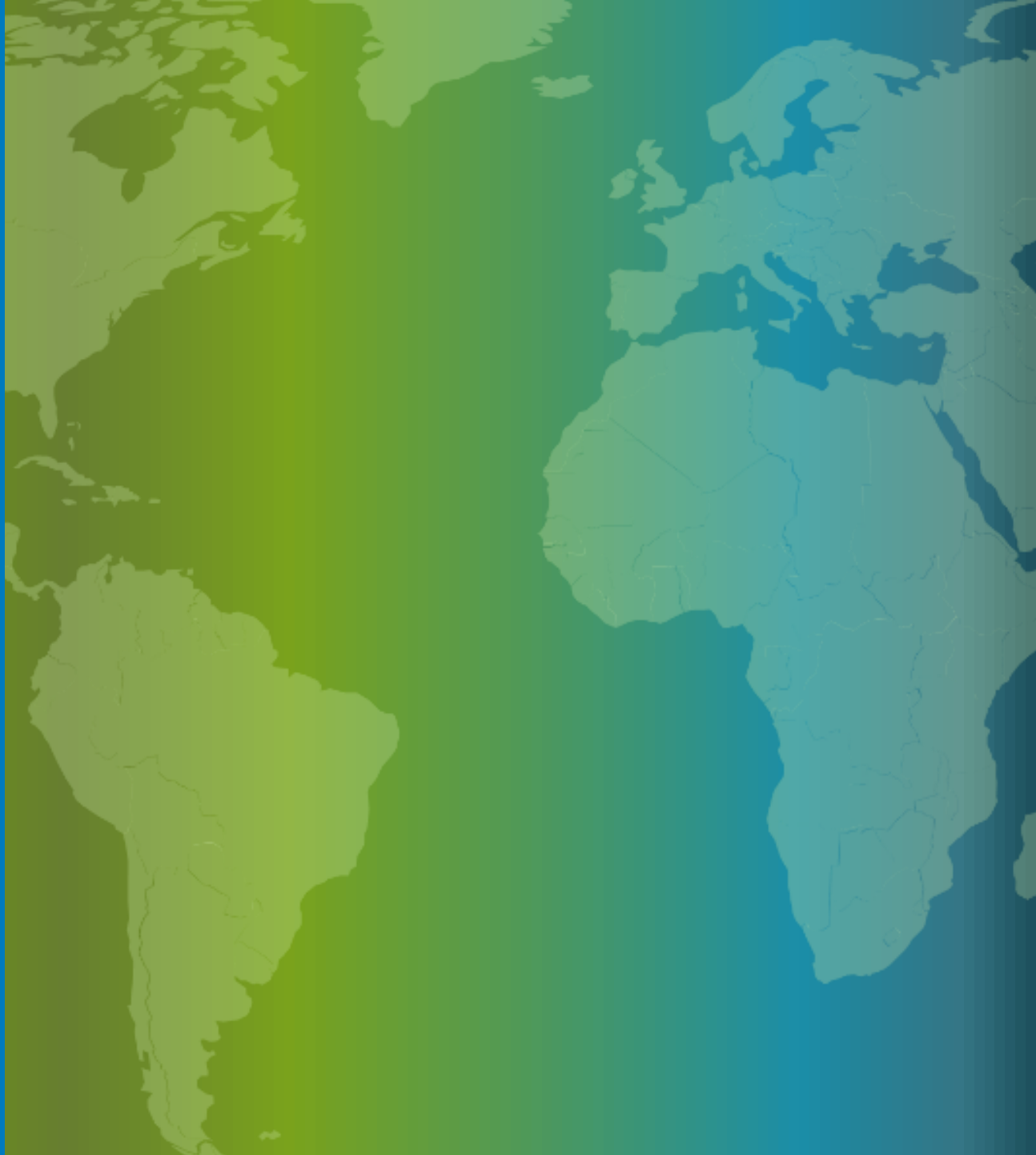


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Decentralized Evaluation

Final Evaluation of the School Meals Programme in Malawi with financial support from United States Department of Agriculture (USDA)'s McGovern-Dole Food for Education

2016 to 2018

Evaluation Report Volume II

February 2019

WFP Malawi

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**World Food
Programme**

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Disclaimer

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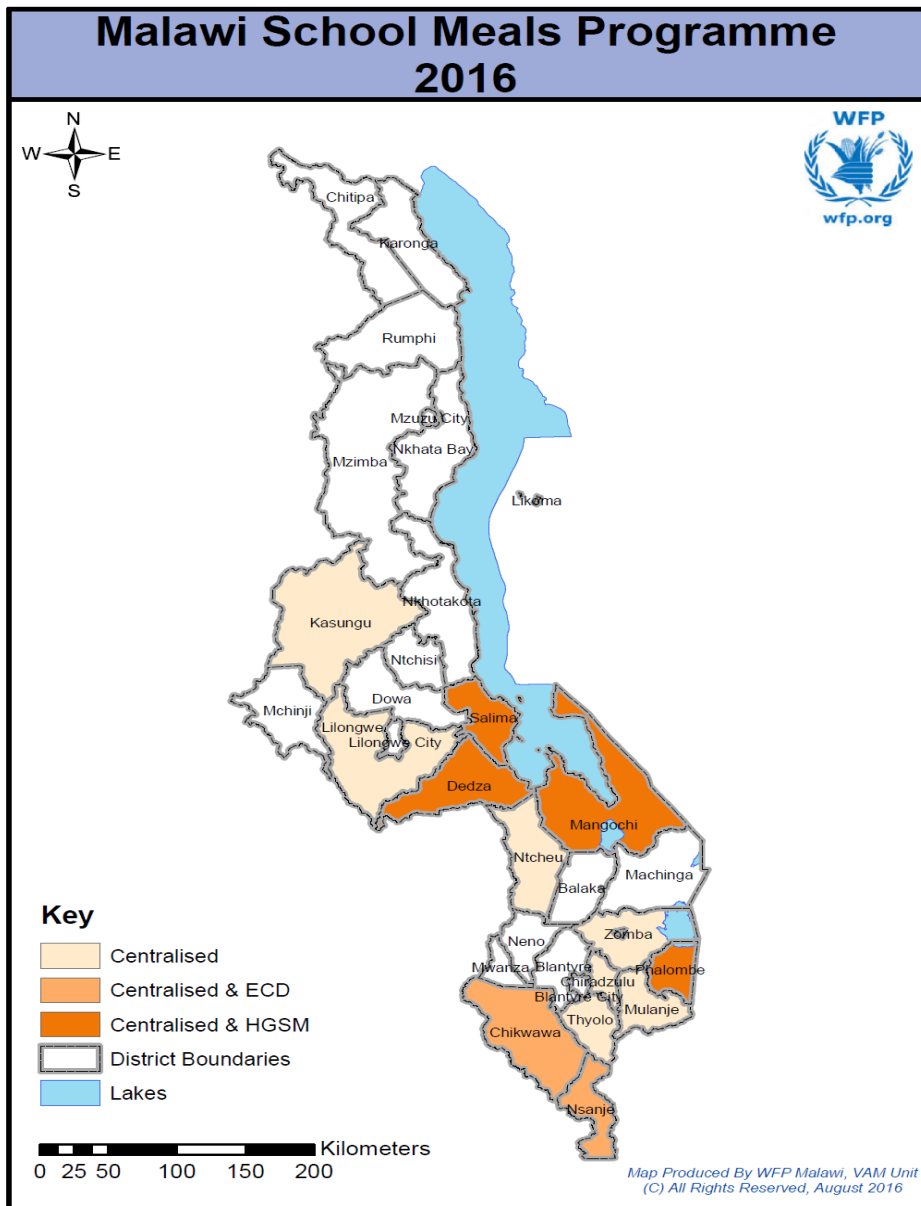
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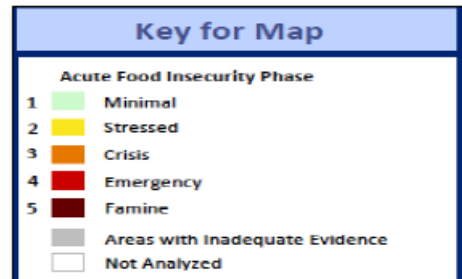
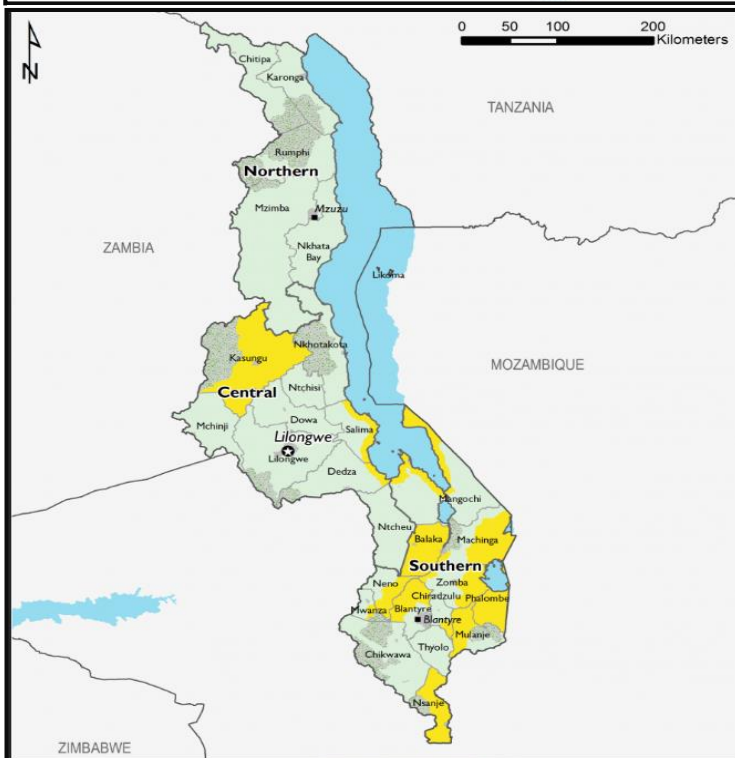
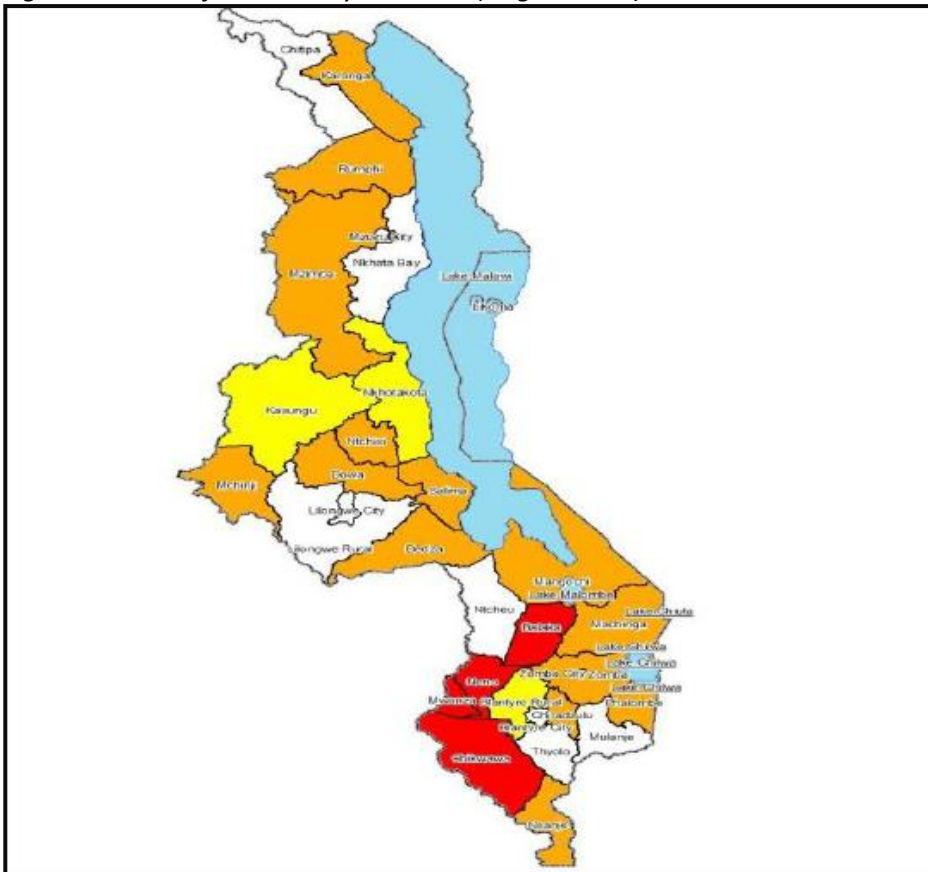
Annex 1: Maps

Figure A1. USDA McGovern-Dole SMP intervention areas in Malawi - 2016 (13 districts)



Source: WFP Malawi

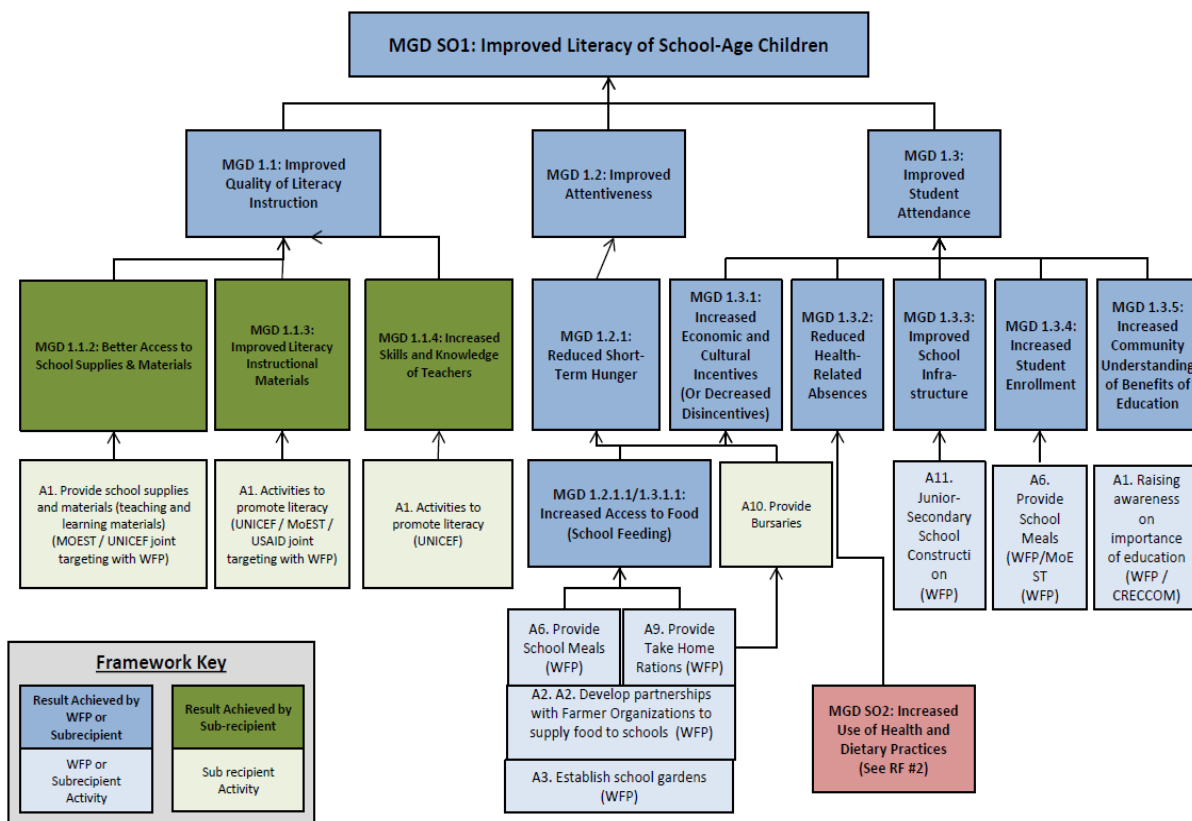
Figure A2. Acute food security situation (August 2013)



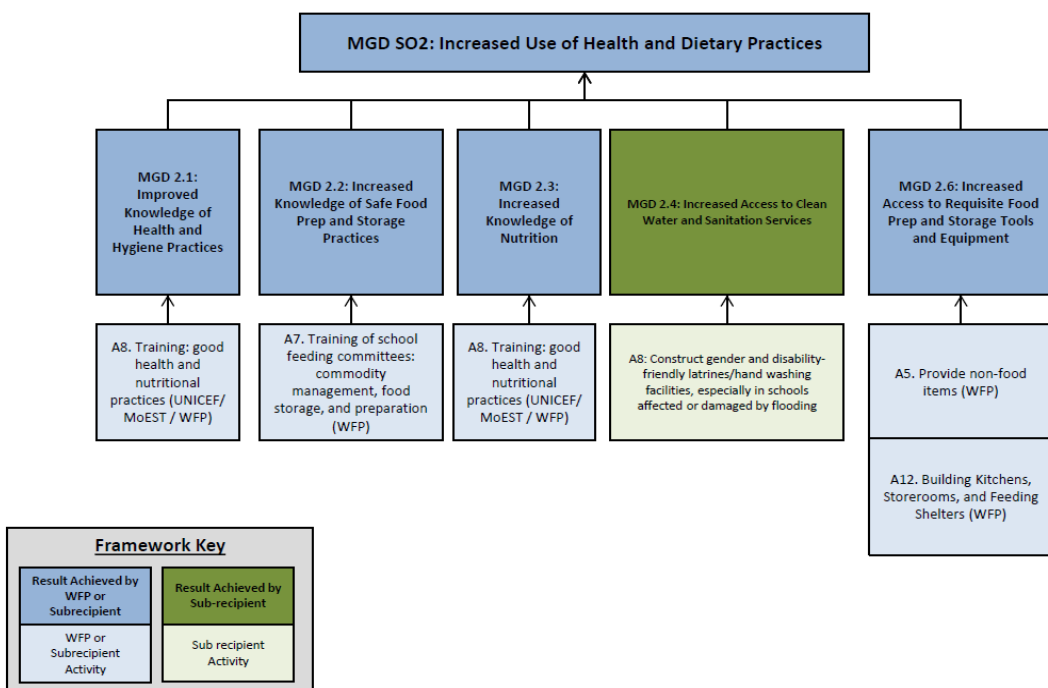
Source: FEWSNET

Annex 2:Results Framework

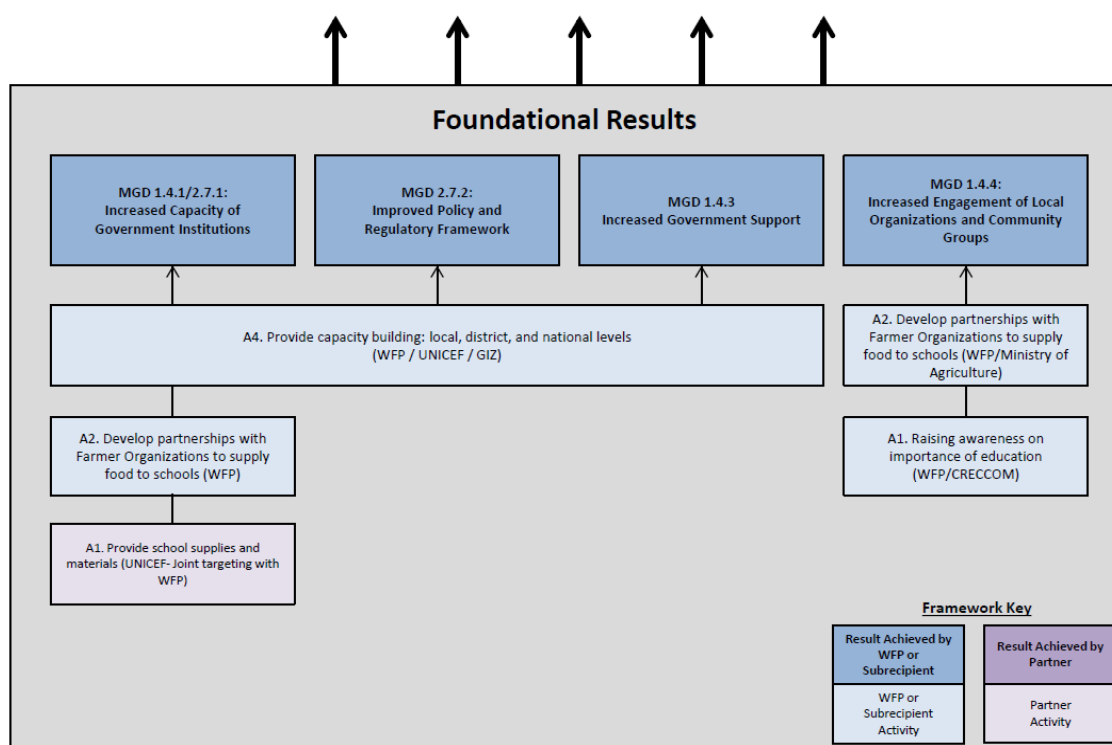
WFP Malawi FY16- 18 McGovern-Dole: Project Level Results Framework



WFP Malawi FY16- 18 McGovern-Dole: Project Level Results Framework



WFP Malawi FY16- 18 McGovern-Dole: Project Level Results Framework Foundational Results



Part B : Performance Management Plan



Performance Management Plan rev

Part C : McGovern-Dole Theory of Change

The McGovern-Dole (MGD) Theory of Change, which guides this evaluation, is informed by conventional theory and a robust body of evidence which establishes the important pathways school feeding programmes affect educational outcomes for learners. The Theory of Change underlies the final strategic objectives and the outcomes of the SMP. The two strategic objectives motivating programme outcomes are Strategic Objective 1 (SO1): Improved Literacy of School Children and Strategic Objective 2 (SO2): Increased Use of Health and Dietary Practices. These objectives are linked since SO2 reduces sickness-induced absenteeism thereby improving School Attendance and ultimately literacy (SO1).¹ SO1 is also reached via other high level results or outcomes: Improved Quality of Literacy Instruction (MGD1.1), Improved Attentiveness (MGD1.2) and Improved Student Attendance (MGD1.3). MGD1.3.4 (increased student enrolment) and MGD1.3 (Improved student attendance) are measures of school participation that are analysed in this evaluation. This evaluation also employs alternative measures of student attendance such as absenteeism and drop-out rates.

Studies show that school feeding is an important and appropriate intervention in the achievement of these educational outcomes for a number of reasons.

- *Easing the economic burden of attending school:* Improving food access through school feeding programmes increases attendance by easing the economic burden of attending school. Studies show that households make decisions regarding child education based on their current economic resources and comparing them with potential benefits of education and the costs associated with schooling.² These costs include school fees, learning materials (books, stationery and other supplies), uniforms and recurring transport costs. Households also consider the

¹ Rassas, B., Ariza-Nino, E. And Peterson, K. n.d. The McGovern-Dole International Food for Education and Child Nutrition Program, School Feeding and Educational Outcomes in Developing Countries: A Systematic Review and Meta-Analysis

² Adelman, S., Alderman, H., Gilligan, D. O., & Lehrer, K. 2008, The Impact of Alternative Food for Education Programs on Learning Achievement and Cognitive Development in Northern Uganda. Unpublished manuscript.

opportunity costs incurred when children do not perform family housework or bring in additional income through work. School meals, including take home rations (THRs) act as conditional in-kind transfers that change the underlying economic rationale in household decision-making patterns. Households save on food costs, offsetting the price of sending a child to school. As such school feeding increases economic incentives (MGD 1.3.1) that encourage children to attend school. This is particularly true for young girls who face many more economic barriers to education, more of which will be described below.

- *Reducing short term hunger:* On-site school meals alleviate short-term hunger which attracts children to school - “magnet” effect - and thereby improves student attendance.³ By reducing short-term hunger (MGD 1.2.1), school feeding programmes improve learner attentiveness (MGD 1.2) and subsequently, literacy (SO2).⁴
- *Reducing health related absences.* Nutritional benefits from on-site meals can reduce health related absences from school and thereby improve student attendance.⁵
- *Conditionality and spillover effects of THRs.* The conditionality of the THRs (80% school attendance) ensures increased enrolment and attendance. Take-home rations (THRs) also have spillover effects as they are shared with other household members.⁶
- *Preventing cultural disincentives:* Although, the MGD results framework/theory of change is silent about GEEW indicators, it is plausible that a reduced economic burden may also prevent cultural/gendered disincentives such as transactional sex and child marriage which adversely affect the attendance and enrolment of adolescent girls. However, this would be dependent on the extent to which such practices are ingrained in communities.

Mediating factors

Despite these documented accomplishments of school feeding towards educational outcomes, there are mediating factors that might influence achievement of SO1 and SO2.

Supply side educational factors. Malawi faces problems in supply side educational factors such as school infrastructure, teacher availability, teacher experience, student/teacher ratio among others, influence the quality of education, especially the achievement of SO1⁷. An analysis from two surveys conducted in 2011 and 2012 which tested teacher knowledge demonstrated that the majority of primary teachers were skilled in basic mathematics but not in its application to solve problems as well as critical reading skills for learners in standards 7 and 8.⁸ A study on teacher effort in Malawi (measured by presence in school and time spent on tasks on an average working day) suggests motivation is lacking with 20% of instructional time for teachers and students being “off-task” (where no instructional activity was taking place due to the teacher being otherwise occupied or not being present in the classroom) and 20% of classroom instruction time devoted to “passive learning” (where there is rote learning and note dictation).⁹ Educational outcomes are affected by high student/teacher ratios of 100:1 in lower 2 grades in particular (40:1 in highest 2 grades). Educational outcomes are also impeded by inadequate classroom infrastructure (classrooms, teachers’ houses and associated infrastructure) which, according to a 2014 study by USAID, one of the primary factors contributing to high rates of student absenteeism, repetition and attrition.¹⁰ Despite commitments and ambitious construction targets by the Government, there has not been enough financing to accomplish these goals, resulting in many instances of “open-air” teaching.¹¹ The Government has struggled to deploy and retain teachers to schools within impoverished and rural, hard-to-reach communities. Because access to amenities (such as adequate accommodation, water facilities and electricity connectivity) in remote areas can be extremely limited, teachers have a strong preference for postings in or near large settlements.¹² The introduction of the rural “hardship” allowance to attract teachers to remote areas is insufficient to surmount the costs of

³ Buttenheim, A. ., Alderman, H., & Friedman, J. A. 2011 Impact Evaluation of School Feeding Programs in Lao PDR. World Bank Policy Research Working Paper, (5518)

⁴ Rassas, B., Ariza-Nino, E. And Peterson, K. n.dThe McGovern-Dole International Food for Education and Child Nutrition Program, School Feeding and Educational Outcomes in Developing Countries: A Systematic Review and Meta-Analysis

⁵ Alderman, H., & Bundy, D., 2012, School Feeding Programs and Development: Are We Framing the Question Correctly?. The World Bank Research Observer, 27(2), 204-221.

⁶ Jacoby, H. G., 2002, Is there an intrahousehold ‘flypaper effect’? Evidence from a school feeding programme, The Economic Journal, 112(476), 196-221.

⁷Rassas, B., Ariza-Nino, E and K. Peterson. 2016. The McGovern-Dole International Food for Education and Child Nutrition Program School Feeding and Educational Outcomes in Developing Countries: A Systematic Review and Meta-Analysis. QED Group, LLC.

⁸ World Bank 2016, Primary Education in Malawi: Expenditures, Service Delivery and Outcomes,

<http://documents.worldbank.org/curated/en/340961468185650405/pdf/104337-PUB-PUBLIC-education-in-malawi.pdf>

⁹ World Bank, 2016

¹⁰ USAID, 2014, Report of study on student repetition and attrition in primary education in Malawi,

¹¹ World Bank, 2016

¹² Asmin, A. et al, 2017 Moving Teachers to Malawi’s Remote Communities A Data-Driven Approach to Teacher Deployment, Policy Research Working Paper 8253, Education Global Practice Group November 2017, World Bank

living in these areas.¹³ Overall, school feeding can only contribute if the other major elements that have an impact on learning are in place. If these elements are missing, the benefits of school feeding on learning will be limited or non-existent.

Individual, parental and household characteristics. Studies show that child age and gender, parental background (education, maternal age) and socio-economic status/poverty mediate education outcomes stipulated in SO1^{14,15}. Fulfilment of SO1, especially the minimum acceptable diet by children is also influenced by factors such as household composition (size, number of children), maternal age and education, characteristics of the head (gender, education), socio-economic status and contextual factors (access to markets, food prices agro-climate).

Socio-cultural factors. There are also socio-cultural mediating factors that affect the achievement of SO1. Particular local customs and traditions affect girls disproportionately, creating gender-specific challenges against educational outcomes. For instance, Malawi has the 11th highest rate of child marriage in the world, with 47% of women marrying before the age of 18¹⁶. Education has a significant relationship to age at first marriage in Malawi – women with lower levels of education are much more likely to marry and have children early, and child marriage negatively impacts educational attainment and future earnings of girls¹⁷. The incidence of child marriage results in girls leaving school early, and can expose girls to marital rape, domestic violence, and labour exploitation.¹⁸ Sexual cultural initiation ceremonies coerce girls to engage in unprotected sexual acts with older men which increase the incidence of teenage pregnancies.¹⁹ Other social factors include orphanhood or orphan-headed households (fail to mobilise resources for education), disability, the effects of HIV/AIDS and lack sufficient parental support for their education.²⁰

¹³ Mwenda, M. And Mgomezulu, V.Y. 2018, Impact of monetary incentives on teacher retention in and attraction to rural primary schools: Case of the rural allowance in Salima District of Malawi, African Educational Research Journal Vol. 6(3), pp. 120-129, July 2018 DOI: 10.30918/AERJ.63.18.028 ISSN: 2354-2160 Full Length Research Paper

¹⁴ Guo et al 2018. Gender Differences in How Family Income and Parental Education Relate to Reading Achievement in China: The Mediating Role of Parental Expectation and Parental Involvement
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5992380/>

¹⁵ Huat See, B., & Gorard, S. (2015). The role of parents in young people's education—a critical review of the causal evidence. *Oxford Review of Education*, 41(3), 346-366.

¹⁶ African Institute for Development Policy 2017, Ending Child Marriage in Malawi What the evidence tells us, Issue Brief, Ministry of Gender, Children, Disability and Social Welfare https://www.afidep.org/download/Issue-Brief_Final-1.pdf

¹⁷ African Institute for Development Policy 2017, Ending Child Marriage in Malawi What the evidence tells us, Issue Brief, Ministry of Gender, Children, Disability and Social Welfare https://www.afidep.org/download/Issue-Brief_Final-1.pdf

¹⁸ Varia, N., 2016, Ending child marriage: Meeting the global development goals' promise to girls. Human Rights Watch, <https://www.hrw.org/worldreport/2016/ending-child-marriage>

¹⁹ Kadzamira, E.C. 2003, Malawi's Experience in Promoting Girls Education, The Global Women's Action Network for Children Conference, June 11-13 2003, King Hussein Bin Talal Convention Center, Dead Sea, Jordan
<http://cdf.childrendefense.org/site/DocServer/Malawiexperience.pdf?docID=2446>

²⁰ Voss Lingenfelter, Whitney & Solheim, Karen & Lawrence, Amy. 2017, Improving secondary education for orphans and vulnerable children in Malawi: One non-governmental organization's perspective. Child & Youth Services.

Annex 3: Evaluation Matrix

Evidence availability/ reliability Legend 0-None or N/A to current evidence tracking 1-Weak (low quality) 2-Fair (medium quality) 3-Strong (high quality)

S. No	Specific evaluation question	Measure/indicator of progress	Main source of information	Data collection methods	Data analysis methods	Evidence availability/reliability ²¹
Evaluation criteria 1: Relevance						
Evaluation question 1: To what extent is the USDA supported school Meals programme relevant and appropriate to the needs of school aged children and associated community (men, women, boys, and girls)?						
1.1	To what extent is the USDA supported school Meals programme relevant and appropriate to the context?	Evidence of needs assessment of target population at design stage.Targeting criteria.	Programme documents (SPRs, proposal); ToR; Key informants (local and national government, WFP staff, NGOs, Partners, External surveys on vulnerability, malnutrition, statistics on education (EMIS)	Review of documents; KIIs Surveys, FGDs	Qualitative analysis (interviews), statistical analysis and thematic analysis of secondary data from programme documents <i>Triangulation:</i> Thematic analysis of secondary data augmented by statistical (survey) and qualitative analysis. Complement vulnerability /education statistics with data from KIIs	2(fair)
1.2	To what extent is the USDA supported school Meals programme relevant and appropriate to the needs of school aged children and associated community (men, women, boys, and girls)?	Prevalence of children eating breakfast. Adequacy. Perceptions on Acceptability	Key informants (local and national government, WFP staff, NGOs, Partners, Programme documents (SPRs, proposal); ToR	Review of documents; KIIs Surveys, FGDs	Qualitative analysis (interviews), statistical analysis and thematic analysis of secondary data from programme documents <i>Triangulation:</i> Statistical analysis of survey data, qualitative analysis complemented with thematic analysis of secondary data.	2(fair)
1.3	Were the distinct needs of women, men, boys and girls from different marginalized groups in very difficult to access areas in Malawi addressed?	Perceptions of beneficiaries on distinct needs addressed.	Baseline survey data (gender disaggregated); key informants, girls, boys, women and men, local and national government, WFP staff, NGOs, Partners; Reports on operation's gender strategies & implementation	Review of documents;KIIs, FGDs	Qualitative analysis; thematic analysis of secondary data from programme documents <i>Triangulation:</i> Qualitative analysis of FGDs and KIIs complemented by thematic analysis of secondary data from programme documents	2(fair)
Evaluation question 2: To what extent is the USDA supported SMP aligned and coherent with the policies and strategies of the government, WFP, and the priorities of the donor, UN and other organizations operating in the context?						
2.1	To what extent is the USDA supported SMP aligned and coherent with national policies and strategies on education, social protection, gender, food security and with WFP and strategies and policies?	Strength of alignment with the national government's priorities and policies (<i>weak, fair, strong</i>)	Key informants; national policy documents; WFP policies, UNDAF strategy for Malawi	Document review , KII (Government officials, WFP Malawi, partners)	Qualitative analysis, thematic analysis of secondary data from programme documents <i>Triangulation:</i> Obtain stakeholder perspectives. Emphasize evidence from policy documents	3 (strong)
2.2	Is the SMP aligned with donor priorities? Are the activities and outputs of the USDA supported SMP consistent with the overall goal and the attainment of its objectives and intended outcomes?	Degree of consistency of the activities and outputs with goals, objectives and intended outcomes (<i>weak, fair, strong</i>)	Programme documents; ToR; Key informants (donor, WFP staff, government staff)	Review of documents; KIIs	Qualitative analysis (interviews) and thematic analysis of secondary data from programme documents <i>Triangulation:</i> Thematic analysis of secondary data from programme documents will be complemented by thematic analysis of KIIs	3 (strong)

²¹Project documents. N/A (not applicable) means data is to be collected yet.

