

Evaluation of Tsogolo La Thanzi II-Healthy Future Home Grown School Feeding Project II In Malawi from 2023 to 2025

Decentralized Evaluation
Terms of reference
WFP-Malawi Country Office

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1. Introduction

1. These terms of reference (ToR) were prepared by the WFP Malawi Country Office based upon an initial document review and consultation with stakeholders. The purpose of these terms of reference is to provide key information to stakeholders about the evaluation, to guide the evaluation team and to specify expectations during the various phases of the evaluation.
2. These Terms of Reference are for the final activity evaluation of the Tsogolo la Thanzi phase II (TSOLATA II) Home Grown School Feeding (HGSF) project, a successor to the TSOLATA I initiative, which ran from September 2021 to July 2023 across four districts in Malawi: Zomba, Phalombe, Chikwawa, and Nsanje. TSOLATA II is currently being implemented in seven districts: Nsanje, Chikwawa, Phalombe, Zomba, Mzimba, Rumphi, and Nkhatabay over a three-year period from September 2023 to October 2025¹ which this evaluation will comprehensively cover.
3. TSOLATA II is aligned with the 'Four Pillar Approach' adopted by the Malawi National Nutrition Committee in 2015 which seeks to ensure that children reach their full developmental potential through nutrition-sensitive interventions targeting school learners, their families, and surrounding communities. TSOLATA II is implemented in collaboration with the Ministry of Education (School Health and Nutrition), coordinated with the Ministry of Agriculture, and under the overall coordination of the Department of Nutrition, HIV and AIDS (DNHA) within the Ministry of Health.
4. The overarching goal of TSOLATA II is to ensure that school children receive healthy and diversified diets enhancing food security, encouraging school attendance, and stimulating agricultural production and market access for smallholder farmers. Compared to TSOLATA I², the programme has expanded its reach by nearly 50 percent, now targeting 416,000 primary school children and 13,000 preschool learners, while engaging approximately 20,000 smallholder farmers. It also contributes to national scale-up efforts by aiming to increase the number of learners accessing school meals in public primary schools by 10 percent. TSOLATA II is structured around three key outcomes:
 - a. Improve inclusive access of primary and pre-primary schoolgirls and boys to nutritious and diversified food throughout the school year
 - b. Increase access of smallholder farmers, particularly women, to local food markets represented by schools implementing school feeding interventions.
 - c. Improve the management and ownership of the national school feeding programme by national stakeholders and communities.

¹ TSOLATA II Project was planned to run from September 2023 to July 2026, However, because of funding issues, districts in the south will be able to feed up to December 2025. Therefore, this evaluation will cover a period up to October 2025 when the inception phase will commence

² TSOLATA I reached 306 068 (156,095 girls and 149,873 boys) primary schools learners and 12,223 (5,566 men and 6,657 women) smallholder farmers

2. Reasons for the evaluation

2.1 Rationale

5. The evaluation is being commissioned to evaluate the project funded by European Union: “*Tsogolo la Nthanzi II*” which means Healthy Future II”, following two and a half years of support to the WFP Home Grown School Feeding Programme which will end in July 2026.

6. This evaluation presents a strategic opportunity to assess the impact and lessons learned during the second phase of the TSOLATA II implementation, which includes the expansion of activities to newly targeted districts. It also builds on lessons learned from the TSOLATA I evaluation including (i) supporting the Government of Malawi in creating an inclusive learning environment for children by reviewing the School Feeding Policy review; (ii) strengthening monitoring systems across school, district, and EMIS levels, and digitizing HGFS management processes budgeting, procurement, storage, and record-keeping (iii) integrating TSOLATA-HGSF with climate resilience programmes to address climate-induced vulnerabilities. The evaluation will also generate actionable evidence to inform future design and programming of school feeding initiatives in Malawi.

2.2 Objectives

7. Evaluation serve the dual and mutually reinforcing objectives of accountability and learning. Overall, this evaluation leans towards learning as it aims to understand the extent to which programme objectives have been achieved and identifying factors that may have influenced or undermined progress. The findings are intended to inform the design and implementation of future HGFS programmes.

- a. **Accountability** – The evaluation will assess and report on the performance and results of the of the TSOLATA II home grown school feeding project.
- b. **Learning** – The evaluation will assess whether implementation unfolded as was planned, explore reasons why intended results occurred or did not occur and whether there were any unintended results (positive or negative). The evaluation will draw lessons, derive good practices and provide pointers for learning. It will also provide evidence-based findings to inform operational and strategic decision-making. Findings will be actively disseminated, and lessons will be incorporated into relevant lesson-sharing systems. Finally, the evaluation will assess the extent to which TSOLATA II implemented recommendations from TSOLATA I evaluation.

8. The specific objectives of the evaluation are to:

- a. Assess the extent to which TSOLATA II HGFS addressed the needs of boys, girls, Women and men as a result of implementation?
- b. Examine the extent to which the TSOLATA II HGFS aligns with other interventions implemented by WFP (programme integration) as well as those led by the Government and other stakeholders
- c. Determine the progress made towards achieving the TSOLATA II objectives to equitably and in a transformative manner cater for the needs of women, men, girls and boys in the targeted communities (including any differential results across groups)
- d. Determine the extent in which TSOLATA II delivered results in a cost-effective and timely manner.
- e. Determine the extent to which TSOLATA II generated or is expected to generate significant positive or negative, intended or unintended, higher-level effects
- f. Determine if and how the net benefits of the intervention will continue, or are likely to continue

2.3 Key stakeholders

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

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

Table 1: Preliminary stakeholder analysis

Stakeholders	Interest and involvement in the evaluation
Internal (WFP) stakeholders	
WFP country office (CO) in Malawi	Key informant and primary stakeholder - As Key Informant, the country office including staff from school feeding department, M&E department and Resilience will be interviewed by the evaluation team and part of primary data collection for the evaluation. Responsible for the planning and implementation of WFP interventions at country level. The Malawi country office has an interest in learning from experience to inform decision-making. It is also called upon to account internally as well as to its beneficiaries and partners for the performance and results for the TSOLATA II School Feeding Programme. The country office will be involved in using evaluation findings for HGSF programme implementation and/or in deciding on the next TSOLATA Programme and Partnerships.
WFP field offices in Nsanje, Chikwawa, Phalombe, Zomba, Rumphi, Mzimba and Nkhatabay	Key informant and primary stakeholders - As part of the evaluation, the staff in the field offices in will be interviewed by the Evaluation Team as part of the data collection exercise. Responsible for day-to-day implementation of TSOLATA School feeding project. The field offices consult with stakeholders at decentralized levels and have direct beneficiary contact. They will be affected by the outcome of the evaluation.
Regional office for Eastern and Southern Africa (ESARO)	Key Informant and Primary stakeholder - Responsible for technical guidance and support to country offices, relevant technical teams at the regional office for Eastern and southern Africa (ESARO) will be interviewed as part of the Key Informant interviews. ESARO management has an interest in an independent/impartial account of operational performance as well as in learning from the evaluation findings to apply this learning to other country offices. ESARO will be involved in the planning of the next programme; thus, it is expected to use the evaluation findings to provide strategic guidance and programme support. The regional evaluation technical team (RETT) will support Malawi Country Office to ensure quality, credible and useful TSOLATA II decentralized evaluation.
WFP HQ	Primary stakeholders - WFP headquarters divisions are responsible for issuing and overseeing the rollout of normative guidance on corporate programme themes,

Stakeholders	Interest and involvement in the evaluation
divisions	activities and modalities, as well as of overarching corporate policies and strategies. They also have an interest in the lessons that emerge from the TSOLATA II evaluation, as many may have relevance beyond the Malawi context. The School Based Programmes Division will be consulted from the planning phase to ensure that key policy, strategic and programmatic considerations are understood from the onset of the evaluation. They may use the evaluation for wider organizational learning and accountability.
WFP Office of Evaluation (OEV)	Primary stakeholder – The Office of Evaluation has a stake in ensuring that TSOLATA II evaluation deliver quality, credible and useful findings respecting provisions for independence and impartiality as well as roles and accountabilities of various evaluation stakeholders as identified in the evaluation policy. It may use the evaluation findings, as appropriate, to feed into centralized evaluations, evaluation syntheses or other learning products.
WFP Executive Board (EB)	Primary stakeholder – the Executive Board provides final oversight of WFP programmes and guidance to programmes. The WFP governing body has an interest in being informed about the effectiveness of WFP programmes. This evaluation will not be presented to the Executive Board, but its findings may feed into thematic and/or regional syntheses and corporate learning processes.
External stakeholders	
Beneficiaries (women, men, boys and girls)	Key informants and primary stakeholders - As the ultimate recipients of the Home Grown School Feeding programme, beneficiaries have a stake in WFP determining whether its assistance is appropriate and effective. As such, the level of participation in the evaluation of women, men, boys and girls from diverse groups will be determined and their respective perspectives will be sought. While it may be challenging for the beneficiaries to access the evaluation results, application of the recommendations in improving the Home Grown School Feeding Programme implementation will be of great use in further considering beneficiaries' unique needs.
Government (Ministry of Education, Ministry of Agriculture, District Councils) Ministry of Health (Department of Nutrition, HIV and AIDS)	Key informants and primary stakeholders – The government as key Implementing Partners in the TSOLATA II Home Grown School Feeding Programme will be key in the data collection phase and their views will be sought to determine whether the TSOLATA II programme was aligned to other programmes implemented by the government and if they think it has delivered the intended objectives. The Government has a direct interest in knowing whether WFP activities in the country are aligned with its priorities, harmonized with the action of other partners and meet the expected results. Ministries of education and agriculture will be interested to see how the project affected education and smallholder farmers outcomes. Issues related to capacity development, handover and sustainability will be of particular interest. District Councils, as implementers of the project, have a direct interest in knowing whether the project achieved its objectives.
United Nations country team (UNCT)	Secondary stakeholders - The harmonized action of the UNCT should contribute to the realization of the government developmental objectives. It has therefore an interest in ensuring that WFP programmes are effective in contributing to the United Nations concerted efforts. UNICEF and UNFPA are also direct partners of WFP at policy and activity level including implementation of the Joint Project for Girls Education (JPGÉ) which has been implemented from 2017 to 2025.

Stakeholders	Interest and involvement in the evaluation
Donor (European Union)	Primary stakeholder - WFP interventions are voluntarily funded by several donors. Through the Evaluation is Country Office Demanded, the European Union will have an interest in knowing whether their funds in TSOLATA II have been spent efficiently and if WFP work has been effective and contributed to their own strategies and programmes.

3. Context and subject of the evaluation

3.1 Context

11. Malawi, a landlocked and low-income country, relies heavily on rain-fed agriculture, with 85% of its population living in rural areas and over half in poverty. Hunger alone costs the nation an estimated 10.3% of its GDP annually, reflecting low human capital. Despite agriculture being central to the economy, the sector struggles with low productivity, limited input use, minimal private investment, and poor mechanisation. Food systems are further weakened by narrow diets, inadequate post-harvest handling especially maize losses of 10–20% and severe deforestation, which accelerates land degradation. These challenges, compounded by climate change, fuel chronic food insecurity and hinder economic growth.

12. **Food security and nutrition:** Access to food remains uneven, heavily reliant on subsistence farming and hindered by poverty, gender inequality, underdeveloped markets, recurrent droughts and floods, limited crop diversification, and environmental degradation. The frequency and severity of climate shocks have intensified in recent years and are expected to worsen. Each lean season, at least one million people are unable to meet basic food needs. During the January–March 2025 lean season, 5.7 million people were classified as acutely food insecure (IPC Phase 3: Crisis), marking a 28 percent increase from 4.4 million in the same period in 2024. Findings from the Malawi Fifth Integrated Household Survey (2019–2020) show that ultra-poverty rates are particularly high in Nsanje (28%) and Phalombe (25%). Despite some progress in tackling malnutrition, stunting remains a major concern, affecting roughly one in three children under five. Only 7.8 percent of infants aged 6–23 months consume a minimally acceptable diet, and up to 30 percent eat only two food groups throughout the year. Among the seven districts where the TSOLATA II project is implemented, Mzimba and Zomba report the highest stunting rates (39% and 37% respectively), followed by Chikwawa (33%), Nkhatabay (33%), Nsanje (32%), Rumphi (32%), and Phalombe (31%). Most of these districts also report anaemia prevalence among children under five that exceeds the national average of 62 percent.

13. **Education and Health:** Education indicators reflect similar disparities. According to the 2024 Education Management Information System (EMIS) report, dropout rates are highest in southern districts Chikwawa (6.7%), Phalombe (5.6%), Nsanje (4.2%), and Zomba Rural (3.8%) compared to lower rates in northern districts such as Nkhatabay (2.8%), Mzimba South (2.7%), Mzimba North (2.0%), and Rumphi (1.0%). Repetition rates remain high across all districts, ranging from 21 percent in Mzimba South to 30 percent in Rumphi, with Chikwawa, Phalombe, and Zomba Rural each reporting rates above 27 percent. These trends underscore persistent challenges in learner retention and progression, calling for targeted interventions.

14. **School feeding in Malawi:** School meals interventions in Malawi started in 1999 and the coverage of school feeding in the country has grown progressively since then but still falls short of universal coverage. Malawi has endorsed the HGSF as a strategy to contribute to agricultural and economic empowerment of farmers, as well as for improving the nutrition and education of its children. The universal provision of school meals in all public primary schools was sent as a cabinet directive in 2007. In alignment with the National Education Sector Plan (NESP), school meals have proven effective in improving access to education. Evidence from WFP's school meals programme in primary schools shows a 5 percent reduction in absenteeism, a 3-percentage point drop in dropout rates, and an increase in daily attendance from 77 percent to 92 percent. The National School Health and Nutrition Strategic Plan (2018–2022) identifies school meals as a cornerstone of the school health and nutrition package. Good health and nutrition are critical throughout the first 8,000 days of life, especially during school age. Yet, the reality remains that most Malawian children do not eat breakfast before attending school.

15. Malawi's school feeding landscape involves a diverse coalition of partners working alongside the

Ministry of Education to address food insecurity, improve educational outcomes, and support local agriculture. WFP leads large-scale efforts through a decentralized HGSF model, reaching over 800,000 children across 788 primary schools and 140 Early Childhood Development centres (ECD). The HGSF model is closely linked to the smallholder agriculture market support (SAMS) initiative, which connects schools with 44,000 smallholder farmers to promote local procurement and agricultural development. Mary's Meals uses a centralized approach, providing fortified corn-soya blend porridge to over 1.1 million learners in 985 institutions, with strong community involvement in food preparation. Mary's Meals and WFP operate in different schools using distinct models. Nascent Solutions, under the USDA-funded McGovern-Dole programme, combines both centralized and HGSF modalities, reaching 106 schools and distributing take-home rations to nearly 37,000 learners. Its HGSF activities include farm input distribution, school gardens, and infrastructure development, linking 205 schools with care group gardens and promoting nutrient-rich crops like orange fresh sweet potato and vitamin A maize. Additional support comes from organizations such as Catholic Relief Services, Lusubilo Organisation, Good Neighbours, Feed the Hungry, the Foundation for Irrigation and Sustainable Development, and Welt Hunger Hilfe, through localized initiatives that complement national efforts. Collectively, these partners are contributing to the Government's goal of universal school feeding coverage by 2030, as outlined in the Malawi National Social Support Programme II (MNSSP II) and NESP.

16. Research indicates that school meals programmes have high returns on investment, with US\$ 1 invested in school meals yielding a US\$ 8 return to education (through human capital) and to the local economy (through local procurement and employment).³ Such investments in early childhood development are linked with improved health and nutrition, higher cognitive development and better school achievement as well as returns in local economic growth and value chain diversification and commercialisation.

17. The HGSF model delivers healthy meals to children while at the same time stimulating local agriculture and economies through the procurement of food from small-scale producers. Schools provide a key market for 55 percent of the smallholder farmers that the project is working with, with purchases taking place 200 days per year (days when schools are typically in session). This allows smallholder farmers, who are reliant on rain-fed agriculture, to engage in crop diversification and plan their sales over the course of the academic year as opposed to selling at lower prices immediately following the harvest period. This has the potential to create stable markets, boost local agriculture and increase value chain diversification, contributing to strengthening local food systems.

18. Recognised for its multiple benefits in education, health and nutrition, social protection and agriculture when linked to the HGSF model, school feeding in Malawi is multisectoral in nature as enshrined in various policy frameworks. School feeding is one of the most widely used safety nets and constitutes one of the key interventions under the MNSSP II.

