tested data collection tools refined, and data collection activity completed.	20	Sept 1
5. Complete data cleaning and analysis and work on preliminary draft report	Data analysis and interpretation completed. Raw and clean data submitted in spreadsheets including analysis logs.	15	Sept 25

¹¹ UNICEF Style Book, September 2018.

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Task/Milestone	Deliverable/Outcome (e.g., Inception, progress, final reports, training material, workshop, etc.)	Estimated # of days	Planned Completion date
6. Prepare and submit a draft summative evaluation report.	Draft summative evaluation report submitted. a) the report to follow the agreed format, b) key findings to include data visualization, such as charts, graphs, and infographics	15	Oct 15
7. Conduct a validation workshop with key stakeholders.	Conduct a validation workshop to present and discuss evaluation findings, lessons learned and recommendations.	5	Oct 20
8. Finalise and submit the final summative report, learning brief and PowerPoint presentation.	Based on feedback from the validation meeting and written comments from technical review, finalise the JPGE III summative report, PowerPoint presentation and clean datasets.	15	Nov 15
9. Close Contract	All deliverables are met, and outstanding issues are resolved.		Dec 15

The bidder must commit to follow the timeline as it is a time-sensitive evaluation where the final report is needed before the end of October 2024. A detailed workplan with exact timeframes and actual delivery dates will be jointly agreed upon between the contractor and the supervisor upon contract signature.

12. 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.

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#	Deliverables	Percent of the total fee payable
1	Upon satisfactory submission and approval of the inception report.	20 percent
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 percent
3	Upon submission of satisfactory midterm evaluation report as per UNEG standards; and presentation to stakeholder for discussion and review.	25 percent
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 percent

13. MANAGEMENT ARRANGEMENT

The evaluation will be led by UNICEF and will be quality assured under UNICEF's evaluation process and standards. The selected consulting firm will work under the overall supervision of the UNICEF Chief of Research and Evaluation in UNICEF, who is responsible for overseeing and supervising the entire evaluation process ensuring independence, quality, and compliance to UNEG standards with close support from Research and Evaluation Specialist. The Research and Evaluation team will share evaluation standards/guidelines with the evaluation team in advance. Specifically, the M&E Specialist at the UNICEF Education Section will have the full responsibility of coordination with the JPGE-M&E group as well as with all key stakeholders.

The JPGE-Coordinator and the JPGE M&E team from the three agencies will form the evaluation management committee. They will also provide, along with other JPGE programme team members, the coordination support, engagement with stakeholders, ensuring participation from all partners as requested by R&E section and the evaluation team at critical junctures. The JPGE-M&E team will have full responsibility of providing all key documents as requested by the 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, as needed.

In addition, the JPGE Coordinator, the JPGE-III M&E team comprised of staff members from all three participating UN agencies, selected team members from their respective regional offices, the Government JPGE focal point, relevant ministries, the focal point from the RNE and the ESARO Evaluation Specialist will form the technical Reference Group for the evaluation. They will provide technical support to the selected consulting firm in the following areas:

- Providing input to the Terms of Reference of the evaluation including purpose, objectives, scope, evaluation criteria and key questions and key indicators 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 Evaluation Reference Group.

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- R&E 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 UNICEF R&E team by email and/or zoom with regards to progress, support required and observance of timelines for deliverables.
- Keep close contact with the contract supervisor to report progress guided by the agreed work plan.
- The UNICEF Eastern and Southern Africa Region (ESAR) office, as necessary.

14. 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.

15. 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.

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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 of evaluations with experimental, quasi-experimental methods 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 evaluations with quantitative, quasi-experimental methods is required.
- Proven experience of evaluations with donor funded projects is essential while experience with UN is a distinct advantage.
- Good experience in socio-cultural, geopolitical, and economic country context, 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 presentation skills.
- 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 programme and impact evaluations.
- Those with experience in education (inclusive education), health, nutrition and child protection and rights will have an added advantage.

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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, is desirable.
- Experience in gender and right based programming (especially in the education sector).

Technical skills and knowledge:

- Strong technical skills in both qualitative and quantitative evaluation design, analysis, and ability to synthesize complex issues and prepare high quality evaluation reports.
- Excellent communication and writing skills in English and interpersonal skills.
- Fluency in local languages including Chichewa and Yao is an asset.
- 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.