2.2	Is the USDA supported SMP aligned with UN-wide strategies and complementary with the programmes of other organizations working on school nutrition, health, nutrition and school feeding and literacy?	Strength of alignment with other WFP SMPs (JPGE, HGSM), partner programmes and policies (<i>weak, fair, strong</i>); Documentary evidence of linkage between WFP SMP & other partners' activities	WFP programme documents; Documentation by partners; MOUs; Technical Working Group minutes, key informants	Document review; KIIs	Qualitative analysis; thematic analysis of secondary data from programme documents <i>Triangulation:</i> Obtain stakeholder perspectives. Emphasize evidence from partner documentation	3 (<i>strong</i>)
<i>Evaluation question 3: To what extent was the design and implementation of the SMP gender sensitive and informed by gender analysis?</i>						
4.1	To what extent was the design and implementation of the SMP gender sensitive and informed by gender analysis?	Strength of gender responsiveness and considerations in the design and implementation of the SMP (sufficient or not sufficient)	Programme documents (SPRs, M&E reports); gender assessments; M&E reports, external GEEW reports for Malawi, gender policy documents; key informants	Document review; KIIs	Qualitative analysis; thematic analysis of secondary data from programme documents <i>Triangulation:</i> Obtain beneficiary and stakeholder perspectives. Complement with thematic evidence from programme documents	1(<i>weak</i>)
<i>Evaluation criteria 2: Impact</i>						
<i>Evaluation question 4. What has been the impact of the SMP on the outcomes and higher-level results in the results framework (disaggregated by gender, grade and vulnerability)?</i>						
4.1	What has been the impact of the SMP on: (i) the literacy of school aged children (boys and girls, vulnerable children), (ii) student attendance and dropout, attentiveness (boys and girls, vulnerable children)	Percentage of students who by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text (by gender) MGD S01; School attendance and drop out rates (by gender); Number of students regularly attending USDA supported classrooms/schools (by gender) MDG 1.3; Number of pupils who the teacher consider inattentive during class If data permits, examine orphans, poorest children, children with disability. Baseline benchmarks and targets in PMP used to assess performance.	Sampled schools and students; Programme documents (school records, EGRA, previous evaluation/baseline data); Parents, teachers, SMC etc, M&E reports, key informants	Household surveys, School and student surveys; FGDs (parents, teachers, SMC), household surveys; Secondary data and document review; EGRA, KIIs	Statistical analysis (DID, PSM, Panel data analysis, Descriptive Statistics); Qualitative analysis; Triangulation: Rely on primary survey data and statistical analysis. Augment with baseline data and secondary data and qualitative data)	1(<i>weak</i>)
4.2	What has been the impact of the SMP on short term hunger? (male headed vs. female headed households)	Household hunger over a 30 day period MGD 1.2.1.1, Average number of meals consumed by adults per day MGD 1.2.1.1 Average number of meals consumed by children per	Sampled schools and students; Programme documents (school records, EGRA, previous evaluation/baseline data); Parents, teachers, SMC etc, M&E reports, key informants	Household surveys, School and student surveys; FGDs (parents, teachers, SMC), household surveys; Secondary data and document review; EGRA, KIIs	Statistical analysis (DID, PSM, Panel data analysis, Descriptive Statistics); Qualitative analysis; Triangulation: Rely on primary survey data and statistical analysis. Augment with baseline data and secondary data and qualitative data)	1(<i>weak</i>)

		day MGD 1.2.1.1, Hunger coping strategyMGD 1.2.1.1. Baseline benchmarks in PMP used to assess performance.				
4.3	What has been the impact of the SMP on use of health and dietary practices	Percentage of school-age children receiving a minimum acceptable diet (MAD) MGD SO2 Dietary diversity score, number of food groups eaten day before. Baseline benchmarks and targets in PMP used to assess performance.	Households, school children Programme documents (previous evaluation/baseline data); Parents, teachers, SMC etc	Household surveys, FGDs (parents, teachers, SMC), Document review;	Statistical analysis (DID, PSM, Panel data analysis, Descriptive Statistics); Qualitative analysis; Triangulation: Rely on primary survey data and statistical analysis. Augment with baseline data, secondary data and qualitative data	1(weak)
4.4	What has been the impact of the SMP on the skills and knowledge of teachers and administrators? (male and female)	Number of school teachers, administrators and officials in target schools who demonstrate use of new techniques or tools as a result of USDA assistance MGD 1.1.2, MGD 1.1.4, MGD 1.1.5 Baseline benchmarks and targets in PMP used to assess performance.	Sample (schools, teachers, administrators); Programme documents (M&E, baseline/previous evaluation report);	Surveys (schools, teachers, administrators); FGDs/KIIs, Document review	Statistical analysis (DID, PSM, Panel data analysis, Descriptive Statistics); Qualitative analysis; Triangulation: Rely on primary survey data and statistical analysis. Augment with baseline data, secondary data and qualitative data)	1(weak)
Evaluation question 5. Have there been unintended impacts, either positive or negative?						
5.1	Have there been any unintended outcomes/impacts, either positive or negative, as a result of the SMP?	Evidence of unintended impacts (e.g. female cooks labour, substitution of meals for children, underage enrolment, congestion)	Schools, households, key informants (CO, local government, NGO partners), Programme documents (SPRs, M&E reports)	School and Household surveys; FGDs; KIIs; Document review	Descriptive statistics; Statistical analysis; Thematic analysis of secondary data from programme documents Triangulation: Use all available data equally	1(weak)
Evaluation criteria 3: Effectiveness						
Evaluation question 6. To what extent were the programme's objectives met and anticipated results achieved (as per the results framework, disaggregated by gender when possible)?						
6.1	How effective has the programme been in achieving intended outputs (including the number of beneficiaries served disaggregated by women, men, girls, and boys) and outcomes (compared to PMP and as per results framework)?	Comparison of most recent outputs/outcome data (endline) with baseline and targets: For all MGD results indicators as stated in the results framework and TOR. Baseline benchmarks and targets in PMP used to assess performance.	Baseline and endline data (Sampled schools, ECDs, Farmer Organizations and households,); Programme documents (baseline report, previous evaluation reports, M&E reports, ToR, results framework and mid term reviews or reports, training records, etc); Key informants	Surveys; KIIs; Document review; FGDs	Comparison of findings with baseline targets (Statistical and qualitative analysis) <i>Triangulation:</i> Emphasize evidence from M&E reports and baseline data and primary survey data. Complement with thematic evidence from KIIs/FGDs.	2(fair)
Evaluation question 7. To what extent were cross-cutting results in areas of gender and protection achieved?						

7.1	What have been the results on gender equality and protection?	Evidence of gender parity at school, access to meals; Mainstreaming of gender responsive activities e.g. Female leadership of committees, Reported complaints, safety, complaints and feedback systems; referral for gender-based violence/violence etc Female decision making over take home rations Gender/protection not mentioned in the results framework.	M&E reports; Gender and protection assessments ; GEEW activities documentation; key informants, beneficiaries	KIIs; Document review, FGDs, Household survey	Qualitative analysis; Thematic analysis of secondary data from programme documents; statistical analysis <i>Triangulation:</i> Complement thematic evidence from programme documents with stakeholder views and survey data	2(fair)
7.2	To what extent has the SMP established partnerships with international actors, local actors and community groups?	Value of public and private sector investments leveraged as a result of the USDA assistance MGD 1.4.4; Number of public-private partnerships formed as a result of USDA assistance, partnerships with international and local actors (women's organizations), strength of partnerships	Programme documents (SPRs, MoUs, M&E reports); key informants (local, international organizations, governments)	Document review; KIIs	Qualitative analysis; Thematic analysis of secondary data from programme documents <i>Triangulation:</i> Complement thematic evidence from programme documents with stakeholder views	2(fair)
<i>Evaluation question 8. What internal and external factors affected the programme outputs and outcomes?</i>						
8.1	What were the other major external factors influencing the achievement or non-achievement of the outputs and outcomes?	Evidence of influence from drought; funding constraints, partnerships e.t.c. MGD1.4.4	Key informants; SPRs; Market assessment, vulnerability surveys, donor reports, beneficiaries	Document review, KIIs, Surveys, FGDs	Qualitative analysis; thematic analysis of secondary data from programme documents <i>Triangulation:</i> complement thematic evidence from programme documents with stakeholder perceptions	2(fair)
8.2	What was the role of internal factors such as design and delivery, partnerships, personnel, GEEW mainstreaming etc.?	Evidence of influence of internal factors (e.g. ration cuts, timeliness of distribution, GEEW activities)	Key informants; SPRs; M&E reports, beneficiaries	Document review, KIIs, Surveys, FGDs	Qualitative analysis; Thematic analysis of secondary data from programme documents <i>Triangulation:</i> Emphasize stakeholder perceptions. Augment with any thematic evidence from programme documents	1(weak)
<i>Evaluation question 9. How effective are the M&E processes and what are the strengths and weaknesses?</i>						
9.1	How effective are the monitoring and evaluation processes? What needs to be changed in the M&E system and processes to improve the utility, credibility, and reliability of the data and information collected?	Strengths /weaknesses of M&E indicators, tracking, reporting, evidence of use and utility	M&E reports; Key informants (CO staff, USDA, RB)	Document reviews; KIIs	Qualitative analysis <i>Triangulation:</i> Emphasize thematic evidence from programme documents. Complement with stakeholder views	1(weak)
<i>Evaluation criteria 4: Efficiency</i>						
<i>Evaluation question 10: How efficient is the programme in terms of transfer cost and cost per beneficiary compared to alternative School Meals models?</i>						

10.1	How much does it cost (Government, WFP and communities) to implement the school feeding programme to achieve the outcomes and the impact that it has achieved?	Cost per beneficiary; Average cost of meal/school-aged child cost-transfer ratio (CTR),	Financial data of SMP (SPRs and actual expenditure), Secondary documents; Government documents; Key informants	Financial data analysis, Review of school feeding evaluations; KIIs/IDIs with CO's finance and procurement units	Cost efficiency analysis; Operational efficiency analysis; <i>Triangulation</i> : Emphasize financial data from WFP, compare with similar programs, complement with stakeholder views	1(<i>weak</i>)
10.2	How efficient is the programme in terms of financial and human resources in relation to achieved outputs and outcomes?	Total cost transfer ratio (TCTR) Alpha score. Number of staff (quantity); SMP staff costs (direct/indirect), Cost of trainings	SMP financial data; key informants	Financial data analysis, KIIs	Descriptive statistics; Qualitative analysis <i>Triangulation</i> : Emphasize financial data from WFP, and, complement with stakeholder views	1(<i>weak</i>)
10.3	What are the key cost drivers for the school feeding programme? Given the identified cost drivers, could the same outcomes be attained at lower costs, or higher outcomes achieved with the same resources?	Costs of distribution (transport, logistics warehouse etc.), direct support and indirect support costs, transfer costs, Total cost transfer ratio (TCTR),	SMP's Financial data, key informants	Financial data analysis; KIIs	Descriptive statistics; Qualitative analysis <i>Triangulation</i> : Emphasize financial data from WFP, and, complement with stakeholder views	1(<i>weak</i>)
<i>Evaluation question 11. To what extent and how has the assistance managed to reach the right beneficiaries with the right quantity and quality of assistance, at the right time? (gender disaggregated analysis if possible).</i>						
11.1	How efficient is the SMP in terms of coverage and reach to beneficiaries (boys and girls), logistics, timeliness of delivery	Realisation rates over time (gender disaggregated) Dispatch timing Planned versus actual tonnage distributed	Programme documents (SPRs, M&E reports); Key informants and beneficiaries	Document review; KIIs; FGDs	Descriptive statistics Qualitative analysis; Thematic analysis of secondary data from programme documents <i>Triangulation</i> : Emphasize thematic data from programme documents/M&E and augment with beneficiary/stakeholder views	2(<i>fair</i>)
<i>Evaluation criteria 5: Sustainability</i>						
<i>Evaluation question 12. What steps has the programme taken to address the sustainability and what steps are needed to improve it?</i>						
12.1	To what extent is the government of Malawi demonstrating commitment and contributing to the programme (budget, personnel)?	Contributions by government of funds, personnel, plans for ownership MGD 1.4.3	Key informants (CO, local government, donors, NGO partners), Programme documents (SPRs, M&E reports)	Document review, KIIs	Qualitative analysis; Thematic analysis of secondary data from programme documents <i>Triangulation</i> : Use all available data equally	1(<i>weak</i>)
12.2	What changes have been made in the policy or Regulatory Framework?	Changes in relevant policies and regulations. New policies/plans in development	Programme documents (SPRs, M&E reports); Documentation on events and trends in education and school feeding sector; key informants (government, donors, NGOs, local leaders)	Document review, KIIs	Qualitative analysis, Thematic analysis of secondary data from programme documents <i>Triangulation</i> : Use all available data equally	2(<i>fair</i>)
12.3	What is the level of national readiness and capacity at national and district levels to independently implement the programme?	Qualitative assessment of readiness and capacity at national and district levels (in terms of resources, institutional capacity, readiness of	Programme documentation (SPRs, M&E reports); Key informants (CO, government, parents, schools, donors, NGOs, etc)	Document review; KIIs	Qualitative analysis; Thematic analysis of secondary data from programme documents <i>Triangulation</i> : Use all available data equally	2(<i>fair</i>)

		schools, parents, communities); Government; National Capacity Index				
12.4	What steps are needed to improve the sustainability of the programme?	Qualitative assessment of steps taken and those needed to improve sustainability (weak, fair, strong)	Programme documents (SPRs, M&E reports); Key informants (Government, CO, donors, NGOs, parents, farmers organizations, school and local authorities)	Document review; KIIs, FGDs	Qualitative analysis; Thematic analysis of secondary data from programme documents Triangulation:Use all available data equally	1(<i>weak</i>)

Annex 4: Methodology

A4.1 Evaluation criteria, questions and matrix

The evaluation follows the standard OECD/DAC evaluation criteria of Relevance, Effectiveness, Efficiency, Impact and Sustainability. The evaluation was guided by an **evaluation matrix** throughout the data collection, analysis and report writing phases. Table A4.1 summarizes the evaluation criteria and the key evaluation questions. Annex 3 presents the detailed evaluation matrix which shows the evaluation criteria, the key evaluation questions, sub-questions, indicators, and links them with the most appropriate and feasible data sources, data collection methods and methods of analysis and triangulation approach for each question. GEEW principles are mainstreamed throughout the evaluation criteria. Under the Effectiveness Criterion, evaluation question 7 focuses on gender and protection results and proposed indicators will include an examination of CFMs, female decision-making over use of take-home rations within households and gender parity in school attendance. The detailed matrix (Annex 3) also describes the availability and reliability of available programme data sources and any relevant secondary information.

The ET has modified the original evaluation questions in the ToR and converted some of them into sub-questions as they were related to the main overarching questions. Original questions on alignment with other actors have been combined into one question. Original questions on sustainability have been rearranged as sub-questions one question examining the steps required to improve sustainability. Under the Impact Criterion, the evaluation questions have been formulated to measure causal impacts on the outcome indicators specified in the baseline report, PMP (Annex 2, part B) and results framework (Annex 2, part A). Some output indicators such as student attendance have also been used as impact indicators as this is a widely used measure of education outcomes in many impact evaluations. Additional impact indicators and school drop-out rates among girls and boys. As the evaluation progresses, the matrix will be modified and updated.

Table A4.1 Evaluation criteria and questions

Evaluation criteria	Main evaluation questions
Relevance	<ol style="list-style-type: none"> 1. To what extent is the USDA supported school Meals programme relevant and appropriate to the needs of school-aged children and associated community (<i>men, women, boys, and girls</i>)? 2. To what extent is the USDA supported SMP aligned and coherent with the policies and strategies of the government, WFP, and the priorities of the donor, UN and other organizations operating in the context? 3. To what extent was the design and implementation of the SMP gender sensitive and informed by gender analysis?
Impact	<ol style="list-style-type: none"> 4. What has been the impact of the SMP on the outcomes and higher-level results in the results framework (<i>disaggregated by gender, age and vulnerability</i>)? <ol style="list-style-type: none"> a. What has been the impact of the SMP on: (i) the literacy of school aged children (boys and girls, vulnerable children), (ii) student attendance and dropout, attentiveness (boys and girls, vulnerable children) b. What has been the impact of the SMP on short term hunger? (male headed vs. female headed households) c. What has been the impact of the SMP on use of health and dietary practices (SO2) d. What has been the impact of the SMP on the skills and knowledge of teachers and administrators? 5. Have there been unintended outcomes, either positive or negative?
Effectiveness	<ol style="list-style-type: none"> 6. To what extent were the programme's objectives met and anticipated results achieved (as per the results framework, <i>disaggregated by gender when possible</i>)? 7. To what extent were cross-cutting results in areas of gender, protection and partnership achieved? 8. What internal and external factors affected the programme outputs and outcomes? 9. <i>How effective are the M&E processes and what are the strengths and weaknesses?</i>
Efficiency	<ol style="list-style-type: none"> 10. How efficient is the programme, in terms of transfer cost, cost per beneficiary compared to alternative School Meals models?

	<ol style="list-style-type: none"> a. How much does it cost (Government, WFP and communities) to implement the school feeding programme to achieve the outcomes and the impact that it has achieved? b. How efficient is the programme in terms of financial and human resources in relation to achieved outputs and outcomes? c. What are the key cost drivers for the school feeding programme? Given the identified cost drivers, could the same outcomes be attained at lower costs, or higher outcomes achieved with the same resources? <p>11. To what extent and how has the assistance managed to reach the right beneficiaries with the right quantity and quality of assistance, at the right time? (<i>gender disaggregated analysis when possible</i>).</p> <ol style="list-style-type: none"> d. How efficient is the SMP in terms of coverage, reach to beneficiaries, logistics and timeliness of delivery?
Sustainability	<p>12. What steps has the programme taken to address the sustainability and what steps are needed to improve it?</p> <ol style="list-style-type: none"> a. To what extent is the government of Malawi demonstrating commitment and contributing to the programme (budget, personnel)? b. What changes have been made in the policy or Regulatory Framework? c. What is the level of national readiness and capacity at national and district levels to independently implement the programme? d. What steps are needed to improve the sustainability of the programme?

A4.1.1 Evaluation approach and design

The evaluation team used a **mixed-methods** approach since a single evaluation methodology would not fully capture the complexities of how the programme operates. Accordingly, our approach combined qualitative and quantitative tools and techniques with document review. The use of such a mixed-approach has the advantage of enhancing the validity and credibility of the evaluation findings through triangulation (see section 5.5 for further explanation on triangulation).

A **quasi-experimental design** was adopted for this evaluation. Schools benefiting from the SMP are the "treated" schools. Beneficiaries of the SMP include pupils in all targeted schools as well as the surrounding communities. The non-targeted group will consist of schools (and associated pupils, parents, household and community actors) that are not directly benefiting from the SMP. The evaluation will use the baseline non-targeted group. Since there is baseline data - from the endline evaluation of the previous SMP (Fiscal year or FY 2013) - the evaluation will adopt a prospective design for evaluating the SMP and will potentially utilize panel/longitudinal data if the endline data is sufficiently similar to the baseline data.

A4.2 Data collection methods and tools

Primary data collection tools include a household survey questionnaire, school/ECD survey checklists and EGRA questionnaire. Qualitative data was collected using Key Informant Interviews (KIIs) and Focus Group Discussions (FGDs) with the aid of a loosely structured interview guides organized around a specific set of themes. Data collection tools were designed to mirror the baseline tools to permit comparability. Tools were in English and local languages (e.g. Chichewa). In all cases, data were gender disaggregated. Secondary data sources include programme and monitoring and evaluation (M&E) documents and external national survey reports.

Primary data collection

- **Household survey:** A household survey questionnaire was administered to households with selected interviewed children attending the targeted schools and surrounding communities (see Table A4.2 for sample). The household questionnaire captured information on child demographic characteristics, parental and learner education and household asset (see Annex 12 for further details).
- **School/ECD based surveys:** The School/ECD based questionnaires will be used to collect data on the relevant themes from the PMP e.g. improving SMP, school management and literacy. Specific data collection tools include questionnaires/checklist for the head teacher and teacher. Similar to the baseline, a school

environment observation checklist was used to collect data on the observable physical status of school meals structures and equipment including related factors such as availability of water points and sanitation

- **EGRA:** EGRA assessment collected individual information of the most basic foundation skills for literacy acquisition in early grades. It was undertaken using tablets with the help of Tangerine software along with the EGRA questionnaire (see Annex 12 for data collection tools).

Qualitative surveys: Qualitative interviews generate information on indicators for which quantitative data cannot be obtained and or cannot be fully revealed from the quantitative analysis. In addition, these interviews deepen our understanding of the context, enable the exploration of the underlying causes of observed outcomes, and understand the knowledge, attitudes, preferences, and perceptions of the stakeholders. Qualitative data also enables us to explore the costs, benefits, risks and operational effectiveness of the program. Qualitative data were collected using Key Informant Interviews (KIIs) and Focus Group Discussions (FGDs) with the aid of loosely structured interview guides organised around a specific set of themes.

Stakeholders for the KIIs include staff from the CO and RB, Malawi Ministry of Education, Science and Technology and other key government ministries/local government officials, USDA, implementing partners (e.g. World Vision International, Save the Children), farmers organizations, School Feeding Committee, and School Garden Committees. FGDs were held with learners, teachers, relevant school committees, mother clubs and parents, farmers organizations, and in separate groups for boys, girls, men, and women.

Secondary data

- a. **Baseline data:** The ET team used quantitative baseline data from the FY2016 evaluation of the SMP. The datasets used in the baseline were the same of FY2013-2015 final evaluation. Information had been collected at school-level and household-level. Due to the nature of the datasets (i.e. the high prevalence of non-SMP beneficiaries in household data), the ET was able to use only school-level information to perform inter-temporal analysis with DID methods. The number of schools surveyed in 2018 and present in the previous dataset was of 124. The attrition is mostly due to former non-targeted schools now benefitting from other school meals programmes or former SMP schools now graduated to HGSM.
- b. **Document review:** Quantitative and qualitative findings were triangulated with data from secondary sources listed in Annex 9. Secondary data sources include documents such as SMP proposal, SPRs, M&E plan, results framework, PMP, routine progress and monitoring reports, guidelines and other project documents that have shaped implementation. Other data sources include USAID NRP (National Reading Programme) data, Education Management Information System (EMIS) and the District Education Management Information System (DEMIS). Other national sources such as Malawi Vulnerable Assessment Committee (MVAC) 2016 and 2017; Malawi Demographic and Health Survey (DHS) 2015-16; and other education reports. The evaluation was also supported by a review of the existing literature on similar evaluations for comparison with the evaluation findings. A list of the documents reviewed is in Annex 9.

A4.3 Availability and reliability of programme documents and existing data

An assessment of programme documents received to date shows that data is mostly available for assessing the evaluation questions under the relevance criteria but is available in varying degrees for the other criteria. Available M&E assessment reports show that there is semi-annual monitoring of the performance indicators measuring the achievement of outputs and outcomes in the PMP. These are all reliable data that were used to triangulate with the evaluation's primary data in trying to answer some of the evaluation questions under the Impact and Effectiveness criteria. The standard project reports (SPRs) also provide aggregated cost information that can be useful for the evaluation questions under the Efficiency criteria. The baseline data and report provide useful information for all criteria, including Sustainability. There are some data gaps. Monitoring data for some outcomes is not available especially for the first 12 months of implementation (see Table A3, Annex 5). Gender disaggregated data is somewhat available for some indicators specific to school age children but not for all relevant performance indicators e.g. teacher/administrator level indicators. Delays in commodity delivery also caused gaps in the measuring of outputs/outcomes in the first six months of implementation. Data for some indicators is not available in the semi-annual M&E reports (e.g. MGD 1.3/1.3.4 in results framework). The ET could only obtain gender assessment reports from the previous phase (FY13). Primary data collection was intended to fill the gaps to the extent that is possible. *Data collection tools are provided in Annex 12.*

A4.4 Data collected, sampling strategy and sample size

The ET began data collection activities in the country on the 8th of October 2018 and ended on the 27th of October 2018. Data were collected on 7 of the 13 targeted districts in line with the baseline approach i.e. Mangochi, Chiradzulu, Mulanje, Phalombe, Chikwawa, Kasungu, Salima districts (see map in Figure A1, Annex 1). [These districts were selected to mirror the processes followed in the Phase II endline evaluation](#) to ensure that, where possible, panel data can be constructed with previous evaluation data to enrich the content of the analysis. However, one risk or limitation is that [re-evaluating the representativeness of these districts may potentially yield a different list \(e.g. due to changes in food security or population dynamics\)](#). However, the ET felt that there was a greater utility in constructing panel data and retaining comparability of datasets across time rather than analyse data from a [purely representative sample](#).

In alignment to the sampling methodology used at the baseline, a three-stage cluster sampling methodology is used for the end line survey. The three stages are a district, zone, and school level. Different sampling designs and data collection tools are used to generate data from different populations. Field visits focus on 125 targeted and 63 non-targeted schools and 11 targeted and 6 non-targeted ECDs (i.e. baseline numbers). The school population for each selected district allows for the representative sampling of boys and girls in areas that are food insecure, to ensure the voices of girls are heard in both the quantitative and qualitative data collection. Sample sizes for schools and linked households mirror the baseline samples.

Selection of schools: Schools and ECD centers being supported by WFP were considered. Schools not under SMP were taken as controls. Schools are randomly selected from the seven districts to mirror the baseline survey design. The calculation of sample schools is based on simple random sampling that involves a statistical precision level of 0.05, confidence level of 95% and a statistical power of 80%. This sample size calculation results in a 5% sampling error which is acceptable. The final sample of schools is 191 schools, with 128 under SMP and 63 being non SMP.

Selection of school respondents: Headteachers, caregiver leaders (in case of ECDs) and mere teachers were the respondents at school and ECD levels. Three teachers, one from junior primary (standard 1 or 2), 1 from middle (standard 4 and 5) and one from senior primary (standard 6 to 8) were selected from each school.

Selection of households: Selection of households was based on their linkage with a pupil and schools and ECD centres. Using proportions of school and ECD enrolment numbers, pupils who were sampled from each of the selected schools (SMP and non-SMP) and ECD centres. It is worth noting that based on WFPs technical recommendation, a deliberate decision was made to have a minimum of 100 households per district to allow for better comparison across schools. In alignment to the sampling methodology used at the baseline, a three-stage cluster sampling methodology is used for the household survey. The three stages are at district, zone and school level. Sample size calculation is pegged at 95% confidence interval with 80% power which is deemed satisfactory to generate reliable and valid data. Since the SMP is administered at a higher level (school level), schools are considered as clusters for household level sampling. To correct for correlation of outcomes in clusters, an ICC of 0.05 is used. Sample size calculation also used a standard deviation of 1.62 considering dietary diversity score as the main outcome.²²The household level sampling also involves the selection of about 7 households from each 191 sample school. The total sample size for the survey is 1398 (922 from targeted groups and 476 for non-targeted groups) (Table A4.2). This is higher than the 1131 households interviewed at baseline (762 targeted and 369 non-targeted). Sample and effect size calculations suggest that the sample will enable a detectable effect size of 0.29.

EGRA learners: Cross-sectional data were collected for learners tested in the Early Grade Reading Assessment (EGRA) from 25 schools (14 targeted and 11 non-targeted) in the seven districts. As explained in the inception report, due to financial and time constraints, we could not conduct an EGRA in a representative sample of schools but rather chose four schools per district for a total of 28. This was reduced to 25 in the final dataset as three of the surveyed non-targeted schools were verified to be under HGSM or other school meal programmes. For the literacy of school-age children (learner level) analysis, the intervention is allocated at a higher level (school level). The schools are, therefore, considered as clusters. Outcomes for individuals within the clusters are likely to be correlated. Therefore, the sample size calculations are adjusted for intra-cluster correlation (ICC)

²²Koppmair, S., Kassie, M., & Qaim, M. (2017). Farm production, market access and dietary diversity in Malawi. *Public health nutrition*, 20(2), 325-335.

or design effect to correct for statistical dependence of individuals belonging to the same cluster.²³The minimum sample sizes for households and EGRA learners were calculated based on the minimum requirement for achieving at least 80% power and 95% confidence. The additional assumptions for sample size calculation include an interview of 40 learners per cluster (school) and standard deviation of 2.73 for the oral reading fluency (ORF).²⁴The total sample of learners is 500 standard 2 and 496 standard 4, which totals to 996 learners. Of this sample, 516 (58% girls) are from targeted schools (14) and 480 (56.5% girls) are from non-targeted schools (11) in the seven districts of the baseline sample (Table A4.2). With all the above assumptions, the sample will help detect a size effect of 0.83.

The following formula is used for calculation of minimum detectable effect with correction for cluster and design effects. The formula can also be used to compute the required sample size.

$$MDE = (t_{1-\beta} + t_{\alpha}) \left(\sqrt{\frac{1}{p(1-p)}} \right) \left(\sqrt{\frac{\sigma^2}{n}} \right) (\sqrt{1 + \rho(m-1)})$$

Where MDE is the effect size, n is sample size, σ is standard deviation, ρ is the intra-cluster correlation coefficient, m is the cluster size (number of observations sampled per cluster) and p is proportion in treatment.

Table A4.2: Summary of data collected

District	Quantitative surveys					
	Schools		Learners (EGRA)		Households	
	Targeted	Non-targeted	Targeted	Non-targeted	Targeted	Non-targeted
Chikwawa	31	15	80	40	218	109
Chiradzulu	10	6	80	40	77	43
Kasungu	31	14	80	77	227	106
Mangochi	10	4	80	80	61	64
Mulanje	14	11	81	79	104	81
Phalombe	21	9	79	80	154	69
Salima	11	4	80	40	81	34
Total	128	63	516	480	922	476
Girls/Female	-	-	299	271	28.6%	24.8%
Boys	-	-	217	209		
Standard 2	-	-	260	240	-	-
Standard 4	-	-	256	240	-	-

Source: Evaluation Surveys (2018). 'N' stands for total number. Schools include 11 targeted ECDS and 6 non-targeted ECDS.

30. Qualitative interviews totalled 62 FGDs of which 34 (55%) are administered in targeted schools and 28 (45%) are administered in non-targeted schools. Table A4.3 provides the distribution of the FGDs and KIIs conducted at district level.

Table A4.3: Distribution of FGDs at District-Level

		Chikwawa	Mulanje	Phalombe	Chiradzulu	Mangochi	Salima	Kasungu	TOTALS
Gender	Males	7	46	42	15	15	17	11	153
	Females	45	56	62	16	16	57	19	271
Treatment or Control	T	6	5	9	3	1	6	4	34
	C	1	10	5	1	3	7	1	24
Number in Discussion	Total Number	52	107	104	31	31	74	30	429
	Parents	4	2	3	1	0	1	0	11
Type of FGDs	Teachers	1	1	2	1	0	3	0	8
	Learners (F)	0	2	3	0	1	1	0	7
	Learners (M)	0	3	3	1	1	1	0	8
	Parent-Teacher Associations	0	3	1	0	0	0	1	5
	School Feeding Committees	1	2	1	0	0	3	2	9

²³Kelcey, B., Shen, Z., & Spybrook, J. (2016). Intraclass correlation coefficients for designing cluster-randomized trials in Sub-Saharan Africa education. *Evaluation review*, 40(6), 500-525. The study report an ICC of 0.28 using a measure of reading achievement from pre-reading levels up through critical reading levels that was administered in the language of instruction. Correcting the design effect using this high ICC will increase the effect size to 1.67.

²⁴https://globalreadingnetwork.net/sites/default/files/eddata/EGRA_2011_midterm_report.pdf

School Management Committees	1	1	0	1	0	0	0	3
School Garden Committees	0	0	1	0	0	0	0	1
Farmers' Organisations	0	0	0	0	1	1	0	2
Mothers' Clubs	0	1	0	0	1	3	2	7

FGDs were held with learners (Standards 5 to 8), teachers, relevant school committees (Parent Teacher Associations, School Feeding Committees, School Management Committees, and School Garden Committees), Mothers' Clubs, Farmers Organizations, and parents. The majority of FGDs were mixed gender groups averaging 8-10 participants, and female participation ranged from 52% in Mangochi district to 87% in Chikwawa. Moreover, 88 KIIs were administered from WFP (CO, RB, NY), Malawi government ministries, local government officials, World Vision, Save the Children, AECD, CRECCOM, farmers organizations, School Feeding Committees.

A4.5 Data management and validity

47. Data management: Tablets were used for quantitative data collection to reduce the margin of error and to ensure cloud storage for verification by the data manager. Quantitative survey data management and analysis were undertaken using STATA. Qualitative data coding and analysis was facilitated by the use of Nvivo®. Recorded FGDs were translated to English, transcribed and coded. All data is stored in a locked cabinet at UNU-MERIT/WFP-Malawi for two years, after which they will be destroyed.

Validity and reliability: Data collection processes were constantly checked to minimize mistakes and improve the representation of various stakeholders. The ET ensured there was no deliberate manipulation or unauthorized changes to data and there was a complete documentation of the process and protocols for primary data collection, data cleaning, and aggregation as required. Accountability and quality assurance was created through the ET reviewing each process, with assistance from UNU-MERIT staff where necessary. All processes are replicable through the use of code files shared between staff members. Data cleaning was conducted using standard methods, common among team members, clearly explained in accompanying notes. Cleaning of outlying values was conducted in line with rigorous statistical methods.