19. **Policy frameworks:** Malawi's school meals programme is grounded in global and regional frameworks promoting nutrition, education, and sustainable development. It contributes to Sustainable Development Goal (SDG) 2: Zero Hunger and SDG 17: Partnerships for the sustainable development goals, leveraging multi-stakeholder collaboration including government, donors, WFP, and smallholder farmers to scale impact and ensure sustainability. In line with the adoption of the Continental Education Strategy for Africa 2016-2025, African Union member states including Malawi, adopted a home-grown school feeding framework which recognizes mostly linkages with multisectoral objectives and increased focus on strengthening local production capacities.

20. At national Level, Malawi has numerous policies on school meals interventions currently managed under the School Health and Nutrition (SHN) Department of the Ministry of Education. The SHN Department reports to both the Ministry of Education as well as the Ministry of Health through the Department of Nutrition HIV and AIDS, highlighting the priority of school meals for both education and nutrition.

³ [Value for Money of the School Feeding Programs in Malawi. Research working paper. October 2024.](#)

21. The Malawi Vision 2063⁴ is anchored on three strategic pillars: agriculture productivity and commercialisation, industrialisation and urbanisation, these pillars aim to transform Malawi into self-reliant, inclusive and prosperous nation by driving economic growth, creating jobs and improving livelihoods through sustainable development.

22. As per 2007 cabinet directive for universal school feeding, the Malawi Government aims to scale the school meals programme across all the public primary schools by 2030 to improve equity and access to education as evidenced by its membership in the global school meals coalition and cemented by the launch of the scale up strategy by the Ministry of Basic and Secondary Education committing to achieve 100 percent coverage of all primary schools by 2030 School Meal Programmes (SMP) have increased access to basic education, reaching over 43 percent of public primary schools. The objective of the roadmap is to expand coverage: Increase the number of schools benefiting from SMP from the current 43 percent to 100 percent by 2030 and Improve nutrition ensuring that that school meals are balanced, nutritious, and aligned with national dietary guidelines to combat malnutrition and improve the health of schoolchildren. The programme also aligns with the National School Health and Nutrition Policy (2017) and the National Multi sector Nutrition Policy (2025-2030) by integrating nutrition into the school curriculum and increasing access to nutritious foods. Furthermore, it supports the National Education Sector Investment Plan (2020-2030) which emphasizes health and nutrition as drivers of improved education access.

23. TSOLATA II project is also supporting Malawi's national development plans for education, agriculture, nutrition, and social protection and aligns well with Malawi National Social Support Programme II (MNSSP II, 2018-2023), which identifies school feeding programs as key safety net to reducing poverty and enhancing social inclusion. The HGFS model connects smallholder farmers to stable markets, boosting rural economies, sustainable ecosystems, and ultimately enhancing rural food security.

24. As part of the NESP goal to enhance access to education, the provision of school meals contributes to retention of learners and increased attendance. It is estimated that nation-wide, school feeding in Malawi reaches approximately 35 percent of public-school primary students (around two million children), leaving a gap of roughly 3.2 million students.

3.2 Subject of the evaluation

25. WFP currently supports the implementation of HGFS in twelve districts reaching an estimated 846,000 children. A total of 35,000 smallholder farmers are being supported to access markets in 778 primary schools and 140 pre-primary schools in rural communities, providing a predictable and reliable outlet for agricultural value chains. These include Dedza, Kasungu, Mangochi, and Salima, with funding from the Government of Norway (2021–2024) through the Joint Programme for Girls' Education (JPGÉ). Mangochi also receives support from Iceland (2017–2025), which began extending assistance to ten schools in Nkhosha district this year. Chikwawa and Nsanje are supported by France, while Kasungu receives significant funding from NORAD. Additionally, Chikwawa, Mzimba, Nkhatabay, Nsanje, Phalombe, Rumphu, and Zomba benefit from the TSOLATA II Project, funded by the European Union (2023–2026). Home-grown school feeding is also linked with WFP's integrated resilience activities, which seek to enhance climate adaptation and food security of smallholder farmers in the same districts.

26. The TSOLATA II HGFS is implemented by WFP in partnership with the Ministry of Education, with funding from the European Union. The programme aims to deliver sustainable school meals to learners in primary and pre-primary schools by sourcing commodities locally from smallholder farmers, thereby strengthening both nutrition and local agricultural markets. Building on the achievements and lessons learned from TSOLATA I, TSOLATA II expands the HGFS model from September 2023 to July 2026, with a total budget of EUR 28,000,000 comprising an EU contribution of EUR 25,000,000 and WFP co-financing of EUR 3,300,000. The programme currently supports 416 primary schools and 140 Early Childhood Development (ECD) centres across seven districts: Nsanje, Chikwawa, Phalombe, and Zomba in the Southern Region; and Nkhatabay, Mzimba, and Rumphu in the Northern Region (see [Annex 1](#) for a map of

⁴ [Malawi-2063.pdf](#)

districts implementing the TSOLATA II Project).

27. District selection for TSOLATA II was based on several criteria, including dropout and repetition rates, poverty trends, food security and nutrition indicators, and existing school feeding coverage. These districts also feature irrigation schemes and organized farmer groups such as cooperatives, unions, and clusters which offer potential linkages with WFP's livelihoods initiatives.

28. TSOLATA II is closely integrated with WFP's Integrated Resilience Programme (IRP), which aims to strengthen household resilience to climate shocks and improve food security. This is achieved through access to climate risk management strategies and structured market opportunities that reinforce national food systems. The interventions help targeted households transition from subsistence farming to surplus production, while building their capacity to engage with financial services and output markets. Smallholder farmers supported through these livelihoods' programmes are also linked to the HGSF initiative, enabling them to supply produce directly to schools

3.2.1 Description of TSOLATA II

3.2.1.1 Objectives/Results

29. **Overall Objective:** To ensure school children have healthy and diversified diets so that they are incentivised to stay in school and can learn better, whilst improving food security and boosting agriculture production and market opportunities for smallholder farmers.

30. **Outcome 1:** Primary and pre-primary school children have improved access to nutritious and diversified food, enabling regular access to education.

31. **Output 1.1:** Targeted school children receive a nutritious and diversified meal during school days (an average of 200 days per school year).

32. **Activity 1.1.1:** Provision of diversified and nutritious school meals. Through the action, 400,000 children in primary schools and 13,000 children attending Early Childhood Development centres (or Community-Based Child-Care Centres – CBCCs) are targeted to receive at least one diversified, nutritious, and hot meal each school day. Through home-grown school feeding, meals are prepared from a combination of cereals, legumes, vegetables, tubers, and fruits and contribute to raising awareness on diversified diets, as well as supporting the change of attitudes and habits.

33. **Activity 1.1.2:** Facilitate linkages between smallholder farmers and participating schools via decentralized tendering processes. Capital and technical assistance to schools and district councils for the provision of school meals are provided through the action. WFP is empowering district councils through schools and ECD centres to purchase food locally from organised farmer groups through competitive tendering processes. Relevant staff, school committee members, and farmer organizations are trained on procurement procedures and financial management according to developed Standard Operating Procedures (SOPs). Schools receive funds from WFP through district councils on a termly basis for procurement of food commodities from farmer organizations. Memoranda of Understanding (MOUs) and SOPs with the district councils guide the process of funds transfer from WFP to the district and to the schools, as well as all procurement and funds management processes.

34. **Output 1.2:** School attendance of children in targeted schools is stabilised or improved.

35. **Activity 1.2.1:** Use school feeding as a platform to increase awareness on health and nutrition. Nutrition education is promoted through both messages/nutrition talks and practical learning through school gardens, cooking demonstrations, and promotion of hygiene and sanitation targeting children, their families, and school committee members, also using materials developed through AFIKEPO-supported interventions. Learners are engaged through participatory sessions and are encouraged to transfer the knowledge gained at school to household level. School health clubs are also leveraged as an entry point to promote nutrition education with a focus on adolescent nutrition. Vegetable gardens in schools are used for nutrition demonstration purposes as well as teaching learners new agricultural technologies. Schools and communities are encouraged to establish fruit orchards and woodlots as part of the promotion of a productive school environment as per the School Health and Nutrition Strategic Plan. WFP is strengthening

synergies with other nutrition-sensitive interventions, linking the targeted schools to the SBCC activities already being conducted at community level, particularly through the existing care groups. This linkage is realised by ensuring consistency of messaging, for example by ensuring that school menus are in line with the recipes/menus promoted under the care group model at community level to promote increased consumption of diversified nutritious food. Where possible, care group cluster leads are invited to participate in the school-level nutrition education sessions to share experiences. Other mass media information dissemination channels, such as open days, are organised to promote nutrition awareness that brings together the school and the community.

36. **Outcome 2:** Smallholder farmers, particularly women, are gaining increased access to markets through linkages with Home-Grown School Feeding (HGSF) interventions.

37. **Output 2.1:** Smallholder farmers have strengthened capacities to increase production and supply schools and ECD centres through HGSF.

38. **Activity 2.1.1:** Strengthen production capacity of men and women small-holder farmers to enhance their ability to supply schools with local produce and to access other formal markets. Areas where capacities of farmers are strengthened include good agronomic practices, production entrepreneurial skills, and agribusiness. Farmers are trained on adoption of good agriculture practices (application of organic fertilisers, compost making, crop rotation etc.) and linked to schools for supply of diversified food commodities through the facilitation of competitive tendering processes (link to Activity 1.1.1). Additional support to smallholder farmers is related to farming as a business concept including contracting and pricing negotiation skills.

39. **Activity 2.1.2:** Support to organized/group farming management and accountability. Promotion of women's participation as well as leadership roles within the farmers groups. Organized farming is beneficial for smallholder farmers as it brings together collective expertise and combined efficiencies through aggregation, supporting access to more profitable markets. However, cooperatives become exponentially more complex to manage as they scale up and the administrative burden of large memberships creates an artificial limitation to their size.

40. Through the programme smallholder farmers are empowered with skills to engage in cooperative/group farming with the following approach: Smallholder farmers' knowledge on financial management and record keeping is enhanced so that they are able to track their membership, produce and sales as well as savings. Forums are created that allow for dissemination of best practices amongst cooperative members for improving their leadership and governance performance, including how to access financial services. Smallholder farmers, especially women, are also supported with skills on financial literacy and business management to be able to reinvest and participate into village savings and loans activities to maximise benefits of income realised through sales to schools.

41. **Output 2.2:** Smallholder farmers have strengthened capacities to diversify and improve quality of production. Activities related to Output 2.2. focus on supporting farmers to boost market-oriented agricultural diversification, mitigate post-harvest losses, improve food safety and quality standards of the food supplied to schools and ECD centres for home-grown school feeding.

42. **Activity 2.2.1:** Support farmers to improve management and quality of the produce. Farmer groups are trained on post-harvest management practices, including storage of commodities. Through monitoring by extension officers, regular checks of commodities in storage are conducted to ensure compliance with acceptable moisture levels. The activity contemplates awareness and promotion of techniques to control aflatoxin levels in production of maize and groundnuts. Hermetic storage are promoted to limit growth of aflatoxin in storage and reduce losses. The approach to tackle post-harvest losses integrates social behaviour change communication, also utilizing key influencers on smallholder farmers, field demonstrations, coaching of smallholder farmers, and promotion of hermetic storage solutions. About 20,000 smallholder farmers were planned to be supported through this action (activities related to outputs 2.1 and 2.2).

43. **Outcome 3:** Improved Coverage and Quality of a National and Sustainable School Feeding Programme (Beyond the districts targeted by TSOLATA II)

44. **Output 3.1:** Government, at both national and district levels, has improved capacity to coordinate, plan, implement, and monitor the national school feeding programme.

45. **Activity 3.1.1:** Provision of Technical Support to Government: In alignment with the EU Multi-Annual Indicative Programme (2021–2027), this action prioritizes sustainability and national ownership through strategic engagement with government at both policy and programmatic levels, with a focus on locally-led implementation. Malawi's policy environment is supportive of school health and nutrition interventions, including school meals, recognizing their multi-functional benefits. However, implementation remains fragmented across models and actors and is largely dependent on external funding. WFP identifies two priority areas in the national dialogue on sustainability:

46. **Championing School-Based Health and Nutrition:**

Collaborate with the Ministry of Education to position school meals as a key driver of education outcomes and human capital development, advocating for a nationally co-financed programme.

47. **Fostering Multi-Sectoral Coalitions:** Promote a home-grown school feeding model that links smallholder farmers to schools as markets, engaging sectors such as agriculture and social protection to support and finance school feeding.

48. WFP's long-standing partnership with the Government includes both implementation support and technical assistance, guided by annual joint workplans under the signed cooperation framework. This collaboration helps to support the operationalisation of the School Health and Nutrition Policy and Strategic Plan, aiming to deliver a comprehensive national home-grown school meals programme. Key Areas of Support:

49. **Technical support** for the design of a national school meals programme: review of the operational plan, roadmap/targets for expansion of home-grown school meals; update costing; review/update of policies and strategic plan as needed; implementation support with technical expertise to strengthen capacities in key areas, supply chain/pro-smallholder procurement; national school feeding standards / manual; monitoring and evaluation at national and district level, strengthening the school health and nutrition (SHN) district coordination platforms relevant for school feeding, including district nutrition coordination committees (DNCC), as well as equipment to strengthen SHN programming based on needs

50. **Advocacy – strengthen/forged new partnerships/alliances.** WFP is also supporting the Government to ensure stronger multi-sectoral partnerships are in place in Malawi to adequately resource and deliver integrated packages of health, nutrition and education interventions in schools and to lay the foundation for transitioning to fully owned national programmes. This will be achieved through advocacy with other development partners and by also facilitating south-south exchanges that link Malawi to regional and global initiatives.

51. **Evidence generation** – add building blocks by supporting further localized evidence generation to inform advocacy, design and implementation (e.g., case studies on community based home-grown school feeding and local food purchase initiatives, updated school meals best practices guidelines). These are building on ongoing initiatives WFP has initiated with the Government and international institutions such as a value for money for school feeding study, and a systems approach for benchmarking education results for school health and school feeding. Additional areas are related to strengthening M&E system for SHN programming.

52. A randomized control trial (RCT) is currently being conducted by the Center for Global Development (CGD) as part of the broader evidence-generation efforts. The impact evaluation is focused on northern districts specifically Rumphi, Nkhatabay, and Mzimba and involves two arms: intervention schools and non-intervention schools. The evaluation primarily targets learners and primary schools to assess programme outcomes. There have also been recent discussions about extending the evaluation to include farmer organizations; however, this component has not yet commenced.

53. **Output 3.2: Community support and contribution to the management and implementation of school meals programmes is increased.** Successful engagement with local communities related to

school meals programmes in Malawi is well documented. WFP's evaluations⁵ show that because of community outreach and inclusion, community members become more involved in the programme, and are more willing to contribute firewood, assist financially where necessary and take active roles in the management of the school meals activities. Daily meal preparation is done by community volunteers and organised by the school meals committees, usually through a rotation system among the villages in the school catchment area. Community participation, including in meals preparation, is encouraged by the Government, as highlighted in the School Health and Nutrition Strategic Plan and other operational guidelines for the implementation of school meals programmes. Through the activities under Output 3.2, WFP builds on these successes to maintain and increase the engagement of communities in the home-grown school meals programme.

54. **Activity 3.2.1 Promote community contribution to school meals.** At community level, local leaders, PTAs, SMCs, student councils and mother groups are trained in school meals management to sustain the programme. These structures are key for the implementation of the action (under Activity 1.1.1). In addition to the contribution already provided for the management and daily operations of the school feeding programme in schools, where feasible, this activity combines the home-grown school feeding models prevailing in Malawi (community-based and school grants/procurement from small-holder farmers).

3.2.1.2 Main Partners

55. The Government of Malawi has identified home-grown school feeding as a preferred model for school meals sustainability as it supports both education outcomes and local agricultural production and enhanced community participation. As implementing partner for this action, WFP supports the Government to ensure multi-sectoral partnerships are in place to continue strengthening this model. Implementation is coordinated with actors from the public sector (Government institutions) as well as farmers' organisations and local communities.

56. The Ministry of Education is responsible for the coordination and management of school meals programmes at national and district level. The Ministry facilitates coordination among key stakeholders to promote networking, information sharing and learning and policy coherence. School meals programme in the country is implemented by a number of actors in support of the government's efforts. The Government of Malawi, through the Ministry of Education, implements a community-based home-grown programme whereby communities are assisted with agriculture inputs for cultivation of crops on school or community land for the school meals programme. Feeding is usually concentrated during the lean season months.