16. 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 Bid-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 this ToR.
- **Copy of the company registration**
- **References**
Details of similar assignments undertaken in last *three* years including the following information:
 - Title of project
 - Year and duration of project
 - Scope of project
 - Outcome of project
 - Reference / Contact persons
 - Please attach the copies of most relevant and high-quality evaluation reports (min.1; max. 03)
- **Work Plan**
Proposed work plan showing detailed sequence and timeline for each activity and man days of each proposed team member.
- **Team Composition**

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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 lumpsum 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.

- **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>

17. 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.

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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 percent Technical
- 30 percent Financial
- 100 percent 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 = -----
Price of proposal X

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 below table provides a detailed breakdown of the technical evaluation criteria.

Technical criteria	Maximum score
1.0 Academic Requirements	10
I. A team leader with a master's degree or equivalent in data science, demography, statistics, anthropology, sociology, development and social studies, education, human rights, and gender or another related technical field	5
Support team members with master's degree or equivalent in data science, demography, statistics, anthropology, sociology, development and social studies, education, human rights, and gender or another related technical field	5
2. a Professional Experience Requirements	20
I. Team leader with a minimum of 10 years of professional technical experience in conducting and leading evaluations particularly programme and/or impact evaluations with experimental or quasi-experimental methods. Those with experience in the education sector will have an added advantage.	5
II. Support team members with a minimum of 7 years of professional technical experience in conducting programme and/or impact evaluations.	5

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III. Strong qualifications in quasi-experimental evaluation methods and performing multi variate statistical data analysis (both quantitative and qualitative).	5
IV. Previous experience in conducting evaluations and studies for UNICEF or the UN agencies.	5
2. b Other Requirements	10
I. The team must consist of experts specializing in child rights, 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 tight timelines, possible travel restrictions and social distancing measures (if needed during assignment).	5
3.0 PROPOSED METHODOLOGY AND APPROACH	30
3.1 The consulting firm demonstrates a good understanding of the assignment, challenges and explains the proposed approach and methodology with use of quasi-experimental methods well, based on the information provided in ToR	10
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
3.4. Commitment to pay undivided attention to the evaluation and compliance to the timelines for completion of evaluation by November 2024	5
TOTAL FOR TECHNICAL CRITERIA*	70
<i>* Minimum score required for technical compliance: 50 marks out of 70</i>	

18. ENDORSEMENT OF TERMS OF REFERENCE:

Function	Name	Signature	Date
Prepared by	Olipa Shaba M&E Officer (UNV)		
Reviewed by Supply	Tabinda Syed Chief Supply		
Cleared at section by	Simon Jan Molendijk Chief of EADP		
Reviewed and cleared by R&E Section	Mussarrat Youssuf Chief of REKM		

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Approved by Dep Rep Programmes	Gerrit Maritz		
Approved by Rep	Shadrack Omol		

Annex
ACRONYMS

DD	-	Difference-in-Difference
DHS	-	Demographic and Health Survey
EMIS	-	Education Management Information System
GEROS	-	Global Evaluation Reports Oversight System
ICSC	-	International Civil Service Commission
JPGE	-	Joint Programme on Girls' Education
KPI	-	Key Performance Indicator
MGDS III	-	Malawi Growth and Development Strategy III
MICS	-	Multiple Indicator Cluster Survey
MTE	-	Mid-Term Evaluation
NESIP	-	National Education Sector Investment Plan
NOK	-	Norwegian Kroner
OECD-DAC	-	Organisation for Economic Co-operation and Development - Development Assistance Committee
PSM	-	Propensity Score Matching
SDGs	-	Sustainable Development Goals
SGBV	-	Sexual and Gender-Based Violence
SRHR	-	Sexual and Reproductive Health Rights
UN	-	United Nations
UNEG	-	United Nations Evaluation Group
UNFPA	-	United Nations Population Fund
UNICEF	-	United Nations Children's Fund
UNSDGCF	-	United Nations Sustainable Development Goals Coordination Framework
UN-SWAP	-	United Nations System-Wide Action Plan
WASH	-	Water, Sanitation, and Hygiene
WFP	-	World Food Programme