A4.6 Triangulation

The ET sought to enhance the validity and reliability of the findings through the triangulation of different data sources and a robust assessment of the accuracy and comprehensiveness of data sources. Triangulation enables the verification of findings from primary data with other secondary and desk resources to help identify anomalies in data (either in primary data or to identify errors in secondary data). Anomalies may be the result of the systematic error, random error, or through a failure to identify the voices of marginalised or vulnerable groups. Triangulation of primary quantitative data with secondary sources and qualitative data enriches the findings and further permits the consideration of a wide range of factors and underlying causes for results. The use of a mixed-method approach in data collection enables triangulation between and within methods. It was also used to check for patterns and trends in gender-disaggregated outcomes. Triangulation of data sources and methods increased the spectrum of people in the analysis allowing for representation by gender, ethnicity and country of origin. In addition, qualitative data, was used to triangulate information received through the quantitative survey, to move beyond individual perspectives to obtain wider community and sector-level perspectives regarding the SMP and to also ensure that the diverse voices of beneficiaries and non-beneficiaries, men and especially those of women, boys, girls and vulnerable groups are heard and used.

A4.7 Data analysis

Regressions based on Coarsened Exact Matching: To get an estimate of the causal effect of SMP on EGR outcomes, the weights computed using CEM is used. The resulting impact estimate is the sample average treatment effect on the treated (SATT). Coarsened Exact Matching (CEM) is employed to compare school-age children literacy outcomes across the targeted and non-targeted schools. CEM is among the new generalized class of matching methods that improve the estimation of causal effects by reducing the imbalances in the observed characteristics between groups (Blackwell et al., 2009).²⁵ Like other matching methods such as propensity score

²⁵Blackwell, M., Iacus, S., King, G., & Porro, G. (2009). cem: Coarsened exact matching in Stata. *The Stata Journal*, 9(4), 524-546.

matching (PSM), CEM also mimics random assignment by comparing the outcomes of the targeted group with outcomes of the non-targeted group after matching the two groups on various observable demographic and socio-economic characteristics. In this evaluation, the learners from targeted and non-targeted schools are matched based on historical school attendance (school attendance from 2008 in traditional authorities/administrative units that were used to target school during the programme’s expansion in 2007/2008), the age of the learner and mother being uneducated. These factors are assumed to be pre-targeting/long term indicators that have not been affected by the SMP. In the second stage, OLS regressions using CEM weights are used to estimate impacts. The CEM algorithm helps to determine matches through matching of observations on coarsened (broad categories) rather than exact data. The balance between the targeted (SMP) and non-targeted groups is chosen by *ex-ante* user choice based on intuitive information. After pre-processing data with CEM, the impact of SMP on school-age children literacy is estimated using ordinary least squares using weight generated through CEM. The evaluation also tests for the presence of heterogeneous effects of SMP on the literacy outcomes for boys and girls, and asset poor and non-poor households using the same empirical strategy.

Table A4.4. Imbalance test for CEM matching variables

Matching covariates	L1 distance		
<i>Pre-matching</i>			
School attendance (2008)	0.601		
Age of pupil	0.117		
Mother is uneducated	0.016		
Total	0.658		
<i>Post-matching</i>			
School attendance (2008)	0.225		
Age of pupil	0.027		
Mother is uneducated	<0.001		
Total	0.2521		
		<i>Non-targeted</i>	<i>Targeted</i>
		Initial sample	480
		Matched sample	357
			516
			335

To check for the quality of our CEM matching, we tested the imbalance of the covariates used to build the matching weights. The L1 statistic, a measure of global imbalance (Iacus, King, and Porro, 2008), is calculated. The measure is based on the L1 difference between the multidimensional histogram of all pre-targeting covariates in the targeted group and that in the non-targeted group. Results show that the imbalance is reduced after the matching.

Instrumental Variables (IV) regression: IV-regressions are used to measure the impact of SMP on short-term hunger in the household. The IV method relies on some external source of variation to determine targeted status. The instrument used for SMP is a school education zone. This is based on an intuition that the education zone for a targeted school could influence the likelihood of a household participating in the SMP, beyond the household’s control and is unrelated to the household characteristics. With the assumption of full compliance with the treatment, this evaluation estimates the average treatment effect (ATE) for the population. Regressions control for household characteristics such as household size, the gender of the household head, employment status of the head, household employment, whether the household benefits from another programme, household head education and a dummy for traditional authority. Instrumental variable methods allow for consistent estimation when the targeting variable (i.e. participation in SMP) is endogenous or vulnerable to bias (selection bias, non-random targeting).

Table A4.5. Instrumental variable quality tests

	T-statistic	p-value
Under-identification	620.151	< 0.001
Weak identification	6448.765	
<i>SY weak ID critical values</i>		
5% maximal IV relative bias	21.10	
10% maximal IV relative bias	10.89	
20% maximal IV relative bias	5.67	
30% maximal IV relative bias	3.91	
10% maximal IV size	231.79	
15% maximal IV size	118.14	
20% maximal IV size	79.89	

Table A4.5 reports the tests for validity of the instrument used for student level analysis (i.e. school education zone). The Kleibergen-Paap LM statistic is used to test for underidentification. The significant result shows that the instrument is correctly identified in the first stage of the two-stage least squares analysis i.e. the instrument is correlated with the endogenous targeting criteria. The Kleibergen-Paap Wald F statistic is used to control the strength of the instrument. The F statistic obtained is then compared with the critical values compiled by Stock and Yogo (2005). The results show that our F statistic is much larger than any of the critical values, confirming our instrument strength.

Difference-in-Differences (DID): A DID is employed to estimate the impact of the SMP on school-level outcomes such as attendance, attentiveness, dropout rates, skills and knowledge of teachers and administrators. DID compares the change in the outcomes and impact indicators of targeted and non-targeted groups over the evaluation period and obtain the causal impacts of the SMP. This allows us to correct for any differences between the targeted and comparison groups that are constant over time. As can be seen from table x, the impact estimate (DD) is given by DD. As a robustness check, standard errors are clustered at the school level to allow variation by the school. The evaluation also examines if the SMP has heterogeneous effects across different groups using DID. Estimation of the impact of SMP on school-level outcomes including attendance, attentiveness, dropout rates, skills and knowledge of teachers and administrators, is implemented using the following DID based regression framework

$$Y_{i,t} = \alpha + \beta S_i + \psi T_t + \delta(S_i * T_t) + X_{i,t} + \epsilon_{i,t}$$

Where $Y_{i,t}$ is the outcome at school i at time t ; S_i is binary for the School Meals Programme (1 for targeted and 0 for non-targeted schools), T_t is time dummy (1 for post or endline and 0 for pre-SMP or baseline periods), X is a vector of covariates that include education zone, PTA presence, student/teacher ratio, percentage of female teachers, water source, number of administrators, participation in other safety net and education programmes, number of schools in catchment area and mode of transportation to school and $\epsilon_{i,t}$ is a composite error term. α is a pre-program or baseline mean outcome for non-targeted schools, β represents selection bias, ψ represents time trend and δ is the treatment effect or coefficient of interest. The DID estimate calculations is summarized in table A4.6 below. Accordingly, difference in the outcomes pre-targeting versus post targeting cannot be attributable to the SMP since treatment effect is conflated with time trend. Calculating treatment effect as targeted versus non-targeted comparison also cannot give the true impact as it suffers from selection bias. Thus, only the DID estimate returns the true impact of SMP on the outcomes.

Table A4.6. Calculating the Difference-in-Differences (DD) Estimate

	Post (T=1)	Pre (T=0)	Difference
Targeted(S=1)	$\alpha + \beta + \psi + \delta$	$\alpha + \beta$	$\psi + \delta$
Non-targeted(S=0)	$\alpha + \psi$	α	ψ
Difference	$\beta + \delta$	α	δ

One of the strongest assumptions in using the DID is the parallel trends assumption where the outcome trends are assumed to be similar in the comparison and targeted groups before the SMP and that the only factors explaining differences in outcomes between the two groups are constant over time, apart from the SMP itself. The literature argues that the fact that the DID estimator controls for selection bias due to time-invariant unobservables and assumption of equal time trends is enough to defend the common trend assumption.

Table A4.7. DiD covariates means testing at baseline and analysis on unrelated outcome (i.e. percentage of female teachers)

Covariate	Mean targeted	Mean non-targeted	Difference
Presence of PTA	0.978	0.937	+0.041
N. of classrooms	8.641	7.187	+1.454*
Percentage of female teachers	0.351	0.292	+0.058
Water access	0.880	0.719	+0.162**
Student/teacher ratio	81.644	69.666	+11.978*
N. of administrators	3.315	3.406	-0.091
Participation in other programme of any sort	0.815	0.594	0.221**

N. of schools in same catchment area	3.674	1.781	1.893
Common mode of transport to school	1	1	0
<i>N</i>	92	32	
	Total		
	<i>Targeted</i>	<i>Non-targeted</i>	
Percentage of female teachers			
Before/After difference	+0.017	-0.003	
Diff-in-Diff	+0.020 (0.050)		
p-value	0.695		
N. of obs.	242		

* p<0.1 **p<0.05 ***p<0.01

A4.8 Gender responsiveness of data collection and analysis

Data collection activities were carried out in a GEEW sensitive manner. The mixed sources of data allowed for the collection of gender-disaggregated data and data for GEEW indicators. The school/ECD based questionnaires were designed to allow the collection of gender-disaggregated data at the individual level and school head level. The household questionnaire also permitted the collection of gender-disaggregated data at the household head and child level and includes questions on intra-household gender dynamics in decision making. During FGDs, a culturally appropriate and gender-sensitive approach was used to ensure the voices of women and vulnerable groups were heard. Vulnerable groups include orphans and their guardians, poorest households and people with disability. The FGDs with learners were done in separate groups for boys and girls and conducted by local enumerators of the same gender. This was to allow sensitive gender-related issues to be discussed in a more comfortable and safe environment. Additional resources were allocated towards recruiting female moderators and note takers to make sure that the qualitative assessment voices the actual and unbiased perceptions of female beneficiaries and marginalized groups. Household interviews targeted females within the household, who would be the spouse or head since women are better placed to answer questions on food security, food consumption, expenditures and gender dynamics within the household. In situations where women were reluctant to participate due to the presence of men, two interviewers were assigned to simultaneously interview both male and female members of the household in different parts of the household. The ET allocated additional time for training enumerators on ensuring the representation of vulnerable groups in FGDs, interviewing women at household level minors/young children in primary schools. *Where possible, the evaluation utilized a gender lens in the analysis and reporting of findings.* In addition, a summary assessment of gender is discussed in the conclusions. Recommendations also address any strengths and weaknesses the gender mainstreaming in the design and implementation process.

A4.9 Limitations

There were several limitations. First, no baseline data is available and only cross-sectional quantitative data are used (as discussed in the inception report) for analysis of household data and EGRA scores. This means that statistical data only capture one point in time and cannot fully account for unobserved factors. Coarsened exact matching is combined with regression methods to enhance rigour. Second, there is a possibility of spill-over effects or contamination bias (e.g., knowledge of teaching techniques) as non-targeted schools are within the same districts as the targeted schools. This could understate the impacts observed in targeted groups. Third, during data collection, the ET found that some targeted schools from the baseline had transitioned to HGSM. Many non-targeted schools had also transitioned into the SMP, HGSM or school meal interventions by other actors e.g. Mary's Meals. Still, 92 targeted and 32 non-targeted schools created a balanced panel for longitudinal analysis. Selection bias could also arise if the targeted population can manipulate participation in SMP. Fourth, the Emergency School Meal Programme was implemented by WFP in non-SMP schools in 2016/2017 which could have raised baseline values for non-targeted schools resulting in understated impacts. Fifth, it may be difficult to attribute any changes to the SMP if there are other relevant contemporaneous interventions in the target districts. Examples include the social cash transfers. To tackle this issue, information on the receipt of other social and education programmes was controlled for in causal analysis. Sixth, There is no literacy data from the baseline (end-line of FY13 programme). There is literacy data collected in early 2018 by World Vision Malawi. However, due to time and logistical constraints, the evaluation's EGRA was cross sectional and not a follow up to World Vision' sample. [The ET was working on a fast timeline where data had to be collected from schools, households and learners within three weeks in November 2018 to enable the required submission of the report before the end of the FY 2018. Yet, there was limited overlap between World Vision's school sample and Phase II's endline evaluation school sample. Since creating a school-level panel dataset with the Phase II's endline evaluation was a priority, the ET and the CO deemed it too onerous to survey both the schools required](#)

to construct the panel and those surveyed by World Vision, given the size and remoteness of some districts. While the World Vision sample covered the same districts as those surveyed by the ET, the World Vision sample size of learners was lower than the required sample size calculated by the ET. In addition, creating panel data with World Vision data would not have been as useful as World Vision's EGRA was conducted just 6 months prior and therefore not a baseline. The ET felt that very little would have changed in that time.

A4.10 Ensuring quality and ethical safeguards

Quality assurance: This evaluation was guided by the WFP's Decentralised Evaluation Quality Assurance System (DEQAS) and the internal quality assurance systems for the ET's organization (UNU-MERIT), and both systems are based on the United Nations Evaluation Group (UNEG) norms and standards. During the evaluation process, the ET closely coordinated with the CO to ensure that the expectations were clear and feasible and challenges discussed and resolved. The evaluation manager was responsible for ensuring that the evaluation process follows the DEQAS guidelines and the UNEG norms and standards and for conducting rigorous quality control of evaluation products before they are finalized. The ET also regularly consulted with senior researchers/professors at UNU-MERIT for quality support. UNU-MERIT (at its own cost) assigned a staff member dedicated towards providing internal quality assurance at all stages of the evaluation. The ET ensured the quality of data by maintaining validity, consistency and accuracy in all analytical and reporting phases. The use of tablets minimized errors in data capture and data collection processes were subject to constant verification. The evaluation reports follows the guidelines in WFP's DEQAS templates and the Quality Assurance Checklists (QACs) and is assessed by an outsourced quality support (QS) service managed by WFP's OEV in Headquarters. **Independence:** None of the ET members have vested interests in the SMP and none were involved in the policy-setting design or overall management of the SMP, nor do they expect to be in the near future. The ET ensured that they were given full freedom to access information. **Impartiality:** The evaluation used a mix of data sources (beneficiaries disaggregated by gender and age, key informants and secondary documents) and data collection methods (quantitative, qualitative and secondary data) which ensured impartiality and avoided bias towards any stakeholder, data source or method. **Utility:** Utility of the evaluation has been strengthened through stakeholder meetings and workshops during the inception phase, end of fieldwork debriefing and will be enhanced by the dissemination of findings that will facilitate feedback and promote buy-in from the WFP and its stakeholders which will also strengthen the credibility of the evaluation.

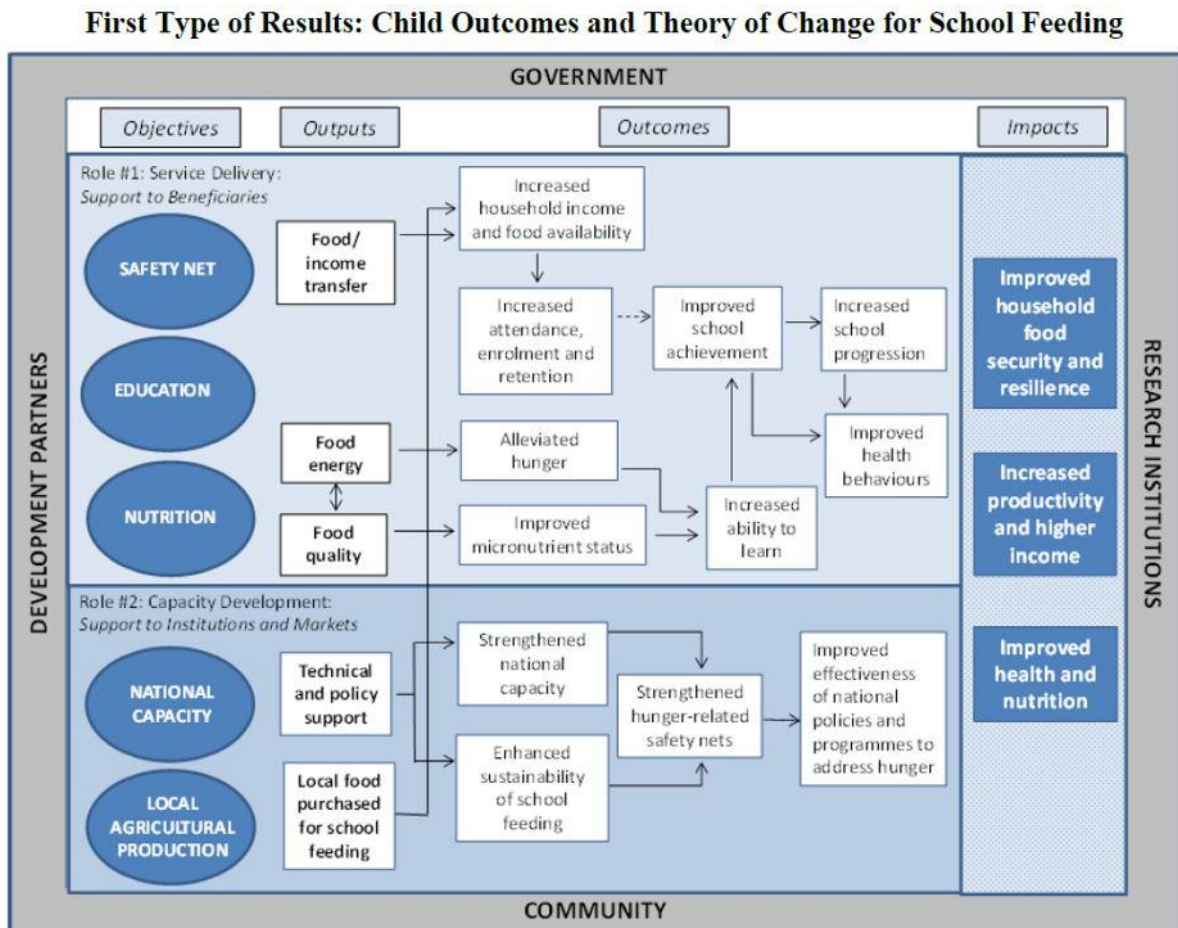
Ethical Safeguards: The evaluation conforms to WFP and UNEG ethical standards and norms. Accordingly, the ET was responsible for safeguarding and ensuring ethics at all stages of the evaluation cycle. During data collection, the ET addressed the following ethical issues: **ensuring the rights, privacy and safety (both physical and psychological) of respondents, those collecting the data, and vulnerable persons.** The following safeguards and measures were put in place to manage these issues:

- **Protection of the rights of the respondent** by :i) clearly explained the risks and benefits of the evaluation; ii) ensured voluntary participation and freedom to terminate interview; iii) obtained verbal or written informed consent in English or Chichewa; iv) ensured data collection tools do not contain deceptive or threatening language, are culturally appropriate and accessible (local language), and do not create distress or discomfort for respondents and enumerators; v) provided contact information for participants with grievances about the data collection process; and vi) avoided discrimination against individuals on the basis of sex, race, religion, ethnicity, culture, or other categories by using random sampling in quantitative surveys and ensured qualitative interviews involved a balanced mix of male, female voices, children including orphans and other vulnerable groups.
- **Guaranteeing privacy and confidentiality** by ensuring that: i) individual interviews did not compromise the privacy of participants; ii) data collected is held in strict confidence and access will not be granted to anyone outside the evaluation team; iii) use of anonymised data in analysis and reporting and storage of datasets on secure servers; and iv) that data collection visits were organized at the appropriate time and place, with advance notification, to minimize risk and disruption to respondents and enumerators.
- **Extra safeguards for vulnerable persons included:** i) securing verbal assent from minors; ii) ensuring that interviewers or enumerators were trained in the collection of sensitive information and were trained in the interviewing of minors/young children in the early grades of primary schools, and iii) providing participants with information on how individuals in situations of risk or those who experience adverse effects during interviews can seek support or counselling (referral)

- *Other safeguards:* The ET ensured that interviews and interactions with non-targeted schools and households are treated sensitively to minimise potential grievances and resentment from non-beneficiaries. All team members signed the code of conduct for evaluators

These issues were monitored and managed during the implementation of the evaluation. No ethical challenges were encountered.

Annex 5: WFP’s Theory of Change



Source: WFP Revised School Feeding Policy, 2013

Annex 6: Detailed Findings on Impact

A6. Student-level analysis

Figure A6.1. ORF scores by district (standard 2)

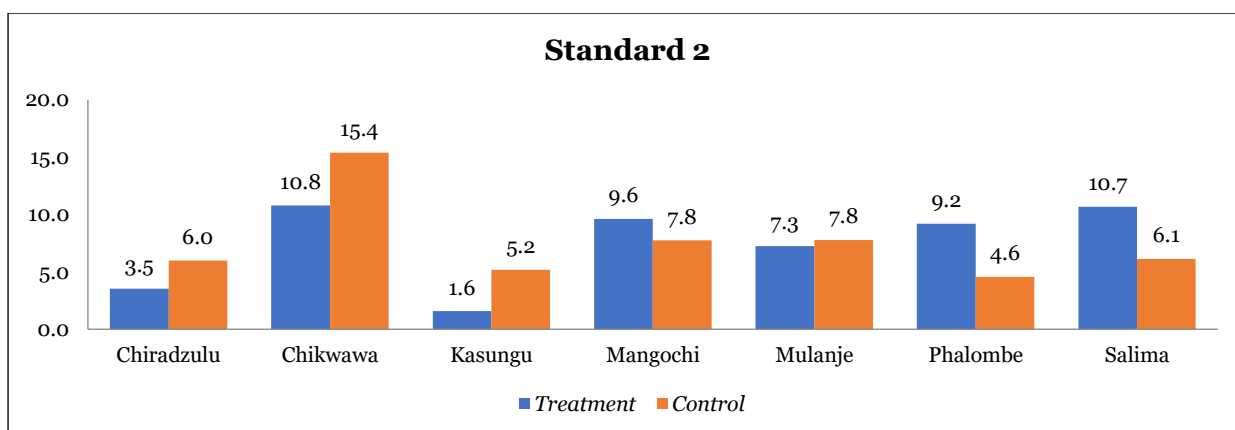


Figure A6.2. ORF scores by district (standard 4)

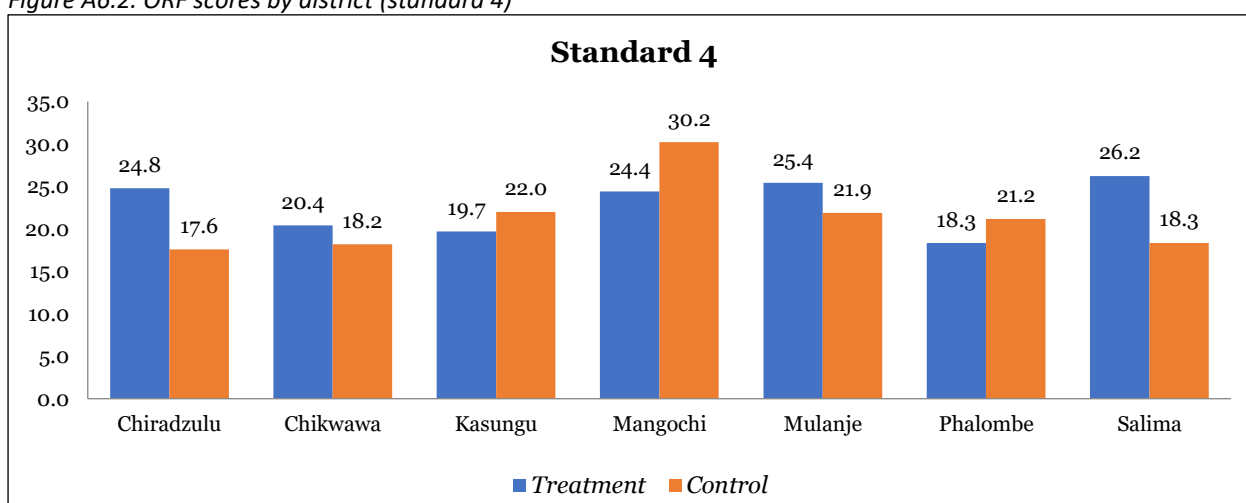


Table A6.1. Learner characteristics by category and standard

	Total	Targeted	Non-targeted	Difference	
Standard 2					
Female children (%)	57.2%	57.7%	56.7%	1.0%	
Child age (years)	8.82	8.39	9.30	-0.91***	
Father has primary/secondary education	53.0%	49.2%	57.1%	-7.9%*	
Mother has primary/secondary education	58.6%	55.8%	61.7%	-5.9%	
Asset poor	36.6%	30.0%	43.8%	-13.8%***	
Child absent (%)	Almost never	33.9%	35.0%	32.6%	2.4%
	Occasionally	61.7%	60.4%	63.2%	-2.8%
	A lot	4.4%	4.6%	4.2%	0.4%
Child absent due to illness (%)	Almost never	21.1%	19.9%	22.3%	-2.3%
	Occasionally	73.1%	73.0%	73.1%	-0.1%
	A lot	5.9%	7.0%	4.6%	2.4%
Child feels hungry at school (%)	Never	23.3%	28.6%	17.4%	11.1%***
	Not very often	32.4%	35.1%	29.4%	5.8%
	A few times a week	24.3%	20.8%	28.1%	-7.2%*
	Every day	20.0%	15.4%	25.1%	-9.7%***
Standard 4					
Female children (%)	57.3%	58.2%	56.3%	2.0%	
Child age (years)	11.13	10.90	11.38	-0.48***	
Father has primary/secondary education	62.9%	67.6%	57.9%	9.7%**	
Mother has primary/secondary education	61.7%	63.3%	60.0%	3.3%	
Asset poor	33.7%	28.9%	38.8%	-9.8%	
Child absent (%)	Almost never	39.3%	40.6%	37.9%	2.7%
	Occasionally	58.1%	55.9%	60.4%	-4.6%
	A lot	2.6%	3.5%	1.7%	1.8%*
Child absent due to illness (%)	Almost never	20.2%	19.9%	20.5%	-0.6%
	Occasionally	75.6%	75.0%	76.2%	-1.2%
	A lot	4.2%	5.1%	3.3%	1.7%

Child feels hungry at school (%)	Never	23.4%	27.7%	18.8%	9.0%***
	Not very often	31.9%	32.8%	30.8%	2.0%
	A few times a week	23.4%	23.8%	22.9%	0.9%
	Every day	21.4%	15.6%	27.5%	-11.9%

Note: Mean values reported and percentages for total, targeted, and non-targeted schools for the different indicators. Stars (*) represent the statistical significance of differences between targeted and non-targeted values. * p<0.1; ** p<0.5; *** p<0.01.

Table A6.2. Mean EGRA score distributions by standard and sample type

EGRA sub-task	Total	Targeted	Non-targeted	Difference
Standard 2				
Letter identification (out of 100)	6.76	6.78	6.73	0.05
Initial letter sound (out of 10)	3.01	2.99	3.03	-0.04
Familiar words (out of 50)	7.31	7.87	6.70	1.17
Unfamiliar words (out of 50)	5.79	6.74	4.75	1.98
Oral reading fluency (0-70)	6.95	7.27	6.60	0.67
Reading comprehension (0-5)	0.06	0.05	0.07	-0.01
Listening comprehension (0-5)	1.84	1.81	1.87	-0.06
Reading (ORF > 20 cwpm)	0.14	0.14	0.14	0.00
Standard 4				
Letter identification (out of 100)	30.18	30.48	29.87	0.61
Initial letter sound (out of 10)	6.55	6.69	6.39	0.30
Familiar words (out of 50)	20.82	20.90	20.73	0.17
Unfamiliar words (out of 50)	14.19	14.80	13.54	1.26
Oral reading fluency (0-70)	22.26	22.39	22.12	0.28
Reading comprehension (0-5)	0.66	0.61	0.70	-0.09
Listening comprehension (0-5)	2.59	2.57	2.63	-0.06
Reading (ORF > 20 cwpm)	0.69	0.69	0.70	-0.01

Note: Sample size for standard 2 is 500. 260 targeted and 240 non-targeted. For standard 4, total sample is 496 with targeted 256 and non-targeted 240.

Table A6.3. Percent of zero scores EGRA score distributions by standard and sample type

EGRA sub-task	Total	Targeted	Non-targeted	Difference
Standard 2				
Letter identification (out of 100)	67.2%	65.8%	68.8%	-3.0%
Initial letter sound (out of 10)	39.0%	37.3%	40.8%	-3.5%
Familiar words (out of 50)	66.2%	68.8%	63.3%	5.5%
Unfamiliar words (out of 50)	72.0%	72.3%	71.7%	0.6%
Oral reading fluency (0-70)	72.6%	73.5%	71.7%	1.8%
Reading comprehension (0-5)	94.8%	95.4%	94.2%	1.2%
Listening comprehension (0-5)	12.0%	10.4%	13.8%	-3.4%
Standard 4				
Letter identification (out of 100)	20.0%	21.1%	18.8%	2.3%
Initial letter sound (out of 10)	11.3%	12.9%	9.6%	3.3%
Familiar words (out of 50)	19.2%	19.5%	18.8%	0.8%
Unfamiliar words (out of 50)	25.2%	25.0%	25.4%	-0.4%
Oral reading fluency (0-70)	24.8%	25.4%	24.2%	1.2%
Reading comprehension (0-5)	54.8%	56.3%	53.3%	2.9%
Listening comprehension (0-5)	3.6%	4.7%	2.5%	2.2%

Note: Sample size for standard 2 is 500. 260 targeted and 240 non-targeted. For standard 4, total sample is 496 with targeted 256 and non-targeted 240.

Table A6.4: Summary of EGRA scores by district

Pooled sample

	District						
	Chiradzulu	Chikwawa	Kasungu	Mangochi	Mulanje	Phalombe	Salima
Letter identification (out of 100)	1.58	5.98	4.50	11.80	10.71	7.58	2.69
Initial letter sound (out of 10)	1.80	2.93	2.75	4.79	2.89	2.66	2.92
Familiar words (out of 50)	5.25	10.23	5.46	8.93	8.74	7.30	4.89
Unfamiliar words (out of 50)	4.68	8.50	4.71	7.03	4.88	6.42	4.36
Oral reading fluency (0-70)	4.35	12.33	3.38	8.69	7.53	6.91	5.92
Reading comprehension (0-5)	0.00	0.12	0.01	0.16	0.01	0.05	0.07

Listening comprehension (0-5)	1.75	1.60	1.86	2.04	1.80	1.81	1.95
Reading (ORF > 20 cwpm)	0.07	0.24	0.07	0.23	0.14	0.14	0.12

Targetedsample

	District						
	Chiradzulu	Chikwawa	Kasungu	Mangochi	Mulanje	Phalombe	Salima
Letter identification (out of 100)	2.23	8.08	5.70	6.18	12.23	7.30	5.10
Initial letter sound (out of 10)	1.30	2.78	4.55	3.93	2.72	2.70	2.95
Familiar words (out of 50)	5.35	9.98	3.75	9.23	11.00	7.93	8.00
Unfamiliar words (out of 50)	4.55	9.85	3.83	7.25	5.79	8.93	7.14
Oral reading fluency (0-70)	3.53	10.80	1.58	9.63	7.26	9.20	10.38
Reading comprehension (0-5)	0.00	0.05	0.00	0.10	0.03	0.08	0.19
Listening comprehension (0-5)	1.95	1.53	2.03	1.70	1.87	1.58	2.19
Reading (ORF > 20 cwpm)	0.06	0.21	0.03	0.22	0.13	0.17	0.20

Non-targetedsample

	District						
	Chiradzulu	Chikwawa	Kasungu	Mangochi	Mulanje	Phalombe	Salima
Letter identification (out of 100)	0.30	1.80	3.30	17.43	9.27	7.87	1.43
Initial letter sound (out of 10)	2.80	3.25	0.95	5.65	3.05	2.62	2.90
Familiar words (out of 50)	5.05	10.75	7.18	8.63	6.59	6.67	3.25
Unfamiliar words (out of 50)	4.95	5.80	5.60	6.80	4.00	3.85	2.90
Oral reading fluency (0-70)	6.00	15.40	5.18	7.75	7.78	4.56	3.58
Reading comprehension (0-5)	0.00	0.25	0.03	0.23	0.00	0.03	0.00
Listening comprehension (0-5)	1.35	1.75	1.70	2.38	1.73	2.05	1.83
Reading (ORF > 20 cwpm)	0.10	0.28	0.11	0.26	0.15	0.10	0.08

Table A6.5: Oral reading fluency score distribution by district for standard 2

	ORF > 20cwpm (evaluation sample)			World Vision sample (total)	Average ORF (out of 70) (evaluation sample)		
	Targeted	Non-targeted	Total		Targeted	Non-targeted	Total
Chiradzulu	5.9%	10.0%	7.4%	6.5%	3.53	6.00	4.35
Chikwawa	21.4%	27.8%	23.9%	5.2	10.80	15.40	12.33
Kasungu	2.7%	10.8%	6.8%	9.4%	1.58	5.18	3.38
Mangochi	21.6%	26.1%	23.3%	8.3%	9.63	7.75	8.69
Mulanje	12.9%	15.2%	14.1%	2.1%	7.26	7.78	7.53
Phalombe	17.1%	9.7%	13.6%	8.3%	9.20	4.56	6.91
Salima	20.0%	7.9%	12.1%	8.3%	10.38	3.58	5.92
Total	11.9%	11.7%	11.8%	8%	7.27	6.60	6.95

Table A6.6: Oral reading fluency score distribution by district for standard 4

	ORF > 20cwpm (evaluation sample)			Average ORF (out of 70) (evaluation sample)		
	Targeted	Non-targeted	Total	Targeted	Non-targeted	Total
Chiradzulu	75.8%	52.9%	68.0%	24.78	17.60	22.38
Chikwawa	57.7%	71.4%	62.5%	20.40	18.20	19.67
Kasungu	66.7%	61.1%	63.8%	19.70	22.00	20.90
Mangochi	69.7%	94.6%	82.9%	24.43	30.20	27.31
Mulanje	84.8%	71.0%	78.1%	25.43	21.88	23.65
Phalombe	54.3%	66.7%	59.7%	18.33	21.20	19.76
Salima	75.0%	60.0%	65.2%	24.74	19.53	21.20
Total	56.2%	55.8%	56%	22.39	22.12	22.26