57. The Ministry of Education has actively participated in capacity development initiatives and regular monitoring activities related to the programme. These efforts have been carried out through school health and nutrition coordinators, primary education advisors, and school inspectors. In addition, District Education Offices, operating through the district councils, are responsible for the overall management of the programme, in accordance with the Home-Grown School Meals standard operating procedures (SOPs).

58. The Ministry of Health, through the department of Nutrition, HIV and AIDS (DNHA) is a key stakeholder for providing technical support and overall policy direction and coordination of nutrition interventions (including school nutrition interventions) as per the institutional and policy set up in Malawi. In addition, the Ministry of Health provides complementary activities such as deworming, vitamin A supplementation and water, hygiene and sanitation services. At district level, WFP collaborates with the Principal Nutrition and HIV/AIDS Officers (PNHAO) and the District Nutrition Coordination Committees (DNCCs) to ensure coordination of nutrition interventions and provide technical support to schools and district teams.

59. WFP also coordinates with the Ministry of Agriculture to provide technical assistance and training to farmers, with a strong focus on technology transfers, promoting climate change adaptation practices and nutrition-sensitive production, prioritizing the productive role and empowerment of women. The Ministry is supporting with identification and capacity development of farmer groups and irrigation schemes in critical areas of production, crop diversification post-harvest management, quality control, business management,

⁵ WFP Decentralized Evaluation (2018) Final Evaluation of the School Meals Programme in Malawi with support from United States Department of Agriculture and the Governments of Brazil and the United Kingdom 2013 to 2015.

linkage to markets, commodity price dissemination, development and utilisation of menus, and general monitoring and reporting of the intervention on the support to smallholder farmers component through the farmer field school approach within the framework of the District Agriculture Extension Services system (DAESS).

60. WFP is currently working with the Ministry of Gender, Community Development and Social Welfare, as the TSOLATA II provides school meals to early child development (ECD) centres under the responsibilities of the Ministry through district social welfare offices. At district level, the Ministry oversees the implementation and monitoring of ECD activities in pre-schools (community-based child-care centres - CBCCs), including ECD quality, standards and transition issues. At national level, the Ministry is responsible for ensuring coherent implementation and integration with the national ECD strategic plan, including provision of other complementary services related to child growth, survival, development and participation.

61. The Food and Agriculture Organization of the United Nations (FAO) and WFP worked together to initiate home-grown school feeding in Malawi and under TSOLATA I/AFIKEPO and have established further synergies to use the Farmer Field Schools approach to increase agriculture productivity and production of diversified crops. Further information, education and communication materials developed under AFIKEPO and KULIMA have been used, as well in promotion of appropriate nutrition-sensitive agriculture practices.

62. The United Nations Children's Fund (UNICEF) and WFP have been working together in 200 schools in four districts (Salima, Mangochi, Kasungu and Dedza) where WFP has been implementing the HGSE programme until April 2025 through the Joint Programme For Girls' Education (JPGE III). This complementary partnership was leveraged in the districts under the JPGE programme by focusing on improving quality of education, WASH facilities and promoting nutrition messaging for better dietary diversification.

63. Farmer organisations and groups are critical stakeholders as they have been mobilized to supply food commodities to the schools. They also benefit from capacity strengthening interventions to ensure they have the ability to produce the quality, variety and quantities required. Farmer organisations in Malawi can be categorised into three main groups according to aggregation capacities, tertiary level (cooperatives; registered), secondary level (farmer associations; usually non-registered) and primary level (farmer clubs). TSOLATA II mainly focused on existing cooperatives and farmer associations due to aggregation capacity, registration, overall governance and business operations.

64. The school meals programme directly benefits pre-school and primary school children. School management committees are important actors responsible for the day-to-day management of the school meals programme, including cooking tasks, and proper storage and handling of food. The community members surrounding schools and ECD centres have been key through their participation in various school level and community interventions on nutrition, education and agriculture. Table 2 is showing the breakdown of number of learners in primary and schools by district.

Table 2: Breakdown of number of TSOLATA II schools and children

District	# of schools	Planned targeted number of children	Actual number of children reached (September 2025)
Chikwawa	67	75 350	80 682 (40,010 girls and 40,672 boys)
Nsanje	36	50 063	57 827 (29,375 girls and 28,452 boys)
Phalombe	66	117 579	124 171 (64,802 girls and 59, 369 boys)
Zomba Rural	47	62 008	70 923 (36,803 girls and 34,120 boys)
Nkhatabay	35	15 631	17 309 (8,667 Girls and 8,632 boys)
Rumphi	50	18 156	24 188 (12,072 Girls and 12,116 boys)
Mzimba	115	65 605	69 229 (34,714 Girls and 34, 515 boys)
TOTAL	416	400 000	444 329 (226,443 girls and 217,876 boys)

Table 3: Breakdown of number of TSOLATA II ECD centres and children

District	# of ECD Centres	Planned number of children	Actual number of children reached (September 2025)
Chikwawa	19	1 764	3 250 (1,742 girls and 1,508 boys)
Nsanje	10	929	3 358 (1,915 girls and 1,443 boys)
Phalombe	19	1 764	2 747 (1,510 girls and 1,237 boys)
Zomba Rural	14	1 300	1 527 (822 girls and 705 boys)
Nkhatabay	16	1 486	968 (523 girls and 445 boys)
Rumphi	20	1 857	3 120 (1,569 girls and 1,551 boys)
Mzimba	42	3 900	2 839 (1,439 girls and 1,400 boys)
TOTAL	140	13 000	17 809 (9,520 girls and 8,289 boys)

65. The meals in schools are informed by menus developed in each district with participation of school level teachers and community members. In all schools, meals are prepared by community volunteer cooks with guidance from food committees and school health and nutrition teachers. The annual outcome monitoring survey was conducted in June 2025 to provide an update on the progress made on outcome indicators in comparison to the baseline conducted same time last year. It was found that 77 percent of the primary school going children (an increase from 62 percent at baseline) of the learners had breakfast (whether at home or outside the home) in the previous day. Some 69 percent (an increase from 30 percent at baseline) of surveyed households reported that their primary school children had eaten food from at least four food groups in the previous 24 hours, while 31 percent of primary school children (an improvement from 70 percent at baseline) had consumed food from three or less food groups, indicating that they had limited dietary diversity. Staples (98 percent) and vegetables (95 percent) were consumed most frequently by primary school children. Primary school children from households headed by women, on average, had poorer dietary diversity compared to households headed by men.⁶

66. Smallholder farmers across the seven targeted districts were also interviewed as part of the outcome survey. Despite maize being the most common crop grown by these farmers, 74 percent of the farmers grew at least three different types of crops. The farmers indicated schools under the home-grown school feeding as their most preferred market for their commodities.

67. In terms of plan versus actual progress in year 1, table 4 is showing nutrition sensitive interventions, table 5 is about social and behaviour change communication (SBCC) activities, while table 6 is on capacity building activities.

⁶ A Comprehensive 2025 Annual outcome survey will be provided in the documents library, for other outcome indicators for the project [see annex 8](#)

Table 4: Nutrition sensitive interventions

<i>Activity</i>	<i>Outputs</i>	<i>Year 1 plan (2024)</i>	<i>Year 1 Actual (2024)</i>	<i>Year 2 Plan (2025)</i>	<i>Year 2 Plan (2025)</i>	<i>% achievement (in year 2)</i>
1. Conduct cooking demonstrations in schools and surrounding communities	1.1 Number of cooking demonstrations conducted	206	206	200	200	100%
	1.2 Number of people reached through cooking demonstrations disaggregated by gender	2 707	2 727	5000	7796	156%
2. Establish fruit orchards and woodlots and vegetable gardens in schools	2.1 Number of fruit orchards established	200	85	115	115	100%
	2.2 Number of vegetable gardens established (including moringa gardens)	200	138	115	115	100%

Table 5: SBCC activities⁷

<i>Activity</i>	<i>Outputs</i>	<i>Year 1 plan (2025)</i>	<i>Year 1 Actual (2024)</i>	<i>Year 2 Plan (2025)</i>	<i>Year 2 Actual (2025)</i>	<i>% achievement</i>
1. Conduct awareness campaigns on good nutrition; hygiene and sanitation practices	1.1 Number of awareness campaigns conducted on nutrition; hygiene and sanitation targeting teachers	556	281	416	416	100%
	1.2 Number of teachers reached with campaigns on nutrition; hygiene and sanitation	1 610	1 610	4 150	4 150	100%
	1.3 Number of awareness campaigns conducted on nutrition; hygiene and sanitation targeting primary school children	556	411	416	416	100%
	1.4 Number of children reached with campaigns conducted on nutrition; hygiene and sanitation	400 000	428 581	400 000	444 329	111%

⁷ Refer to the logical framework for outcome level results [see annex 8](#)

Activity	Outputs	Year 1 plan (2025)	Year 1 Actual (2024)	Year 2 Plan (2025)	Year 2 Actual (2025)	% achievement
	1.5 Number of awareness campaigns conducted on nutrition; hygiene and sanitation targeting community members	319	286	416	416	100%
	1.6 Number of community members reached with campaigns conducted on nutrition; hygiene and sanitation	1 000 000	1 000 000	1 000 000	1 600 000	160%

Table 6: Capacity building activities⁸

Activity	Outputs	Year 1 Plan (2024)	Year 1 Actual (2024)	Achievement
1. Train school committees in procurement procedures	1.1 Number of school committees trained in procurement procedures	360	360	100%
	1.2 Number of school committee members trained in procurement procedures	1 566	1 566	100%
2. Train school committees in Financial Management	2.1 Number of school committees trained in financial management	427	427	100%
	2.2 Number of school committee members trained in financial management	1 566	1 566	100%
3. Train school committees in school meals management	3.1 Number of school committees trained in school meals management	405	405	100%
	3.2 Number of school committee members trained in procurement procedures; financial and school meals management	1 833	1 833	100%

68. The four districts (Nsanje, Chikwawa, Phalombe and Zomba) implementing TSOLATA II in the southern districts were among the districts most affected by the Elnino effect which severely affected the southern districts in the Malawi in 2023/2024 growing season. Due to the scale of devastation to schools within the catchment area, the Crisis Modifier was activated through the education cluster response, allowing a horizontal expansion of school feeding (in this case take home rations) to other affected and vulnerable children and contribute to continued access and learning in schools. A total of 77,784 children were supported through this initiative. In addition to natural disasters, macroeconomic factors such as inflation also affected the prices of food commodities during the life of the implementation of TSOLATA II project.

⁸ Report on capacity building activities was not ready at the time of TOR preparation. This report will be ready during inception phase and will be part of the document's library. For outcome level results, [refer to annex 8](#)

Table 7: Implementation modalities

Plan	Modality	No of children (under TSOLATA II)	Period	Remarks
Actual scenario year 1	Home grown school feeding (416 schools)	444 329	Sept 23 – July 24	All learners benefitted from Home grown school feeding
	Home grown school feeding (140 ECD Centres)	17 809	Sept 23 – July 24	All learners benefitted from Home grown school feeding
Actual Scenario Year 2	Take home rations (91 schools)	77 784	Feb – March 25	For schools without HGFSF but affected by Elnino effect
	Home grown school feeding (416 schools)	444 329	Sept 24 – July 25	All 416 schools were under HGFSF procuring from smallholder farmers.
	Home grown school feeding (140 ECD centres)	17 809	Sept 24 – July 25	All learners benefitted from Home grown school feeding
	Total number of children (647 schools)	539 922		

69. To ensure primary and pre-primary school children have improved access to nutritious and diversified food, enabling regular access to education. The project provides of diversified and nutritious school meals; facilitates linkages between smallholder farmers and participating schools through decentralised tendering processes; and implements of health and nutrition awareness campaigns using school feeding as a platform.

70. Smallholder farmers (particularly women) have been linked to markets through the HGFSF intervention. Activities undertaken to support this outcome include strengthening the production capacity of men and women smallholder farmers to enhance their ability to supply schools with local produce and access to other formal markets, providing; support to organized/group farming management and accountability; promoting women's participation and leadership within the farmers groups; and supporting farmers to improve the management and quality of their produce.

71. Improvement in the coverage and quality of the national and sustainable school feeding programme, including areas beyond the districts targeted by TSOLATA II. Key activities supporting this outcome include: provision of technical support to the Government at national and local levels for effective coordination, planning, implementation and monitoring of school feeding; promotion of community engagement in the management and implementation of school meals programmes and encouragement of community contribution to school meals.

72. TSOLATA II has a logical framework with all programme indicators and targets ([see Annex 8](#)). However, the project did not have a Theory of Change (ToC) specific to the project. Therefore, the Evaluation team will be required to reconstruct a ToC specific for the TSOLATA II together with the School Feeding programme team. The Country Office has an integrated ToC, reconstructed in 2023 as part of the country strategic plan (CSP) evaluation, including three impact pathways across CSP strategic outcomes. School feeding is part of outcome two in the CSP 2024–2028 and aligns with pathway two in the ToC: improving nutrition, health, and education outcomes (see [Annex 9](#)). Based on the CSP ToC, the CO

prioritised expansion of the HGSG model in the same areas where SAMS and food assistance for assets creation (FFA) were being implemented to foster linkages across these activities and demonstrate the benefits of integration for targeted communities.⁹ Although the ToC identified assumptions, most of these related to the external context (for example, functioning markets, predictable and flexible resources) and did not hold during the CSP period because they were fully or partially outside of WFP's control. Assumptions did not address factors internal to WFP.¹⁰

73. **Gender Equity and Disability Inclusion:** TSOLATA II-HGSG was designed with a strong emphasis on gender equity and inclusion from the outset. A gender equality and women's empowerment (GEWE) analysis was conducted during the CSP design phase, and its findings have been integrated throughout programme implementation. This is reflected in beneficiary targeting, school enrolment patterns, and the active engagement of smallholder farmers particularly women to promote their economic and social empowerment. In alignment with WFP's Gender Policy (2022), the programme prioritizes accountability and the inclusion of vulnerable populations, including persons with disabilities. A key focus has been increasing women's participation in critical structures such as farmer organisations (FOs), school management committees (SMCs), parent-teacher associations (PTAs), food committees, and mother groups.

74. Findings from the TSOLATA I evaluation revealed that boys tend to remain in the programme longer than girls, who are more likely to drop out due to persistent gender disparities and cultural norms. These challenges underscore the need for targeted strategies to enhance inclusivity and ensure equitable access and retention for all learners.

75. TSOLATA II-HGSG has responded to these challenges by actively promoting gender equity, improving boys' and girls' retention with girl's dropout rate being lower than boys' dropout rate ([see annex 8](#)) school enrolment and attendance in targeted schools and communities. Teachers and parents underlined that schools witnessed higher attendance due to school meals. A higher proportion of girl learners attended schools compared to boys. The programme also prioritises children with disabilities in various aspects, including receiving meals and prioritising distribution.

76. Farmer organisations also play a vital role in improving the lives of farmers, particularly women SHFs, by providing resources, training, and market access, leading to economic and social empowerment. The programme also works with FOs by encouraging women participation in leadership positions. Access to schools as alternate markets has notably benefited women-SHF households. Women SHFs supported under TSOLATA-HGSG have benefited through FOs as they have access to alternate markets and assured payments. According to TSOLATA I Evaluation, there was need to implement comprehensive sex-disaggregated indicators and monitoring systems to track and evaluate the programme's impact on different genders across various indicators, ensuring equitable outcomes. TSOLATA II made sure all data were disaggregated by gender and that all monitoring systems were gender inclusive.

77. Additionally, the HGSG intervention applied protection measures to ensure the actions do not harm the safety, dignity and integrity of women, men, girls and boys and that the support is provided in ways that are respectful of their rights.

78. According to the TSOLATA I decentralized evaluation in 2024, HGSG programme improved school attendance by eight percent, with notable gains among girls (88%) compared to boys (84%), as students were incentivized to attend classes by the assurance of meals, even when breakfast at home was not possible. The evaluation also highlighted enhanced child health, with students reporting fewer illnesses, improved concentration, and greater classroom engagement, thanks to better nutritional support. Beyond education, the programme fostered broader awareness of healthy diets and hygiene practices: 84 percent of households received training in nutrition, health, and WASH, and children's dietary diversity improved markedly rising from 62 percent at baseline to 80 percent at endline in consuming at least four of six food groups. Smallholder farmers benefited significantly, with 71 percent reporting increased crop yields and 92 percent pursuing crop diversification to meet school meal demand. Crucially, community participation intensified, with members contributing resources such as labour, firewood, and funds, and actively

⁹ WFP Malawi Country Strategic Plan Evaluation (2022)

¹⁰ Ibid

managing the programme's operations.