Table A6.7. EGRA impact analysis results - Standard 2

Standard 2								
Total	<i>Letter identification</i>	<i>Initial letter sound</i>	<i>Familiar words</i>	<i>Unfamiliar words</i>	<i>Oral fluency</i>	<i>Reading comprehension</i>	<i>Listening comprehension</i>	<i>Reader (>20cwpm)</i>
SMP	1.923 (3.32)	1.074 (0.72)	-6.870* (3.81)	-2.528 (3.14)	-3.465 (3.56)	-0.0291 (0.04)	0.467* (0.25)	-0.0857 (0.06)
Means (non-targeted)	4.97	2.25	6.45	4.19	6.15	0.04	1.78	0.10
Relative change	38,7%	47,7%	-106,5%	-60,3%	-56,3%	-72,8%	+26,2%	-85,7%
<i>N</i>	355	355	355	355	355	355	355	355
<i>R</i> ²	0.12	0.13	0.06	0.07	0.06	0.09	0.12	0.06
Girls								
SMP	3.118 (5.58)	0.456 (1.07)	-7.757 (5.84)	-1.010 (5.15)	-0.0559 (5.50)	-0.000454 (0.07)	-0.0403 (0.37)	-0.0116 (0.09)
Means (non-targeted)	6.34	1.98	7.25	4.90	7.43	0.06	1.63	0.12
Relative change	49,2%	23,0%	-107,0%	-20,6%	-0,8%	-0,8%	-2,5%	-9,7%
<i>N</i>	196	196	196	196	196	196	196	196
<i>R</i> ²	0.15	0.12	0.10	0.12	0.09	0.14	0.17	0.08
Boys								
SMP	1.856 (3.55)	1.680* (1.01)	-6.861 (4.76)	-4.072 (3.53)	-6.733 (4.62)	-0.0488 (0.05)	0.863** (0.35)	-0.156* (0.08)
Means (non-targeted)	3.18	2.61	5.41	3.27	4.49	0.02	1.96	0.07
Relative change	58,4%	+64,4%	-126,8%	-124,5%	-150,0%	-244,0%	+44,0%	-222,9%
<i>N</i>	158	158	158	158	158	158	158	158
<i>R</i> ²	0.16	0.19	0.17	0.09	0.10	0.11	0.16	0.12
Poor								
SMP	1.786 (4.04)	-1.185 (1.04)	-5.559 (6.96)	-9.021 (6.15)	-4.653 (6.37)	-0.0905 (0.07)	0.0220 (0.41)	-0.144 (0.11)
Means (non-targeted)	5.04	2.11	7.02	6.24	8.04	0.07	1.76	0.17
Relative change	35,4%	-56,2%	-79,2%	-144,6%	-57,9%	-129,3%	1,3%	-84,7%
<i>N</i>	143	143	143	143	143	143	143	143
<i>R</i> ²	0.24	0.24	0.12	0.16	0.12	0.24	0.26	0.12
Non-poor								
SMP	0.648 (4.74)	1.647* (0.97)	-6.227 (4.67)	1.925 (3.52)	-0.673 (4.44)	0.00104 (0.05)	0.775** (0.33)	-0.0212 (0.08)
Means (non-targeted)	4.93	2.36	6.04	2.69	4.77	0.02	1.79	0.07
Relative change	13,1%	+69,8%	-103,1%	71,6%	-14,1%	5,2%	+43,3%	-30,3%
<i>N</i>	211	211	211	211	211	211	211	211
<i>R</i> ²	0.19	0.19	0.11	0.11	0.09	0.11	0.15	0.09

Standard errors in parentheses * $p < 0.10$, ** $p < 0.05$, *** $p < 0.01$

Table A6.8. EGRA impact analysis results - Standard 4

Standard 4								
Total	<i>Letter identification</i>	<i>Initial letter sound</i>	<i>Familiar words</i>	<i>Unfamiliar words</i>	<i>Oral fluency</i>	<i>Reading comprehension</i>	<i>Listening comprehension</i>	<i>Reader (>20cwpm)</i>
SMP	5.313 (5.75)	1.989** (0.86)	3.914 (4.16)	3.787 (3.50)	3.017 (4.75)	0.477** (0.20)	1.043*** (0.26)	0.265** (0.12)
Means (non-targeted)	27.76	5.88	19.15	12.77	19.75	0.58	2.53	0.49
Relative change	19%	+34%	20%	30%	15%	+82%	+41%	+54%
<i>N. of obs.</i>	356	356	356	356	356	356	356	356
<i>R</i> ²	0.20	0.14	0.08	0.06	0.07	0.11	0.12	0.12
Girls								
SMP	9.379 (7.85)	2.902*** (1.07)	7.368 (5.42)	5.796 (4.69)	6.745 (6.18)	0.697*** (0.24)	1.100*** (0.35)	0.239 (0.16)
Means (non-targeted)	29.26	5.95	20.55	13.67	20.75	0.63	2.42	0.53
Relative change	32,1%	+48,8%	35,9%	42,4%	32,5%	+110,6%	+45,5%	45,1%
<i>N. of obs.</i>	204	204	204	204	204	204	204	204
<i>R</i> ²	0.19	0.28	0.13	0.09	0.10	0.16	0.15	0.14
Boys								
SMP	-2.030 (8.81)	0.551 (1.34)	-1.928 (6.64)	1.219 (5.47)	-1.334 (7.67)	0.191 (0.34)	0.926** (0.39)	0.315 (0.19)
Means (non-targeted)	25.66	5.78	17.2	11.51	18.43	0.50	2.68	0.44
Relative change	-7,9%	9,5%	-11,2%	10,6%	-7,2%	38,2%	+34,6%	71,6%
<i>N. of obs.</i>	152	152	152	152	152	152	152	152
<i>R</i> ²	0.29	0.20	0.13	0.10	0.15	0.19	0.14	0.19
Poor								
SMP	8.632 (9.79)	2.253 (1.50)	11.14 (8.20)	5.430 (7.38)	3.767 (9.29)	0.319 (0.32)	1.265*** (0.45)	0.328 (0.20)
Means (non-targeted)	25.34	5.46	17.36	12.59	16.62	0.43	2.41	0.43
Relative change	34,1%	41,3%	64,2%	43,1%	22,7%	74,2%	+52,5%	76,3%
<i>N. of obs.</i>	102	102	102	102	102	102	102	102
<i>R</i> ²	0.38	0.22	0.12	0.17	0.17	0.29	0.19	0.27
Non-poor								

SMP	4.652 (7.45)	1.696 (1.12)	3.525 (5.13)	6.576 (4.02)	5.326 (5.82)	0.494* (0.26)	0.936*** (0.34)	0.271* (0.15)
Means (non-targeted)	29.14	6.12	20.18	12.88	21.59	0.66	2.60	0.53
Relative change	16,0%	27,7%	17,5%	51,1%	24,7%	+74,8%	+36,0%	+51,1%
<i>N. of obs.</i>	253	253	253	253	253	253	253	253
<i>R</i> ²	0.16	0.11	0.12	0.11	0.10	0.09	0.13	0.14

Standard errors in parentheses * $p < 0.10$, ** $p < 0.05$, *** $p < 0.01$

Table A6.9. EGRA impact analysis results (clustered errors) - Standard 2

Standard 2								
Total	<i>Letter identification</i>	<i>Initial letter sound</i>	<i>Familiar words</i>	<i>Unfamiliar words</i>	<i>Oral fluency</i>	<i>Reading comprehension</i>	<i>Listening comprehension</i>	<i>Reader (>20cwpm)</i>
SMP effect	1.923 (1.27)	1.074 (0.83)	-6.870*** (0.34)	-2.528*** (0.54)	-3.465*** (0.37)	-0.0291*** (0.01)	0.467 (0.32)	-0.0857*** (0.01)
<i>N</i>	358	358	358	358	358	358	358	358
<i>R</i> ²	0.12	0.13	0.06	0.07	0.06	0.09	0.12	0.06
Girls								
SMP effect	3.118 (1.99)	0.456 (1.16)	-7.757*** (1.74)	-1.010 (1.01)	-0.0559 (1.67)	-0.000454 (0.01)	-0.0403 (0.52)	-0.0116 (0.04)
<i>N</i>	204	204	204	204	204	204	204	204
<i>R</i> ²	0.15	0.12	0.10	0.12	0.09	0.14	0.17	0.08
Boys								
SMP effect	1.856** (0.70)	1.680*** (0.57)	-6.861*** (0.38)	-4.072*** (0.17)	-6.733*** (0.76)	-0.0488*** (0.01)	0.863*** (0.21)	-0.156*** (0.02)
<i>N</i>	154	154	154	154	154	154	154	154
<i>R</i> ²	0.16	0.19	0.17	0.09	0.10	0.11	0.16	0.12
Poor								
SMP effect	1.786 (2.09)	-1.185 (1.18)	-5.559 (3.31)	-9.021*** (0.93)	-4.653** (2.13)	-0.0905*** (0.03)	0.0220 (0.74)	-0.144*** (0.02)
<i>N</i>	135	135	135	135	135	135	135	135
<i>R</i> ²	0.24	0.24	0.12	0.16	0.12	0.24	0.26	0.12
Non-poor								
SMP effect	0.648 (1.80)	1.647*** (0.50)	-6.227*** (1.16)	1.925*** (0.67)	-0.673** (0.25)	0.00104 (0.00)	0.775*** (0.08)	-0.0212*** (0.01)
<i>N</i>	223	223	223	223	223	223	223	223
<i>R</i> ²	0.19	0.19	0.11	0.11	0.09	0.11	0.15	0.09

Table A6.10. EGRA impact analysis results (clustered errors) – Standard 4

Standard 4								
Total	Letter identification	Initial letter sound	Familiar words	Unfamiliar words	Oral fluency	Reading comprehension	Listening comprehension	Reader (>20cwpm)
SMP	5.313*** (1.10)	1.989*** (0.60)	3.914** (1.84)	3.787*** (1.01)	3.017*** (1.05)	0.477*** (0.06)	1.043*** (0.04)	0.265*** (0.02)
N	354	354	354	354	354	354	354	354
R2	0.20	0.14	0.08	0.06	0.07	0.11	0.12	0.12
Girls								
SMP	9.379*** (1.87)	2.902*** (0.74)	7.368*** (1.58)	5.796*** (1.31)	6.745*** (1.97)	0.697*** (0.06)	1.100*** (0.08)	0.239*** (0.05)
N	204	204	204	204	204	204	204	204
R2	0.19	0.28	0.13	0.09	0.10	0.16	0.15	0.14
Boys								
SMP	-2.030** (0.92)	0.551 (0.67)	-1.928 (2.63)	1.219 (0.93)	-1.334*** (0.38)	0.191*** (0.03)	0.926*** (0.02)	0.315*** (0.04)
N	150	150	150	150	150	150	150	150
R2	0.29	0.20	0.13	0.10	0.15	0.19	0.14	0.19
Poor								
SMP	8.632*** (1.59)	2.253** (0.92)	11.14*** (3.33)	5.430*** (1.35)	3.767*** (0.99)	0.319* (0.17)	1.265*** (0.11)	0.328*** (0.04)
N	106	106	106	106	106	106	106	106
R2	0.38	0.22	0.12	0.17	0.17	0.29	0.19	0.27
Non-poor								
SMP	4.652*** (0.13)	1.696 (1.61)	3.525*** (0.38)	6.576*** (1.25)	5.326*** (0.84)	0.494*** (0.02)	0.936*** (0.05)	0.271*** (0.00)
N	248	248	248	248	248	248	248	248
R2	0.16	0.11	0.12	0.11	0.10	0.09	0.13	0.14

Standard errors in parentheses. Errors are clustered at school level. * $p < 0.10$, ** $p < 0.05$, *** $p < 0.01$.

Table A6.11. Mean of EGRA subtask scores by targeted/non-targeted(matched sample)

Sample	Standard 2		Standard 4	
	Targeted	non-targeted	Targeted	non-targeted
Number of letters identified	7.28	6.16	32.07	30.32
Initial letter sound score	2.84	3.14	6.77	6.44
Number of familiar words identified	7.74	6.82	20.86	21.13
Number of decodable words identified	6.76	4.94	14.87	13.60
Oral reading fluency (0-70)	6.96	6.38	22.57	22.64
Reading comprehension score (0-5)	0.04	0.07	0.59	0.73
Listening comprehension score (0-5)	1.79	1.86	2.54	2.65

Reader (ORF>20cwpm)

0.12

0.11

0.58

0.57

Table A6.12. Underage enrolment

	Means		Difference	N. of observations
	Targeted	non-targeted		
Underage enrolment (%) – Standard 4	9.7%	10.5%	-0.01	355
Underage enrolment (%) – Standard 2	10%	4%	+6%**	355
Underage enrolment (%) – Standard 2 (boys)	6.9%	5.2%	-1.7%	158
Underage enrolment (%) – Standard 2 (girls)	12.4%	3%	+9.4%**	196

Note: Statistical significance is indicated by *: ***=p<0.01 **=p<0.05 *=p<0.1.

Table A6.13. Teaching quality for SMP schools

	Standard 2	Standard 4	Difference	N. of obs.
Years teaching as a trained teacher	6.6	8.1	-1.5	26
Asked to read out loud in class 5 days a week	53.8%	69.5%	-15.4%	26

B6. School-level analysis

Table B6.1. School-level descriptive statistics

Indicator	Total	Targeted	non-targeted	Difference	N
End-line sample description					
Schools		128	63		191
Teachers		128	63		191
Schools (by district)					
Chiradzulu		10	6		16
Chikwawa		31	15		46
Kasungu		31	14		45
Mangochi		10	4		14
Mulanje		14	11		25
Phalombe		21	9		30
Salima		11	4		15
Student enrolment, dropout, and absences					
Total enrolment (current year)	1116.25	1197.25	951.67	+245.58**	191
Female enrolment (current year)	566.67	605.41	487.95	+117.46**	188
Dropout rate (last year)	6.22%	5.23%	8.17%	-2.93%*	178
Female dropout rate (last year)	6.33%	5.62%	7.72%	-2.11%	177
N. of children missing more than 20% of school days (last month)	42.48	36.62	54.29	-17.66	187
N. of female children missing more than 20% of school days (last month)	23.80	19.35	32.77	-13.42	184
School staff					
No. of teachers	17.47	18.94	14.41	+4.52***	190
% of female teachers over total	38.28%	40.69%	33.30%	+7.39%**	190
N. of administrative staff	4.15	4.12	4.20	-0.07	189
% of female admin over total	26.14%	26.77%	24.85%	+1.92%	172
Student-teacher ratio	64.43	63.95	65.40	-1.45	190
Student-classroom ratio	136.62	141.14	127.50	+13.64	187
Student-administrative staff ratio	330.48	364.77	259.46	+105.31**	172
School assets					
Latrine	97.90%	98.43%	96.82%	+1.61%	191
Woodlot	84.21%	85.16%	82.26%	+2.90	190
Garden	32.63%	32.03%	33.87%	-1.84%	190
Kitchen	62.83%	88.23%	11.11%	+77.17%***	191
Stoves	55.85%	77.34%	10%	+67.34%***	188
Storeroom	66.67%	92.19%	13.11%	+79.07%***	189
Dining hall	54.79%	75.78%	10%	+65.78%***	188
Year-long access to water	82.72%	85.15%	77.78%	+7.37%	191
Facilities for children with special needs	43.85%	40.94%	50%	-9.05%	187
Training					
School received training on food storage and preparation practices (%)	46.15%	54.33%	10.34%	+43.98%***	156
School received training on good health and nutrition practices (%)	40.11%	51.59%	11.76%	+39.82%***	177
N. of trained teachers (last year)	3.25	3.47	2.78	+0.68	186
N. of trained admin (last year)	0.66	0.78	0.42	+0.36	189

Attentiveness in class					
% of students inattentive in class over total student in classroom	30.53%	26.39%	39.14%	-12.75%***	191
% of female students inattentive in class over total female student in classroom	33.24%	27.86%	44.34%	-16.48%***	190
% of students hungry in class over total student in classroom	70.02%	63.58%	83.41%	-19.83%***	191
% of female students hungry in class over total female student in classroom	75.02%	65.30%	95.10%	-29.79%***	190
Illness					
Number of children absent because of illness over total enrolled children (last year; %)	7.89%	7.60%	8.46%	-0.8%	185
Number of children suffering from diarrhoea over total enrolled children (last year; %)	1.74%	1.39%	2.42%	-1%	185

Notes: "N. of obs." for number of observations are reported in parentheses next to every coefficient. Statistical significance is indicated by *: ***=p<0.01 **=p<0.05 *=p<0.1. **Source:** End-line Survey (2018).

Table B6.2. SMP impact on dropout, absenteeism, inattentiveness, and training

<i>Indicators</i>	<i>Total</i>		<i>Female</i>		<i>Male</i>	
	Treatment	Control	Treatment	Control	Treatment	Control
Drop-out rate						
Before	0.116	0.116	0.103	0.106	0.110	0.131
After	0.107	0.136	0.123	0.147	0.119	0.177
Diff-in-Diff	-0.029* (0.017)		-0.021 (0.018)		-0.037 (0.032)	
Relative change (%)	-62%		-87.5%		-148%	
<i>N. of obs.</i>	233		210		140	
<i>R-square</i>	0.46		0.48		0.70	
Absenteeism (more than 20% of school days, last month)						
Before	0.110	0.100	0.133	0.126	0.050	0.041
After	0.104	0.144	0.128	0.170	0.047	0.065
Diff-in-Diff	-0.050** (0.024)		-0.048* (0.027)		-0.027** (0.013)	
Relative change (%)	-125%		-100%		-142%	
<i>N. of obs.</i>	242		241		241	
<i>R-square</i>	0.36		0.37		0.39	
Number of inattentive children in classroom						
Before	17.79	22.10	6.92	3.49	2.81	8.69
After	19.4	28.96	5.89	4.61	4.42	12.68
Diff-in-Diff	-5.25 (12.38)		-2.15 (8.30)		-2.38 (6.03)	
Relative change (%)	-22.84%		-16.7%		-21.56%	
<i>N. of obs.</i>	212		212		212	
<i>R-square</i>	0.45		0.44		0.51	
Number of teachers/administrators using new techniques						
Before	4.56	0.69				
After	10.02	3.52				

Diff-in-Diff	2.63 (2.86)	
Relative change (%)	39.4%	
<i>N. of obs.</i>	242	
<i>R-square</i>	0.55	
<i>School received training on good health and nutrition practices</i>		
Before	0.69	0.48
After	0.92	0.50
Diff-in-Diff	0.213 (0.158)	
Relative change (%)	59.2%	
<i>N. of obs.</i>	235	
<i>R-square</i>	0.43	

Notes: Number of observations are reported below every indicator. Analysis has been conducted using school level characteristics as covariates. Sample weights are also applied. Standard errors are clustered at school level reported in parentheses. Statistical significance is indicated by *: ***=p<0.01 **=p<0.05 *=p<0.1. **Source:** Baseline Survey (2016) and End-line Survey (2018).

Table B6.3. SMP impact on school enrolment

	Total	
Total Enrolment	<i>Treatment</i>	<i>Control</i>
Sample mean in 2016	1203	904.7
Sample mean in 2018	1222	960.8
Diff-in-Diff	-39.9 (109.5)	
Relative change (%)	-3.5%	
<i>N. of obs.</i>	223	
<i>Enrolment in standard 2</i>		
Sample mean in 2016	213.4	167
Sample mean in 2018	211.4	162.5
Diff-in-Diff	+7.8 (20.9)	
Relative change (%)	+3.9%	
<i>N. of obs.</i>	222	
<i>Enrolment in standard 8</i>		
Sample mean in 2016	67.5	54.3
Sample mean in 2018	70.7	66.5
Diff-in-Diff	-7.9 (9.8)	
Relative change (%)	-12.4%	
<i>N. of obs.</i>	220	

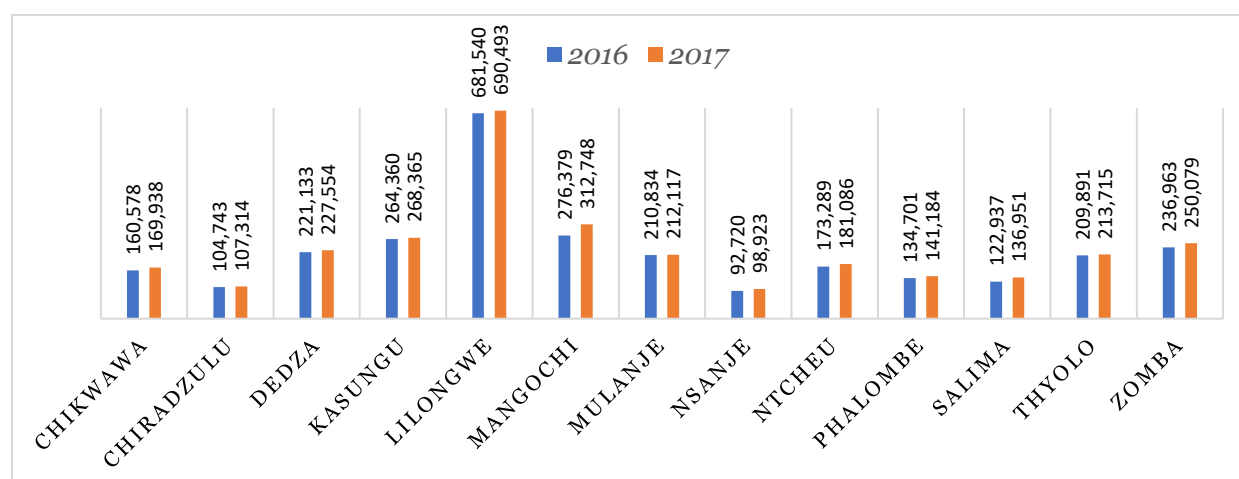
Notes: Number of observations are reported below every indicator. Analysis has been conducted using school level characteristics as covariates. Sample weights are also applied. Standard errors are clustered at school level and reported in parentheses. Statistical significance is indicated by *: ***=p<0.01 **=p<0.05 *=p<0.1. **Source:** Baseline Survey (2016) and End-line Survey (2018).

Table B6.4. SMP impact on school crowding

	<i>Total</i>	
	<i>Treatment</i>	<i>Control</i>
<i>N. of students per classroom</i>		
Sample mean in 2016	134.3	112.5
Sample mean in 2018	133.6	114.5
Diff-in-Diff	5.52 (13.12)	
Relative change (%)	4.3%	
N. of obs.	223	
<i>Student/teacher ratio (total)</i>		
Sample mean in 2016	85.6	74.3
Sample mean in 2018	65.5	65.1
Diff-in-Diff	-10.8 (7.73)	
Relative change (%)	-12.99%	
N. of obs.	223	
<i>Student/teacher ratio (Standard 1)</i>		
Sample mean in 2016	141.4	132.7
Sample mean in 2018	108.8	114.6
Diff-in-Diff	-6.27 (18.8)	
Relative change (%)	-4.5%	
N. of obs.	220	
<i>Student/teacher ratio (Standard 2)</i>		
Sample mean in 2016	133.7	119.5
Sample mean in 2018	92	95.7
Diff-in-Diff	-16.2 (17.5)	
Relative change (%)	-12.4%	
N. of obs.	219	
<i>Student/teacher ratio (Standard 3)</i>		
Sample mean in 2016	126.5	89.2
Sample mean in 2018	88.1	86.2
Diff-in-Diff	-35.7** (16.5)	
Relative change (%)	-30.4%	
N. of obs.	218	
<i>Student/teacher ratio (Standard 4)</i>		
Sample mean in 2016	99.5	77.5
Sample mean in 2018	73.9	71.6
Diff-in-Diff	-22.8 (13.25)	
Relative change (%)	-24.2%	

Notes: Number of observations are reported below every indicator. Analysis has been conducted using school level characteristics as covariates. Sample weights are also applied. Standard errors are reported in parentheses. Statistical significance is indicated by *:
***=p<0.01 **=p<0.05 *=p<0.1. **Source:** Baseline Survey (2016) and End-line Survey (2018).

Figure B1.1. Enrolment in the 13 districts covered by SMP in 2016 and 2017.



6. Household level analysis

Table C6.1. Household-level descriptive statistics

	Total	Targeted	Non-targeted		
Households	1,398	922			476
Households (by district)					
Chiradzulu	120	77			43
Chikwawa	327	218			109
Kasungu	333	227			106
Mangochi	95	61			34
Mulanje	185	104			81
Phalombe	223	154			69
Salima	115	81			34
Indicator	Total	Targeted	Non-targeted	Difference	N
General information					
Household size	6.20	6.20	6.19	+0.01	1,398
Female-headed household (%)	27.32%	28.63%	24.78%	+3.84%	1,398
Age of household head	43.41	43.55	43.15	+0.40	1,398
Household head is employed (%)	18.24%	18.54%	17.64%	-0.09%	1,398
Household head education (%)					
None	11.95%	10.85%	14.08%	-3.23%***	167
Primary	61.09%	61.50%	60.29%	+1.21%	854
Secondary	23.46%	24.19%	22.06%	+2.13%	328
Higher	3.51%	3.47%	3.57%	-0.1%	49
Benefit received by the child (%)					
School Meal	72.07%	72.07%	//	//	663
Take Home Ration alone	0.76%	0.76%	//	//	7
School Meal and Take Home Ration	27.17%	27.17%	//	//	250
Nutrition and food security indicators					
Minimum Acceptable Diet (MAD) (%)	17.25%	19.74%	12.42%	+7.32%***	1,397
Dietary Diversity Score	5.05	5.25	4.67	+0.58***	1,398
Child daily meals	2.94	3.04	2.75	+0.29***	1,398
Adult daily meals	2.23	2.28	2.14	+0.13***	1,398
Food Consumption Score	33.08	34.10	31.10	+3***	1,398
Coping Strategy Index (reduced)	21.51(63) ^o	20.43	23.57	-3.14***	1,398
Household Hunger Scale	2.04	1.89	2.32	-0.43***	1,398

Note: In table above are reported mean values for total, targeted, and non-targeted schools for the different indicators. ⁹ Values in parentheses indicate the maximum of the index. Stars (*) represent the statistical significance of differences between targeted and non-targeted values. *= $p < 0.1$; **= $p < 0.5$; ***= $p < 0.01$.

Table C6.1.1. Household characteristics based on gender of household head (pooled sample)

	Male-headed	Female-headed	Difference
Age of head	38.27264	41.74346	-3.471***
Household size	6.434055	5.581152	0.853***
Educated	.9114173	.7984293	0.113***
Head is employed	.2194882	.0837696	0.136***
Asset poor	.355315	.5209424	-0.166***
<i>N</i>	1016	382	

Note: Stars (*) represent the statistical significance of differences between targeted and non-targeted values. *= $p < 0.1$; **= $p < 0.5$; ***= $p < 0.01$.

Table C6.1.2. Household characteristics based on gender of household head (treated)

	Male-headed	Female-headed	Difference
Age of head	38.53	42.10	-3.56***
Household size	6.47	5.56	0.90***
Educated	0.92	0.81	0.11***
Head is employed	0.23	0.08	0.15***
Asset poor	0.33	0.49	-0.15***
<i>N</i>	656	264	

Note: Stars (*) represent the statistical significance of differences between treatment and control values. *= $p < 0.1$; **= $p < 0.5$; ***= $p < 0.01$.

Table C6.1.3. Household characteristics based on gender of household head (control)

	Male-headed	Female-headed	Difference
Age of head	37.80	40.96	-3.16***
Household size	6.37	5.62	0.76***
Educated	0.89	0.76	0.13***
Head is employed	0.20	0.09	0.11***
Asset poor	0.39	0.59	-0.20***
<i>N</i>	360	180	

Note: Stars (*) represent the statistical significance of differences between treatment and control values. *= $p < 0.1$; **= $p < 0.5$; ***= $p < 0.01$.

Table C6.2. Short-term hunger analysis (IV and OLS)

	MAD (child)		MAD (household)		DDS		N. of meals (adult)		N. of meals (child)		CSI		HHS		FCS		
	IV	OLS	IV	OLS	IV	OLS	IV	OLS	IV	OLS	IV	OLS	IV	OLS	IV	OLS	
Pooled																	
SMP	0.07 (0.05)	0.07** (0.03)	0.20*** (0.05)	0.12*** (0.03)	0.48* (0.28)	0.41** (0.20)	0.22*** (0.07)	0.12** (0.05)	0.31*** (0.08)	0.22*** (0.06)	-5.51*** (1.93)	-2.17 (1.38)	-1.01*** (0.25)	-0.33* (0.19)	3.76** (1.87)	3.01** (1.25)	
Means	0.12	0.12	0.24	0.24	4.67	4.67	2.14	2.14	2.32	2.32	23.58	23.58	2.32	2.32	31.15	31.15	
% change	58.3%	58.3%	83%	50%	10.3%	8.8%	10.3%	5.6%	13.4%	9.5%	-23.4%	-9.2%	-43.5%	-14.2%	12.1%	9.7%	
N	1289	1345	1289	1345	1289	1345	1289	1345	1289	1345	1289	1345	1289	1345	1289	1345	
R ²	0.25	0.24	0.38	0.31	0.36	0.35	0.31	0.30	0.27	0.26	0.27	0.27	0.30	0.30	0.34	0.33	
Female-headed																	
SMP	-0.12* (0.07)	<0.01 (0.06)	0.09 (0.08)	0.06 (0.07)	0.04 (0.59)	0.28 (0.46)	0.29* (0.16)	0.11 (0.14)	0.17 (0.26)	0.22 (0.20)	-3.14 (4.83)	-2.56 (3.75)	-0.41 (0.52)	-0.28 (0.45)	1.25 (3.62)	0.57 (2.95)	
Means	0.14	0.14	0.20	0.20	4.48	4.48	2.05	2.05	2.24	2.24	25.7	25.7	2.83	2.83	30.53	30.53	
% change	-85.7%	<1%	45%	30%	0.9%	6.3%	14.1%	5.4%	7.6%	9.8%	-12.2%	-10.0%	-14.5%	-9.9%	4.1%	1.9%	
N	356	368	356	368	356	368	356	368	356	368	356	368	356	368	356	368	
R ²	0.38	0.41	0.32	0.39	0.44	0.43	0.46	0.44	0.39	0.40	0.32	0.32	0.40	0.39	0.41	0.41	
Male-headed																	
SMP	0.12** (0.05)	0.07* (0.04)	0.17*** (0.06)	0.11** (0.04)	0.67** (0.33)	0.38 (0.24)	0.21** (0.08)	0.13** (0.06)	0.31*** (0.09)	0.21*** (0.07)	-5.32** (2.16)	-2.23 (1.56)	-1.13*** (0.27)	-0.44** (0.22)	4.80** (2.07)	3.35** (1.48)	
Means	0.12	0.12	0.25	0.25	4.74	4.74	2.17	2.17	2.35	2.35	2.88	2.88	2.16	2.16	31.35	31.35	
% change	100.0%	58.3%	68%	44%	14.1%	8.0%	9.7%	6.0%	13.2%	8.9%	-184.7%	-77.4%	-52.3%	-20.4%	15.3%	10.7%	
N	933	977	933	977	933	977	933	977	933	977	933	977	933	977	933	977	
R ²	0.27	0.26	0.43	0.39	0.39	0.39	0.30	0.31	0.29	0.29	0.32	0.31	0.32	0.31	0.38	0.37	
Poor																	
SMP	0.13* (0.07)	0.09** (0.05)	0.16** (0.07)	0.09* (0.05)	0.70** (0.35)	0.76*** (0.27)	0.22* (0.12)	0.12 (0.08)	0.26* (0.13)	0.26** (0.10)	-8.15*** (3.04)	-2.71 (2.34)	-1.03** (0.41)	-0.34 (0.34)	3.31 (2.41)	3.16* (1.78)	
Means	0.06	0.06	0.10	0.10	3.49	3.49	1.93	1.93	2.13	2.13	25.99	25.99	2.97	2.97	24	24	
% change	216.7%	150.0%	160%	90%	20.1%	21.8%	11.4%	6.2%	12.2%	12.2%	-31.4%	-10.4%	-34.7%	-11.4%	13.8%	13.2%	
N	504	534	504	534	504	534	504	534	504	534	504	534	504	534	504	534	
R ²	0.34	0.32	0.42	0.40	0.37	0.38	0.36	0.35	0.36	0.35	0.32	0.32	0.37	0.37	0.33	0.32	
Non-poor																	
SMP	0.09 (0.07)	0.04 (0.05)	0.29*** (0.08)	0.15*** (0.06)	0.42 (0.37)	0.11 (0.30)	0.24** (0.10)	0.10 (0.08)	0.38*** (0.11)	0.19** (0.09)	-4.14* (2.39)	-1.99 (1.91)	-0.52* (0.29)	-0.19 (0.24)	5.86** (2.42)	3.50* (1.86)	
Means	0.18	0.18	0.34	0.34	5.61	5.61	2.31	2.31	2.48	2.48	21.66	21.66	1.81	1.81	36.84	36.84	
% change	50.0%	22.2%	85.3%	44.1%	7.5%	2.0%	10.4%	4.3%	15.3%	7.7%	-19.1%	-9.2%	-28.7%	-10.5%	15.9%	9.5%	
N	785	811	785	811	785	811	785	811	785	811	785	811	785	811	785	811	
R ²	0.30	0.30	0.40	0.40	0.40	0.40	0.33	0.32	0.31	0.31	0.34	0.33	0.35	0.34	0.38	0.37	
Take Home Ration receivers																	
THR	0.07 (0.07)	0.05 (0.07)	0.28*** (0.09)	0.07 (0.08)	0.79 (0.50)	0.57 (0.40)	0.28 (0.19)	0.07 (0.13)	0.57*** (0.16)	0.13 (0.14)	-3.73 (3.46)	2.10 (2.79)	-0.53 (0.56)	0.29 (0.39)	5.06 (3.40)	2.39 (2.51)	
Means	0.10	0.10	0.21	0.21	4.61	4.61	2.13	2.13	2.31	2.31	22.52	22.52	2.43	2.43	30.73	30.73	
% change	70.0%	50.0%	133%	33%	17.1%	12.4%	13.1%	3.3%	24.7%	5.6%	-16.6%	9.3%	-21.8%	11.9%	16.5%	7.8%	
N	481	489	481	489	481	489	481	489	481	489	481	489	481	489	481	489	
R ²	0.34	0.35	0.47	0.47	0.38	0.38	0.38	0.38	0.31	0.33	0.33	0.34	0.38	0.39	0.40	0.40	

Robust standard errors in parentheses. *p< 0.10, **p< 0.05, ***p< 0.01

Table C6.3. Meal substitution effect.

	Outcomes – Household-level		
	<i>Consuming breakfast</i>	<i>Consuming lunch</i>	<i>Consuming dinner</i>
Total	0.25*** (0.06)	0.01 (0.03)	0.05 (0.03)
<i>Relative change (%)</i>	+54.3%	+1.1%	+5.4%
<i>N. of obs.</i>	1,289	1,289	1,289
Young children (grade 3 and below)	0.25*** (0.07)	-0.02 (0.03)	0.05 (0.04)
<i>Relative change (%)</i>	+59.5%	-2.1%	+5%
<i>N. of obs.</i>	1,103	1,103	1,103
Older children (grader 4 and above)	-0.14 (0.19)	0.01 (0.03)	0.01 (0.08)
<i>Relative change (%)</i>	-23%	+1.1	+1.1%
<i>N. of obs.</i>	186	186	186

Note: Robust standard errors are reported in parentheses. Inverse probability weighting is applied only for outcomes at household level. Outcomes at student-level are based on EGRA test sample. Statistical significance is indicated by *: ***=p<0.01 **=p<0.05 *=p<0.1.

Table C6.4. School meals cooking and working hours

<i>Outcomes</i>	<i>Targeted</i>	<i>N. of obs.</i>
Average amount of hours dedicated to school meals cooking	6.6hrs	281
% of volunteer women who also have a job	42.3%	272
% of hours dedicated to school meals cooking over total working hours for women that have a salaried job.	32.8%	115

Annex 7: Achievement of Performance Indicators

Table A7.1. Results indicators by six month period.

MGD Result	Activity	Indicator	Baseline value	Oct 2016-Mar 2017	Apr-Sep 2017	Oct 2017-Mar 2018	Apr 2018-Sep 2018	End-line	Final Target	Achievement of target Red-not achieved Green-achieved or exceeded
MGD 1.3	Improved student attendance	Number of students regularly (80%) attending USDA supported classroom/schools (Total, Male & Female)	0	393,001	510,623	580,844	555,312	580,844	573,726	100% Achieved between October 2017 and March 2018, but not in any other six-month period
MGD 1.3/1.3.4		Percent of communities aware of the importance of education	100%					100%	100%	100% Value from survey data
MGD 1.1.2	Better access to school supplies and materials	Number of textbooks and other teaching and learning materials provided as a result of USDA assistance	0	0	0	0	0	40,000	172,051	23% Distribution started last period.
		Percent of textbooks and other teaching and learning materials provided as a result of USDA assistance	0%	0%	0%	0%	0%	23%	35%	65.7% Number of books provided divided by target. As above, distribution started last period
MGD 1.3.1	Provide bursaries	Number of bursaries provided as a result of USDA assistance	0	0	0	660	595	1,980	2,080	2.7% Distribution started in 2018. Result from Oct 2017-March 2018
		Number of individuals receiving bursaries as a result of USDA assistance	0	0	0	660	595	669	2,080	31.7% Distribution started in 2018. Result from Oct 2017-March 2018
MGD 1.1.5	Training: teachers, administrators	Number of school administrators and officials in target schools who demonstrate use of new techniques or tools as a result of USDA assistance	0	145	549	75	986	1,753	456	384% End-line value is cumulative total for all periods.
MGD 1.1.5		Number of school administrators and officials trained or certified as a result of USDA assistance	0	145	549	75	986	1,753	1,374	127% End-line value is cumulative total for all periods
		Number of school administrators trained outside USDA funding	586						456	No information present on the indicator.
MGD 1.1.5/2.3		Number of people trained in commodity management, food storage and preparation	235	316	4,550	323	866	5,189	912	569% Target from semi-annual report since the one from baseline was illogically low. Cumulative total for entire period.
MGD 1.1.5		Number of staff trained in school meals programme management as a result of USDA assistance	0	145	549	75	986	1,753	1,374	127% End-line value is cumulative total for all semesters
MGD 1.1.4		Number of teachers/educators/teaching assistants in target schools who demonstrate	0	0	0	75	1,371	1,446	1,638	88.3%

		use of new and quality teaching techniques or tools as a result of USDA assistance (Total, Female, Male)								Implementation started in 2018. Cumulative total number of trained and certified teachers until Sep 2018
MGD 1.3.3		Number of educational facilities (i.e. school buildings, classrooms and latrines) rehabilitated/constructed as a result of USDA assistance	Classes 0 Latrines 0 Water source 0 Soap 0	0	0	0	0	Ongoing	Class 10 Latrine 10 Water 10 Soap 10	0% Ongoing construction of 5 schools with 12 latrines each.
		Number of schools that demonstrate SMP management	232	145	456	456	456	456	456	100% Number of schools that demonstrate SMP management not available in Semi-Annual report. End-line value is based on the indicator on training. Following PMP indications, we deduced that at least 1 administrator has been trained per school.
MGD 1.3.4	Increased student enrolment	Number of students enrolled in school receiving USDA assistance (total, female male)	0	540,939	638,279	638,290	638,290	638,290	637,473	100% Not achieved in first semester of programme only.
MGD 1.4.4	Increased engagement of local organizations and community groups	Number of Parent-Teacher Associations (PTAs) or similar "school" governance structures supported as a result of USDA assistance	0	46	565	529	92	565	456	124% End-line value is highest recorded (from April-Sep 2017). Target was not achieved in last and first periods
MGD 1.4.4	Develop partnerships with Farmer Organizations to supply food to schools	Number of partnerships with farmer organizations developed	9						5	1. Not available
		Number of public-private partnerships formed as a result of USDA assistance	7	3	7	7	7	7	5	2. 140% 3. Seven public-private partnerships to facilitate implementation of programme activities. No direct partnerships with farmer organisations
MGD 1.4.3/1.4.4	Increased engagement of local organizations and community groups	Number of PTA/SMC/MG supported by USDA assistance	0	46	565	529	92	565	456	124% Same values used for number of PTAs or similar governance structure supported
	Increased government support	Value of public and private sector investments leveraged as a result of USDA assistance	US\$ 0	US\$ 0	US\$ 358,720	US\$ 0	US\$ 0	US\$ 358,720	US\$ 300,000	119% Public-private partnership investments amounted to US\$358,720 (US\$152,720 from NGOs and US\$ 206,000 from the

										Government). The contributions made by the end of 2017 and covered the all of 2018 as well.
MGD 1.4.2	Capacity-building: at local, district and national levels	Number of educational policies, regulations and/or administrative procedures in each of the following stages of development as a result of USDA assistance: Stage 1: Analyzed Stage 2: Drafted and presented for public/stakeholder consultation Stage 3: Presented for legislation/decreed Stage 4: Passed/Approved Stage 5: Passed for which implementation has begun	0	0	0	0	0	1	6	17% School Health and Nutrition policy in place. Operational plan for school feeding strategy in School Health and Nutrition Policy at stage 1.
MGD 1.2.1.1		Number of take-home rations provided to school age children as a result of USDA assistance	0	0	0	128,469	38,980	128,469	167,439	76.7% Reported value is for Oct 2017-March 2018. Distribution started in January 2018.
MGD 1.2.1.1		Number of individuals receiving take-home rations as a result of USDA assistance (total, female, male)	0	0	0	42,823	12,990 (fem = 10,912; mal = 2,078)	42,823	55,813 (Girls=48,557, Boys = 7,256)	76.7% Reported value is for Oct 2017-March 2018. Gender disaggregation only in last period. Distribution started in January 2018.
		Percent of households' hunger over a 30-day period	58.9%					49.2%	25%	51%
		Average number of meals consumed by adults per day	2					2.28	3	76% Based on survey data
		Average number of meals consumed by children per day	3					2.56	3	85% Based on survey data
		Percent of hunger coping strategy	23%					20.43%	50%	244.7% Based on survey data (CSI)
MGD 1.2.1.1		Number of daily school meals (breakfast, snack, lunch) provided as a result of USDA assistance	0	0	38,628,645	70,850,190	48,510,040	157,988,875	215,491,400	73.3% Cumulative total
MGD 1.2.1.1		Number of school-aged children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance	0	540,939	638,279	638,290	638,290	638,290	548,000	116%
MGD 1.2.1.1/ 1.3.1.1/2.5	Increased access to preventive health interventions	Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance (total, female, male)	0	540,939	638,279	638,290	638,290	638,290	637,473	100%
MGD 2.3		Number of individuals trained in child health and nutrition as a result of USDA assistance (total, female, male)	0	316	4,550	323	866	5,189	1,374	377% Gender disaggregation only for last period.
		Number of government staff members trained in good health and nutritional practices	235	0	0	75	1,371	1,446	1,638	88.3%

										Cumulative total of teachers trained/certified. Final semi-annual report adds a comment specifying numbers are for administrators.
		Number of community members trained in good health and nutritional practices	948	316	4,550	323	866	5,189	1,374	377% Gender disaggregation for last period
<i>MGD 2.4</i>		Number of schools using an improved water source	0						310	Not available.
<i>MGD 2.4</i>		Number of schools with improved sanitation facilities	0						310	Not available.
		Number of schools with improved kitchen and facilities	300	456	456	456	456	456	456	100%
		Number of schools with school gardens established	0					35	456	7.7%
<i>MGD 2.5</i>		Number of students receiving de-worming medication(s)	0						637,473	Not available.
<i>MGD SO2</i>		Percentage of school-age children receiving Minimum Acceptable Diet (MAD)	16.4%					19.8%	20%	99% Based on survey data
<i>MGD SO1</i>		Percent of students who by the end of two grades of primary schooling demonstrate that they can read and understand the meaning of grade level test	8%					12%	11%	114% Based on survey data
<i>MGD SO1</i>		Number of individuals benefiting directly from USDA-funded interventions (total, female male)	0	316	638,828	638,613	639,661	639,661	640,665	99% Results from Apr-Sept 2018. The number includes enrolment and training. No gender disaggregation. No distribution in first period
<i>MGD SO1</i>		Number of individuals benefiting indirectly from USDA-funded interventions (total, female, male)	0	54,412	319,140	957,435	957,435	957,435	274,320	349% Not achieved in first semester. Includes family members of students receiving school meals

Sources: Survey data. Malawi Semi-Annual Report data for April 2017 to September 2017; Malawi Semi-Annual Report data for October 2017 to March 2017; Malawi Semi-Annual Report Narrative for October 2017 to March 2018; Malawi Semi-Annual Report, April-September 2018

Annex 8: Gender and Protection Recommendations

Table A8.1: Recommendations for improving Gender and Protection in the SMP

Element	Strengths	Weaknesses	Suggestions for improvement
Design	Take home rations explicitly target all girls and orphaned boys in standards 5-8, conditioned on 80% school attendance	None	
Mainstreaming			
Strategy/action plan formulation	Extensive mainstreaming touching on women and girls' empowerment (leadership of committees, training female construction workers, girls' life skills, bursaries), sensitization on safety risks to programme sites, GBV, reproductive health, CFMs	No strategy or action plan that guides these activities. Currently ad-hoc	Develop gender and protection strategy or action plan that defines scope and goals of mainstreamed activities
Cultural norms (gender roles, child marriage, sexual initiation)		Unintended impacts on gender roles in voluntary labour in SMP not addressed Cultural norms e.g. child marriage and cultural sexual initiations not addressed.	Sensitize communities on the importance of men and women sharing responsibilities in meal preparation. Increase incentives for meal preparation workers e.g. training and certification for meal preparation for all cooks. May attract male volunteers. Directly sensitize communities and advocate for the elimination of child marriage and sexual initiation in JPGE programming or social mobilization activities e.g. Every Girl in School Campaign. Collaborate with local community groups e.g. Mother Clubs.
GBV and bullying	GBV addressed via JPGE and community awareness campaigns/social mobilization on education.	JPGE is only in 4 districts, 80 schools. GBV incidence remains a problem. Bullying and violence in schools is not addressed. Safety for volunteer workers who travel to school not addressed	Scale up JPGE to increase coverage and GBV sensitization. Include sensitization on bullying/violence in schools and safety risks for volunteer workers in SMP
Complaints and Feedback Mechanisms (CFMs)	Beneficiaries can lodge complaints or grievances.	Mainly use non-confidential channels. May discourage community members from speaking out. Especially on sensitive issues such as mismanagement of commodities or sexual violence committed by teachers Scale of suggestion boxes and helpdesks unclear. Lack of awareness over toll-free hotline.	Scale up anonymous mechanisms such as toll free hotlines/suggestion boxes to strengthen CFMs. Requires sensitization of government officials. Sensitization of beneficiaries as they could be afraid of technology. Risks: poor mobile network service.
Gender analysis	Gender disaggregated data on outcomes and outputs collected and monitored	No gender protection assessments in past 2 years No specific GEEW and protection indicators in results framework nor monitoring processes e.g. female leadership of SFCs, child marriage, time spent by men and women in meal preparation work, volunteer safety,	Include GEEW and protection indicators in a gender action plan for the SMP. Carry out an annual gender and protection assessment that would monitor designated GEEW and protection indicators.

		bullying and GBV in schools	
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Annex 9: Documents Reviewed

TableA9.1. List of reviewed documents

Document Type	Comment / Titles & dates of documents received	Received - Y/N (N/A)	Link to Evaluation matrix
Project related documents			EQ-Evaluation Question
Appraisal mission report		N	
Project document (including Logical Framework in Annex)	WFP Malawi FY16-18 McGovern-Dole: Project Level Results Framework SMP Project Baseline Report (2016-2018) SMP Project Final Evaluation (2013-2015) Malawi Protracted Relief and Recovery Operation (2014-2017) Mid-term Evaluation WFP/McGovern-Dole FY2016 Project Proposal	Y	EQs 1, 2, 5, 6, 7, 8, 9, 10, 11
Standard Project Reports	PRRO200287 SPR (2016) PRRO200287 SPR (2017)	Y	EQs 1, 2, 3, 4
Standard Operating Procedures	Malawi Evaluation Plan (FY2016); TOR	Y	EQ 1
Budget Revisions		N	
Note for the record (NFR) from Programme Review Committee meeting (for original operation and budget revisions if any)		N	
Approved Excel budget (for original intervention and budget revisions if any)		N	
Intervention/Project Plan (breakdown of beneficiary figures and food requirements by region/activity/month and partners)	PRRO200287 SPR (2016) PRRO200287 SPR (2017) MWCO MoUs, FLAs, POs with all partners	Y	EQs 1, 2, 3, 4
Other		N	
Country Office Strategic Documents (if applicable)			
Country Strategy Document (if any)		N	
Other	WFP International Guidance on Support to Social Protection WFP Gender Policy (2015-2020) Malawi Country Office Action Plan for Gender (2017-2020)	Y	EQs 1, 2, 4
Assessment Reports			
Comprehensive Food Security and Vulnerability Assessments	Comprehensive Food Security and Vulnerability Analysis (CFSVA) Malawi, 2012 The Malawi Vulnerability Assessment Committee (MVAC) Bulletin (2016)	Y	EQs 6, 12, 13, 14
Crop and Food Security Assessments (FAO/WFP)		N	

Emergency Food Security Assessments	El Niño: Undermining Resilience, WFP Food Security and Nutrition Report in Southern Africa.	Y	EQs 6, 12, 13, 14
Food Security Monitoring System Bulletins	The Malawi Vulnerability Assessment Committee (MVAC) Bulletin (March 2016 - April 2017) The Malawi Vulnerability Assessment Committee (MVAC) Bulletin (2017) The Malawi Vulnerability Assessment Committee (MVAC) Bulletin (November 2017 update)	Y	EQs 6, 12, 13, 14
Market Assessments and Bulletins	Malawi National Market Analysis (2016-2017) Malawi National Market Analysis (2017-2018)	Y	EQs 6, 12, 13, 14
Joint Assessment Missions (UNHCR/WFP)		N	
Inter-Agency Assessments		N	
Rapid needs assessments		N	
Other		N	
Monitoring & Reporting			
M&E Plan	FY2016 McGovern-Dole Proposal – Attachment 6: Evaluation Plan WFP Malawi FY16-18 McGovern-Dole: Project Level Results Framework	Y	EQs 5, 6, 7, 8, 9, 10, 11
Country Situation Report (SITREP)		N	
Country Executive Brief	Malawi Country Brief, May 2018	Y	EQs 5, 6, 7, 8, 9, 10, 11
Food Distribution and Post-distribution Monitoring Reports	PRRO200287 SPR (2016) – yearly report on the status of the project PRRO200287 SPR (2017) – yearly report on the status of the project	Y	EQs 5, 6, 7, 8, 9, 10, 11
Monthly Monitoring Reports	WFP/USDA Semi-annual Report Narrative (Oct 2017-March 2018) WFP/USDA Semi-annual Report Narrative (Apr 2017-Sep 2017) WFP/USDA Semi-annual Report Narrative (Oct 2017-March 2018) WFP/USDA Semi-annual Report Narrative (Oct 2017-March 2018) WFP/USDA Semi-annual Report Narrative (Oct 2017-March 2018) WFP/World Vision LPP Project Monthly Monitoring Report (Jan 2018) WFP/World Vision LPP Project Monthly Monitoring Report (March 2018) WFP/World Vision LPP Project Monthly Monitoring Report (April 2018) WFP/World Vision LPP Project Monthly Monitoring Report (May 2018) WFP/World Vision LPP Project Quarterly Monitoring Report (Jan-March 2018) WFP ECD Monthly Monitoring Report (Jun 2017) WFP ECD Monthly Monitoring Report (Aug 2017) WFP ECD Monthly Monitoring Report (Sep 2017) WFP ECD Monthly Monitoring Report (Oct 2017) WFP ECD Monthly Monitoring Report (Nov 2017) WFP ECD Monthly Monitoring Report (Jan 2018) WFP EGIS Monthly Monitoring Report (Sep 2017) WFP EGIS Monthly Monitoring Report (Nov 2017) WFP EGIS Monthly Monitoring Report (Dec 2017) WFP EGIS Monthly Monitoring Report (Jan 2018) WFP EGIS Monthly Monitoring Report (Feb 2018) WFP EGIS Monthly Monitoring Report (Mar 2018)	Y	EQs 5, 6, 7, 8, 9, 10, 11
Beneficiary Verification Reports		N	

Donor specific reports	USDA-Funded School Construction and Bursaries Quarterly Report (Nov-Dec 2017)	Y	EQs 5, 6, 7, 8, 9, 10, 11
Output monitoring reports (if applicable)			
Actual and Planned beneficiaries by activity and district/ location by year	SMP Project Baseline Report (2016-2018) SMP Project Final Evaluation (2013-2015) Malawi Protracted Relief and Recovery Operation (2014-2017) Mid-term Evaluation	Y	EQs 5, 6, 7, 8, 9, 10, 11
Male vs. Female beneficiaries by activity and district/ location by year	PRRO200287 SPR (2016) PRRO200287 SPR (2017)	Y	EQs 5, 6, 7, 8, 9, 10, 11
Beneficiaries by age group	PRRO200287 SPR (2016) – disaggregation of project beneficiaries by age group PRRO200287 SPR (2017) – disaggregation of project beneficiaries by age group	Y	EQs 5, 6, 7, 8, 9, 10, 11
Actual and Planned tonnage distributed by activity by year	PRRO200287 SPR (2016) PRRO200287 SPR (2017)	Y	EQs 5, 6, 7, 8, 9, 10, 11
Commodity type by activity		N	
Actual and Planned cash/voucher requirements (US\$) by activity by year	PRRO200287 SPR (2016) PRRO200287 SPR (2017)	Y	EQs 5, 6, 7, 8, 9, 10, 11
Operational documents (if applicable)			
Organogram for main office and sub-offices	WFP Units Organigrams (Administration, Finance, ICT, Supply Chain, Programme, Logistics, Procurement)	Y	
Activity Guidelines		N	
Mission Reports		N	
Pipeline overview for the period covered by the evaluation	Despatch data from January 2016 to 20 August 2018	Y	
Logistics capacity assessment		N	
Partners (if applicable)			
Annual reports from cooperating partners		N	
List of partners (Government, NGOs, UN agencies) by location/ activity/ role/ tonnage handled	MWCO MoUs, FLAs, POs with all partners. It contains information about partners and their contribution to WFP activities.	Y	EQ 3
Field level agreements (FLAs), Memorandum of Understanding (MOUs)	CRECOM FLA (May 2017) World Vision Malawi FLA (Dec 2017) AECDM FLA (April 2017) MWCO MoUs, FLAs, POs with all partners	Y	EQ 3
Cluster/ Coordination meetings (if applicable)			
Logistics/Food Security/nutrition cluster documents		N	
NFRs of coordination meetings	SMP Development Partners' Meeting Minutes (September 2016) SMP Thematic Work Group Meeting Minutes (July 2017, 7 th meeting) SMP Sub-Technical Working Group Meeting Minutes (April 2018, 9 th meeting) SMP Technical Work Group Meeting Minutes (June 2018, 10 th meeting)	Y	EQ 3
Other		N	
Evaluations/ Reviews			

Evaluations/ reviews of past or on-going operation	SMP Project Baseline Report (2016-2018) SMP Project Final Evaluation (2013-2015) Malawi Protracted Relief and Recovery Operation (2014-2017) Mid-term Evaluation USDA-Funded School Construction and Bursaries Quarterly Report (Nov-Dec 2017)	Y	EQs 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
Resource mobilisation			
Resource Situation	PRRO200287 SPR (2016) PRRO200287 SPR (2017)	Y	EQ 14
Contribution statistics by month		N	
Resource mobilization strategy		N	
NFRs Donor meetings		N	
Maps			
Operational Map	SMP Project Baseline Report (2016-2018) SMP Project Final Evaluation (2013-2015) Malawi Protracted Relief and Recovery Operation (2014-2017) Mid-term Evaluation	Y	EQs 1, 2, 3, 4
Logistics Map		N	
Food/Cash/voucher Distribution Location Map		N	
Food Security Map	SMP Project Baseline Report (2016-2018) -retrieved from FEWSNET SMP Project Final Evaluation (2013-2015) -retrieved from FEWSNET	Y	EQs 1, 2, 3, 4
Other documents collected by the team (including external ones) (if applicable)			
Gender Mainstreaming	Innovations from the Field: Gender Mainstreaming from the Ground Up, WFP & IDS (2013)	Y	EQ 4
Documentation from other international organizations active in the country.	Primary Education in Malawi, 2016, The World Bank	Y	EQs 6, 12, 13, 14
	The World Bank Country Overview	Y	
	Agriculture and Food Security in Malawi, 2018, USAID	Y	
	UNICEF Malawi Year-end Humanitarian Situation Report, 2017, UNICEF	Y	
	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 (2013-2015), 2018, WFP & FAO.	Y	
	Education for All Movement Framework, 2000, Dakar.	Y	
	Malawi Humanitarian Situation Report, July-August 2017, UNICEF.	Y	
	Gender Inequality Index, UNDP	Y	
	Malawi UNDAF 2019-2023, 2018.	Y	
	GIZ in Malawi, 2018.	Y	
	World Bank Database, Malawi.	Y	
UNESCO EFA Global Monitoring Report, 2015			

Malawi National Policies	Malawi Population and Housing Census, 2008, Malawi Government.	Y	EQs 6, 12, 13, 14
	Malawi National Gender Policy, 2015, Malawi Government.	Y	
	National Policy on Early Childhood Development, 2003, Malawi Government.	Y	
	The Malawi Growth and Development Strategy III (2017-2022), Malawi Government, 2017.	Y	
	National Education Policy, Malawi Government, 2013.	Y	
	Malawi Vision 2020, Malawi Government, 2003.	Y	
	2017 Reading Benchmark, MoEST Malawi		
Malawi National Assessments	Malawi National Statistic Office, Malawi Government, 2008	Y	EQs 6, 12, 13, 14
	Malawi Education Statistics (2015/16), Malawi Government, 2016	Y	
Academic papers	<ul style="list-style-type: none"> • Jomaa, L. And McDonnell, E. And Probart, C. 2011 School feeding programs in developing countries: impacts on children's health and educational outcomes, Nutritional Reviews • Rassas, B., Ariza-Nino, E and K. Peterson. 2016. The McGovern-Dole International Food for Education and Child Nutrition Program School Feeding and Educational Outcomes in Developing Countries: A Systematic Review and Meta-Analysis. QED Group, LLC. • Lawson, T. M. (2012) Impact of School Feeding Programs on Educational, Nutritional, and Agricultural Development Goals: A Systematic Review of Literature. M Sc thesis, Michigan State University: USA. • Gelli Aulo, 2015 School feeding and girls' enrolment: The Effects of Alternative Implementation Modalities in Low-Income Settings in Sub-Saharan Africa, Frontiers in Public Health, Volume 3 • Rogers, B. L., & Coates, J. (2002). Food-based safety nets and related programs. Washington, DC: World Bank Social Protection Discussion Paper, 223. 		EQs 4, 5
Others	Demographic and Health Survey, Malawi, 2015-2016.	Y	EQs 6, 12, 13, 14

Annex 10: Mission Schedule

Day	Date	Team leader Nyasha Tirivayi	Senior Evaluator and Data Collection Manager Augustine Kamlongera	Senior Evaluator and Cost Analysis Specialist Sonila Tomini	Evaluator and Data analysis Specialist Wondi Tesfaye	Evaluator, Qualitative/Gender Rumbidzai Ndoro	Expert
		What / Where	What / Where	What / Where	What / Where	What / Where	
1	25/09/2018	Arrival in Lilongwe	N/A	Arrival in Lilongwe	N/A	N/A	
2	26/09/2018	Introductory meetings with WFP CO	Introductory meetings with WFP CO	Introductory meetings with WFP CO	Arrival in Lilongwe	Arrival in Lilongwe	
3	27/09/2018	Inception Meeting in Lilongwe	Inception Meeting in Lilongwe	Inception Meeting in Lilongwe	Inception Meeting in Lilongwe	Inception Meeting in Lilongwe	
4	28/09/2018	KII in Lilongwe with WFP, USDA, UNICEF, Ministry of Education, Science & Technology ,Ministry of Health, and other ministries of Agriculture, Finance, Gender and Natural Resources World Vision, Save the Children, CRECCOM, USAID, Association of Early Childhood Development, GIZ	Training and Pretesting in Lilongwe	KII in Lilongwe with WFP, USDA, UNICEF, Ministry of Education, Science & Technology ,Ministry of Health, and other ministries of Agriculture, Finance, Gender and Natural Resources World Vision, Save the Children, CRECCOM, USAID, Association of Early Childhood Development, GIZ	Training and Pretesting in Lilongwe	Training and Pretesting in Lilongwe	
5	29/09/2018	KII in Lilongwe With WFP, USDA, UNICEF, Ministry of Education, Science & Technology ,Ministry of Health, and other ministries of Agriculture, Finance, Gender and Natural Resources World Vision, Save the Children, CRECCOM, USAID, Association of Early Childhood Development, GIZ	Training and Pretesting in Lilongwe	KII in Lilongwe With WFP, USDA, UNICEF, Ministry of Education, Science & Technology ,Ministry of Health, and other ministries of Agriculture, Finance, Gender and Natural Resources World Vision, Save the Children, CRECCOM, USAID, Association of Early Childhood Development, GIZ	Training and Pretesting in Lilongwe	Training and Pretesting in Lilongwe	
6	30/09/2018	KII in Lilongwe	Training and Pretesting in Lilongwe	KII in Lilongwe	Training and Pretesting in Lilongwe	Training and Pretesting in Lilongwe	
7	1/10/2018	KII in Lilongwe	Training and Pretesting in Lilongwe	KII in Lilongwe	Training and Pretesting in Lilongwe	Training and Pretesting in Lilongwe	
8	2/10/2018	Training and Pretesting in Lilongwe	Training and Pretesting in Lilongwe	Training and Pretesting in Lilongwe	Training and Pretesting in Lilongwe	Training and Pretesting in Lilongwe	
9	3/10/2018	Data collection in the seven SMP districts Quantitative surveys, FGDs, Key informant interviews with WFP field monitors, School Feeding Committee chairs, Parents and Teachers Associations, Farmers Groups, School Garden Committees, School Administrators, Ministry of Education, Science & Technology (district education managers) , Ministry of Health (district school health & nutrition coordinators)	Data collection in the seven SMP districts Quantitative surveys, FGDs, Key informant interviews with WFP field monitors, School Feeding Committee chairs, Parents and Teachers Associations, Farmers Groups, School Garden Committees, School Administrators, Ministry of Education, Science & Technology (district education managers) , Ministry of Health (district school health & nutrition coordinators)	Return to the Netherlands	Data collection in the seven SMP districts- Quantitative surveys, data capture/verification	Seven SMP Districts- Quantitative surveys, FGDs, Key informant interviews with WFP field monitors, School Feeding Commit chairs, Parents and Teachers Associations, Farmers Groups, School Garden Committees School Administrators, Ministry of Education Science & Technology (district education managers) , Ministry of Health (district school health & nutrition coordinators)	

10-14	4 to 09/10/2018	Data collection in the seven SMP districts Quantitative surveys, FGDs, Key informant interviews	Data collection in the seven SMP districts Quantitative surveys, FGDs, Key informant interviews	Cost and cost-efficiency analysis	Data collection in the seven SMP districts- Quantitative surveys, data capture/verification	SevenSMP Districts- Quantitative surveys, FGDs, Key informant interviews
15	10/10/2018	Return to the Netherlands	Data collection in the seven SMP districts Quantitative surveys, FGDs, Key informant interviews	Cost and cost-efficiency analysis	Data collection in the seven SMP districts- Quantitative surveys, data capture/verification	SevenSMP Districts- Quantitative surveys, FGDs, Key informant interviews
16-28	11 to 23/10/2018	Preliminary analysis of qualitative data	Data collection in the seven SMP districts Quantitative surveys, FGDs, Key informant interviews.	Cost and cost-efficiency analysis	Data collection in the seven SMP districts- Quantitative surveys, data capture/verification	SevenSMP Districts- Quantitative surveys, FGDs, Key informant interviews Preliminary analysis
29	24/10/2018	Return to Lilongwe	Data collection in the seven SMP districts Quantitative surveys, FGDs, Key informant interviews. Preliminary analysis	Cost and cost-efficiency analysis	Data collection in the seven SMP districts- Quantitative surveys, data capture/verification. Preliminary analysis	SevenSMP Districts- Quantitative surveys, FGDs, Key informant interviews . Preliminary analysis
30 or 37	25/10 or 1/11 2018	Exit debriefing	N/A		Exit debriefing	Exit debriefing
End of mission	26 Oct or 2/11/2018	Return to the Netherlands	Return to the Netherlands		Return to the Netherlands	Return to the Netherlands

Annex 11: Stakeholders Interviewed

DISTRICT COUNTRY	ORGANIZATION/LEVEL
Lilongwe	WFP
Lilongwe	WFP
Lilongwe	WFP
Lilongwe	MoEST
Lilongwe	MoEST
Lilongwe	MoEST
Lilongwe	WFP
Lilongwe	WFP
Lilongwe	WFP
Lilongwe	WFP
Lilongwe	WFP
Lilongwe	WFP
Lilongwe	WFP
South Africa	WFP
USA	WFP
USA	WFP
USA	USDA
Lilongwe	World Vision
Lilongwe	Save the Children
Blantyre	WFP Sub-Office Blantyre
Blantyre	WFP Sub-Office Blantyre
Blantyre	WFP Sub-Office Blantyre
Blantyre	AECDM
Blantyre	AECOM
Blantyre	AECOM
Blantyre	CRECCOM
Blantyre	CRECCOM
Blantyre	CRECCOM
Blantyre	Mary's Meals
Blantyre	Mary's Meals
Chikwawa	District-Level
Chikwawa	District-Level
Chikwawa	District-Level
Chikwawa	University of Malawi
Chikwawa	District-Level
Chikwawa	District Level
Chikwawa	District Level
Chikwawa	District Level
Chikwawa	District-Level
Chikwawa	District-Level
Chikwawa	School-Level
Chikwawa	School-Level
Chikwawa	School-Level
Chikwawa	School-Level
Chikwawa	School-Level

Mulanje	District-Level
Mulanje	District-Level
Mulanje	District-Level
Mulanje	District-Level
Mulanje	District-Level
Mulanje	School-Level
Mulanje	School-Level
Mulanje	School-Level
Mulanje	School-Level
Mulanje	School-Level
Phalombe	District-Level
Phalombe	District-Level
Phalombe	District-Level
Phalombe	District-Level
Phalombe	District-Level
Phalombe	School-Level
Phalombe	School-Level
Mangochi	District-Level
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Mangochi	School-Level
Mangochi	School-Level
Salima	School-Level
Salima	School-Level
Salima	School-Level
Salima	School-Level
Salima	School-Level
Salima	School-Level
Salima	School-Level
Salima	District-Level
Salima	School-Level
Salima	District-Level
Salima	District-Level
Salima	District-Level
Salima	District-Level
Chiradzulu	District-Level
Chiradzulu	District-Level

*Names and titles removed as they contained personal identifiable information.

Annex 12: Data Collection Tools

Learner Questionnaire

A. Date of assessment	Month: _____ Year:		F.Stream	A, B, C, D
B. Name of assessor			G.Teacher's name	
C. Name of school			H. Name of pupil	
D. Name of Zone			I. Age of pupil	
E. Standard	1	2	J. Sex	1/male 2/female
			K. Starting time	_____ :

Instructions: Use the local language when talking to the learner throughout the exercise. The enumerator should read each of the questions to the learner as is. He/she can also read the response choices (unless the question specifies that learners should not be prompted). Once the learner has selected an option, the letter associated with that option should be circled. Most questions should have only one response. However, in some cases, a question will have multiple responses. In those cases, the enumerator should circle the letters corresponding with all response options that apply or write the responses. All regular text can be read to the respondents, and all italic text includes instructions to the enumerator.