79. TSOLATA II has incorporated key recommendations from the TSOLATA I decentralized evaluation. These include: (i) supporting the Government of Malawi in creating an inclusive learning environment for children with disabilities through training of school feeding committees and promoting disability-friendly infrastructure as part of the School Feeding Policy review; (ii) strengthening monitoring systems across school, district, and EMIS levels including digital reporting and gender disaggregation; (iii) digitizing HGSF management processes—budgeting, procurement, storage, and record-keeping—using tools like Farm2Go and School Menu Planner PLUS; and (iv) integrating TSOLATA-HGSF with climate resilience programmes to address climate-induced vulnerabilities through asset creation, food systems strengthening, and farmer training in climate-smart agriculture and post-harvest management. (V) The programme also promotes women's empowerment and sustainable cooking solutions, including fuel-efficient stoves and biogas pilots.

80. On the other hand, the JPGE evaluation conducted in 2024 recommended that WFP should support the government of Malawi with scaling up of the HGSF Programme. Through TSOLATA II programme WFP is supporting the government of Malawi to define its scale up plan through a roadmap. This evaluation presents an opportunity to assess the extent to which TSOLATA II used recommendations from different evaluations improve programming of the HGSF.

81. A Value for Money (VfM) study conducted by University of Harvard: School of Public Health in June 2024, revealed a substantial return on investment. Each US\$ 1 spent generates up to USD 8 in combined benefits across education, health, and nutrition. The study found that beneficiaries experience an average of 0.6 additional years of schooling, translating to increased lifetime earnings (MWK 302,000 (US\$ 172) for men and MWK 352,000 for (US\$ 201) women). Health benefits include 355 anaemia cases averted per 1,000 beneficiaries and an estimated four additional years lived in good health. School meals also provide critical social protection, representing up to 7.6 percent of annual food expenditure for the poorest households.

4. Evaluation scope, criteria and questions

4.1 Evaluation scope

83. The following are the key parameters that will determine the scope of this study:
- a. **Timeframe:** The study will cover the period since the start of the programme in September 2023 to October 2025 when the inception phase will commence.
 - b. **Geographical coverage:** The evaluation will cover Nsanje, Chikwawa, Phalombe, Zomba, Nkhatabay, Mzimba and Rumphu Districts in Malawi, where the programme is being implemented with comparison to non-targeted schools in the same districts. A detailed design including sampling of locations within each targeted and non-targeted schools will be conducted during the inception phase.
 - c. **Activities:** The evaluation will cover all activities implemented as part of the TSOLATA II in order to provide a complete assessment of achievements and lessons learned.
84. **Target group:** The target group for this evaluation will be beneficiary and non-beneficiary households with primary school and ECD learners (boys and girls), smallholder farming households (including men and women), policymakers, and government extension workers or intermediaries. Where applicable, the evaluation will also include persons with disabilities from both beneficiary and non-beneficiary groups to assess any significant differences (if any) made by TSOLATA II compared to non-targeted groups.

4.2 Evaluation criteria and questions

85. The evaluation will answer the overarching question: “To what extent were the TSOLATA II objectives achieved and what factors significantly contributed to achievement and non-achievement of results?” The evaluation will address the following key questions, which will be further developed and tailored by the evaluation team in a detailed evaluation matrix during the inception phase. Collectively, the questions aim at highlighting the key lessons and performance of the TSOLATA II HGSF, with a view to informing future strategic and operational decisions.
86. To address the learning objective, the evaluation will answer the following specific questions:
- i. EQ1. Did the TSOLATA II HGSF address the needs of the beneficiaries as a result of implementation?
 - ii. EQ2. How compatible is the TSOLATA II HGSF with other interventions implemented by WFP (programme integration), the Government and other stakeholders?
87. To address the accountability objective, the evaluation will address the following key questions,
- i. EQ3. To what extent did TSOLATA II HGSF achieve its objectives and its results, including any differential results across groups of men, women, girls and boys?
 - ii. EQ4. To what extent did TSOLATA II HGSF deliver results in an economic and timely way?
 - iii. EQ5. To what extent did TSOLATA II HGSF generate or is expected to generate significant positive or negative, intended or unintended, higher-level effects?
 - iv. EQ6. How sustainable are the activities funded through the TSOLATA II HGSF project?
88. The evaluation will apply OEC-DAC evaluation criteria of relevance, coherence, effectiveness,

efficiency, impact and sustainability.¹¹ This will include analysis of to what extent has the TSOLATA II HGSF project met beneficiary needs, aligned with other initiatives, delivered meaningful results, and contributed to lasting change? The gender, equity and wider inclusion dimensions should be integrated into all evaluation criteria as appropriate.

89. The questions are summarised in Table 8 and will be further developed and tailored by the evaluation team in a detailed evaluation matrix during the inception phase. Collectively, the questions aim at highlighting the key lessons (learning) and performance of the TSOLATA II programme (accountability), with a view to informing future strategic and operational decisions.

Table 8: Evaluation questions and criteria

Evaluation questions		Criteria
EQ1 – To what extent did the TSOLATA II HGSF relevant to the needs of the target population and the national policy context, including its responsiveness to evolving humanitarian challenges? ?		Relevance
1.1.	To what extent does TSOLATA II respond to the priority needs of different segments of the target population, including learners, smallholder farmers, and persons with disabilities?	Relevance
1.2	How consistent is TSOLATA II with national policies, strategies, and development priorities related to education, nutrition, agriculture, and social protection?	Relevance
1.3	To what extent did the TSOLATA II project adapt to the evolving humanitarian needs of the target populations, including those arising from climatic shocks?	Relevance
1.4	To what extent were TSOLATA II's objectives and design informed by a robust understanding of the local context and needs?	Relevance
EQ2 – To what extent does the TSOLATA II HGSF programme align with other interventions implemented by WFP (programme integration), the Government and other stakeholders?		Coherence
2.1.	To what extent was TSOLATA II coherent with policies and programmes of other partners operating within the same context?	Coherence
2.2	To what extent does TSOLATA II align with or leverage the efforts of other stakeholders, including the Government, NGOs and development partners, to avoid duplication and promote synergy?	Coherence
2.3	To what extent did TSOLATA II implement recommendations from TSOLATA I Decentralized Evaluation.	Coherence

¹¹ For more detail see: <http://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm>

EQ3 – To what extent did TSOLATA II achieve its intended objectives and results, and where there any variations in outcomes among different groups, including men, women, girls and boys and people with disabilities?			Effectiveness						
3.1	To what extent were the planned outputs and outcomes achieved across its key components (e.g. school feeding, smallholder farmer linkages, nutrition awareness)? How do learners, smallholder farmers and communities in target districts compare with those in non-targeted areas? For example: <table><tr><td></td><td>Target areas result</td><td>Non-target areas result</td></tr><tr><td>Outcome 1</td><td></td><td></td></tr></table>			Target areas result	Non-target areas result	Outcome 1			Effectiveness
	Target areas result	Non-target areas result							
Outcome 1									
3.2	Were there unintended (positive or negative) outcomes of the TSOLATA II assistance for participants and non-participants?		Effectiveness						
3.2	What factors contributed to or hindered the achievement of TSOLATA II’s objectives in different implementation contexts?		Effectiveness						
3.3	To what extent were smallholder farmers able to provide sufficient and diverse quality produce throughout the programme? What major factors influenced their ability to supply or not supply quality produce throughout the programme?		Effectiveness						
3.4	Were the monitoring and reporting mechanisms effective in capturing progress towards intended results and identifying gaps or challenges?		Effectiveness						
EQ4 – To what extent did TSOLATA II utilise resources (financial, human, and time) efficiently to deliver its planned outputs and outcomes?			Efficiency						
4.1	Was TSOLATA II implemented in a cost-effective and timely way across its different components and geographic areas? Were the payments to farmers and schools done in a timely and efficient manner?		Efficiency						
4.2	How did the programme’s management and coordination structures contribute to or hinder efficient delivery?		Efficiency						
4.3	Were there any delays, bottlenecks, or resource constraints that affected implementation efficiency? If so, how were they addressed?		Efficiency						
EQ5 To what extent has TSOLATA II led to broader changes, positive or negative, intended or unintended?			Impact						
5.1	What were the effects of TSOLATA II HGSP on school		Impact						

	enrolment/attendance/retention among targeted learners/communities? (intended and unintended)?	
5.2	To what extent has TSOLATA II contributed to changes in policy, practice, or stakeholder behaviour at local or national levels?	Impact
5.3	Are there any observable long-term effects on the livelihoods of smallholder farmers, school attendance, or community engagement?	Impact
EQ6 – To what extent are the activities supported by TSOLATA II likely to be sustained beyond the project's duration??		Sustainability
6.1	To what extent has TSOLATA II incorporated local ownership and put in place systems to support long term changes and maintain outcomes	Sustainability
6.2	What systems and capacities have been established at community, local government and national government level to support the continuation of TSOLATA II activities after external funding ends?	Sustainability
6.3	To what extent have local stakeholders including government entities, communities, and farmer organisations, demonstrated ownership and commitment to sustaining HGSP programme activities??	Sustainability

5. Methodological approach and ethical considerations

5.1 Evaluation approach

90. The methodology will be designed by the evaluation team during the inception phase. They are requested to propose innovative evaluation methods and techniques that can answer the evaluation questions and taking into account the existing body of evidence around the components of the TSOLATA Programme namely the decentralized evaluation on TSOLATA I (2024)¹² and the summative evaluation for the UN Joint Programme for Girls Education (JPGE) (2025).¹³ The proposed methodology should be clearly justified in relation to the different components of subject of evaluation and evaluation objectives. The evaluation approach should provide a holistic understanding of how different components of the TSOLATA II project interact with other factors and actors and how these interactions contributed to improving learning outcomes of primary school learners while improving food security and boosting agriculture production and market opportunities for smallholder farmers.

91. The evaluation team should consider a before/after analysis in terms of the progress towards programme outcomes and a quasi-experimental design in TSOLATA and non-TSOLATA schools to add rigour to the evaluation. 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 and Post Distribution Monitoring data available through the document's library and primary data collected from non TSOLATA schools. Data should be disaggregated by sex, district, and TSOLATA vs non-TSOLATA schools whenever achievable.

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

- Employ the relevant evaluation criteria above
- Apply an evaluation matrix geared towards addressing the key evaluation questions taking into account any data availability challenges, the budget and timing constraints
- Ensure through the use of mixed methods that women, girls, men and boys from different stakeholder's groups participate and that their different voices are heard and used
- Ensure triangulation of different data sources.

93. The methodology chosen should demonstrate attention to impartiality and reduction of bias by relying on **mixed methods** (quantitative, qualitative, participatory etc.) and different primary and secondary data sources that are systematically triangulated (documents from different sources; a range of stakeholder groups, including learners and smallholder farmers; direct observation in different locations; across evaluators; across methods etc.). As the evaluation questions require mixed methods both qualitative and quantitative, the evaluation design and methods will explicitly detail what to mix, when, how to mix, and for what effect, clearly indicating how data or methods will be integrated through this evaluation. It will take into account any challenges to data availability, validity or reliability, as well as any budget and timing constraints. The evaluation questions, lines of inquiry, indicators, data sources and data collection methods will be brought together in an evaluation matrix, which will form the basis of the sampling approach and data collection and analysis instruments (desk review, interview and observation guides, survey questionnaires etc.).

94. The methodology should be sensitive in terms of GEWE, equity and inclusion, indicating how the

¹² https://docs.wfp.org/api/documents/WFP-0000162137/download/?_ga=2.177301538.640859274.1729843535-726001902.1616498766

¹³ <https://docs.wfp.org/api/documents/WFP-0000165462/download/>

perspectives and voices of diverse groups (men and women, boys, girls, the elderly, people living with disabilities and other marginalized groups) will be sought and considered. The methodology should ensure that primary data collected is disaggregated by sex and age; an explanation should be provided if this is not possible.

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

96. The evaluation findings, conclusions and recommendations must reflect gender and equity analysis as appropriate within the context of the subject of evaluation. The findings should include a discussion on intended and unintended effects of the intervention, including along gender equality and equity dimensions. The report should provide lessons/ challenges/recommendations for conducting gender and equity-responsive evaluations in the future.

97. The following mechanisms for independence and impartiality will be employed: the evaluation team will work independently in the design and implementation of the evaluation, final decisions on and approval of evaluation products will be made by the evaluation committee; and an evaluation reference group will review and provide feedback, in relation to the methodology and quality assure all evaluation processes /products including data analysis, conclusions and recommendations.

98. The evaluation team will expand on the methodology presented above and develop a detailed evaluation matrix in the inception report.

5.2 Preliminary considerations on evaluability and methodological implications

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

100. The main source of data for the evaluation will be made available to the Evaluation team, organized through a document library on the day of kick off meeting of inception phase. The document library will, include but not limited to:

- a. Relevant policy and programme documents both from WFP and Government of Malawi and Government of Malawi education management information system (EMIS) reports
- b. School output reports (Attendance reports, commodity and funds tracking reports, school dropout reports) from 2023 to 2026
- c. Annual outcome survey data (2023, 2024 and 2025), Annual FO survey data (2023, 2024 and 2025) which was only collected from TSOLATA schools. Similar data for non-TSOLATA schools will need to be collected during the evaluation to inform the quasi-experimental design.
- d. Distribution plans for disbursement of funds to schools
- e. TSOLATA II monitoring documents which include:
 - o Project log frame
 - o Baseline survey (2023) and annual outcome survey (2023, 2024 and 2025)
 - o Take home ration (THR) survey reports (2025)
 - o WFP Malawi Country Strategic Plan and TOC (2024-2028)
 - o WFP Annual country reports (2023, 2024, and 2025)

- Annual donor reports (2023 and 2024)
 - f. Malawi Vulnerability Assessment Committee (MVAC) reports
 - g. Past evaluation reports including TSOLATA HGSF I evaluation, JPGE mid-term evaluation, Summative JPGE evaluation and USDA McGovern-Dole school feeding evaluations.
 - h. Value for money study report (2024)
101. The following potential risks likely to affect proposed approach have been identified.

Table 9: Potential risks and mitigation measures

#	Potential Risk	Mitigation actions
1	The evaluation team may have challenges regarding the availability of data for some indicators due to gaps in record keeping as well as quality issues.	Secondary data sources from monitoring may assist for the best estimates possible. In addition, the team will explore different option to fill in existing the data gaps.
2	Difficulties accessing government institutional partners and representatives; staff turnover within government may result in significant changes in personnel and especially in key positions related to HGSF.	WFP country office to use their relationships with Government and partners to establish means of reaching the key persons even if they no longer work in the same positions.
3	Since some of the beneficiaries are minors, the Evaluation team might experience ethical issues during data collection	The evaluation team will need to seek ethical approval to the responsible board in Malawi before interviewing children. The evaluation team will also utilize relevant guidance on ethical research involving children.
4	Codebook of TSOLATA I datasets which may not be easily interpretable. How would such risk be mitigated?	A questionnaire that was used at data collection stage will accompany all data sets shared with the evaluation team

5.3 Ethical considerations

102. The evaluation must conform to [UNEG ethical guidelines for evaluation](#) (Integrity, Accountability, Respect, Beneficence¹⁴). Accordingly, the evaluation team is responsible for safeguarding and ensuring ethics at all stages of the evaluation process. This includes, but is not limited to, ensuring informed consent, protecting personal data and privacy, confidentiality and anonymity of stakeholders (the evaluators have the obligation to safeguard sensitive information that stakeholders do not want to disclose to others), ensuring cultural sensitivity, respecting the autonomy of respondents, ensuring fair recruitment of participants (including women and socially excluded groups), ensuring appropriate and inclusive representation and treatment of the various stakeholder groups in the evaluation process (and that sufficient resources and time are allocated for it), and ensuring that the evaluation results do no harm to respondents or their communities.

103. Personal data¹⁵ will be processed in accordance with principles of fair and legitimate processing; purpose specification; proportionality and necessity (data minimization); necessary retention; accuracy; confidentiality; security; transparency; safe and appropriate transfers; and accountability.

104. The evaluation team will be responsible for managing any potential ethical risks and issues and must put in place, in consultation with the evaluation manager, processes and systems to identify, report

¹⁴ Beneficence means striving to do good for people and planet while minimizing harms arising from evaluation as an intervention.

¹⁵ Names or identifying information from evaluation participants (e.g. interviewees, survey respondents).

and resolve any ethical issues that might arise during the implementation of the evaluation. Ethical approvals and reviews by relevant national and institutional review boards must be sought where required by the evaluation team.

105. Should the evaluators uncover allegations of wrongdoing and misconduct in the implementation of a programme either by a WFP staff or a partner (including fraud, food diversions, misuse of WFP assets, harassment, sexual harassment, etc), the evaluation team should report those allegations to WFP Office of Inspection and Investigation (OIGI) through WFP hotline (<http://www.wfp hotline.ethicspoint.com>)¹⁶. At the same time, the commissioning office management and the REU should also be informed.

106. Since the primary data collection may include learners who are minors, the evaluation team will be responsible for applying for ethical approval to the review board at the National Council for Science and Technology (NCST) or Kamuzu University Health Sciences (KUHS). On specific issues related to involvement of children (boys and girls), the evaluation will follow available guidelines such as those issued by UNICEF.¹⁷

107. The commissioning office has ensured that the evaluation team and evaluation manager will not have been and/or are not currently involved in the design, implementation or financial management of the intervention, have no vested interest, nor have any other potential or perceived conflicts of interest. Conflicts of interest are typically identified by a lack of independence or a lack of impartiality. These conflicts occur when a primary interest, such as the objectivity of an evaluation, could be influenced by a secondary interest, such as personal considerations or financial gains (UNEG 2020 Guidelines). There should be no official, professional, personal or financial relationships that might cause, or lead to a perception of bias in terms of what is evaluated, how the evaluation is designed and conducted, and the findings presented. A conflict of interest can also occur when, because of possibilities for future contracts, the evaluator's ability to provide an impartial analysis is compromised. Cases of upstream conflict of interest are those in which consultants could influence the analysis or recommendations so that they are consistent with findings previously stated by themselves. Cases of downstream conflict of interest are those in which evaluators could artificially create favourable conditions for consideration in future assignments (e.g. making recommendations for additional work with aim of being contracted to conduct that work). The potential for bias increases when an evaluator's work is solely focused on one agency. During the evaluation process, the evaluators are not allowed to have another contract with the evaluand/ unit subject to evaluation. To avoid conflicts of interest, particular care should be taken to ensure that independence and impartiality are maintained.

108. All members of the evaluation team will abide by the [2020 UNEG Ethical Guidelines](#), including the Pledge of Ethical Conduct, the 2014 Guidelines on Integrating Human Rights and Gender Equality in Evaluation as well as the [WFP technical note on gender](#). The evaluation team and individuals who participate directly in the evaluation at the time of issuance of the purchase order (or individual contracts) are expected to sign a confidentiality agreement and a commitment to ethical conduct.¹⁸ These templates will be provided by the country office when signing the contract.

5.4 Quality assurance

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

110. The WFP Decentralized Evaluation Quality Assurance System (DEQAS) is based on the UNEG norms

¹⁶ For further information on how to apply the [UNEG norms and standards](#) in each step of the evaluation, the evaluation team can also consult the [Technical Note on Principles, Norms and Standards for evaluations](#).

¹⁷ UNICEF. 2013. Ethical Research Involving Children. <https://www.unicef.org/innocenti/media/9181/file/Ethical-Research-Involving-Children-compendium-2013-EN.pdf>

¹⁸ If there are changes in the evaluation team or a sub-contracting for some of the planned evaluation activities, the confidentiality agreement and ethics pledge should also be signed by those additional members.

and standards and good practice of the international evaluation community and aims to ensure that the evaluation process and products conform to best practice. This quality assurance process does not interfere with the views or independence of the evaluation team but ensures that the report provides credible evidence and analysis in a clear and convincing way and draws its conclusions on that basis.

111. The WFP evaluation manager will be responsible for ensuring that the evaluation progresses as per the [DEQAS Process Guide](#) and for conducting a rigorous quality control of the evaluation products ahead of their finalization. There will be several rounds of reviews and feedback until draft deliverables are up to the expected quality.

112. To enhance the quality and credibility of DEs, the WFP Office of Evaluation has put in place an internal quality assurance system to review the draft ToR, the draft inception and evaluation reports, and provides a systematic assessment of their quality from an evaluation perspective, along with recommendations.

113. The evaluation manager will share the assessment and recommendations from the WFP internal reviewer with the team leader who will address the recommendations when finalizing the inception and evaluation reports. To ensure transparency and credibility of the process in line with the [UNEG norms and standards](#),¹⁹ a rationale should be provided for comments that the team does not take into account when finalizing the report.

114. The evaluation team will be required to ensure the quality of data (reliability, consistency and accuracy) throughout the data collection, synthesis, analysis and reporting phases. The evaluation team should be assured of the accessibility of all relevant documentation within the provisions of the directive on disclosure of information [WFP Directive CP2010/001 on information disclosure](#).

115. WFP expects that all deliverables from the evaluation team are subject to a thorough quality assurance review by the evaluation firm in line with the WFP evaluation quality assurance system prior to submission of the deliverables to WFP. All final evaluation reports will be subject to a post hoc quality assessment (PHQA) by an independent entity through a process that is managed by the Office of Evaluation. The overall PHQA results will be published on the WFP website alongside the evaluation report.

¹⁹ [UNEG](#) Norm #7 states “that transparency is an essential element that establishes trust and builds confidence, enhances stakeholder ownership and increases public accountability”

6. Organization of the evaluation

6.1 Phases and deliverables

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

Table 10: Summary timeline – key evaluation milestones

Main phases	Indicative timeline	Tasks and deliverables	Responsible
1. Preparation	1st July - 12th October 2025	Preparation of ToR Final ToR Selection of the evaluation team & contracting Library of key documents Terms of Reference	Lead: Evaluation manager Evaluation Reference Group Evaluation Committee Chair
2. Inception	14th October - 14th November 2025	Document review/ briefing Inception mission Inception report Inception Report	Lead: Evaluation Team Evaluation Manager Evaluation Reference Group Evaluation Committee Chair
3. Data collection	17th November 2025 – 5th January 2026	Fieldwork Exit debriefing	Lead: Evaluation Team Evaluation Manager CO ESARO
4. Reporting	6th January – 31st March 2026	Data analysis and report drafting Comments process Learning workshop Final evaluation report Clean datasets Draft summary evaluation report (2-pager summary highlighting key findings according to the evaluation questions, conclusions, lessons learned and recommendations.	Lead: Evaluation Team Evaluation Manager Evaluation Reference Group Evaluation Committee Chair

5. Dissemination and follow-up	30th March – 30th April, 2026	Management response Dissemination of the evaluation report	Lead: Evaluation manager ESARO Country Office
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6.2 Evaluation team composition

117. The evaluation team is expected to include a maximum of four members, including the team leader, with a minimum of two national evaluators who should include an emerging evaluator with relevant expertise. To the extent possible, the evaluation will be conducted by a gender, geographically, culturally and linguistically diverse and balanced team who can effectively cover the areas of evaluation. The evaluation team should have good knowledge of gender, equity, wider inclusion issues and, to the extent possible, power dynamics. It will have strong methodological competencies in designing feasible data collection and analysis as well as synthesis and reporting skills. At least one team member should have demonstrated recent experience with WFP evaluation. At least two team members should have relevant subject matter expertise.

Table 11: Summary of evaluation team and areas of expertise required

	Expertise required
Team Leadership (Senior level evaluator)	MINIMUM REQUIREMENTS
	<ul style="list-style-type: none"> Excellent team management skills (coordination, planning, ability to resolve problems and deliver on time). Strong experience in leading evaluations at country level, such as evaluations of School Feeding programmes, nutrition and agriculture. At least 15 years of experience in research and/or evaluation with demonstrated expertise in managing multidisciplinary and mixed quantitative and qualitative method evaluations, and significant experience in other development and management positions Experience in reconstruction and use of theories of change in evaluations. Strong leadership and communication skills including presentation skills and excellent writing and synthesis skills in English. Experience facilitating in-person and hybrid meetings and workshops. Experience in humanitarian and developmental contexts. Expertise in one or more of the technical areas below. <ul style="list-style-type: none"> School Feeding Food and nutrition security Food system Smallholder farmer support Government capacity strengthening
	DESIRABLE
	<ul style="list-style-type: none"> Familiarity with WFP programmes and modalities of home-grown school feeding programmes. Good knowledge of country context, proved by previous experience in the country. Previous experience leading or conducting WFP evaluation(s). Good knowledge of gender, equity, wider inclusion issues and, to the extent possible, power dynamics.

	Expertise required
Thematic expertise – Intermediate level Evaluator	MINIMUM REQUIREMENTS <ul style="list-style-type: none"> • Fluency and excellent writing skills in English and Chichewa. • Demonstrable analytical skills relevant to school feeding evaluations • Experience in humanitarian and development contexts. • Prior experience in evaluating design, implementation, outputs, and outcomes in the following areas: <ul style="list-style-type: none"> ○ Home Grown School Feeding (HGSF) programmes ○ Smallholder Agriculture Market Support (SAMS) ○ Government Capacity Strengthening ○ Food systems ○ GEWE
	DESIRABLE <ul style="list-style-type: none"> • Familiarity with WFP programmes and modalities of intervention. • Previous experience leading or conducting WFP evaluation(s). • Good knowledge of Malawian context, proved by previous experience in Malawi • Good knowledge of gender, equity, wider inclusion issues and, to the extent possible, power dynamics • Administrative and logistical experience
Quality assurance Senior level Evaluator	MINIMUM REQUIREMENTS <ul style="list-style-type: none"> • Experience in quality assurance of evaluations.
	DESIRABLE <ul style="list-style-type: none"> • Familiarity with WFP programmes and modalities of intervention. • Previous experience with WFP evaluation(s).

118. The team leader will have expertise in one of the key competencies listed above as well as demonstrated experience in leading similar evaluations, including designing methodology and data collection tools. She/he will also have leadership, analytical and communication skills, including a track record of excellent English writing, synthesis and presentation skills. Her/his primary responsibilities will be: i) defining the evaluation approach and methodology; ii) guiding and managing the team; iii) leading the evaluation mission and representing the evaluation team; and iv) drafting and revising, as required, the inception report, the end of field work (i.e. exit) debriefing presentation and evaluation report in line with DEQAS.

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

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

6.3 Roles and responsibilities

121. The WFP Malawi Country Office Deputy Director will be the **Evaluation Chair** and will take responsibility to:

- Assign an evaluation manager for the evaluation (Monica Msiska, Monitoring and Evaluation Officer).
- Establish the internal evaluation committee (EC) and the evaluation reference group (ERG).

- Approve the final ToR, inception and evaluation reports.
- Approve the evaluation team selection.
- Ensure the independence and impartiality of the evaluation at all stages through EC and ERG.
- Participate in discussions with the evaluation team on the evaluation design and the evaluation subject, its performance and results with the evaluation manager and the evaluation team.
- Organize and participate in debriefings with internal and external stakeholders.
- Oversee dissemination and follow-up processes, including the preparation of a management response to the evaluation recommendations.

122. The **evaluation manager** manages the evaluation process through all phases including:

- Acting as the main interlocutor between the evaluation team, represented by the team leader, and or the firm's focal point, and WFP counterparts to ensure a smooth implementation process.
- Drafting this evaluation ToR in consultation with key stakeholders
- Identifying and contracting the evaluation team and preparing and managing the evaluation budget.
- Preparing the terms of reference and schedule of engagement for the EC and ERG.
- Ensuring quality assurance mechanisms are operational and effectively used.
- Consolidating and sharing comments on draft inception and evaluation reports with the evaluation team.
- Ensuring that the team has access to all documentation and information necessary to the evaluation; facilitating the team's contacts with local stakeholders.
- Supporting the preparation of the field mission by setting up meetings and field visits, providing logistic support during the fieldwork and arranging for interpretation, if required.
- Organizing security briefings for the evaluation team and providing any materials as required.
- Ensuring EC and ERG are kept informed on progress, and escalating issues to the EC as appropriate.
- Conducting the first level quality assurance of the evaluation products.
- Submit all drafts to the RET for second level quality assurance before submission for approval.

123. An internal **Evaluation Committee (EC)** is formed to steer the evaluation process and ensure it is independent and impartial. The roles and responsibilities of the EC include overseeing the evaluation process, making key decisions and reviewing evaluation products. [Annex 3](#) provides further information on the membership/composition of the evaluation committee and roles and responsibilities. [See [Annex 3](#) for details].

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

125. ESARO will take responsibility to:

- Advise the evaluation manager and provide technical support to the evaluation throughout the process through the RETT.
- Participate in discussions with the evaluation team on the evaluation design and on the evaluation subject as required through the ESARO programme school feeding team.
- Provide comments on the draft ToR, inception and evaluation reports from a subject-contents perspective through the ESARO programme school feeding team.

- Provide second level quality assurance of all evaluation products through the RETT before they are approved.
- Review and finalise the draft summary evaluation report prepared by the evaluation team, ensuring it meets quality standards. Once finalised, the report will be submitted to OEV for publication. Support the preparation of a management response (MR) to the evaluation and hand over the approved MR to the relevant ESARO focal point for the tracking of the implementation of the recommendations.

126. While the regional evaluation technical team will perform most of the above responsibilities, other regional office-relevant technical staff may participate in the ERG and/or comment on evaluation products as appropriate.

127. **The Office of Evaluation (OEV).** OEV is responsible for overseeing the WFP DE function, defining evaluation norms and standards, managing the outsourced quality support service, publishing as well as submitting the final evaluation report to the PHQA. OEV also ensures a help desk function and advises the RETT, EM and evaluation teams when required. Internal and external stakeholders and/or the evaluators are encouraged to reach out to the RETT and the OEV helpdesk (wfp.decentralizedevaluation@wfp.org) in case of potential impartiality breaches or non-adherence to UNEG ethical guidelines or other risks to the credibility of the evaluation process

128. **Other stakeholders (National Government including relevant ministries)** will take responsibility to comment on the evaluation ToR, inception and evaluation reports, as required through the ERG.

6.4 Security considerations

129. **Security debrief** where required is to be obtained from Malawi Country Office.

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

130. As per annex 10 of LTA agreement, companies are expected to travel to all relevant WFP programme countries, including those with hazardous contexts. Prior to company participation in a mini-bid and submission of proposal, the company is advised to check whether government restrictions are in place that prevent team members from travelling to countries/areas to carry out the services. If it is the case that government restrictions prevent team member travel, the company should not participate in the mini bid.

6.5 Communication

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

132. The evaluation manager will be responsible for:

- a. Sharing all draft products including ToR, inception report and evaluation report with the internal and external stakeholders to solicit their feedback. The communication will specify the date by when the feedback is expected and highlight next steps.

- b. Documenting systematically how stakeholders feedback has been used in finalising the product, ensuring that where feedback has not been used a rationale is provided.
- c. Informing stakeholders (through the ERG) of planned meetings at least one week before and where appropriate sharing the agenda for such meetings.
- d. Informing the team leader in advance the people who have been invited for meetings that the team leader is expected to participate and sharing the agenda in advance.
- e. Sharing final evaluation products (ToR), inception, evaluation report and summary evaluation report with all the internal and external stakeholders for their information and action as appropriate.

133. To ensure a smooth and efficient process and enhance the learning from this evaluation, the evaluation team will emphasize transparent and open communication with all key stakeholders. The evaluation team will be responsible for:

- a. Communicating the rationale for the evaluation design decisions, sampling, methodology, and tools in the inception report and through discussions.
- b. Collaborating with the evaluation manager to ensure a detailed evaluation schedule is communicated to stakeholders before field work starts (annexed to the inception report). This will include having regular check-in calls with the evaluation manager to facilitate smooth information flow and timely escalation of any challenges or bottlenecks encountered during the evaluation process.
- c. Sharing a brief PowerPoint presentation before the debriefings to enable stakeholders joining the briefings remotely to follow the discussions.
- d. Including in the final evaluation report the list of people interviewed, as appropriate (bearing in mind confidentiality and protection issues).
- e. Systematically considering all stakeholder feedback when finalising the evaluation report and transparently provide rationale for feedback that was not use.
- f. Ensure the timely delivery and submission of high-quality evaluation products (inception report, draft/final report, PowerPoint presentations, draft summary of evaluation report to the evaluation manager. Should translators be required for fieldwork, the evaluation firm will make arrangements and include the cost in the budget proposal which will be adjusted where needed.