LEARNER BACKGROUND

- How many years have you been attending this school? (*Don't prompt learner; let them answer, and then choose the best response based on their reply – you might need to compare this response to the learner's age to make sure they are old enough to have been there that long.*)
 - Less than one year = 0
 - One year = 1
 - Two years = 2
 - Three years = 3
 - Four years = 4
 - More than four years = 5
 - Don't know/Refuse to answer = 9999
- In which class were you last year?
 - Not in school = 0
 - Standard 1 = 1
 - Standard 2 = 2
 - Don't know/Refuse to answer = 9999
- How often do you miss school
 - Almost never = 1
 - Occasionally = 2
 - A lot = 3
 - Don't know/Refuse to answer = 9999
- Reasons for Absenteeism? _____
- How often do you miss school because you are sick?
 - Almost never = 1
 - Occasionally = 2
 - A lot = 3
 - Don't know/Refuse to answer = 9999
- How often have you seen the doctor or nurse or visited a health clinic this year?
 - Almost never = 1
 - Occasionally = 2
 - A lot = 3
 - Don't know/Refuse to answer = 9999

READING

- Does anyone at home read to you?
 - No = 0 (**Skip to QUESTION 10**)
 - Yes = 1
 - Don't know/Refuse to answer = 9999 (**Skip to QUESTION 10**)
- How often does someone at home read to you?
 - Hardly ever = 1
 - Only sometimes = 2
 - 2-3 times a week = 3

- d. Every day = 4
 - e. Don't know/Refuse to answer = 9999
9. Do you read on your own at home?
- a. No = 0
 - b. Yes = 1
 - c. Don't know/Refuse to answer = 9999
10. If Yes, what do you read? Specify: _____
11. Does anyone at home help you with your homework?
- a. No = 0
 - b. Yes = 1
 - c. Don't know/Refuse to answer = 9999
12. If Yes, who helps with the homework? _____
13. Do you like to read?
- a. No = 0
 - b. Yes = 1
 - c. Don't know/Refuse to answer = 9999

MEAL INFORMATION

14. Do you eat breakfast everyday?
- a. No = 0
 - b. Yes = 1 (**Skip to QUESTION17**)
 - c. Don't know/Refuse to answer = 9999 (**Skip to QUESTION 17**)
15. How often do you eat breakfast?
- a. Less than once per week = 1
 - b. One to two times per week = 2
 - c. Three to four times per week = 3
 - d. Five to six times per week = 4
 - e. Don't know/Refuse to answer = 9999
16. Do you usually eat breakfast at home or at school?
- a. Home = 1 (**Skip to QUESTION 20**)
 - b. School = 2
 - c. Don't know/Refuse to answer = 9999 (**Skip to QUESTION20**)
17. What time do you eat breakfast at school? (*Please read response options*)
- a. During the first break = 1
 - b. During the second break = 2
 - c. After school = 3
 - d. Don't know/Refuse to answer = 9999
18. What do you usually eat at breakfast?
- a. Porridge = 1
 - b. Tea = 2
 - c. Nsima = 3
 - d. Sweet potatoes = 4
 - e. Fruit = 5
 - f. Other, please specify: _____ = 6
 - g. Don't know/Refuse to answer = 9999
19. Do you eat lunch every day?
- a. No = 0
 - b. Yes = 1 (**Skip to Question 22**)
 - c. Don't know/Refuse to answer = 9999 (**Skip to QUESTION22**)
20. If so, how often do you eat lunch?
- a. Less than once per week = 1
 - b. One to two times per week = 2
 - c. Three to four times per week = 3
 - d. Five to seven times per week = 4
 - e. Don't know/Refuse to answer = 9999
21. What do you usually eat for lunch?

- a. Rice = 1
 - b. Nsima/rice and vegetables = 2
 - c. Sweet potatoes = 3
 - d. Nsima and chicken = 4
 - e. Nsima/rice with beef/goat = 5
 - f. Nsima/rice with usipa 6
 - g. Other, please specify: _____ = 7
 - h. Don't know/Refuse to answer = 9999
22. Do you eat lunch at home, bring lunch from home with you to school, or does the school give you lunch?
- a. Eat at home = 1
 - b. Bring lunch to school = 2
 - c. Eat lunch at school = 3
 - d. Don't know/Refuse to answer = 9999
23. Are there some days when you don't eat?
- a. No = 0 (**Skip to QUESTION 26**)
 - b. Yes = 1
 - c. Don't know/Refuse to answer = 9999 (**Skip to QUESTION 26**)
24. How many days this week did you not eat any food?
- a. Once = 1
 - b. Twice = 2
 - c. Three times = 3
 - d. Four times = 4
 - e. Five times = 5
 - f. Six times = 6
 - g. Seven times = 7
25. How often do you feel hungry at school?
- a. Never = 0
 - b. Not very often = 1
 - c. A few times a week = 2
 - d. Every day = 3
 - e. Don't know/Refuse to answer = 9999
26. Do you get tired at school?
- a. No = 0 (**Skip to QUESTION 29**)
 - b. Sometimes = 1
 - c. Often = 2
 - d. Don't know/Refuse to answer = 9999 (**Skip to QUESTION 29**)
27. When are you most tired?
- a. When school starts = 1
 - b. In the middle of the school day = 2
 - c. When school is finished = 3
 - d. Don't know/Refuse to answer = 9999

FEELINGS ABOUT SCHOOL

28. What do you **like** about coming to school? (*Don't read these options to the learner. If the learner is slow to respond, wait up to 8 seconds before asking "Are there things you like about coming to school? If so, what are they?" (The learner may not give these exact responses, but circle all those that are close to what he/she indicates. Select all that apply; **multiple responses possible**):*
- a. Seeing my friends
 - b. Learning new things
 - c. Seeing my teacher
 - d. School meals
 - e. I like everything
 - f. Other, please specify _____
 - g. I don't like anything
 - h. Don't know/Refuse to answer
29. What do you **not like** about coming to school? (*Don't read these options to the learner. If the learner is slow to respond, wait up to 8 seconds before asking "Are there things you like about coming to school? If so, what are they?" (The learner may not give these exact responses, but circle all those that are close to what he/she indicates. Select all that apply; **multiple responses possible**):*
- a. Other children are mean
 - b. It's boring
 - c. I don't understand the lessons
 - d. The teacher is mean

- e. There's no latrine or it's too dirty
- f. I have to sit on the floor – no desk
- g. I can't see the textbooks or don't have textbooks
- h. I'm too tired
- i. I'm hungry
- j. It's hard to pay attention
- k. I don't feel well
- l. Other children fight too much
- m. I like everything
- n. Other, please specify _____
- o. Don't know/Refuse to answer

30. Do you like to come to school?

- a. No = 0
- b. Yes = 1
- c. Don't know/Refuse to answer = 9999

31. How would you describe your teacher?

- a. Nice/happy = 1
- b. Sometimes nice and sometimes not so nice = 2
- c. Mean = 3
- d. Don't know/Refuse to answer = 9999

32. How much do you think you learn at school?

- a. Not anything = 0
- b. Not much = 1
- c. Some = 2
- d. A lot = 3
- e. Don't know/Refuse to answer = 9999

33. Do you think school is boring?

- a. No = 0
- b. Sometimes = 1
- c. Yes = 2
- d. Don't know/Refuse to answer = 9999

SCHOOL ENVIRONMENT

34. Do you feel comfortable about using the latrine at school?

- a. No = 0
- b. Yes = 1 (**Skip to QUESTION37**)
- c. Don't know/Refuse to answer = 9999 (**Skip to QUESTION37**)

35. Why do you not feel comfortable using the latrine? (*Select all that apply; multiple responses possible*)

- a. It's dirty
- b. It's smelly
- c. I'm afraid other children/boys/girls will come in while I'm using it
- d. A snake (any animal/insect) may be in there
- e. There's no paper
- f. There's no water or soap to wash after using
- g. Other, please specify: _____
- h. Don't know/Refuse to answer

36. How long does it take you to walk to school?

- a. A short time (Less than 30 minutes) = 1
- b. A medium amount of time (30 minutes to 1 hour) = 2
- c. A long time (More than an hour) = 3
- d. Don't know/Refuse to answer = 9999

37. Do you ever get teased at school:

- a. No = 0
- b. Yes = 1
- c. Don't know/Refuse to answer = 9999

38. Do you feel safe walking to school?

- a. No = 0
- b. Yes = 1 (**Skip to QUESTION41**)
- c. Don't know/Refuse to answer = 9999 (**Skip to QUESTION41**)

39. If you don't feel safe walking to school, what kind of things make you feel unsafe? (*Select all that apply; multiple responses possible*)



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- a. Animals
b. Spikes
- c. Difficult-to-walk-on roads/paths (example = muddy, lots of rocks, many cars passing, etc.)
d. Bad men or boys
e. Other kids who are mean
f. I'm afraid of getting lost
g. Other, please specify: _____
h. Don't know/Refuse to answer
40. Do you ever get punished at school?
a. No = 0 (**Skip to END of interview**)
b. Yes = 1
c. Don't know/Refuse to answer = 9999 (**Skip to END of interview**)
41. If yes, what do you get punished for? (*Select all that apply; multiple responses possible*)
a. Making too much noise/talking in class
b. Showing up late
c. Fighting with other children
d. Answering a question incorrectly
e. Not paying attention
f. Other, please specify: _____
g. Don't know/Refuse to answer
42. If yes, how do you get punished? (*Don't prompt. Select all that apply; multiple responses possible*)
a. Get sent out of classroom
b. Sweep or clean the classroom or school grounds
c. Corporal punishment
d. Kneel or stand on one leg for a long time
e. Bring grass or reeds
f. Stay after school to do school work
g. Other (specify) _____

Ministry of Education

MALAWI

Malawi Early Grade Reading Assessment: Student Response Form

Administrator Instructions and Protocol, October 2010

Chichewa

Malangizo:

Muyenera kukhazikitsa ubwenzi wabwino ndi wophunzira amene mukumuyesa kudzera mu nkhani zifupizifupi komanso zosangalatsa kuti aone mafunsowa ngati sewero chabe osati ntchito yovuta. Nkoyenera kuwerenga zigawo zokhazo zomwe zili mumabokosi mokweza, momveka bwino ndi modekha.

Uli bwanji? Dzina langa ndi _____ ndipo ndimakhala ku _____. (Chezani ndi wophunzira munjira yomwe ingathandize kuti amasuke).

Kupempha chilolezo

- Ndikuuze chifukwa chimene ndabwerera kuno. Ndimagwira ntchito ku Unduna wa za Maphunziro, za Sayansi ndi Luso. Ndikufuna kudziwa m'mene inu ophunzira mumaphunzirira kuwerenga. Mwa mwayi iwe wasankhidwa kuti ndicheze nawe.
- Ndikufuna kuti tikambirane pa zimenezi koma ngati sukufuna utha kubwerera m'kalasi.

- Tichita sewero lowerenga. Ndikufunsa kuti undiwerengere malembo, mawu ndi nkhani mokweza.
- Ndigwiritsa ntchito wotchi iyi kuti ndiwone nthawi yomwe utenge powerenga.
- Awa simayeso, ndipo sizikhudzana ndi zotsatira za maphunziro ako.
- Ndikufunsanso mafunso ena okhudzana ndi banja la kwanu monga, chiyankhulo chomwe mumayankhula kunyumba kwanu ndi zinthu zina zomwe muli nazo kwanu.
- Sindilemba dzina lako ndipo palibe amene adziwe zimene tikambirane.
- Ndibwerezanso kuti uli ndi ufulu woyankha mafunso kapena ayi. Ngakhale tili mkati mwa kucheza uli ndi ufulu kukana kuyankha mafunso.
- Uli ndi funso tisanayambe? Tikhoza kuyamba?

Chongani mukabokosika ngati ophunzira wavomereza kuyesedwa:

INDE

(Ngati wophunzira sanavomereze kuyesedwa, muthokozeni ndi kuitana ophunzira wina pogwiritsa ntchito chi pepala chomwechi.)

A. Tsiku la Mayeso/ Date of examination	Tsiku/Date: _____		H. Kalasi/Class	<input type="radio"/> 1 = Sitandade/Standard 2 <input type="radio"/> 2 = Sitandade/Standard 4
	Mwezi/Month : _____			
B. Dzina la Woyesa/ Name of examiner			I. Dzina la Mphunzitsi/Name of teacher	
C. Dzina la Sukulu/Name of school			J. Sitalimu/Stream	
D. Dera/Zone			K. Nambala ya Chinsinsi ya Ophunzira/Student secret code	
E. Boma/District			L. Zaka zakubadwa/Age	
F. Chigawo/Region			M. Mwamuna kapena Mkazi/Male/Female	<input type="radio"/> 0 = Mwamuna/Male <input type="radio"/> 1 = Mkazi/Female
G. Mtundu wa Sukulu/Type of School :	<input type="radio"/> 1 = Tsiku lonse/whole day <input type="radio"/> 2 = M'mawa/Morning <input type="radio"/> 3 = Masana/afternoon		N. Nthawi Yoyambira/Starting time	5710 ____: ____

Wachita bwino. Tsopano tiye tipite ku gawo lotsatira.

Gawo 1. Kudziwa Dzina la Lembo

Onetsani ophunzira pepala la malembo mu buku la ophunzira. Nenani:

Ili ndi tsamba la malembo a alifabeti. Ndiuze maina a malembo amene ungate.

Mwachitsanzo, dzina la lembo [lozani lembo la 'F'] ndi F

Tiye tiyesere: ndiuze dzina la lembo ili [lozani lembo la 'V']

Ngati ophunzira ayankhe bwino nenani: **Wakhoza dzina la lembo ili ndi 'Vii':**

Ngati ophunzira alephere kuyankha molondola, nenani: **Dzina la lembo ili ndi 'Vii'**

Tsopano yesera lembo lina: ndiuze dzina la lembo ili [lozani lembo la L]:

Ngati mwana wayankha molondola, nenani: **Wakhoza, dzina la lembo ili ndi "**

"ELL" Ngati mwana walephera kuyankha molondola, nenani: **dzina la lembo ili ndi**

"ELL" Kodi ukudziwa chomwe ukuyenera kuchita?

Ndikanena kuti "Yamba" Chonde tchula dzina la lembo lili lonse mofulumira ndi mosamala. Yamba pano ndipo ndi kupitiriza motere [Lozani lembo loyamba mu mndandanda woyamba pamathero a chitsanzo ndipo lozetsani chalapa mzere woyamba. Ngati wafika pa lembo lomwe sukulidziwa, ndikuuza dzina lake. Ndikakuwuzza udzipitiriza. Wakonzeka? Yamba tsopano.



Yambani kuwerengera nthawi pamene ophunzira wawerenga lembo loyamba. Yendetsani pensulo ndi kuchonga moyenera yankho lolakwa pogwiritsa ntchito pensulo polemba chizindikiro ichi (/). Werengerani lembo limene walikonza yekha ngati lolondola. Ngati mwachonga kale mayankho odzikonza yekha ngati olakwa, zunguzani mzere pa lembolo ndi kupitirira. Khalani chete pokhapokha akamapereka mayankho motere: ngati ophunzira adodoma kuyankha pa masekandi atatu, Perekani dzina la lembo, lozani lembo lotsatira ndi kunena, Pitiriza. Chongani lembo lomwe mwapereka kwa mwana. Ngati ophunzira apereke liwu la lembo osati dzina lalembo, mpatseni dzina lalembo ndi kunena: Tandiuze DZINA lalembo ili. Izi ziyenera kuchitika kamodzi kokha.

PAKATHA MASEKONDI MAKUMI ASANU NDI LIMODZI nenani "lekeza pomwepo." Chongani lembo lomalizira ndi chizindikiro ichi (I) PAKUTHA PA MASEKONDI 60 NENANI "lekeza pomwepo").

Lamulo loyamba: Ngati ophunzira alephere kupereka yankho lolondola limodzi mu mzere woyamba, nenani "Zikomo" siyilanipomwepo ntchitoyi ndipo chongani mu kabokosi komwe kali pamapeto ndi kupitiriza ndi ntchito ina.

Chitsanzo : F v L

T	i	J	N	S	n	A	t	e	h	(10)
l	z	a	V	B	o	H	r	N	A	(20)
A	C	f	C	S	a	S	o	E	U	(30)
e	N	t	O	a	e	C	t	o	O	(40)
d	L	E	d	G	E	N	o	m	t	(50)
h	e	K	w	T	i	L	g	y	H	(60)
e	i	e	t	H	l	S	e	T	f	(70)
R	y	W	p	U	s	l	l	e	l	(80)
R	o	a	E	d	n	D	a	s	l	(90)
r	C	n	U	r	T	P	t	m	h	(100)

Lembani nthawi yomwe yatsala pa wotchi pamapeto/indicate the remaining time from the watch (nambala ya masekandi/number of seconds) :

Chongani mukabokosi ngati ntchitoyi sinapitirizidwe chifukwa ophunzira analibe mayankho olondola mu mzere oyamba/mark in the box on the right if you did not continue due to the child's failure to answer correctly the first line.

Wachita bwino. Tsopano tiye tipite ku gawo lotsatira.

Gawo 2. Maphatikizo a Malembo

Ntchito iyi ndiyongomvera chabe. Ndikuuza mawu ndipo undiuzo maphatikizo omwe ali mu mawuwo. Mwachitsanzo, mu mawu oti “ola” muli maphatikizo awa: “o – la”. Mu ntchito imeneyi ndikufuna kuti undiuzo maphatikizo amene uwamve m’ mawu. Nditchula mawuwa kawiri. Umvere kenako undiuzo maphatikizo omwe ali mu mawuwo.

Tiye tiyesere. Undiuzo maphatikizo omwe ali m’ mawu oti “mayi”? “mayi.”

[Ngati ophunzira ayankhe molondola, nenani]: **Wakhoza**, maphatikizo a mawu oti “mayi” ndi “ma –yi”.

Ngati mwana walephera kuyankha molondola, nenani: Mveranso kachiwiri: “mayi”. Maphatikizo omweali mu mawu oti “mayi” ndi “ma-yi.”

Tsopano yesera ena: kodi ndi maphatikizo ati amene ali m’ mawu oti “khwanya”? “khwanya”.

[Ngati ophunzira ayankhe molondola, nenani]: **Wakhoza**, maphatikizo a mawu oti “khwanya” ndi “khwa - nya”.

Ngati mwana walephera kuyankha molondola, nenani: Mveranso kachiwiri: “khwanya”. Maphatikizoomwe ali mu mawu oti “khwanya” ndi “khwa - nya.”

Kodi ukudziwa chomwe uyenera kuchita?

[Ngati ophunzira anene kuti ayi, muuzeni kuti]: **Yesetsa mmene ungathere.**

—*Werengani ndi kutchula mawu oyenera kachiwiri. Lolani yankho lokhalo lili ndi liwu lolondola. Ngati ophunzira akanike kuyankhe mumasekondi atatu, onetsani kuti “Palibe yankho” ndipo pitirizani kutchula mawu otsatira. Tchulani momveka bwino koma musatsindike kwambiri paphatikizo loyamba la mawu ena ali wonse.*

Langizo loyamba :Ngati ophunzira alephere kuyankha molondola kapena kulephera kuwerenga mawu asanuoyambirira, nenani kuti “Zikomo”, ndipo musapitirize ntchiyoyi ndipo mukatero chongani m’kabokosi kali pamapeto a tsamba lino ndi kuyamba ntchito yotsatirayo.

Kodi ndi maphatikizo ati amene ali mu mawu awa “ _____ ”? [bwerezani mawuwo kawiri]				
		Wakhoza = 2	Walakwa/ sakudziwa = 1	Palibe yankho = 0
Bola	Bo –la	wakhoza o	o Walakwa/ Sakudziwa	palibe yankho
Mkaka	Mka – ka	wakhoza o	o Walakwa/ Sakudziwa	palibe yankho
Mwamuna	Mwa – mu – na	wakhoza o	o Walakwa/ Sakudziwa	palibe yankho
Ana	A – na	wakhoza o	o Walakwa/ Sakudziwa	palibe yankho

Boola		wakhoza	o Walakwa/ Sakudziwa	palibe yankho
	Bo-o – la	o		
Kakamiza	Ka – ka – mi – za	o wakhoza	o Walakwa/ Sakudziwa	palibe yankho
Mnkhwani	Mnkhwa – ni	o wakhoza	o Walakwa/ Sakudziwa	palibe yankho
Kankha	Ka-nkha	o wakhoza	o Walakwa/ Sakudziwa	palibe yankho
Nama	Na – ma	o wakhoza	o Walakwa/ Sakudziwa	palibe yankho
Mbola	Mbo - la	o wakhoza	o Walakwa/ Sakudziwa	palibe yankho

Chongani mukabokosi ngati ntchitoyi sinapitirizidwe chifukwa ophunzira analibe mayankho olondola mu mawu asanu oyamba/ mark in the box on the right if you did not continue due to the child's failure to answer correctly the first five words./mark the box on the right side :

Wachita bwino. Tsopano tiye tipite ku gawo lotsatira.

Gawo 3. Kutchula liwu loyamba

Ntchito iyi siyofunika kuwerengera nthawi ndipo PALIBE TSAMBA LAWOPHUNZIRA. Werengani mawu aliwonse kawiri ndipo mufunse ophunzira kuti atchule liwu loyamba m'mawu amenewa. kumbukirani kutchula maliwu moyenera : /p/ osati /pu/ monga: /p/, ---- "puh" kapena "pe." Nenani:

Ntchito iyi ndiyomvera chabe. Ndikufuna kuti undiuze liwu loyamba m'mawu ena aliwonse. Mwachitsanzo, m'mawu oti 'galu', liwu loyamba ndi "/g/". Mu ntchito imeneyi, ndifuna undiuze liwu loyamba limene ukulimva mu mawu ena aliwonse. Nditchula mawuwo kawiri. Umvere mawuwo, kenako undiuze liwu loyamba lomwe likumveka m'mawuwo.

Tiye tiyesere. Kodi liwu loyamba m'mawu oti "mayi"? "mayi" ndi chiyani?

[Ngati ophunzira ayankhe molondola, nenani]: **Wakhoza**, liwu loyamba mu mawu oti "mayi" ndi /mmmm/
 [Ngati ophunzira sanayankhe molondola, nenani]: **mvetsera** kawiri: "mmmayi". Liwu loyamba mu mawu oti "mayi" ndi /mmmm/.

Tsopano yesera mawu ena: Kodi ndi liwu liti lomwe lili mmawu oti "nzimbe"? "nzimbe".

Ngati mwana wayankha molondola, nenani: **Wakhoza**, liwu loyamba mu mawu oti "nzimbe" ndi "/n/"
 Ngati mwana walephera kuyankha molondola, nenani: mveranso kaciwiri: **liwu loyamba la mu mawu oti "nzimbe" ndi /n/**

Kodi ukudziwa chomwe uyenera kuchita?

[Ngati wophunzira anene kuti ayi, muzeni kuti]: **Yesetsa mmene ungatherere.**

Werengani ndi kutchula mawu oyenera kawiri. Lolani yankho lokhalo lili ndi liwu lolondola. Ngati ophunzira akanike kuyankha mu masekondi atatu, onetsani kuti "Palibe yankho" ndipo pitirizani kutchula mawu otsatira. Tchulani momveka bwino koma musatsindike kwambiri liwu loyamba la mawu ena ali wonse.

Langizo loyamba: Ngati ophunzira alephere kuyankha molondola kapena kulephera kuwerenga mawu asanu oyambirira, nenanikuti "Zikomo", ndipo musapitirize ntchiyoyi ndipo mukatero chongani m'kabokosi kali pamapeto a tsamba lino ndi kuyamba ntchito yotsatirayo.

Tchula liwu loyamba mu mawu awa: Kodi liwu loyamba " _____ "?

" _____ "? [Tchulani mawuwo]

		Wakhoza = 2	Walakwa/ sakudziwa = 1	Palibe yankho = 0
Atate	/a/	wakhoza o	Walakwa/ Sakudziwa	palibe yankho o
Bala	/b/	wakhoza o	Walakwa/ Sakudziwa	palibe yankho o
Dona	/d/	wakhoza o	Walakwa/ Sakudziwa	palibe yankho o
Kala	/k/	wakhoza o	Walakwa/ Sakudziwa	palibe yankho o
Khala	/kh/	wakhoza o	Walakwa/ Sakudziwa	palibe yankho o
Wada	/www/	wakhoza o	Walakwa/ Sakudziwa	palibe yankho o
Gwada	/g/	wakhoza o	Walakwa/ Sakudziwa	palibe yankho o
Gada	/g/	wakhoza o	Walakwa/ Sakudziwa	palibe yankho o
Mana	/mmm/	wakhoza o	Walakwa/ Sakudziwa	palibe yankho o

(mawu 5)

Nola	/n/	wakhoza	o	Walakwa/ Sakudziwa	o	palibe yankho
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Chongani mukabokosi ngati ntchitoyi sinapitirizidwe chifukwa ophunzira analibe mayankho olondola mu mawu asanu oyamba/Mark in the box on the right if you did not continue due to the child's failure to answer correctly the first five words:

Wachita bwino. Tsopano tiye tipite ku gawo lotsatira.

Gawo 4. Kuwerenga Maphatikizo

Onetsani ophunzira pepala la maphatikizo mu buku la ophunzira.Nenani,

Awa ndi maphatikizo a malembo. Ndikufunsa kuti uwerenge maphatikizo ochuluka mmene ungathere.

Mwachitsanzo, phatikizo ili ndi: “go”.

Tiye tiwerenge phatikizo ili: [lozani phatikizo loti “kwa”]:

[Ngati ophunzira ayankhe molondola, nenani]:**Wakhoza, phatikizo ili ndi “kwa”**
 [Ngati ophunzira alephere kuyankha molondola, nenani]:**phatikizo ili ndi “kwa”**

Yesa phatikizo lina: werenga phatikizo ili [lozani phatikizo loti “se”]

[Ngati ophunzira ayankhe molondola, nenani]:**Wakhoza, phatikizo ili ndi “se”**
 [Ngati ophunzira alephere kuyankha molondola, nenani]:**phatikizo ili ndi “se”**

Ndikanena kuti yamba, uwerenge maphatikizo mofulumira ndi mosamala. Werenga maphatikizo ali pa mzere uli wonse. Ndikhala chete kukumvetsera pokhapokha ukafuna chithandizo. Kodi ukudziwa zomwe ukuyenera kuchita? Ngati wakonzeka tiye tiyambepo.



Yambani kuwerengera nthawi pamene ophunzira wawerenga phatikizo loyamba. Yendetsani pensulo ndikuchonga moyenera yankho lolakwa pogwiritsa ntchito pensulo polemba chizikiro ichi (/). Werengerani yozikonza yekha ngati yolondola. Ngati mwachonga kale mayankho odzikonza yekha ngati olakwa, zunguzani mzere pa phatikizolo ndi kupitiriza. Khalani chete pokhapokha akamapereka mayankho motere: ngati ophunzira adodoma kuyankha pa masekondi atatu, lozani phatikizo lotsatira ndi kunena, pitiriza. Izi ziyenera kuchitika kamodzi kokha.Chongani phatikizo lomwe mwapereka kwa mwana.

PAKATHA MASEKONDI MAKUMI ASANU NDI LIMODZI nenani “lekeza pomwepo.” Chonganiphatikizolomalizira ndi chizindikiro ichi (I) PAKUTHA PA MASEKONDI 60 NENANI “lekeza pomwepo”). **Lamulo loyamba:**Ngati ophunzira alephere kupereka yankho lolondola limodzi mu mzere woyamba, nenani“Zikomo”siyilani pomwepo ntchitoyi ndipo chongani mu kabokosi komwe kali pamapeto ndi kupitiriza ndi ntchito

Chitsanzo : go kwa se

	1	2	3	4	5	6	7	8	9	10	
pe	ye	da	ngi	mbe	yi	Ti	no	pa	Le		(10)
chi	ka	ni	dya	zo	li	ku	ngo	dzi	Ndo		(20)
e	wu	lo	kwa	si	wi	phu	Ri	se	Nzi		(30)
nkho	fa	go	mi	zi	Ra	mfu	mse	po	Ya		(40)
sa	tho	la	mbo	mda	Fi	mo	Ta	te	Na		(50)
nda	nja	mu	pi	ntha	U	na	wa	mnya	Lu		(60)
va	tsa	l	kho	tu	Tsi	da	tso	nga	Za		(70)
mle	me	ko	yo	ne	Cha	mkha	Mwa	bwa	Thu		(80)
ndu	mba	A	mbi	fu	Wo	dza	nkha	mphu	Ba		(90)
ndi	ke	re	Be	ma	Ki	nyu	Kwe	bwi	O		(100)

Lembani nthawi yomwe yatsala pa wotchi pamapeto/ indicate the remaining time from the watch (nambala ya masekandi (nambala ya masekandi/number of seconds):

Chongani mukabokosi ngati ntchitoyi sinapitirizidwe chifukwa ophunzira analibe mayankho olondola mu mzere oyamba/ mark in the box on the right if you did not continue due to the child's failure to answer correctly the first line.

Wachita bwino. Tsopano tiye tipite ku gawo lotsatira.

Lembani nthawi yomwe yatsala pa wotchi pamapeto/indicate the remaining time from the watch (nambala ya masekandi/number of seconds):

mark in the box on the right if you did not continue due to the child's failure to answer correctly the first line/ Chongani mukabokosi ngati ntchitoyi sinapitirizidwe chifukwa ophunzira analibe mayankho olondola mu mzere oyamba.

Wachita bwino. Tsopano tiye tipite ku gawo lotsatira.

mark in the box on the right if you did not continue due to the child's failure to answer correctly the first line./Chongani m'kabokosi ngati ntchitoyi sinapitirizidwe chifukwa wophunzira analibe mayankho olondola mu mzere woyamba.

Wachita bwino. Tsopano tiye tipite ku gawo lotsatira.

Gawo 7a. Kumvetsera nkhani

Iyi ndi nkhani yayifupi. Ndifuna iwe undiwerengere mokweza, mofulumira koma mosamala. Ukatha kuwerengako ndikufunsa mafunso pa zomwe wawerenga. Yamba kuwerenga.

Yambani kuwerengera nthawi pamene wophunzira wawerenga mawu oyamba. *Yendetsani pensulo ndi kuchonga moyenera yankho lolakwa pogwiritsantchito pensulo polemba chizindikiro ichi (/). Werengerani ngati cholondola pamene wophunzira wadzikonza yekha. Ngati munachonga kale mawu wodzikonza yekha ngati olakwa, lembani mzere mozungulira mawuwa ndi kupitirira. Khalani chete wophunzira akamawerenga, ngati wophunzira wadodoma kuwerenga pa mphindi zitatu, muwerengereni mawuwo kenak lozani mawu otsatira ndikumuuza kuti “pitiriza”. Chongani mawu omwe mwapereka kwa wophunzira. Izi ziyenera kuchitika kamodzi kokha.*

PAKATHA MASEKONDI MAKUMI ASANU NDI LIMODZI NENANI “lekeza pomwepo.”
Chongani mawu omalizira ndi chizindikiro ichi (/)

Lamulo loyamba:Ngati wophunzira walephere kuwerenga mawu a mumzerewoyamba, nenani “Zikomo”siyila pomwepa kuwerenga. Ndipo chongani m’kabokosi komwe kali pamapeto ndi kupitiriza ndi ntchito ina.

Gawo 7b. Kuwerenga ndi kumvetsa nkhani

Pakatha masekandi 60 kapena wophunzira akatsiriza kuwerenga ndime m’ masekandi zosaposea 60, chotsani ndimeyo patsogolo pa ophunzira ndipo werengani funso loyamba.

Mpatseni wophunzira masekandi 15 kuti ayankhe funsolo, chongani yankho la wophunzira ndi kumuwerenga funso lotsatira.

Werengani mafunso a mzere uliwonse mpaka pamene ophunzira walekeza kuwerenga.

Now I will ask a number of questions on the story you have read./Tsopano ndikufunsa mafunso angapo okhudza nkhani yomwe wawerenga.

		Wakhoza/correct = 2	Walakwa/wrong = 1	Palibe Yankho/no yankho = 0
<p>It was Friday when our school, Kapeni played football against Chimutu/Lidali tsiku lachisanu pamene sukulu yathu ya</p> <p>Kapeni idasewera mpira ndi ya Chimutu.</p>	<p>13</p> <p>Which schools were playing football against each other?/Kodi ndi sukulu ziti zinkasewera mpira?</p> <p><i>(Kapeni against Chimutu/Kapeni ndi Chimutu)</i></p>			
<p>We were well prepared so that we should win. Also the supporters were ready/Tidakonzekera kwambiri ndi cholinga choti</p> <p>tipambane. Nawonso ochemelera sadalekelere.</p>	<p>22</p> <p>Why was Kapeni well prepared??Chifukwa chiyani a Kapeni anakonzekera kwambiri?</p> <p><i>(kuti apambane)(so that they should win)</i></p>			
<p>The game started. Suddenly the referee blew his whistle and at the same time supporters of Chimutu went into the ground while dancing and singing./Mpira udayamba. Mwadzidzidzi, oyimbira mpira adayimba wezulo ndipo nthawi yomweyo ochemelera a Chimutu adalowa m'bwalo akuvina ndi kuimba.</p>	<p>40</p> <p>What made Chimutu to go in the ground while dancing and singing?Kodi chidachititsa a Chimutu kuti alowe m'bwalo akuvina ndi kuimba ndi chiyani?</p> <p><i>(amasangalalira chigoli, sukulu yawo idagoletsa chigoli, oyimbira adayimba wezulo)(they were happy that they had scored as the referee blew the whistle)</i></p>			
<p>Our players were not happy with the goal because the referee did not follow the regulations/Osewera athu sadakhutire ndi chigolicho chifukwa</p> <p>adaona kuti oyimbirayo sadatsatire malamulo.</p>	<p>51</p> <p>Kodi oyimbira mpira adakonetsa khalidwe lanji?/What character did the referee show?</p> <p><i>(Ikondera, losadziwa)(favouritism, ignorance)</i></p>			
	Ukuganiza kuti ndi chifukwa			

Although it was poorly officiated, the game continued and in the end our school won the game/Ngakhale zidali choncho masewero adapitilira ndipo potsiriza sukulu yathu idapambana.

61 **chiyani mpira udapitilira? (what do think was the reason for the game to continue)**
(A Kapeni amadzidalira, a Kapeni adakonzekera kwambiri, aphunzitsi adawalimbikitsa) (Kapeni knew what was happening, they were well prepared for the game, their teacher encouraged them to continue)

Lembani nthawi yomwe yatsala pa wotchi pamapeto (nambala ya masekandi) :

Chongani m'kabokosi ngati ntchitoyi sinapitirizidwe chifukwa

wophunzira analibe mayankho olondola mu mzere woyam

Gawo 8. Kumvetsa Nkhani

Ntchito iyi siyofunika kugwiritsa ntchito TSAMBA LA WOPHUNZIRA. (Werengani ndimeyi mokweza kawiri mopatsa chidwi.)

Ntchito iyi siyofunika kugwiritsa ntchito TSAMBA LA WOPHUNZIRA. Ndiwerengera ndime yayifupi kawiri kenaka ndidzakufunsa mafunso angapo. Chonde umvetsere bwino pamene ndikuwerengera nkhanayi. Uyenera kuyankha mafunsowa mmene ungathere. Kodi ukudziwa chomwe ukuyenera kuchita? Kodi uli wokonzeka? Tiyani tiyambe tsopano.

Dzina langa ndine Madalitso. Ndimaphunzira ku Kwerani pulayimale sukulu. Kuyambira Lolemba mpaka Lachisanu ndimayenera kuvala yunifolomu. Tsiku lina ndikusewera chipako ndi anzanga, ananding'ambira yunifolomu. Ndinadandaula kwambiri. Ndinadzimvera chisoni ndipo ndinapita kunyumba ndikulira. Nditafika kunyumba, ndinafotokoza zomwe zinachitika ndipo anandilonjeza kuti andigulira ina

Tsopano ndikufunsa mafunso angapo okhudza nkhanu yomwe wawerenga./Now i will ask a number of questions on the story you have read.			
	Wakhoza/Correct	Walakwa/Wrong	Palibe Yankho/ No answer = 0
	= 2	= 1	
Which did Madalitso goto?/Kodi ndi sukulu yiti yomwe Madalitso amaphunzira? <i>[Madalitso amaphunzira ku Kwerani pulayimale sukulu](Madalitso was gone to Kwerani Primary School)</i>			
Why was madalitso worried?/Ndi chifukwa chiyani Madalitso akudandaula? <i>[Yunifolomu yake yang'ambidwa, azivala chiyani popita ku sukulu, a phunzitsi akamubweza/He had no spare uniform to wear to school after the only uniform one was torn]</i>			
What is Madalitso crying about?/Kodi Madalitso akuliranjiji? <i>[Madalitso amaopa kuti makolo ake akamukalipira] Madalitso feared that his parents would shout at him</i>			
How did Madalitso feel on hearing his parents promise/Madalitso anamva bwanji ndi zomwe makolo analonjeza? <i>[Anakondwera, anavinavina]/(happy and danced)</i>			

Why is uniform useful?/Kodi ubwino wa yunifolomu ndi chiyani?

[Imadziwitsa komwe mwana akuphunzira, amaoneka okongola.]It informs us of the school where student goes to, improves the looks of a student]

Why is uniform useful?/Kodi ubwino wa yunifolomu ndi chiyani?

[Imadziwitsa komwe mwana akuphunzira, amaoneka okongola.]It informs us of the school where student goes to, improves the looks of a student]

Chongani mukabokosi ngati ntchitoyi sinapitirizidwe chifukwa ophunzira analibe mayankho olondola mu mawu asanu oyamba/ mark in the box on the right if you did not continue due to the child's failure to answer correctly the first five words:

Gawo 9. Kucheza ndi ophunzira

Funsani ophunzira funso lililonse momveka bwino monga mmene amachitira pocheza. Musawerenge mayankho onse kwa ophunzira mokweza. Dikirani ophunzira kupereka yankho ndipo mulilembe pa mpata womwe waperekedwa kapena kulamba mzere wozungulira chizindikiro cha yankho lomwe wophunzira wapereka. Ngati palibe malangizo ena otsutsana,yankho limodzi ndi limene likuloledwa.

1°	<p>Is the language you learn at school the same as that used at home?/Kodi chiyankhulo chomwe umaphuzirira kusukulu ndi chimenenso mumayankhula kunyumba?</p>	<p>Ngati ayi, pitani ku funso 1b/If no go to Question1b .....0</p> <p>Inde .....1</p> <p>/Yes.....1</p> <p>Sakudziwa/Palibe yankho(Don't know/ no answer) .....9</p>		
1b	<p>[Ngati yankho la funso 1a likhale Ayi] kodi ndi chiyankhulo chiti chimene umayankhula kunyumba? If no to question 1° above what language do you use at home?</p> <p>[More answers/responses are acceptable/Mayankho angapo ndi oloedwa]</p>	<p>Chichewa .....1</p> <p>Tumbuka .....2</p> <p>Yao .....3</p> <p>Chingelezi/English.....4</p> <p>Zina/other (fotokozani/explain): .....5</p> <p>Sakudziwa/Palibe yankho (Don't know/no answer) .....9</p>		
<p>Do you have the following at home?Kodi kunyumba kwanu kuli zinthu ngati izi:</p>		<p>Inde/Yes</p>	<p>Ayi/No</p>	<p>Sakudziwa/Don't know</p>
2	Radio/waile si?	2	1	9
3	Phone/telefoni kapena telefoni ya m' manja?	2	1	9
4	Electricity/magetsi?	2	1	9
5	Television/televizyoni?	2	1	9
6	Fridge / filiji?	2	1	9
7	A toilet in the house/chimbudzi cha mnyumba ?	2	1	9
8	Bicycle/njiraga ?	2	1	9
		2		

9	Motorbike/njinga ya moto ?	1	9
10	Car/galimoto, Lorry/galimoto ya lole, tractor/thilakita Or/kapena engine boat/bwato la injini, oxcart/ngolo, Grocery/golosale, Maize mill/chigayo?	2	1
11	Did you attend the nursery school before starting standard one?/Kodi unapitapo kusukulu ya mkaka usalowe kalasi yoyamba?	Ayi/No .....0 Inde/Yes .....1 Sakudziwa/Palibe yankho/Don't know/No answer).....99	
12	Which class were you last year?/Kodi unali kalasi iti chaka chatha?	Sindinali pa sukulu/Not in school .....0 Sitandade/standard 1 .....2 Sitandade/standard 2 .....3 Sitandade/standard 3 .....4 Sitandade/standard 4 .....5 Sakudziwa/Palibe yankho/Don't know/No answer .....99	
13	Were you ever absent from school for more than a week last year?/Kodi chaka chatha unajombapo kusukulu kupyola sabata imodzi?	Ayi/No .....0 Inde/Yes .....1 Sakudziwa/Palibe yankho/Don't know/No answer .....99	
14	Do you have school reading books?/Kodi uli ndi mabuku owerenga a sukulu?	Ayi/No .....0 Inde/Yes .....1 Sakudziwa/Palibe yankho/Don't know/No answer .....99	

15	Apart from school books are there any other books, newspapers or other materials at your home? Kupatula mabuku a kusukulu, kodi pali mabuku ena, nyuzipepala kapena zinthu zina zowerenga kunyumba kwamu?	Ayi/No0 Inde/Yes1 Sakudziwa/Palibe yankho/Don't know/No answer99	
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	<p>[Ngati inde, Funsani funso 15] chonde</p> <p>Perekani zitsanzo.</p>	<p>(sikoyenera kulemba mayankho)(Not necessary to write the responses)</p>
16	<p>[If yes to question 6, these books or pictures are in which /amguage or languages?Ngati inde kufunso 6] kodi mabuku</p> <p>amenewa kapena zinthu zimenezi</p> <p>zili mu chiyankhulo kapena ziyankhulo zANJI ?</p> <p>[allow for more answers and responses/lolani mayankho ochulukwa]</p>	<p>Chingelezi/English.....1</p> <p>Chichewa.....2</p> <p>Tumbuka .....3</p> <p>Zina others(fotokozani/Explain): .....8</p> <p>Sakudziwa/Palibe yankho/Don't know/No answer .....99</p>
17	<p>Who do stay with at home?/Kodi kunyumba kwanu umakhala ndi</p> <p>yani ?</p>	<p>Makolo anga/My parents.....0</p> <p>Amayi anga/My mother .....1</p> <p>Atate anga/My father .....2</p> <p>Agogo/my grand parent .....3</p> <p>Amalume/My uncle .....4</p> <p>Azakhali/ My aunt .....5</p> <p>Achimwene/my brother .....6</p> <p>Achemwali/ My sister .....7</p> <p>Ena/others (fotokozani/explain) .....8</p>
		<p>Palibe/no school .....0</p> <p>Sukulu ina/Different type of school .....1</p> <p>Anatsiriza sukulu ya pulaimale/completed primary school .....2</p> <p>Anafika ku sukulu ya sekondale/Reached secondary school .....3</p>

18	<p>Kodi amayi ako kapena okuyang'anira ako analekezera pati sukulu?</p> <p>How far did your mother or guardian go with school?</p>	<p>.....</p> <p>.....Anatsirizasukuluyasekondale/Completed secondary education .....4</p> <p>Sukulu ya za umisili/Technical College .....5</p> <p>Sukulu ya ukachenjede .....6</p> <p>Zina/Other (fotokozani/Explain) .....8</p> <p>Sakudziwa/Palibe yankho/Don't know/No answer .....99</p>
19	<p>Kodi abambo ako kapena okuyang'anira ako analekezera pati sukulu?</p> <p>How far did your father or guardian go with school?</p>	<p>Palibe/no school .....0</p> <p>Sukulu ina/Different type of school .....1</p> <p>Anatsiriza sukulu ya pulaimale/completed primary school .....2</p> <p>Anafika ku sukulu ya sekondale/Reached secondary school .....3</p> <p>.....Anatsirizasukuluyasekondale/ Completed secondary schooleducation .....4</p> <p>Sukulu ya za umisili/Technical college .....5</p> <p>Sukulu ya ukachenjede University.....6</p> <p>Zina/Other (fotokozani/Explain): .....8</p> <p>Sakudziwa/Palibe yankho/Don't know/No answer .....99</p>

<p>Nthawi yomaliza kuyesa ophunzira/Completion time of the exercise:</p>	<p>____ : ____ (maola 24/24 hours)</p>
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MINISTRY OF EDUCATION- MALAWI
**MALAWI EGRA
OCTOBER 2011**
Teacher Questionnaire

- The Ministry of Education, Science and Technology and USAID Funded Malawi Teacher Professional Development Support (MTPDS) program are conducting a study to better understand how children learn to read. Your school was selected through a process of statistical sampling. We would like your help in this. But you do not have to take part if you do not want to.
- Your name will not be recorded on this form, nor mentioned anywhere in the survey data. The results of this survey will be published in the form of collective tables. The information acquired through this instrument will be shared with the Ministry of Education, Science and Technology with the hope of identifying areas where additional support may be needed.
- The name of your school and the class level and class you teach will be recorded, but only so that we can correctly link school, class, and student data so as to analyze relationships between children’s learning and the characteristics of the settings in which they learn. Your school’s name will not be used in any report or presentation. The results of analysis will be used by the Ministry of Education, Science and Technology and the USAID Funded Malawi Teacher Professional Development Support (MTPDS) program to help identify additional support that is needed.
- If you agree to help with this study, please read the consent statement below, check the “Yes” box, and answer the questions in this questionnaire as completely and accurately as you can, regarding your teaching preparation and activities. It should take you no more than 10 minutes. Return the completed form to the study team before the team leaves your school.
- If after reading this message you prefer not to participate, please return this form with no markings to the study team.

CONSENT STATEMENT: I understand and agree to participate in this reading research study by filling out this questionnaire as completely and accurately as possible.

 YES

Please answer all questions truthfully. Write each response in the space on the right across from each item. Where response options are given, clearly circle the number on the far right of the option

that corresponds most closely to your response. For example,

3

1	Name of Division:	
2	Name of District	
3	Name of Zone:	
4	Name of School:	

5	Class level(s) you are teaching this year (Circle numbers for ALL classes that apply):	Standard 1 1 Standard 2 2 Standard 3 3 Standard 4 4 Standard 5 5 Standard 6 6 Standard 7 7
		Standard 8 8
6	Name of your Class and Stream:	Class: _____ Stream: _____
7	Your sex:	Male 1 Female 2
8	Your age at last birthday (years)	Years
9	What is your highest academic qualification?	JCE 1 MSCE 2 Diploma 3 Other (specify: _____) . 4
10	Enrolment of your class (indicate numbers by gender)	Number of boys: _____ Number of girls: _____
11	Are you a trained teacher?	No 0 If "No" Skip 13
		Yes 1
12	How many years have you been teaching as a trained teacher?	_____ years
13	How many years have you been teaching overall?	_____ years
14	Does your school have a functioning library?	No 0 Yes 1 Don't know 9 If "No" or "Don't Know" skip to 17
15	About how many book titles are in the library?	_____ book titles
16	Do you supervise your learners as they use the library?	No 0 Yes 1
17	Do you have sufficient learning	No 0

materials?

Yes 1

Don't know..... 9

18 Does your school have a functioning

No 0

	Parents Teacher Association?	Yes 1 Don't know..... 9
29	Do you have class meetings with the parents of your learners?	No 0 If 'No" Skip to 21
20	How often do you have class meetings with these parents?	Yes..... 1 About once per term 1 About twice per term 2 About thrice per term 3 About four times per term..... 4
21	Approximately, how long do you take to walk to school?	Five or more times per term 5 Stay within the school compound.....0 15 minutes or less 1 16 to 30 minutes 2
22	Please state the main textbooks you use during literacy lessons	31 to 45 minutes 3 46 to 60 minutes 4 More than 60 minutes 5
23	How often do you use the reading textbooks mentioned in Q22 during literacy lessons?	..... I don't have the textbooks.....9 Skip to 25
24	How useful do you find these reading textbooks?	One day per week.....1 Two days per week.....2 Three days per week 3 Four days per week 4 Five days per week..... 5 I don't have the Texts.....9
25	Do you have a teacher's guide for literacy?	Not useful 1 A little bit useful 2 Somewhat useful 3 Useful 4 Very useful 5 No 0 If "No" Skip to 28

Yes..... 1
Not useful 1
A little bit useful..... 2
Somewhat useful 3
Useful 4

26 How useful do you find this guide?

		Very useful 5
27	What improvements to the teacher's guide would you recommend? (Describe):	

Following are different activities you might do with your learners. Think about the

last 5 school days and indicate how often each of the following activities took place,

by circling the number on the right

that corresponds to the closest

frequency:

		Never	1 day a week	2 days a week	3 days a week	4 days a week	5 days a week
28	The whole class repeated sentences that you said first.	0	1	2	3	4	5
29	Learners copied down text from the chalkboard.	0	1	2	3	4	5
30	Learners retold a story that they read.	0	1	2	3	4	5
31	Learners sounded out unfamiliar words.	0	1	2	3	4	5
32	Learners learned meanings of new words.	0	1	2	3	4	5
33	Learners read aloud to teacher or to other learners.	0	1	2	3	4	5
34	Learners were assigned reading to do on their own during school time.	0	1	2	3	4	5

Which of the following methods do you use to measure your learners' reading

progress? Indicate how often you use each method by circling the number

the right that corresponds to the

closest frequency:

		Never	1 day a week	2 days a week	3 days a week	4 days a week	5 days a week
35	Written evaluations	0	1	2	3	4	5
36	Oral evaluations	0	1	2	3	4	5
37	Review of learner's progress	0	1	2	3	4	5
38	Checking of exercise books	0	1	2	3	4	5
39	Checking of homework	0	1	2	3	4	5
40	Other methods (please describe):						

In what class should learners FIRST be able to demonstrate each of the

following reading skills? Circle number

of option corresponding most closely to
your response for each skill.

		Before Std 1	Std 1	Std 2 |	Std 3 |	Other
41	Read aloud a short passage with few mistakes	0	1	2	3	9

42	Write name	0	1	2	3	9
43	Understand stories they read	0	1	2	3	9
44	Recognize letters and say letter names	0	1	2	3	9
45	Sound out unfamiliar words	0	1	2	3	9
46	Understand stories they hear	0	1	2	3	9
47	Recite alphabet	0	1	2	3	9
48	How many days of in-service training or professional development sessions have you attended during the last year? If none, put a "zero" and skip to 50.	Days: _____				
49	Did you learn how to teach literacy in local familiar language during this training?	No 0 Yes 1				
50	How many days of in-service training or professional development in the area of literacy or local familiar language have you attended during the last three years?	Days: _____				
51	If yes to Question 49, indicate year(s) and for how many hours total (approx.)	Which Year(s): _____ |				Total Hours: _____
52	If yes to Question 49, what was the most useful aspect of these trainings?					

Questionnaire Administration

53	Name of Assessor	Code
54	Name of Supervisor	Code

Thank you for your participation! You have been very helpful.

MINISTRY OF EDUCATION-
MALAWI

MALAWI-EGRA OCTOBER 2011

Headteacher Questionnaire

District name: _____		Division name										
Zone name : _____												
School name: _____		School code <table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table>										
D1	Name of assessor: _____											
D2	Date: _____	DD MMY Y <table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table>										
Personal Information												
D3	What is your position at this school?	Headteacher. 1 Deputy Headteacher. 2..... Other (specify). 3.....										
D4	[Is the headteacher male or female?]	Female. 1 Male. 2.....										
D5	How many years have you been in this position (as a headteacher or the deputy head teacher)	Years <table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td style="width: 30px; height: 30px;"></td> <td style="width: 30px; height: 30px;"></td> </tr> </table>										
D6	What is your highest level of education?	Degree. 1 Diploma. 2..... MSCE. 3..... JCE. 4..... Other (specify). 5..... Don't know/no response. 99.....										
D7	How many periods per week do you teach, if any?	Number of periods per week. <table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td style="width: 30px; height: 30px;"></td> <td style="width: 30px; height: 30px;"></td> </tr> </table> If 0, go to D9										
D8	What class do you teach?	None. 0..... Standard 1. 1..... Standard 2. 2..... Standard 3. 3..... Standard 4. 4..... Standard 5. 5..... Standard 6. 6..... Standard 7. 7..... Standard 8. 8.....										
D9	How many lessons, per week, do you provide	<table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td style="width: 30px; height: 30px;"></td> <td style="width: 30px; height: 30px;"></td> <td style="width: 30px; height: 30px;"></td> </tr> </table>										

	instructional support for your teachers?	Number of lessons per week	<input type="text"/>
D10	Have you received special training or taken courses in school management?	Yes.....	..... 1

		No 0 if No, go to D13 Doesn't know/Refuses to respond 99						
D11	If yes, what was the length of the programme? [Enter in the period of time elapsed next to the appropriate measure of time either day, week, or month] [IF DON'T KNOW, ENTER "DK"]	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr> </table> <div style="text-align: right; margin-right: 20px;"> days weeks months </div>						
D12	Who initiated this training for you?	My district invited me 1 I initiated it 2 Other 3 If other, specify: _____						
D13	Have you received special training or taken courses that prepared you to implement a programme in reading? 1	Yes No 0 If No, go to D17 Doesn't know/Refuses to respond 99						
D14	If yes, what was the length of the programme? [IF DON'T KNOW, ENTER "DK"]	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr> </table> <div style="text-align: right; margin-right: 20px;"> days </div>						

D15 Who organized this training?

Ministry Headquarters	.....	1
Division	.....	2
District	.....	3
Zone	.....	4
Other	.....	5

If other, specify: _____

D16 How were you selected to this training?

I was invited by the DEM	.....	1
I was invited by the PEA	.....	2
I took the initiative to go	.....	3
Other	.....	4

If other, specify: _____

D17 Have you supported teachers on how to teach reading (the pedagogy)?
1

Yes	.....
No	.....	0

Are you satisfied with the performance in reading at

D18 standard 3 in your school?
1

Yes	.....
No	.....	0
No response	.....	99

D19	In the last month, how many days did you have to leave the school during the school day on official school business?	<div style="border: 1px solid black; display: inline-block; width: 80px; height: 25px; margin-bottom: 5px;"></div> Number of Days
-----	--	--

Information about the school

D20	What is the highest class taught in this school?	<div style="border: 1px solid black; display: inline-block; width: 40px; height: 20px; margin-bottom: 5px;"></div> Class
-----	--	---

D21	Does your school teach in the local familiar language from standards 1 to 4?	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%;">Yes</td> <td style="width: 70%;">.....</td> <td style="width: 25%; text-align: right;">1</td> </tr> <tr> <td>No</td> <td>.....</td> <td style="text-align: right;">0</td> </tr> <tr> <td>Don't know</td> <td>.....</td> <td style="text-align: right;">99</td> </tr> </table>	Yes	1	No	0	Don't know	99
Yes	1									
No	0									
Don't know	99									

D22	What percentage of actual instruction in Standards 1 to 4 is in the local familiar language?	<div style="border: 1px solid black; display: inline-block; width: 120px; height: 25px; margin-bottom: 5px;"></div> Percent
-----	--	--

D23	When is the appropriate class to begin teaching in English?	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%;">Class 1</td> <td style="width: 70%;">.....</td> <td style="width: 25%; text-align: right;">1</td> </tr> <tr> <td>Class 2</td> <td>.....</td> <td style="text-align: right;">2</td> </tr> <tr> <td>Class 3</td> <td>.....</td> <td style="text-align: right;">3</td> </tr> <tr> <td>Class 4</td> <td>.....</td> <td style="text-align: right;">4</td> </tr> </table>	Class 1	1	Class 2	2	Class 3	3	Class 4	4
Class 1	1												
Class 2	2												
Class 3	3												
Class 4	4												

D24	Why does your school not use more local familiar tongue in its instruction?	Explain: _____ _____
-----	---	-------------------------

D25	How many of the teachers have received specific training on teaching in local familiar language?	<div style="border: 1px solid black; display: inline-block; width: 80px; height: 25px; margin-bottom: 5px;"></div> Number of teachers
-----	--	--

D26	Who organized this training?	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%;">The Ministry of Education</td> <td style="width: 70%;">.....</td> <td style="width: 25%; text-align: right;">1</td> </tr> <tr> <td>[Multiple Possible Responses]</td> <td>The Division</td> <td style="text-align: right;">2</td> </tr> </table>	The Ministry of Education	1	[Multiple Possible Responses]	The Division	2
The Ministry of Education	1						
[Multiple Possible Responses]	The Division	2						

The District	.....	3
The Zone	.....	4
The School	.....	5
If other, specify: _____	.....	6

D27 Since the start of the current school year, was this school closed during the regular school calendar other than holidays?

Yes	.....	1
No	.....	0

If No, go to D30

D28 [If yes,] how many days was the school closed?

--	--

Number of days

D29 [If yes,] Why was the school closed?

Explain: _____

D30	Was your school disturbed [affected] by protests this year?	<p>Yes 1</p> <p>No 0</p> <p>If No, go to D33</p> <p>Don't know/no response 99</p>
D31	How many days this year?	<p style="text-align: right;">□ □ □</p> <p>Number of days this year</p>
D32	How many days last year?	<p style="text-align: right;">□ □ □</p> <p>Number of days last year</p>
D33	How many teachers were absent yesterday (or on the last school day)?	<p style="text-align: right;">□ □</p> <p>Number of absent teachers</p> <p>Don't know 99</p>
D34	How many teachers arrived after the start of classes yesterday (or on the last school day)?	<p style="text-align: right;">□ □</p> <p>Number of teachers who were late</p> <p>Don't know 99</p>
D35	Is someone responsible for reviewing teacher's lesson plans	<p>No one 0</p> <p>Go to D37</p> <p>head teacher 1</p> <p>Deputy head teacher 2</p> <p>Other 3</p> <p>If other, specify: _____</p>
D36	How often are these lesson plans reviewed?	<p>Never 0</p> <p>Once per year 1</p> <p>Once every 2-3 months 2</p> <p>Once every month 3</p>

Once every two weeks	.....	4
Every week	.....	5
Once per day	.....	6
Don't Know/No Responses	.....	99

D37 In your school, who is responsible for observing teachers in their classrooms?

No one observes	.....	0
If No one, go to D39		
Headteacher	.....	1
Deputy headteacher	.....	2
Other	.....	3
If other, specify: _____		
Don't know/Refuse to respond	.....	99

In a term, how often are you able to observe the teachers in their classrooms?

D38

Never	.....	0
One time	.....	1
Two times	.....	2
Three times	.....	3
Four or more times	.....	4
If other, specify: _____		
Don't know/Refuse to respond	.....	99

<p>D39</p>	<p>How do you know whether your learners are progressing? [DO NOT READ RESPONSES - CIRCLE 1 FOR THOSE MENTIONED]</p>	<table> <tr> <td>Classroom observation</td> <td>1</td> </tr> <tr> <td>Monitor learners' results on tests given by teachers</td> <td>2</td> </tr> <tr> <td>Evaluate learners orally myself</td> <td>3</td> </tr> <tr> <td>Review learners' assignments or homework</td> <td>4</td> </tr> <tr> <td>Teachers provide me progress reports</td> <td>5</td> </tr> <tr> <td>Other</td> <td>6</td> </tr> <tr> <td>If other, specify: _____</td> <td></td> </tr> <tr> <td>Don't know/refuse to respond</td> <td>99</td> </tr> </table>	Classroom observation	1	Monitor learners' results on tests given by teachers	2	Evaluate learners orally myself	3	Review learners' assignments or homework	4	Teachers provide me progress reports	5	Other	6	If other, specify: _____		Don't know/refuse to respond	99
Classroom observation	1																	
Monitor learners' results on tests given by teachers	2																	
Evaluate learners orally myself	3																	
Review learners' assignments or homework	4																	
Teachers provide me progress reports	5																	
Other	6																	
If other, specify: _____																		
Don't know/refuse to respond	99																	
<p>D40</p>	<p>Has your school received textbooks or materials in local familiar language?</p>	<table> <tr> <td>No</td> <td>0</td> </tr> <tr> <td>Yes</td> <td>1</td> </tr> <tr> <td>If yes, when? specify: _____</td> <td></td> </tr> <tr> <td>Don't know/refuse to respond</td> <td>99</td> </tr> </table>	No	0	Yes	1	If yes, when? specify: _____		Don't know/refuse to respond	99								
No	0																	
Yes	1																	
If yes, when? specify: _____																		
Don't know/refuse to respond	99																	
<p>D41</p>	<p>Who provides learners with textbooks in local familiar [CIRCLE '1' IF THIS SOURCE WAS MENTIONED]</p>	<table> <tr> <td>Ministry of Education</td> <td>1</td> </tr> <tr> <td>School (via independent funds)</td> <td>1</td> </tr> <tr> <td>Parents (individually)</td> <td>1</td> </tr> <tr> <td>School Committee or board</td> <td>1</td> </tr> <tr> <td>Other</td> <td>1</td> </tr> <tr> <td>If other, specify: _____</td> <td></td> </tr> <tr> <td>Don't know/refuse to respond</td> <td>99</td> </tr> </table>	Ministry of Education	1	School (via independent funds)	1	Parents (individually)	1	School Committee or board	1	Other	1	If other, specify: _____		Don't know/refuse to respond	99		
Ministry of Education	1																	
School (via independent funds)	1																	
Parents (individually)	1																	
School Committee or board	1																	
Other	1																	
If other, specify: _____																		
Don't know/refuse to respond	99																	

How often did the P.T.A. meet in this past year?

<p>D42</p>	<p>Never</p>	<p>0</p>
	<p>Once a year</p>	<p>1</p>
	<p>Once every 2-3 months</p>	<p>2</p>

Once a month	.....	3
Once a week	.....	4
Don't know/no response	.....	99

CONTINUED ON NEXT PAGE

	<p>For which of the following does the PTA have decision making authority and/or responsibility?</p> <p>D43 [CIRCLE ALL THAT APPLY]</p> <p>[DON'T READ ALL THE POSSIBLE RESPONSES. SIMPLY CIRCLE 1 FOR EACH RESPONSE GIVEN]</p>	
		<p>Discuss school management problems? 1</p> <p>Discuss learners' problems and solutions? 1</p> <p>Review progress of school improvement efforts? 1</p> <p>Review financial situation (budgets) of the school 1</p> <p>Manage school infrastructure and equipment? 1</p> <p>Discuss school curriculum? 1</p> <p>Raise funds 1</p> <p>Manage procurement or distribution of textbooks? 1</p> <p>Don't know/no response 99</p>
D44	<p>Is there clean, safe water supply available on school premises?</p>	<p>Yes 1</p> <p>No 0</p>
D45	<p>Does the school have electricity?</p>	<p>Yes 1</p> <p>No 0</p> <p>Don't know/no response 99</p>

D46 Does the school have girls' toilet facilities?

Yes	.....	1
No	.....	0
Don't know/no response	.....	99

D47 Does the school have a computer room?

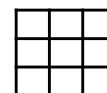
Yes	.....	1
No	.....	0
Don't know/no response	.....	99

D48 Does the school have a library?

Yes, for the learners	.....	1
Yes, for the teachers	.....	2
Yes, for learners and teachers	.....	3
No	.....	0
Don't know/no response	.....	99

D49 What is the school's average pass rate on the PSLCE?

Boys
Girls
Total

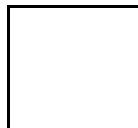


THANK YOU

School Observation Checklists

B14: Primary School/ECD Centre Checklist 01

ID_____



1. GENERAL INFORMATION

1.1. Date:

1.2. Enumerator identity:

Name:

ID

:

1.3. Primary School/ECD Centre name:

1.5. District:

1.6. TA:

1.7. Village:

1.7b Primay School Zone:

1.8. Heads' Name:

1.9: Contact details:

1.10. Sample Type: 0=Control

1=Treatment

2. AREA/ACTIVITY (please tick the appropriate and provide an explanation/comment for your response)

2.1 Availability of daily attendance register for teachers

Yes:_____ No:_____

Any comments

2.2 Availability of daily attendance register for learners

Yes:_____ No:_____

Any Comments

2.3 Availability of list of beneficiaries for Take Home Ration (THR)

Yes_____ NO_____

Any comments

2.4 Availability of quarterly/monthly records of school meal delivery amounts (weight)

Yes_____ NO_____

Any comments

2.5 Availability of quarterly/monthly records of consumption of school meals

Yes

No__

__

Any comments

2.6 Existence of a School Meals Committee

Yes__

No__

__

__

Any comments

2.7. Availability of a cooking roster for School Meals

Any comments

2.7 Availability of records of monthly meetings of School Meals Committee
Any comments

Yes___ No___
— —

2.8 Existence of kitchen, storeroom and Dining hall (ALL THREE TOGETHER)

Any comments

2.8 Availability of security for storerooms, kitchen etc

Yes___ No___
— —

Any comments

Thank you

**B15: School/ECD Centre Questionnaire
(Teacher/Caregiver)- Checklist 03**

ID_____

1. GENERAL INFORMATION	
1.1. Date:	1.2. Enumerator identity:
Name: _____ ID: _____	
1.3. Primary School/ECD Centre name:	
1.5. District:	1.6. TA:
1.7. Village:	1.7b Primay School Zone:
1.8. Teacher's Name:	1.9. Teaching Standard (for primary only):
1.10: Contact details:	
1.11 Sample Type 0=Control 1=Treatment	
2. IMPROVED LEARNER/CHILD ATTENTIVENESS	
2.1. Number of children attending your class today	Total: _____ Female: _____
2.2. Number of children coming late (this morning)	Total: _____ Female: _____
2.3. Total Number of children in your class	Total: _____ Female: _____
Short-term hunger	
2.4. Please estimate the number of children being hungry during classes	Daily: _____ Sometimes: _____

	Total: _____ Female: _____
2.4.1. Does it vary by season?	Yes: _____ No: _____
2.4.2. If yes, please specify the month of peak lean season	_____
2.5. Please estimate the number of children who are inattentive (sleepy, inactive) during classes	Daily: _____ Sometimes: _____
	Total: _____ Female: _____
2.5.1. Does it vary by season?	Yes: _____ No: _____
2.5.2. If yes, please specify the month of peak season	_____
2.6. Please estimate the number of children who are attentive or very attentive during class/instruction	Daily: _____ Sometimes: _____
	Total: _____ Female: _____
2.6.1. Does it vary by season?	Yes _____ No _____
2.6.2. If yes, please specify the month of peak season	_____
2.7. Did the number of children frequenting the school increased/decreased during last lean season?	1= Increased 2=Decreased 3=Remained the same 99=N/A

3. **GENERAL COMMENTS: (status, successes, failures, challenges/problems etc)**

Training on school meals

B16: Primary School/ECD Centre Level Questionnaire Final Evaluation

I. GENERAL INFORMATION

1.1. Date:

1.2. Enumerator identity:

1.3. Primary School/ECD Centre name:

Name:

ID

1.3b Primary School EMIS ID

1.4 Sample Type: 1 = Treatment 2= Control

1.4. Region/Division:

1.5. District:

1.6. TA:

1.7. Village:

1.7b Primary School Zone

1.8. Teacher/Caregiver's Name:

1.9. Teaching Standard (for primary)/Year for ECD:

1.10: Contact details:

1.11 Number of children enrolled in this ECD centre/school year

Total: _____ Female: _____

Standard/Year 1: _____ Female: _____

Standard/Year 2: _____ Female: _____

Standard/Year3: _____ Female: _____

Standard 4: _____ Female: _____

Standard 5: _____ Female: _____

Standard 6: _____ Female: _____

Standard 7: _____ Female: _____

Ana onse analembetsa pa pulayimale/ mkombaphala chaka chino

Standard 8: _____ Female: _____

1.12. Total number of children enrolled in this ECD Centre/school last school year. (*Ana onse analembetsa pa pulayimale/mkombaphala chaka chatha*)

Total: _____ Female: _____

1.13 Total number of children who are promoted to the next grade/level at the end of last school year (*Ana onse anakhoza kupita kalasi ya patsogolo chaka chatha*)

Total: _____ Female: _____

1.14. Total number of children who are promoted to grade 8 (for primary)/Year 2 or 3 at the end of last school year (*Ana onse anakhonza kupita ku mu sitandade 8 (pulayimale)/ chaka chachiwiri kapena chachitatu (kumkombaphala) kutha kwa chaka chatha*)

Total: _____ Female: _____

1.14b Total number of children in the final year (year 3 for ECD and std 8 for primary) that either go to primary school or secondary school. (*Ana amkombaphala amene anasankhidwa kupita ku pulayimale sukulu kapena aku pulayimale (Sitadade 8) kupita ku sekondale*)

Total: _____ Female: _____

1.15. Total number of dropout children last school year (*Ana onse anasiya sukulu mu chaka chatha*)

Total: _____ Female: _____

1.16 Number of special needs children (*Ana amene ali olumala*)

Total: _____ Female: _____

1.17 Number of teachers/caregivers (total) (*Aphunzitsi/alezi onse*)

Total: _____ Female: _____

1.18 Total number of contractual teacher if any (*Aphunzitsi/alezi aganyu*)

Total: _____ Female: _____

1.20 Number of School/ECD Centre administrators (*Oyedetsa sukulu ya pulayimale/mkombaphala*)

Total: _____ Female: _____

1.21 What are the most common means of transport used in this area? (*Nthawi zambiri ana amayenda bwanji pobwela ku sukulu*)

1. Foot 2. Bicycle 3. Cart 4. Motorcycle 5. Other (Specify)

1.22 Approximately, how long does it take to arrive at the school or EDC centre (by the most common means of transportation) for children travelling from the longest distance to school/ECD centre. (*Mongoganizira, zimatenga nthawi yaitali bwanji kuti ana amene amakhala kutali kwambili afike ku sukulu yapulayimale/mkombaphala (pogwiritsira ntchito njira ya mayendedwe amene magwiritsidwa ntchito nthawi zambiri)*)

Hour: _____ Minute: _____

Please provide information on school mapping

1.23 How many primary schools are within five kilometre radius of this school or within this school's catchment area/Total number of ECD centre near this centre's catchment area. (*Mapulayimale angati ali/mkombaphala zingati zili pafupi ndi sukulu/mkombaphala ino*)

1.24 Is there any support programme being implemented at this school/ECD Centre besides WFP School Meals Programme? (*Pali chithandizo china chili chonse chikuchititka kapena chimene chikukozedwa pa sukulu ya pulayimale kapena ya mkombaphala ino?*)

Yes No N/A

If YES, specify the programmes (Ngati ndi chocho, chithandizo chanji?)