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

135. As per norms and standards for evaluation, WFP requires that all evaluations are made publicly available. It is important that evaluation reports are accessible to a wide audience, thereby contributing to the credibility of WFP – through transparent reporting – and the use of evaluation. Following the approval of the final evaluation report, the evaluation will be published in WFP internal and public websites.

136. Evaluators shall provide a copy of the evaluation report that is free of personally identifiable information (PII) and proprietary information. Final versions of evaluation reports ready for publication should be accessible to persons with disabilities. For guidance on creating documents accessible to persons with disabilities, please see the following resources: <https://www.section508.gov/create/documents>; <https://www.section508.gov/create/pdfs>

6.6 Proposal

137. The evaluation will be financed from TSOLATA II programme funds and the WFP Contingency Evaluation Funds (CEF).

138. The offer will include a detailed budget for the evaluation, including consultant fees, travel costs

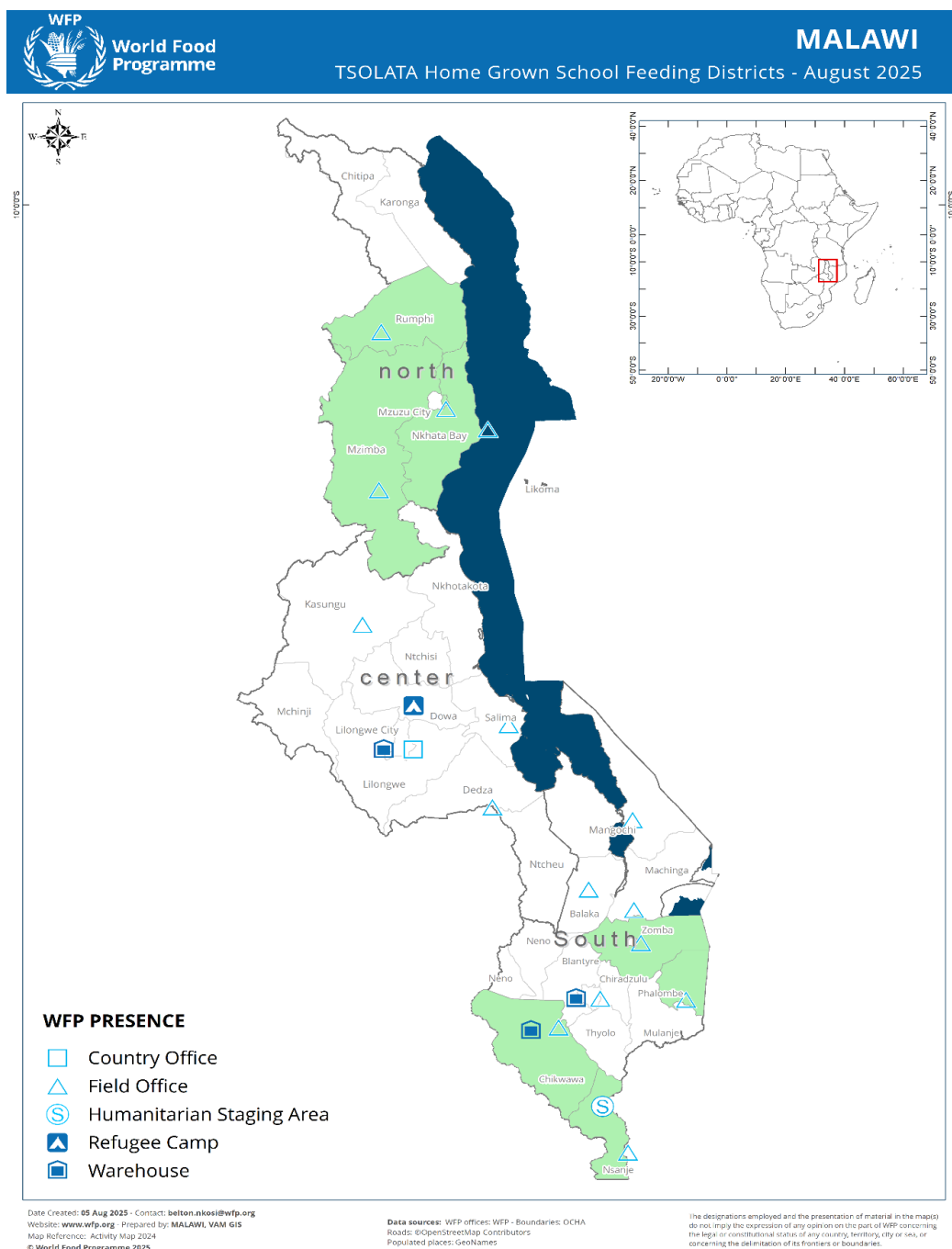
and other costs (interpreters, etc.). The budget should be submitted as excel file separate from the technical proposal document.

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

140. Following the technical and financial assessment, an improved offer could be requested by WFP to the preferred bid(s) to better respond to the TOR requirements. WFP may conduct reference checks and interviews with proposed team members as part of the decision-making process and selection,

141. Please send any queries to Monica Msiska, Monitoring and Evaluation Officer (Evaluation manager), at monica.msiska@wfp.org and Nikki Zimmerman, Regional Evaluation Officer, nikki.zimmerman@wfp.org in the Eastern and Southern Africa Regional Office.

Annex 1: Map of TSOLATA II HGSF Districts



Annex 2. Timeline

	Phases, deliverables and timeline	Level of effort	Total time required for the step
Phase 1 - Preparation (total duration: Recommended – 2.25 months; Average: 4.4 months)			
EM	Desk review, draft ToR and quality assure (QA) using ToR quality checklist (QC)	(2 weeks)	July, 2025
RETT	Quality assurance by RETT of draft 0 for completeness against ToR QC		15 August, 2025
EM	Revise draft ToR based on feedback received	(3 days)	20 August, 2025
EM	Share draft ToR with REO for internal QA review and organize follow-up call with reviewer, if required		22 August, 2025
EM	Revise draft ToR based on internal QA review and share with ERG	(1 days)	29 August 2025
ERG	Review and comment on draft ToR	(1 day)	5 September, 2025
EM	Revise draft ToR based on comments received and submit final ToR to EC Chair	(3 days)	10 September, 2025
EC Chair	Approve the final ToR and share with ERG and key stakeholders	(0.5 day)	17 September, 2025
EM CO Procurement	Launch a mini bid process	0.5 day	17 September, 2025
CO Procurement	Closing of bids		6 October, 2025
EM	Assess evaluation proposals/ Conduct interviews and recommend team selection	(2 days)	6-10 October, 2025
EC Chair	Approve evaluation team selection	(0.5 day)	13 October, 2025
EM	Evaluation team contracting and PO issuance	(1 day)	14 October, 2025
Phase 2 - Inception (total duration: Recommended – 1.75 months; Average: 2.1 months)			
ET	Desk review of key documents	(5 days)	15 October, 2025
EM/ET	Inception briefings, with RETT support as needed	(1-2 days)	15 October, 2025
ET	Inception mission in the country	(1 week)	16 October, 2025
ET	Draft and submit draft 1 inception report (IR) to EM	(2 weeks)	17-24 October, 2025
EM	Quality assure draft IR by EM and REU using QC	(3 days)	27-28 October, 2025
ET	Revise draft IR based on feedback received by EM and RETT	(2-3 days)	29-31 October, 2025
RETT	Share draft IR with REO for internal QA review and organize follow-up call with reviewer if required	(0.5 day)	3 November, 2025

REO	In-depth QA review of draft 1 IR	(6 days)	3-7 November, 2025
ET	Revise draft IR based on feedback received from internal QA and submit draft 2 IR to EM	(2 days)	8-10 November, 2025
EM	Share revised IR with ERG (in parallel with internal QA)	(0.5 day)	3 November, 2025
ERG	Review and comment on draft IR	(1 day)	4-7 November, 2025
ET	ET to present draft IR to ERG	(0.5 day)	5 November, 2025
EM	Consolidate comments and share with ET	(0.5 day)	10 November, 2025
ET	Revise draft IR based on feedback received and submit final revised IR	(3 days)	10-12 November, 2025
EM	Review final IR and submit to the evaluation committee for approval	(2 days)	13 November 2025
EC Chair	Approve final IR and share with ERG for information	(1 week)	14 November, 2025
Phase 3 – Data collection (total duration: Recommended – 0.75 months; Average: 1 month)			
ET	Data collection	(3 weeks)	17 November, 2025 – 19 December, 2025
ET	End of fieldwork debriefing session	(0.5 day)	5 January 2025
Phase 4 – Reporting (total duration: Recommended – 2.75 months; Average: 5.8 months)			
ET	Draft and submit evaluation report (Draft 1)	(3 weeks)	6 - 27 January, 2025
EM	Quality assurance of draft 1 ER by EM and RETT using the QC	(1 week)	28 January – 4 February, 2026
ET	Revise and submit draft ER based on feedback received by EM and REU	(2-3 days)	5-9 February, 2025
EM	Share draft 1 ER with REO for internal QA review and organize follow-up call with reviewer, if required	(0.5 day)	10 February, 2026
REO	Internal QA review of draft 1 ER	(6 working days)	11-19 February, 2026
ET	Revise and submit draft ER based on feedback received from internal QA and submit draft 2 ER	(2-3 days)	20-23 February, 2026
EM	Share draft 2 ER with ERG for review	(1 day)	24 February, 2026
ERG	Review and comment on draft ER	(0.5 day)	25 February - 6 March, 2026
ET	Validation workshop (presentation of findings, conclusions, lessons learned including co-creation of recommendations)	(1 day)	5 March, 2026
EM	Consolidate comments received and share with ET	(0.5 day)	9 March, 2026
ET	Revise draft ER based on feedback received and submit draft 3/final ER (together with 2-pager summary report)	(3 days)	13 March, 2026
EM	Review final revised ER and submit to the	(2-3 days)	19 March, 2026

	evaluation committee		
EC Chair	Approve final evaluation report and share with key stakeholders	(1 day)	26 March, 2026
EM ET	Learning workshop	(0.5 day)	31 March 2026
Phase 5 - Dissemination (total duration: Recommended – 1 month; Average: 1.9 months)			
EC Chair	Prepare management response	(5 days)	1 - 29 April, 2026
EM	Share final evaluation report and management response with the REU and OEV for publication and participate in end-of-evaluation lessons learned call	(0.5 day)	30 April, 2026

Annex 3. Role and composition of the evaluation committee

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

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

- The Deputy Country Director (Chair of the Evaluation Committee) Simon Denhere
- Evaluation manager (Evaluation Committee Secretariat) Monica Msiska
- Head of Programme Aachal Chand
- Head of School Feeding and Nutrition Fortune Maduma
- Procurement Officer Shashi Tulachan
- Gender focal point Victoria Huwa
- Regional evaluation team representative Jennifer Sakwiya

Evaluation Phase and engagement task	Estimate level of effort in days	Tentative Dates
Preparation Phase <ul style="list-style-type: none"> • Select and establish ERG membership. • Reviews the revised draft ToR prepared by the EM • Approves the final TOR • Approves the final evaluation team and budget 	1 day	September 2025
Inception Phase <ul style="list-style-type: none"> • Brief the evaluation team on the subject of the evaluation. • Inform evaluation design through discussions with the evaluators. • Support identifying field visit sites on the basis of selection criteria • Review the revised draft IR • Approve the final IR 	2 days	November 2025
Data Collection Phase <ul style="list-style-type: none"> • Act as key informants: responds to interview questions • Facilitate access to sources of contextual information and data, and to stakeholders • Attend the end of field work debriefing(s) meeting • Support the team in clarifying emerging issues/gaps how to fill them 	2 days	December 2026
Analysis and Reporting Phase <ul style="list-style-type: none"> • Review final evaluation report after quality assurance by ET + EM • Approve the final ER 	2 days	February - March 2026
Dissemination and Follow-up Phase <ul style="list-style-type: none"> • Decide whether management agrees, partially agrees or does not agree with the recommendations and provides justification • Lead preparation of the management response to the evaluation recommendations 	2 days	April 2026

Annex 4. Role, composition and schedule of engagement of the evaluation reference group

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

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

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

Composition

Country office	Name
Core members: <ul style="list-style-type: none"> • Deputy Country Director (Chair) • Evaluation Manager (secretary or delegated chair) • Head of Programme • Head of M&E • Procurement Officer • Head of School Feeding and Nutrition • School Feeding Officer • Gender focal point 	<ul style="list-style-type: none"> • Simon Denhere • Monica Msiska • Aachal Chand • Daniel Svanlund • Julie Vanderwiel • Fortune Maduma • Sandra Kamvazina • Victoria Huwa
Regional bureau	Name
Core members: <ul style="list-style-type: none"> • Regional Evaluation Officer, ESARO • Evaluation Officer - ESARO • Regional School Feeding Focal point • Head of School Feeding Unit-ESARO • Regional Gender Adviser • Regional Country Capacity Strengthening Focal Point • Regional Programme Policy Officer – Resilience • Regional Programme Policy Officer - SAMS 	<ul style="list-style-type: none"> • Nikki Zimmerman • Jennifer Sakwiya • Rosalyn Ford • Edna Kalaluka • Jane Remme • Francis Opiyo • TBA • Meaza Abawari
External Stakeholders	Name
<ul style="list-style-type: none"> • Government: Ministry of Education Department of SHN (M&E Officer) 	<ul style="list-style-type: none"> • James Namfuko • Albert Saka

<ul style="list-style-type: none"> • Government: Ministry of Finance Economic Planning and Development • European Union 	
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Schedule of ERG engagement and Time commitments

Evaluation Phase and engagement task	Estimate level of effort in days	Tentative Dates
Preparation Phase <ul style="list-style-type: none"> • Review and comment on the draft ToR • Where appropriate, provide input on the evaluation questions. <ul style="list-style-type: none"> • Identify source documents useful to the evaluation team • Attend ERG meeting/conference call etc 	1 day	September 2025
Inception Phase <ul style="list-style-type: none"> • Meet with evaluation team to discuss how the evaluation team can design a realistic/practical, relevant and useful evaluation. • Identify and facilitate dialogues with key stakeholders for interviews • Identify and access documents and data • Help identify appropriate field sites according to selection criteria set up by the evaluation team in the inception report. • Review and comment on the draft Inception Report 	1 days	November 2025
Data Collection Phase <ul style="list-style-type: none"> • Act as a key informant: respond to interview questions • Provide information sources and facilitate access to data • Attend the evaluation team's end of field work debriefing 	2 days	December 2026
Analysis and Reporting Phase <ul style="list-style-type: none"> • Review and comment on the draft evaluation report focusing on accuracy, quality and comprehensiveness of findings, and of links to conclusions and recommendations. 	2 days	February - March 2026
Dissemination and Follow-up Phase <ul style="list-style-type: none"> • Disseminate final report internally and externally, as relevant. • Share findings within units, organizations, networks and at events; • Provide input to management response and its implementation 	2 days	April 2026

Annex 5. Communication and knowledge management plan

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

When Evaluation phase	What Product	To whom Target audience	From whom Creator lead	How Communication channel	Why Communication purpose
	thinking ²⁰	staff; Evaluation Reference Group; partners			
	Final Evaluation report and summary evaluation report	Evaluation Reference Group; WFP Management; donors and partners; Evaluation community; WFP employees; general public	Evaluation manager	Email; WFPgo; WFP.org; Evaluation Network platforms (e.g., UNEG, ALNAP)	To inform key stakeholders of the final main product from the evaluation and make the report available publicly
Dissemination & Follow-up	Draft Management Response	Evaluation Reference Group; CO Programme staff; CO M&E staff; Senior Regional Programme Adviser	Evaluation manager	Email and/or a webinar	To discuss the commissioning office's actions to address the evaluation recommendations and elicit comments
	Final Management Response	Evaluation Reference Group; WFP Management; WFP employees; general public	Evaluation manager	Email; WFPgo; WFP.org;	To ensure that all relevant staff are informed of the commitments made on taking actions and make the Management Response publicly available
Dissemination & Follow-up (Associated Content)	Evaluation Brief	WFP Management; WFP employees; donors and partners; National decision- makers	Evaluation manager	WFP.org, WFPgo	To disseminate evaluation findings
	Infographics ²¹	European	Evaluation Team;	WFP.org, WFPgo;	

²⁰ See WFP visual thinking evaluation workshop video from Sri Lanka CO on climate change DE ([here](#) and [here](#)).

²¹ See the example of the [Strategic Evaluation of WFP's Capacity to Respond to Emergencies](#).

When Evaluation phase	What Product	To whom Target audience	From whom Creator lead	How Communication channel	Why Communication purpose
	posters & data visualisation ²²	Union and Government Evaluation community; National decision- makers; Affected populations, beneficiaries and communities; General public	OEV/RB/CO Communications/ KM unit	Evaluation Network platforms (e.g., UNEG, ALNAP); Newsletter; business card for event; radio programmes; theatre/drama, town-hall meetings; exhibition space	
	Video ²³		Evaluation manager		
	Blog, lessons learned papers, tailored briefs, summaries of findings				

²² See the example of [Data viz in the Annual Evaluation Report](#).

²³ See the example of the [Senegal evaluation](#) and the [Colombia evaluation](#).

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Annex 7. Acronyms and abbreviations

Abbreviation	Definition
CEF	Contingency Evaluation Fund
CGD	Centre for Global Development
CSP	Country Strategic Plans
DEQAS	Decentralized Evaluation Quality Assurance System
DID	Difference in Difference
DNCC	District Nutrition Coordination Committee
EC	Evaluation Committee
ECD	Early Childhood Development
EMIS	Education Management Information System
ERG	Evaluation Reference Group
ESARO	WFP Eastern and Southern African Regional Office
EU	European Union
GDP	Gross domestic product
GEWE	Gender equality and women empowerment
HGSF	Home grown school feeding
IR	Inception report
JPGE	Joint Programme on Girls Education
KUHES	Kamuzu University Health Sciences
MNSSP	Malawi National Social Support Programme
MR	Management response
MT	Metric tonnes
MVAC	Malawi Vulnerability Assessment Committee
NCST	National Council for Science and Technology
NESP	National Education Sector Plan
OEV	Office of Evaluation
OIGI	Office of Inspection and Investigation
PHQA	Post Hoc Quality Assurance
PHQA	Post Hoc Quality Assessment
PII	Personal Identifiable information
PNHAO	Principal Nutrition and HIV/AIDS Officers
PSM	Propensity Score Matching

PTA	Parents Teachers Associations
QA	Quality assurance
QC	Quality checklist
RCT	Randomized Control Trial
REO	Regional Evaluation Officer
RETT	Regional Evaluation Technical Team
SAMS	Smallholder Agriculture Markets Support
SBCC	Social Behavioural Change Communication
SHN	School Health and Nutrition
SMC	School Management Committee
SMP	School Meals Programme
THR	Take Home Rations
ToC	Theory of Change
ToR	Terms of Reference
TSOLATA	Tsogolo La Nthanzi
UNCT	United Nations Country Team
UNEG	United Nations Evaluation Group
UNFPA	United Nations Population Fund
UNICEF	United Nations Children's Fund
UNSDCF	United Nations Sustainable Development Cooperation Framework
USDA	United States Department of Agriculture
WASH	Water Sanitation and Health
WFP	World Food Programme

Annex 8: Logical Framework for TSOLATA II

Results	Results chain (@):	Indicators (@):	TSOLATA II Baseline	Actual 2024	Actual 2025	Targets 2026*	Sources of data & Comments
	Main expected results	(per expected result)	(values and years)	(values and years)	(values and years)	(values and years)	
Impact	Improve the nutrition and the education of school children and the food security and economic opportunities for smallholder farmers in the same communities of Malawi.	1.a Change in enrolment (percentage) in targeted primary schools, overall	3% (F=2.3%; M=3.1%)	2% (F=2.2%, M=2.8%)	4% (F=3.6%, M=3.7%)	5% (F=5%, M=5%)	Monitoring system of the implementing partners based on school records
		1.d Change in enrolment (percentage) in targeted ECD centres, overall	0% (F=0%; M=0%)	3% (F=3%; M=2.9%)	49% (F=49%, M=47%)	5% (F=5%, M=5%)	Monitoring system of the implementing partners based on school records
		2.a Change in graduation rate in targeted primary schools, overall	0% (F=0%; M=0%)	3.9% (F=4%, M=3%)	(2%) (F=0%, M=-2%)	5% (F=5%, M=5%)	2024 Passrate= 90% (F=88%, M=92%); 2025 Passrate= 88% (F=88%, M=90%)
		3.a % of primary school children in targeted schools who drop out during primary years, overall	7% (F=6.9%; M=7.4%)	6.3% (F=6%, M=7%)	5% (F=5%, M=5%)	2% (F=2%, M=2%)	Monitoring system of the implementing partners based on school records

		4. Food Consumption Score (targeted farmers' households), acceptable	Acceptable=74%, Borderline=23%, Poor=3%	Acceptable=64%, Borderline=36%, Poor=3%	Acceptable=87%, Borderline=12%, Poor=1%	Acceptable=85%, Borderline=15%, Poor=0%	WFP outcome survey
		6. GERF 1.1 SDG 2.3.2 Average annual income of small-scale food producers (MWK and PPP-adjusted Euro)	318,846 / 556	441,042 / 769	441,042 / 769	382,615 / 667	WFP value and volume survey. 2023 PPP-adjusted USD for private consumption: 390.79 MWK. Converted to Euro: Using the 2023 average (unweighted) conversion factor for the Euro area = 0.6815. Calculation: (318,846÷390.79)×0.6815 Advised to use the same rates for follow up reporting.
Outcome 1	1.Improve inclusive access of primary and pre-primary school girls and boys to nutritious and diversified food throughout the school year.	1.1 % of targeted schools that implemented the school feeding programme without interruptions during the school year.	100%	100%	100%	100%	Monitoring system of the implementing partners based on school records

		1.2 % of students who receives school meals in targeted school (compared to total students in school)	100%	100%	100%	100%	Monitoring system of the implementing partners based on school records
		1.3a Number of children benefitting from nutritious meals distributed with the support of the action (primary schools, total)	315,741	428,581 (F=218,576; M=210,005)	444,329 (F=226,443, M=217,876)	400,000 (F=204,000; M=196,000)	Monitoring system of the implementing partners based on school records
		1.3d Number of children benefitting from nutritious meals distributed with the support of the action (ECD centres, total)	0 (F=0; M=0)	12,037 (F=6380; M=5,657)	17,809 (F=9,520, M=8,289)	13,000 (F=6,630; M=6,370)	Monitoring system of the implementing partners based on school records
Outcome 2	2. Increase access of smallholder farmers, particularly women, to local food markets represented by schools	2.1 Total purchases of school meal items sourced from smallholder farmers in Euros (disaggregated by sex of the smallholder)	Euro 2,587,661	Euro 7,685,057	Euro 7,685,057	Euro 7,762,983	Value and Volume farmer organisation survey (1,271.50 Malawi Kwacha to 1 Euro (Foreign Exchange Rates - Reserve Bank of Malawi (rbm.mw), accessed on 10 October 2023))

	implementing school feeding interventions.	2.2 Number of smallholder farmers supplying food commodities to schools	6,444 (F=3,578; M=2,866)	15,480 (F=8,804; M=6,676)	15,480 (F=8,804; M=6,676)	20,000 (F=10,200; M=9,800)	Value and Volume farmer organisation survey
		2.3 Average % change in income of smallholder farmers, from sales to schools, disaggregated by gender	0	38%	38%	20%	Value and Volume farmer organisation survey
		2.4 GERF 2.1 Number of smallholders reached with EU supported interventions aimed to increase their sustainable production, access to markets and/or security of land	12,223(F=5,566, M=6,657)	28,303 (F=15,751; M=12,552)	28,303 (F=15,751; M=12,552)	20,000 (F=10,200; M=9,800)	Value and Volume farmer organisation survey
		2.5 Percentage of targeted smallholder farmers reporting increased production, disaggregated by	Maize (16%); groundnuts (27%); beans (13%); SoyBean (20%)	Maize (29%; F=20%, M=31%); groundnuts (35%; F=23%, M=39%); beans (24; F=21%, M=27%);	Maize (43%; F=43%, M=44%); groundnuts (38%; F=36%, M=39%); beans (36; F=36%, M=39%);	Maize (50%); groundnuts (50%); beans(50%); SoyBean(50%)	Monitoring system of the implementing partners

		gender		SoyBean (38%; F=29%, M=41%)	SoyBean (47%; F=29%, M=56%)		
Outcome 3	3. Improve the management and ownership of the national school feeding programme by national stakeholders and communities.	3.1 Number of national school health and nutrition policies, programmes, and systems components improved as a result of the Action	2	0	1	4	Monitoring system of the implementing partners based on official records (Draft roadmap for school meals programme)
Output 1 relating to Outcome 1	1.1 A nutritious and diversified meal during school days provided to targeted primary school children (including in ECD centres)	1.1. 1 Percentage of the supported schools and ECD centres that offer at least four out of six food groups defined in Malawi	100%	100%	100%	100%	Partner reports
		1.1.2 Quantity of food (by commodity) provided through school meals per day.	0	Maize (40.9mt) soya (16.6 mt) vegetables (12.4mt) beans (12.4mt) sweet potatoes (103.5 mt)	Maize (42.4mt) soya (17.2 mt) vegetables (12.9mt) beans (12.9mt) sweet potatoes (107.2 mt)	Maize (40.9 mt); soya beans (16.6 mt); Vegetables (12.4 mt); beans (12.4 mt); sweet potatoes (103.5 mt); groundnuts	Partner reports

						(10.4 mt);	
Output 2, relating to Outcome 1	1.2 Increased sensitisation of targeted school committee members and parents on the importance of nutritious and diversified diets.	1.2.1 Number of different nutrition, sanitation and hygiene messages developed and disseminated (including school menus with local recipes of diversified and nutritious meals).	6	6	4	10	Partner reports (4 additional recipes were added)
		1.2.2 Number of schools promoting homegrown school meals, school nutrition, and hygiene, school gardens, orchards, and woodlots	216	416	416	416	Partner reports
		1.2.3a proportion of people reached through interpersonal SBCC approaches on food preparation,	39%	37%	37%	80%	WFP Annual Outcome Survey

		preservation and processing					
		1.2.3b Proportion of people reached through interpersonal SBCC approaches on food safety and post-harvest mitigation strategies	41%	41%	35%	80%	WFP Annual Outcome Survey
		1.2.3c Proportion of people reached through interpersonal SBCC approaches on sanitation and hygiene	75%	75%	63%	80%	WFP Annual Outcome Survey
		1.2.3d Proportion of people reached through interpersonal SBCC approaches on health and nutrition	64%	64%	63%	80%	WFP Annual Outcome Survey

		1.2.3e Proportion of people reached through interpersonal SBCC approaches on good nutrition knowledge	55%	53%	51%	80%	WFP Annual Outcome Survey
		1.2.3f Proportion of people reached through interpersonal SBCC approaches on crop production	49%	49%	44%	80%	WFP Annual Outcome Survey
		1.2.3g Proportion of people reached through interpersonal SBCC approaches on livestock production	42%	41%	37%	80%	WFP Annual Outcome Survey
Output 1 relating to Outcome 2	2.1 Increased smallholder farmers' capacities, with a focus on women, to produce nutritious and diversified food, apt for the	2.1.1 Number of smallholder farmers trained in sustainable practices with the support of the Action (disaggregated by sex)	0	5,567 (F=1,703; M=3,864)	240 (F=149, M=91)	20,000 (F=10,200; M=9,800)	Monitoring system of the implementing partners

	national school feeding programme.	2.1.2 Number of smallholder farmers trained in governance, business and financial management (disaggregated by sex)	0	5,084 (F=1,452; M=3,632)	21,488 (F=11,437, M=10,051)	20,000 (F=10,200; M=9,800)	Monitoring system of the implementing partners
Output 2 relating to Outcome 2	2.2 Strengthened capacities of smallholder farmers and their organisations on quality agricultural production and marketing, with a focus on women	2.2.1 Number of smallholder farmers trained in post-harvest loss, handling and storage (messages and techniques). (disaggregated by sex)	10,829	5,567 (F=1,703; M=3,864)	6,650 (F=3,369, M=3,281)	30,829 (F=15,723; M=15,106)	Monitoring system of the implementing partners
		2.2.2 Number of farmers trained on diversification of production and quality standards (disaggregated by sex)	0	5,567 (F=1,703; M=3,864)	17,456 (F=9,620, M=7,836)	20,000 (F=10,200; M=9,800)	Monitoring system of the implementing partners
Output 1 relating to Outcome 3	3.1. Increased solid evidence for policy decisions on school meals	3.1 Number of RCTs carried out with the support of the Action that are validated and	0	1	1	1	Monitoring system of the implementing partners based on links to reports disseminated

		disseminated throughout the duration of the Action					
Output 2 relating to Outcome 3	3.2 Increased capacities of Government, at both national and district level, on coordination, planning, implementation and monitoring of the national school feeding programme.	3.2.1. Number of district officers trained in nutrition, hygiene, sanitation, commodity management, and cross-cutting issues with increased knowledge on the topics of the trainings	184	316	610 (F= 311, M=299)	500	Monitoring system of the implementing partners based on pre and post training tests
		3.2.2 Number of government staff engaged in capacity-strengthening initiatives facilitated through this Action to enhance management of school feeding	50	50	25	100	Monitoring system of the implementing partners (25 staff trained under farm to go)

		3.2.3 Number of capacity needs assessments supported, and plans developed	1	1	1	1	Monitoring system of the implementing partners (Farmer capacity assessments were done in four districts in the northern region)
Output 3 relating to Outcome 3	3.3. Increased mechanisms and tools for community support and contribution to the management and implementation of school meals.	3.3.1 Number of school officials, teachers, committee members trained with the support of the Action with increased knowledge or skills on school feeding procurement, management, cooking and safe food preparation (by sex)	4,234	3,252	610 (F= 311, M=299)	8,000 (F=4,080; M=3,920)	Monitoring system of the implementing partners

Annex 9: CSP Theory of change

MALAWI (2024-2028)									
SDG 2: Zero Hunger					SDG 17: Partnership for the Goals				
SDG target: 2.1 Access to Food, 2.2 End Malnutrition, 2.3 Smallholder Productivity & Incomes, 2.4 Sustainable Food System					SDG target: 17.9 Capacity Strengthening, 17.14 Policy Coherence, 17.3 Diversified Resourcing, 17.16 Enhance Global Partnership				
UNSDCF/HRP Outcome	UNSDCF/HRP Outcome	UNSDCF/HRP Outcome	UNSDCF/HRP Outcome	UNSDCF/HRP Outcome	UNSDCF/HRP Outcome	UNSDCF/HRP Outcome	UNSDCF/HRP Outcome	UNSDCF/HRP Outcome	UNSDCF/HRP Outcome
Crisis Response	Root causes? Resilience?	Resilience	Resilience	Resilience	Resilience	Crisis response? Resilience?	Crisis response? Resilience?	Crisis response? Resilience?	Crisis response? Resilience?
Corporate Strategic Outcome 1. People are better able to meet their urgent food and nutrition needs	Corporate Strategic Outcome 2. People have better nutrition, health & education outcomes	Corporate Strategic Outcome 3. People have improved & sustainable livelihoods	Corporate Strategic Outcome 4. National programmes & systems are strengthened	Corporate Strategic Outcome 5. Humanitarian & development actors are more efficient & effective	Corporate Strategic Outcome 6. National programmes & systems are strengthened	Corporate Strategic Outcome 7. Humanitarian & development actors are more efficient & effective	Corporate Strategic Outcome 8. Humanitarian & development actors are more efficient & effective	Corporate Strategic Outcome 9. Humanitarian & development actors are more efficient & effective	Corporate Strategic Outcome 10. Humanitarian & development actors are more efficient & effective
CSP-FORMULATED OUTCOME 1: Food and nutrition insecure populations in targeted areas have access to sufficient nutritious food throughout the year.	CSP-FORMULATED OUTCOME 2: Vulnerable populations in targeted districts consume more diversified and nutritious food and have increased access to education, nutrition and health services that contribute to human capital development throughout the year.	CSP-FORMULATED OUTCOME 3: People in targeted districts achieve climate resilient livelihoods, sustainable management of natural resources and increased participation in local markets and value chains.	CSP-FORMULATED OUTCOME 4: By 2028 institutions in Malawi have strengthened capacities to develop, coordinate and implement well-informed, effective and equitable actions to achieve food security and improve the human capital of at-risk and vulnerable populations.	CSP-FORMULATED OUTCOME 5: Government and other partners in Malawi have improved access to evidence and services through innovative platforms throughout the year.	CSP-FORMULATED OUTCOME 6: Government and other partners in Malawi have improved access to evidence and services through innovative platforms throughout the year.	CSP-FORMULATED OUTCOME 7: Government and other partners in Malawi have improved access to evidence and services through innovative platforms throughout the year.	CSP-FORMULATED OUTCOME 8: Government and other partners in Malawi have improved access to evidence and services through innovative platforms throughout the year.	CSP-FORMULATED OUTCOME 9: Government and other partners in Malawi have improved access to evidence and services through innovative platforms throughout the year.	CSP-FORMULATED OUTCOME 10: Government and other partners in Malawi have improved access to evidence and services through innovative platforms throughout the year.
BUDGET SO 1: \$	BUDGET SO 2: \$	BUDGET SO 3: \$	BUDGET SO 4: \$	BUDGET SO 5: \$	BUDGET SO 6: \$	BUDGET SO 7: \$	BUDGET SO 8: \$	BUDGET SO 9: \$	BUDGET SO 10: \$
UNIQUE DIRECT BENEF. SO 1: #	UNIQUE DIRECT BENEF. SO 2: #	UNIQUE DIRECT BENEF. SO 3: #	UNIQUE DIRECT BENEF. SO 4: N/A	UNIQUE DIRECT BENEF. SO 5: N/A	UNIQUE DIRECT BENEF. SO 6: N/A	UNIQUE DIRECT BENEF. SO 7: N/A	UNIQUE DIRECT BENEF. SO 8: N/A	UNIQUE DIRECT BENEF. SO 9: N/A	UNIQUE DIRECT BENEF. SO 10: N/A
OUTPUT 1 : Insert here free-text output formulation following guidance ('who', 'what', 'for what'). Insert the following in parentheses: <ul style="list-style-type: none"> Reference to one of the following standard outputs: 1.1, 1.2 or 1.3. Reference to one or various Output categories (A to N). Reference to one or more secondary SDG target 	OUTPUT 3 : Insert here free-text output formulation following guidance ('who', 'what', 'for what'). Insert the following in parentheses: <ul style="list-style-type: none"> Reference to one of the following standard outputs: 2.1, 2.2 or 2.3. Reference to one or various Output categories (A to N). Reference to one or more secondary SDG target 	OUTPUT 5 : Insert here free-text output formulation following guidance ('who', 'what', 'for what'). Insert the following in parentheses: <ul style="list-style-type: none"> Reference to one of the following standard outputs: 3.1 or 3.2. Reference to one or various Output categories (A to N). Reference to one or more secondary SDG target 	OUTPUT 7 : Insert here free-text output formulation following guidance ('who', 'what', 'for what'). Insert the following in parentheses: <ul style="list-style-type: none"> Reference to one of the following standard outputs: 4.1, 4.2 or 4.3. Reference to one or various Output categories (A to N). Reference to one or more secondary SDG target 	OUTPUT 9 : Insert here free-text output formulation following guidance ('who', 'what', 'for what'). Insert the following in parentheses: <ul style="list-style-type: none"> Reference to standard output 5.1. Reference to one or various Output categories (A to N). Reference to one or more secondary SDG target 	OUTPUT 7 : Insert here free-text output formulation following guidance ('who', 'what', 'for what'). Insert the following in parentheses: <ul style="list-style-type: none"> Reference to one of the following standard outputs: 4.1, 4.2 or 4.3. Reference to one or various Output categories (A to N). Reference to one or more secondary SDG target 	OUTPUT 9 : Insert here free-text output formulation following guidance ('who', 'what', 'for what'). Insert the following in parentheses: <ul style="list-style-type: none"> Reference to standard output 5.1. Reference to one or various Output categories (A to N). Reference to one or more secondary SDG target 	OUTPUT 9 : Insert here free-text output formulation following guidance ('who', 'what', 'for what'). Insert the following in parentheses: <ul style="list-style-type: none"> Reference to standard output 5.1. Reference to one or various Output categories (A to N). Reference to one or more secondary SDG target 	OUTPUT 9 : Insert here free-text output formulation following guidance ('who', 'what', 'for what'). Insert the following in parentheses: <ul style="list-style-type: none"> Reference to standard output 5.1. Reference to one or various Output categories (A to N). Reference to one or more secondary SDG target 	OUTPUT 9 : Insert here free-text output formulation following guidance ('who', 'what', 'for what'). Insert the following in parentheses: <ul style="list-style-type: none"> Reference to standard output 5.1. Reference to one or various Output categories (A to N). Reference to one or more secondary SDG target
ACTIVITY 1: Provide cash and/or food transfers to the most vulnerable populations affected by seasonal or other shocks. Insert the following in parentheses: <ul style="list-style-type: none"> Reference to one of the following activity categories: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.9 Modalities: CBT and Food 	ACTIVITY 4: Provide nutritious and diversified meals to school children in food insecure areas. Insert the following in parentheses: <ul style="list-style-type: none"> Reference to one of the following activity categories: 1.2, 1.3, 1.4, 1.5, 1.7 Modalities: Food, CBT, and CS 	ACTIVITY 6: Provide climate sensitive resilient livelihood support, education and systems strengthening services to smallholder farmers and value chain actors. Insert the following in parentheses: <ul style="list-style-type: none"> Reference to one of the following activity categories: 1.3, 1.5, 1.6, 1.7, 1.8, 1.9 Reference to one or various of the following modalities: Food, CBT, SD and CS – under conditions 	ACTIVITY 7: Support national and sub-national systems strengthening activities to address systemic challenges, reduce the impact of shocks and improve local resilience in supply chain systems, including health supply chain systems, in Malawi Insert the following in parentheses: <ul style="list-style-type: none"> Reference to one of any activity category. Reference to one or various of the following modalities: CS, Service Delivery 	ACTIVITY 9: Provide services to national disaster management entities and other partners to improve emergency response and regular programming logistics coordination, corridor management and supply chain services Insert the following in parentheses: <ul style="list-style-type: none"> Reference to one of the following activity categories: 2.1, 2.2, 2.3, 2.4. Reference to the modality: Service Delivery 	ACTIVITY 7: Support national and sub-national systems strengthening activities to address systemic challenges, reduce the impact of shocks and improve local resilience in supply chain systems, including health supply chain systems, in Malawi Insert the following in parentheses: <ul style="list-style-type: none"> Reference to one of any activity category. Reference to one or various of the following modalities: CS, Service Delivery 	ACTIVITY 9: Provide services to national disaster management entities and other partners to improve emergency response and regular programming logistics coordination, corridor management and supply chain services Insert the following in parentheses: <ul style="list-style-type: none"> Reference to one of the following activity categories: 2.1, 2.2, 2.3, 2.4. Reference to the modality: Service Delivery 	ACTIVITY 9: Provide services to national disaster management entities and other partners to improve emergency response and regular programming logistics coordination, corridor management and supply chain services Insert the following in parentheses: <ul style="list-style-type: none"> Reference to one of the following activity categories: 2.1, 2.2, 2.3, 2.4. Reference to the modality: Service Delivery 	ACTIVITY 9: Provide services to national disaster management entities and other partners to improve emergency response and regular programming logistics coordination, corridor management and supply chain services Insert the following in parentheses: <ul style="list-style-type: none"> Reference to one of the following activity categories: 2.1, 2.2, 2.3, 2.4. Reference to the modality: Service Delivery 	ACTIVITY 9: Provide services to national disaster management entities and other partners to improve emergency response and regular programming logistics coordination, corridor management and supply chain services Insert the following in parentheses: <ul style="list-style-type: none"> Reference to one of the following activity categories: 2.1, 2.2, 2.3, 2.4. Reference to the modality: Service Delivery
OUTPUT 2 : Insert here free-text output formulation following guidance ('who', 'what', 'for what'). Insert the following in parentheses: <ul style="list-style-type: none"> Reference to one of the following standard outputs: 1.1, 1.2 or 1.3. Reference to one or various Output categories (A to N). Reference to secondary SDG target 	OUTPUT 4 : Insert here free-text output formulation following guidance ('who', 'what', 'for what'). Insert the following in parentheses: <ul style="list-style-type: none"> Reference to one of the following standard outputs: 2.1, 2.2 or 2.3. Reference to one or various Output categories (A to N). 	OUTPUT 5 : Insert here free-text output formulation following guidance ('who', 'what', 'for what'). Insert the following in parentheses: <ul style="list-style-type: none"> Reference to one of the following standard outputs: 3.1 or 3.2. Reference to one or various Output categories (A to N). 	OUTPUT 7 : Insert here free-text output formulation following guidance ('who', 'what', 'for what'). Insert the following in parentheses: <ul style="list-style-type: none"> Reference to one of the following standard outputs: 4.1, 4.2 or 4.3. Reference to one or various Output categories (A to N). Reference to secondary SDG target 	OUTPUT 9 : Insert here free-text output formulation following guidance ('who', 'what', 'for what'). Insert the following in parentheses: <ul style="list-style-type: none"> Reference to standard output 5.1. Reference to one or various Output categories (A to N). Reference to secondary SDG target 	OUTPUT 7 : Insert here free-text output formulation following guidance ('who', 'what', 'for what'). Insert the following in parentheses: <ul style="list-style-type: none"> Reference to one of the following standard outputs: 4.1, 4.2 or 4.3. Reference to one or various Output categories (A to N). Reference to secondary SDG target 	OUTPUT 9 : Insert here free-text output formulation following guidance ('who', 'what', 'for what'). Insert the following in parentheses: <ul style="list-style-type: none"> Reference to standard output 5.1. Reference to one or various Output categories (A to N). Reference to secondary SDG target 	OUTPUT 9 : Insert here free-text output formulation following guidance ('who', 'what', 'for what'). Insert the following in parentheses: <ul style="list-style-type: none"> Reference to standard output 5.1. Reference to one or various Output categories (A to N). Reference to secondary SDG target 	OUTPUT 9 : Insert here free-text output formulation following guidance ('who', 'what', 'for what'). Insert the following in parentheses: <ul style="list-style-type: none"> Reference to standard output 5.1. Reference to one or various Output categories (A to N). Reference to secondary SDG target 	OUTPUT 9 : Insert here free-text output formulation following guidance ('who', 'what', 'for what'). Insert the following in parentheses: <ul style="list-style-type: none"> Reference to standard output 5.1. Reference to one or various Output categories (A to N). Reference to secondary SDG target
ACTIVITY 2: Provide cash to refugees, asylum seekers and other vulnerable persons of concern affected by their current status in Malawi. Insert the following in parentheses: <ul style="list-style-type: none"> Reference to one of the following activity categories: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.9 Modalities: CBT 	ACTIVITY 5: Do we want to include nutrition SBCC, promotion of fortified foods, or other prevention services as a separate activity here? "improving and integrating nutrition policies and programming, including through enhanced quality, advocacy and gender-transformative systematic approaches" (CSP India example given) <ul style="list-style-type: none"> Reference to one of the following activity categories: 1.2, 1.3, 1.4, 1.5, 1.7 Reference to one or various of the following modalities: Food, CBT, SD and CS – under conditions 	ACTIVITY 6: Provide climate sensitive resilient livelihood support, education and systems strengthening services to smallholder farmers and value chain actors. Insert the following in parentheses: <ul style="list-style-type: none"> Reference to one of the following activity categories: 1.3, 1.5, 1.6, 1.7, 1.8, 1.9 Reference to one or various of the following modalities: Food, CBT, SD and CS – under conditions 	ACTIVITY 7: Support national and sub-national systems strengthening activities to address systemic challenges, reduce the impact of shocks and improve local resilience in supply chain systems, including health supply chain systems, in Malawi Insert the following in parentheses: <ul style="list-style-type: none"> Reference to one of any activity category. Reference to one or various of the following modalities: CS, Service Delivery 	ACTIVITY 9: Provide services to national disaster management entities and other partners to improve emergency response and regular programming logistics coordination, corridor management and supply chain services Insert the following in parentheses: <ul style="list-style-type: none"> Reference to one of the following activity categories: 2.1, 2.2, 2.3, 2.4. Reference to the modality: Service Delivery 	ACTIVITY 7: Support national and sub-national systems strengthening activities to address systemic challenges, reduce the impact of shocks and improve local resilience in supply chain systems, including health supply chain systems, in Malawi Insert the following in parentheses: <ul style="list-style-type: none"> Reference to one of any activity category. Reference to one or various of the following modalities: CS, Service Delivery 	ACTIVITY 9: Provide services to national disaster management entities and other partners to improve emergency response and regular programming logistics coordination, corridor management and supply chain services Insert the following in parentheses: <ul style="list-style-type: none"> Reference to one of the following activity categories: 2.1, 2.2, 2.3, 2.4. Reference to the modality: Service Delivery 	ACTIVITY 9: Provide services to national disaster management entities and other partners to improve emergency response and regular programming logistics coordination, corridor management and supply chain services Insert the following in parentheses: <ul style="list-style-type: none"> Reference to one of the following activity categories: 2.1, 2.2, 2.3, 2.4. Reference to the modality: Service Delivery 	ACTIVITY 9: Provide services to national disaster management entities and other partners to improve emergency response and regular programming logistics coordination, corridor management and supply chain services Insert the following in parentheses: <ul style="list-style-type: none"> Reference to one of the following activity categories: 2.1, 2.2, 2.3, 2.4. Reference to the modality: Service Delivery 	ACTIVITY 9: Provide services to national disaster management entities and other partners to improve emergency response and regular programming logistics coordination, corridor management and supply chain services Insert the following in parentheses: <ul style="list-style-type: none"> Reference to one of the following activity categories: 2.1, 2.2, 2.3, 2.4. Reference to the modality: Service Delivery

MALAWI (2024-2028)

SDG 2: Zero Hunger			SDG 17: Partnership for the Goals	
SDG target: 2.1 Access to Food, 2.2 End Malnutrition, 2.3 Smallholder Productivity & Incomes, 2.4 Sustainable Food System			SDG target: 17.9 Capacity Strengthening, 17.14 Policy Coherence, 17.3 Diversified Resourcing, 17.16 Enhance Global Partnership	
UNSDCF/HRP Outcome	UNSDCF/HRP Outcome	UNSDCF/HRP Outcome	UNSDCF/HRP Outcome	UNSDCF/HRP Outcome
Crisis Response	Root causes? Resilience?	Resilience	Resilience	Crisis response? Resilience?
Strategic Outcome 1. People are better able to meet their urgent food and nutrition needs	Strategic Outcome 2. People have better nutrition, health & education outcomes	Strategic Outcome 3. People have improved & sustainable livelihoods	Strategic Outcome 4. National programmes & systems are strengthened	Strategic Outcome 5. Humanitarian & development actors are more efficient & effective
CSP-FORMULATED OUTCOME 1: Food and nutrition insecure populations in targeted areas have access to sufficient nutritious food throughout the year.	CSP-FORMULATED OUTCOME 2: Vulnerable populations in targeted districts consume more diversified and nutritious food and have increased access to education, nutrition and health services that contribute to human capital development throughout the year.	CSP-FORMULATED OUTCOME 3: People in targeted districts achieve climate resilient livelihoods, sustainable management of natural resources and increased participation in local markets and value chains.	CSP-FORMULATED OUTCOME 4: By 2028 institutions in Malawi have strengthened capacities to develop, coordinate and implement well-informed, effective and equitable actions to achieve food security and improve the human capital of at-risk and otherwise vulnerable populations.	CSP-FORMULATED OUTCOME 5: Government and other partners in Malawi have improved access to and demand services through innovative platforms throughout the year.

OUTPUT 1 : Insert here free-text output formulation following guidance ('who', 'what', 'for what').

Insert the following in parentheses:

- Reference to one of the following standard outputs: 1.1, 1.2 or 1.3.
- Reference to one or various Output categories

ACTIVITY 1):

SOCIAL PROTECTION STUFF Insert here free-text activity formulation following guidance ('what', 'to whom'). – question of CS in SO1 or SO4

"Support national social protection systems to become increasingly shock responsive and hunger sensitive"

Insert the following in parentheses:

- Reference to one of the following activity categories: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.9
- Reference to one or various of the following modalities: Food, CBT, SD and CS – under conditions

Malawi Country Office

World Food Programme

Via Cesare Giulio Viola 68/70,
00148 Rome, Italy - T +39 06 65131

wfp.org/independent-evaluation