1.25 Has this school/ECD Centre ever been receiving any support programme during the past year beside WFP School Meals Programme? (*Kodi sukulu ya pulayimale/mkombaphala ino yalandirako thandizo lina lililonse chaka chapitachi?*)

Yes No N/A

II. IMPROVED QUALITY OF LITERACY INSTRUCTION

2.1. Number of full time equivalent teaching/caregiving staff (by grade and gender). (*Aphunzitsi/alezi okhazikika (potengera kalasi kapena kuti mwamuna kapena mkazi)*)

Total: _____ Male: _____ Female: _____

Standard/Year 1: _____ Female: _____

Standard/Year 2: _____ Female: _____

Standard/Year 3: _____ Female: _____

Standard 4: _____ Female: _____

2.2. Number of **teachers/educators/teaching assistants/Caregivers** trained or certified last school year. (*Aphunzitsi kapena alezi ndi owathandizira amene anaphunzitsidwa kapena kulandira satifiketi yovomelezeka chaka chatha*)

Total: _____ Female: _____

2.3. Number of **teachers/caregivers** with recognized teacher certification credentials/ECD certificates last school year. (*Aphunzitsi kapena alezi amene ali ndi ma satifiketi ovomelezeka omwe analandira mchaka chatha*)

Total: _____ Female: _____

2.4. Number of **school/ECD administrators and officials** trained or certified last school year. (*Akuluakulu oyendetsa sukulu amene anaphunzitsidwa kapena kubvomelezedwa chaka chatha*)

Total: _____ Female: _____

2.5. Number of **school/ECD administrators and officials** with recognized education/ECD-related certification credentials last school year. *Akuluakulu oyendetsa sukulu ya pulayimale/mkombaphala ali ndi maphunziro ovomerezeka omwe analandira chaka chatha* Total: _____ Female: _____

2.6. Number of school/ECD administrators that demonstrate use of **new techniques or tools** last school year. *(Anthu oyendetsa sukulu amene anagwiritsa ntchito njira za makono chaka chatha)* Total: _____

2.7. Number of teachers/Caregivers that demonstrate use of **new and quality teaching techniques or tools/Play oriented early stimulation techniques (for ECD centres)** last school year. *Aphunzitsi/alezi amene akuonetsa kaphunzitsidwe kamakono ndi kapamwamba pa sukulu ya pulayimale /mkombaphala chaka chatha* Total: _____ Female: _____

2.8 Number of teachers/caregivers using the national literacy curriculum and the related instructional materials/ECD curriculum and related instructional materials last school year. *(Aphunzitsi/alezi amene ankagwiritsa nchito njira ya kaphunzitsidwe ka makono a kuwerenga chaka chatha)* Total: _____ Female: _____

2.9. Number of teachers/Caregivers who attend and teach at school/ECD Centre at least 90% of scheduled school days in last school year. Total: _____ Female: _____

Average teacher/Caregiver attendance rates _____ %
(Aphunzitsi/alezi kusajomba kwawo kuli bwanji?)

2.10. Number of students end of grade 6 demonstrated reading equivalent to their grade level as defined by national reading standards in last school year. *(Ana amene pokutha pa sitandade 6 m'chaka chamaphunziro chapitachi amene anaonetsa kuti akhonza kuwerenga molingana ndi kalasi yawo potengera mulingo umene linakhazikitsa boma)* Total: _____ Female: _____

2.11. Number of classrooms available at School/ECD centre. *(Zipinda zophunziriramo pa sukulu ya primary/mkombaphala)* Total: _____

2.12. Number of classrooms currently with literacy instructional materials sufficient for effective instruction. *(Zipinda zophunzirira zimene pakali pano zili ndi zipangizo zokwanira zothandizira kuphunzitsa kulemba ndi kuwerenga mokwanira komanso moyenera)* Total: _____

2.13. Did the school/ECD Centre receive school/ECD material or learning package? *(Kodi sukulu ya pulayimale/mkombaphala inalindirapo zipangizo zophunzirira chaka chatha)* Yes No N/A

2.14. Did the school/ECD centre receive stationery package? (folders, hole-punchers, calculators, whiteboards, and other non-food items...). *Kodi sukulu ya primary/ mkombaphala inalindirapo katundu wa stationery? (monga zoboopera mapepala, moika mapepala, ma calculator ndi zina zosadibwa)* Yes No N/A

III. IMPROVED SCHOOL INFRASTRUCTURE

3.1. Does the school/ECD Centre have latrines? (If no, skip to 3.6) Kodi sukulu yanu yapulaimale/mkombaphala ili ndi zimbudzi? Yes No N/A

3.2. Number of non-functioning latrines in the school/ECD centre ground. *Zimbudzi zomwe sizikugwira ntchito pa sukulu ya pulaimale/mkombaphala* Total: _____

3.3. Number of functioning latrines in the school/ECD centre ground (*Zimbudzi zomwe zikugwira ntchito pa sukulu ya pulaimale/mkombaphala*) Total: _____

a. Are the functioning latrines separated by group of pupils each Standard/for ECD? Are the functioning latrines age-appropriate? *Kodi zimbudzi zomwe zikugwira ntchito zinagawidwa potengera kalasi ya ana ku sukulu ya pulaimale kapena potengera zaka za ana ku sukulu ya mkombaphala* Yes No N/A

b. Are the functioning latrines separated for teachers/Caregivers and students? *Kodi zimbudzi zomwe zikugwira ntchito za aphunzitsi/alezi zinasiyanisidwa ndi ana ophunzira?* Yes No N/A

c. If yes, how many? Ngati inde, ndi zingati? Total functioning latrines for children _____
Total functioning latrines for teachers and children _____

d. Are the functioning latrines separated for boy and girl children? *Kodi zimbudzi zogwira ntchito za ana amuna zinasiyaisidwa ndi za ana akazi?* Yes No N/A

e. If yes, how many? Ngati inde, ndi zingati? Total functioning latrines for boy child _____
Total functioning latrines for girl child _____

3.4. What is the current conditions of functioning latrines? *Kodi zimbudzi zomwe zikugira ntchito zili bwanji pakali pano?* Clean and well maintained
 Dirty, not well maintained
 Broken but still being used
 Does not have hand washing facilities within or near the toilets
 Soap is always available for hand washings
 Other, specify _____

3.5. What is the current conditions of non-functioning latrines? *Kodi zimbudzi zomwe sizikugwira ntchito zili bwanji pakali pano?* Door was broken
 Pit latrine was broken or full
 Washbasin was broken
 Other, specify _____

3.6. How did/will you manage and maintain the latrines? *Kodi zimbudzi zi mumadzisamalira ndi kuzikhonza bwanji?* Train students and take turn to clean latrines sometimes
 Keep soap/hand washing facilities within or near the toilets sometimes
 Lock latrines at school vacation
 Ensure washbasin is full of water.
 Propose users to leave shoes out of latrines.
 Other, specify _____

3.7. Does the school have woodlot currently in use? (*Kodi sukuluyi ili ndi malo a mitengo ake?*) Yes No N/A

- a. If no, why not? *Ngati ayi, chifukwa chani?*
- No land allocated
 - No access to water
 - Dry season
 - No seeds available locally
 - No money to buy seeds
 - Other, specify_____

3.8. Does the school have vegetable garden currently in use? *Kodi sukuluyi ili ndi malo olimapo mbewu za masamba?*

Yes No N/A

- a. If no, why not? *Ngati ayi, chifukwa chani?*
- No land allocated
 - No access to water
 - Dry season
 - No seeds available locally
 - No money to buy seeds
 - Other, specify_____

3.9. In which months did you grow vegetables last school year? *Ndi miyezi iti imene munadzala mbewu za masamba mchaka cha maphunziro chapitachi?*

October-December
 January -March
 April-June July-September 0=Don't grow vegetables

3.10. How did/will you manage and maintain the garden? *Kodi mumasamalira ndi kuwakhonza bwanji malo omwe mumalimapo mbewu za masamba wa?*

- Train learners/children on vegetable planting and handover each class to take care their plots.
- Avoid animals entering the school compound
- Repair fence once per year
- Other, specify_____

3.11. Does the school/ECD Centre have kitchen? *Kodi sukulu ya pulaimale yi/ mkombaphala yi ili ndi nyumba ophikirapo?*

Yes No N/A

- a. If yes, what is the current condition of the kitchen? *Ngati ndi choncho, nyumba yophikiramo yi ili bwanji pakali pano?*
- Good condition
 - Less of kitchen utensil
 - Clean cooking and eating equipment
 - Leaking roofs
 - Flooded at rainy season
 - Using rocks as stove
 - Others.....

3.12. How did/will you maintain the kitchen? *Kodi mumaisamala kapena kuikhonza motani nyumba yophikirayi?*

- Clean cooking and eating equipment after use
- Stored knives out of reach of children
- Ensure enough firewood for cooking
- Ensure the water container is full of water to avoid fire
- Other, specify_____

3.13. Does the school have energy-saving stoves? *Kodi sukuluyi ili ndi mbaula zomwe sizitha nkhuni zambiri (Chitetezo mbaula)?*

Yes No N/A

- a. If yes, what is the condition of the energy-saving stoves? *Ngati ndi choncho kodi mbaulazi zili bwanji?*
- Good condition and function well
 - Poor condition but still work
 - Broken, not functioning
 - Other, specify_____

3.13. How did/will you manage and maintain the energy-saving stoves? *Kodi mbaulazi mumazisamalira kapena kuzikhonza bwanji?*

- Try to maintain to avoid broken
- Community and school to contribute firewood
- Other, specify_____

3.14. Does the school/ECD Centre have storeroom? *Kodi sukulu ya pulaimale/mkombaphala ili ndi chipinda chosungiramo katundu?*

Yes No N/A

a. If yes, what is the condition of the current storerooms? *Ngati ndi choncho, zipinda zosungira katunduzi zili bwanji pakali pano?*

- Good cleaning
 - Floor is dry
 - Pallets for food storage
 - Door is locked well
 - Security guard at night time/school vacation
 - Foods are stored in order
 - Close windows and lock properly before leaving
 - Keep storeroom clean
 - Damaged foods were taken away from storeroom
 - Recorded all foods in and out
 - Set up schedule for storeroom security
 - Other, specify _____
 - Yes No N/A
- Leaking roofs
 - Broken windows/door
 - Damaged walls
 - No walls
 - Food was stored off ground
 - Others.....

3.15. How did/will you maintain the storeroom? *Kodi mumasamalira ndi kukhonza bwanji zipinda zosungiramo katundu zi?*

3.16. Does the school/ECD Centre have an eating place (dining hall)? *Kodi sukulu ya pulaimale/mkombaphala ili ndi chipinda chodyera?*

a. If yes, what is the condition of the current dining hall? *Ngati ndi choncho, chipinda chodyera chili bwanji pakali pano?*

- Good cleaning
 - Floor is dry
 - Pallets for food storage
 - Door is locked well
 - Security guard at night time/school vacation
 - Foods are stored in order
 - Close windows and lock properly before leaving
 - Keep storeroom clean
 - Damaged foods were taken away from storeroom
 - Recorded all foods in and out
 - Set up schedule for storeroom security
 - Other, specify _____
 - Yes No N/A
- Leaking roofs
 - Broken windows/door
 - Damaged walls
 - No walls
 - Food was stored off ground
 - Others.....

3.17. How did/will you maintain the dining hall? *Kodi mumasamalira ndi kukhonza bwanji chipinda chodyera?*

3.18. Does the school/ECD Centre have year-round access to a clean and safe water source for drinking? *Kodi sukulu ya pulaimale/ mkombaphala yi ili ndi malo omwe mumatungapo madzi okumwa a ukhondo ndi otetezeka chaka chonse?*

a. If yes, what are they? And How many? *Ngati ndi chocho, tchulani malowa ndipo ndi angati?*

- Drilled well _____
- Rain water catchment _____
Tap Water

3.19. How many percent of students use safe drinking water? *Kodi ndi ophunzira ngati mwa ophunzira hundred ali wonse omwe amamwa madzi otetezedwa?*

- 0%
- <50%
- 51% - 70%
- 71 - 100%

3.20. Number of non functioning drilled wells or rain water catchments stalled on the school ground? *Nambala ya zitsime zomwe zinakumbidwa koma sizikugwira ntchito kapena malo osunga madzi amvula pasukulu ya pulaimale/mkombaphala pano.*

Total non-functioning drilled well: _____
Total non-functioning water catchments: _____

a. What is the condition of the non-functioning drilled wells/ rain water catchments? *Kodi zitsime zokumbidwazi zomwe zili zosagwira ntchitozi / malo osungira madzi amvula ali bwanji pakali pano?*

- Functioning only at rainy season
- Water is used for animals only
- Arsenic
- handpump/rain water catchment was broken
- Other _____
No well/water catchment

3.21. Number of functioning drilled wells or rain water catchments stalled on the school ground? *Nambala ya zitsime zokumbidwa zogwira ntchito/ malo osungira madzi amvula pa sukulupa.*

Total functioning drilled well: _____
Total functioning water chatchments: _____

a. What is the condition of the functioning drilled wells?
Kodi zitsime zokumbidwazi zomwe zili zogwira ntchitozi / malo osungira madzi amvula ali bwanji pakali pano?
 rain water catchments?

- Functioning well in year-round
- Water is used for human consumption
- Platform is clean
- System collection the waste water from wells
- Other, specify _____

No well/water catchment

3.20. How did/will you manage and maintain the drilled wells/water stations? *Kodi mumasamala ndi kukhonza bwanji zitsimezi ndi malo osungirapo madzi wa?*

- Repair by own staff with local spare parts by using PB or community contribution.
- Remind learners/children to regularly to put wastes in bins
- Take turn to each class to clean the compound.
- Lock handpump/ water station at night time/school vacation
- Other, specify _____

3.22 Does the school/ECD Centre have suitable facilities accessed by children/learners with special needs? *Kodi sukulu ya pulaimale/mkombaphala yi ili ndi zipangizo zoyenerera kwa ana/ ophunzira olumala?*

- Yes No

a. If yes, what facilities? *Ngati ndi choncho, tchulani*

- Latrines for children with special needs
- Well for children with special needs
- Building/library/classroom
- Other, specify _____

3.23 Are teachers/stakeholders able to explain the concept of disability? *Kodi aphunzitsi ndi anthu ena okhuzidwa amatha kulongosola zokhuzana ulumali?*

- Yes No N/A

a. If yes, what is the concept about? *Ngati ndi choncho, amakamba za ulumali wanji?*

- Physical
- Mental
- Both

IV. Local Organization and community groups

4.1. Does the school/ECD Centre have functioning PTAs, School Support Committee (SSCs)/ECD Centre Committees? *Kodi sukulu ya pulaimale/mkombaphala yi ili ndi komiti ya makolo ndi aphunzitsi(PTA), Komiti yothandiza pa sukulu ya pulaimale/mkombaphala (SSCs)*

- PTA : Yes No N/A
- School support Committee: Yes No N/A
- Food Committee: Yes No N/A

4.2. What is the number of parents in target communities that are members of Parent-Teacher Association (PTAs) School Support Committee (SSCs)/ECD Centre Committees? *Kodi ndi makolo angati omwe akuchokera mmidzi yomwe amachokera ana amene ali mamembala a PTA/ SSC/ komiti ya sukulu ya mkombaphala?*

- PTA: Total: _____ Female: _____
- School Support Comitee: Total: _____ Female: _____
- Food Comitee: Total: _____ Female: _____

4.3. Is the school/ECD centre and PTAs/SSC/ECD Centre Committee aware of the importance of education/ECD to community? *Kodi makomiti a PTA/SSC/ Mkombaphala akudziwa za ubwino wamaphunziro a pulaimale/mkombaphala kwa anthu amdera?*

- PTA : Yes No N/A
- School support Committee: Yes No N/A
- Food Committee: Yes No N/A

4.4. How many times were awareness-raising events conducted (per school year) in the past 12 months? And when? *Kodi zochitika-chitika zowazindikiritsa anthu za ubwinowu, zinachitika kangati muchaka cha maphunziro chapitachi? Zochitika-chitikazi zinachitika liti?*

- Once At beginning of the school year
- Twice During village meetings /middle of the year/ end of the year
- More than three Other _____

4.5. How much did community/parents contribute to the school/ECD Centre in the last school year? *Kodi ndi ndalama zingati zomwe anthu amdera lino kapena makolo anapereka kusukulu ya pulaimale/mkomaphala ino mchaka cha maphunziro chapitachi?*

- In cash:.....MK/year
 In kind:MK/year

V. IMPROVED STUDENT ATTENTIVENESS

5.1. How many learners/children were absent from school/ECD Centre due to illness within 200 school days?

Total:_____ Female:_____

5.2. Total number of school days missed by all students due to illness in last school year

Total:_____ school days

5.3. How many learners/children had diarrhea disease in last school year?

Total:_____ Female:_____

5.4. Total Number of school days last school year

Total:_____ school days

5.5. Number of learners/children absent from school/ECD Centre more than (0.2* Number of school days) days last school year (20% of school days)

Total:_____ Female:_____

5.6. Total number of learners/children last school year

Total:_____ Female:_____

5.7. Total Number of school days last month, this school year

Total:_____ school days

5.8. Number of learners/children absent from school/ECD centre more than (0.2* Number of school days) days last month (20% of school days)

Total:_____ Female:_____

VI. NUTRITION, HEALTH AND DIETARY PRACTICES

6.1 Did the school ECD Centre receive the training on good health and nutrition practices? *Kodi sukulu ya pulaimale/mkambaphala yi inalandira maphunziro a za umoyo wabwino ndi madyedwe a thanzi?*

- Yes No N/A

6.2 Can teachers/Caregivers and other stakeholders identify six food groups, nutrition and food hygiene information?

- Yes/ No: three groups of food (energy, building, protection food)
 Yes/ No: Food cooking management (Before, during and after)
 Yes/ No: Food storage (meat, vegetable, cook meal, etc.)
 Other, specify _____

Kodi aphunzitsi/alezi ndi anthu ena okhuzidwa akhoza kutchula magulu a zakudya zopasa thanzi ndi kasamalidwe ka chakudya?

6.3. Does the school have soap and water at a hand washing station/facility? *Kodi sukuluyi ili ndi sopo ndi madzi pamalo osambira mmanja?*

- Yes No N/A

a. If yes, it commonly used by students? *Ngati ndi choncho, kodi zimagwiritsidwa ntchito kawirikawiri ndi ophunzira?*

- Yes, regularly Yes, sometimes Rarely Never

6.4 Do learners/children wash their hands with soap in three critical times? *Kodi ophunzira/ana amasamba mmanja ndi sopo mu nthawi zitanu zofunikira kambiri?*

- YES/NO 0 - 10% 11 - 30% 31 - 60% 61 - 100%

6.5. How many months does the school/ECD centre have soap supply (hand and/or dish soap)? *Ndi miyezi ingati pamene sukulu ya pulayimale/mkombaphala inali ndi sopo muchaka cha maphunziro chapitachi (sopo wosambira mmjanja kapena wotsukira ziwiya)*

- <1 month
 1 to 3 months
 4 to 6 months

- Whole school year
 No soap

6.6. Who provided soaps for hand washing to school? *Kodi sopo yu anaperekedwa ndi ndani*

- School
 WFP
 PLAN
 Charity persons

- Other NGOs
 Company
 UNICEF
 Other, specify _____

6.7. Did the school/ECD Centre have clean cooking and eating equipment, consistent with acceptable standards prior to use? *Kodi asanazigwiritsire ntchito ziwiya zophikira ndi zodyera pa sukuluyi zimakhala pamulingo wa ukhondo ovomorezeka?*

- Yes No N/A

6.8. Did the school/ECD centre receive kitchen utensil packages? *Kodi sukuluyi inlandira ziwiya zophikira?*

- Yes No N/A

a. If yes, what are they? And How many? *Ngati ndichoncho, ndiziwiya zANJI ndipo zingati?*

- Cooking pots _____
 Serving pots _____
 Storage equipment _____

- Spoon and Plat _____
 Cooking equipment _____
 Other _____

b. If yes, who provided kitchen utensil packages? *Ngati ndichoncho, adapereka ziwiyazi ndani?*

- School
 WFP
 PLAN
 Charity persons

- Other NGOs
 Company
 Other, specify _____

6.9. Did the school receive hygiene packages for a yearly supply? *Kodi sukuluyi inlandira zinthu zothandizira ukhondo zoperekedwa pachaka?*

- Yes No N/A

a. If yes, what are they? And how many? *Ngati ndichoncho, ndizinthu zANJI ndipo zingati?*

- Soap _____
 Water filters _____
 bowls _____
 combs _____

- Toothpastes and brushes _____
 Hand towel _____
 Nail cutter _____
 Other _____

b. If yes, who provided hygiene packages for yearly supply? *Ngati ndi choncho anapereka ziwiyazi ndani?*

- School
 WFP
 PLAN
 Charity persons

- Other NGOs
 Company
 Other, specify _____

6.10. Did the school receive the training on food preparation and storage practices? *Kodi sukuluyi inlandira maphunziro a kakonzedwe ndi kasungidwe ka chakudya?*

- Yes No N/A

6.11. What did the school implement for food preparation and storage practices? *Kuchokera ku maphunzirowa, ndizinthu ziti zimene sukuluyi imatsata pakakonzedwe ndi kasungidwe ka chakudya?*

- Clean cooking area
 Store food at the appropriate temperatures (not in plastic pan, petrol tank)
 Cover cooked food and store in safe place
 Wash hand before cooking
 Other _____

6.12. Number of cooks/storekeepers at this school/ECD Centre who achieve a passing score on a test on good nutrition and dietary practices

Total: _____ Female: _____

VII. PROTECTION AND ACCOUNTABILITY OF CHILDREN

7.1 Did any of the children felt unsafe or not protected on their way to and from school?

- Yes No N/A

7.2 If yes, where exactly did the children experience these issues?

1. On their way to school
2. On their way home from school
3. While at school

7.3 Did the incident resulted in the children not being able to come to school?

- Yes No N/A

7.4 Which standard/year by gender is mostly affected?

- | | | |
|-----------------|--------------------------------|-------------------------------|
| Standard/year 1 | <input type="checkbox"/> Girls | <input type="checkbox"/> Boys |
| Standard/year 2 | <input type="checkbox"/> Girls | <input type="checkbox"/> Boys |
| Standard/year 3 | <input type="checkbox"/> Girls | <input type="checkbox"/> Boys |
| Standard 4 | <input type="checkbox"/> Girls | <input type="checkbox"/> Boys |
| Standard 5 | <input type="checkbox"/> Girls | <input type="checkbox"/> Boys |
| Standard 6 | <input type="checkbox"/> Girls | <input type="checkbox"/> Boys |
| Standard 7 | <input type="checkbox"/> Girls | <input type="checkbox"/> Boys |
| Standard 8 | <input type="checkbox"/> Girls | <input type="checkbox"/> Boys |

Any other Comments

Thank you for your cooperation

Household Survey Questionnaire

McGovern-Dole School Feeding

HOUSEHOLD QUESTIONNAIRE

My name is and I work for (name) and my colleague is and works for We are part of a team carrying out a survey to gather information on the Impact of WFP’s interventions in this community. We would like to ask you some questions about your family. The interview usually takes around 1 hour to complete. Any information that you provide will be kept strictly confidential and will not be shown to other people. This is voluntary and you can choose not to answer any or all of the questions if you want. However, we hope that you will participate since your views are important.

Do you have any questions? May we begin now Yes ↓ (go to the following questions) No → Refused

Outcome of interview	1. Completed	2. Partially completed	3. Interview postponed	4. Others
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SECTION AA – BASIC QUESTIONNAIRE INFORMATION

QUESTIONNAIRE INFORMATION

AA01. Questionnaire Number: _____

AA02. Location: *Region* *District* *TA* *Village* *Linking school*

Name: _____

Code: _____

AA03. Date: |__| |__| / |__| |__| / 2018(*Day/Month /Year*)

AA04. Start time _____ End time _____

AA05. Name of enumerator _____

SECTION AB – BASIC HOUSEHOLD INFORMATION

AB01. Name of interviewee	
AB02. Gender of interviewee (circle)	1 = Male 2 = Female
AB03 Relationship to child/pupil	
AB03a Household size	
AB03b Number of children 5 years old and younger in the household	
AB04 Highest educational level of interviewee	0=None 1=Primary 2=Secondary 3=Higher
AB05 Age of interviewee	
AB06. Is the interviewee employed	0=No 1=Yes
AB06a. If yes, type of employment:	<i>Refer to code in page 2</i>
AB07. Interviewee relationship to the HH head	0=Head 1=Partner 2=Son/Daughter 3=Parent 96=Other
AB08 Gender of HH head	1= Male 2=Female
AB09 Age of HH head	
AB10 Is HH head employed	0=No 1=Yes
AB10a If yes, type of employment:	<i>Refer to code in page 2</i>
AB11 Was HH head employed 2 years ago?	0=No 1=Yes
AB12a. If yes, type of employment:	<i>Refer to code in page 2</i>
AB13	
AB14 Highest educational level of HH head	0=None 1=Primary 2=Secondary 3=Higher
AB15. Phone number (if any)	|__| |__| |__| |__| |__| |__| |__| |__| |__| |__|
AB16. Sample type (circle)	1= Treatment (with SM) 2= Control (without SM)
AB17. Name of child (children) (sample selection)	
AB18. Age of child	
AB19. Sex of child	1= Male 2=Female
AB20. Does the child have any disability?	
AB21. Is the child orphan?	

SECTION B: EDUCATIONAL CHARACTERISTICS OF SCHOOL AGE CHILD (Continue)

B1. Please use the following codes to rate the reasons for deciding to have your children participate in schooling in this school/ECD centre.

1. Very important 2. Important 3. Moderately important 4. Not all important 5. N/A

Reasons	Description	Answer
B1.1. Geographical location/ distance from home	Refers to non-participation attributable to distance of the school from catchment area	
B1.2. Quality of the school	Refers to quality of school/ECD Centre in general	
B1.3. Alternative work	Refers to children who -provide regular or seasonal help on family farm or business -domestic work, taking care of siblings...etc... -seasonal wage work outside family	
B1.4. Scholarships	Refers to situation where parents receive cash conditional to children's school/ECD Centre participation	
B1.5. FFE programme	School feeding programme is implemented in school/ECD Centre	
B1.6. Parents' attitude towards the value of education	This refers to how the parent feels about education (if it is good or bad for the child).	
B1.7. Costs of schooling	This refers to the costs of schooling (fees, uniforms and books) being a significant burden to the family and hence resulting into withdrawal of children from school/ECD Centre	
B1.8. Security	Refers to situations in which the accessibility of school/ECD Centre by school-aged/ECD-aged children causes some personal security risks, as a result of ethnic conflict, civil disturbances as well as physical violence at school (harassment, rape, corporal punishment, etc).	
B1.9. Sickness/health	This refers to absenteeism of boys and girls due to sickness/chronic illness as well as other health reasons	
B1.10. Others (please specify)		

B2. Please identify 3 benefits of primary education?

**Do not read the options first. Record the right answers.*

1. Can read and write 2. Basic Literacy 3. Life Skills
4. Prepare for Adulthood 5. Gain Opportunities (to find job)
6. Others (specify) _____ 98. Don't know

1. _____
2. _____
3. _____

B3. How do you travel to primary school /ECD Centre (the most often)?

1. Foot 2. Bicycle 3. Carts 4. Motorcycle

5. Others (specify).....

B4. Distance of household to primary school (min) with the traveling method mentioned in previous question:

1. Less than 15min 2. 15min to 30 min 3. 30min to 45min 4. 45min to 1hr
5. More than 1 hr

B5. Was your child enrolled in school two years ago?

0=No 1=Yes 99=N/A (Too young)

B6. If YES, was your child receiving SMP or THR?

0=No 1=SMP 2=THR 3=SMP+THR

SECTION C1 – FOOD CONSUMPTION PART 1(Yesterday)

	C1.1	C1.2	C1.3

	# of meal	This # compared to usual time over the last 6 months	Quantity eaten compared to usual time over the last 6 months
		Codes for C1.2&C1.3: 1= Less 2= Same 3= more	
01. Average meal eaten by adults (aged >=15) living in your household yesterday			
02. Average meal eaten by children (aged less than 15) living in your household yesterday			

SECTION C2 – FOOD CONSUMPTION PART 2

Please tell me how many days in the past week (beginning from yesterday) your household has eaten the following foods and what was the source of these foods.

Record "0" for items not eaten over the last 7 days.

Record "99" for second source if only one source.

NB: If less than 15g of fish or meat shared by household, record as Condiments

codes for C2.2&C2.3

1= Own production	6= Exchange of items for food
2= Fishing, hunting, gathering	7= Received as gift
3= Purchase	8= Food aid as part of the SMP /THR
4= Borrowed	9= Other (specify)
5= Exchange of labour for food	

C2.0. Food items	C2.1. # of days eaten over the last 7 days	C2.2. Main source	C2.3. Second source
Cereals and derivatives (maize, wheat, bread, flour, CSB, etc.)			
Roots and tubers (Cassava, Sweet potato, potato, yam)			
Vegetables (incl. leafy, preserved)			
Fruits			
Meat and poultry (beef, goat, pork or other red meat, wild meat)			
Eggs			
Fish			
Pulses (Beans, pigeon peas, peas, groundnuts, round nuts, cow peas)			
Dairy (Milk and milk products eg chambiko, yogurt)			
Fats and oils (added to food)			
Sugar/sweet and other sugar products			
Condiments or seasoning			

SECTION C3 – FOOD CONSUMPTION PART 3 (DIETARY DIVERSITY)

[Respondent: child who was picked in school (standard 1-8)/ECD Centre through the random sampling process helped by head of the household, mother or other adult women]

Please tell us the food (meal or snack) that you ate **yesterday during day and night** whether at home or outside the home. Please start with morning meal. **C3.1.** Please, insert day of week (see codes below): _____

1- Monday 2- Tuesday 3- Wednesday 4- Thursday 5- Friday 6- Saturday 7- Sunday

Was the food they ate part of SMP or THR?

C3.2. Id code of children (from SECTION A01): _____

Source	C3.3a. Breakfast	C3.3b. Snack	C3.3c. Lunch	C3.3d. Snack	C3.3e. Dinner
1. it was not part of SMP or THR					
2. It was part of SMP or THR					

After finishing answering the above question, please fill info about group of food depending on the above answer. For group of food that is not mentioned please ask the question :

C3.4 Did the children eat this kind of food yesterday?

1. Yes (it was not part of SMP or THR)
 2. Yes (it was part of SMP or THR)
 3. Both SMP and THR 4. No 98. Don't know

Food Group	Description	C3.4
C3.4.1. Staples (Zakudya Zokhutitsa)	<i>Buledi, bisiketi, mchewere, mapira, chimanga cha mtunduuliwonse, mpunga, tirigu, nsima, phala, thobwa, mawere, chikondamoyo, mikate, sikono, chitumbuwa, mandasi, cake, tondido/mbanjiwa, mbatata, koko (yam), chinangwa, kachewere/mbatatesi, zilazi, nyika. nthochiyosapysa, mpama grains)</i>	
C3.4.2. Food from animals sources (Zakudya zochokera kunyama)	<i>Nyama za mtundu uliwonse monga izi: nyamayang'ombe, nkhumba, nkhusa, mbuzi, kalulu, gwape, nguluwe, nkuku, bakha, nkhangwa, khukundembo, nkunda, mbira, mbewa, nsanasana, mazira, nsombazawisi/zowuma, mphalabungu, inswa(gumbi) mafufufute, nkululu, bwanoni, matondo, mabwabwa, malasankhuli, sesenya, dzombe, ziboli, nkungu, bobo/numkhadala, nkunguni, mkaka, cheese, yorghut, chambiko, ice cream</i>	
C3.4.3. Legumes (zakudya za nyemba)	<i>Nyemba/mbwanda, nandolo, khobwe, nseula, nzama, mtedza, khungudzu, chitowe, soya, mphodza, ntchana, nsawawa, kamumpanda, kalongonda</i>	
C3.4.4. Vegetables (Ndiwo za masamba)	<i>Maungu, kaloti, mphonda, masambaobiliwiramonga: Bonongwe, chisoso/kazota, luni, mwamunaaligone, chigwada, kholowa, nkhwani, khwanyana, chitambe, kamuganje, mpiru, lepu, chayinizi, kamwamba/sagowa, kadzulo, denje, nsendeka, mnadzi, matimati, anyezi, mabiligano/mabilunjala, kabichi, thererelobala/chithanda, kadzinje/kalire, bowa, nkaka, kayimbi, zipwete, zikanyanga, kwasakwasa/zikhupule, zitheba, limanda</i>	
C3.4.5. Fruits (Zipatso)	<i>Mango, mavwembe, mapapaya, masuku, madimu, maolanje, mandalena/nachesi, bwemba, malambe, manyumwa, thudza, mapoza, maula, apozi, pichesi, guwafa, mapulamu, masawu, chinanadzi, nthochiyakupysa</i>	
C3.4.6. Fats and oils (Mafuta ophikira)	<i>Majarini, butter, kovo, kazinga, kukoma, mapeyala, coconut</i>	
C3.4.7. Other foods <i>PLEASE WRITE DOWN OTHER FOODS IN THIS BOX THAT RESPONDENT MENTIONED BUT ARE NOT IN THE LIST ABOVE</i>		
C3.4.8. Condiments <i>PLEASE WRITE DOWN ANY FOODS USED IN SMALL AMOUNT OR AS A SEASONING OR CONDIMENT</i>		

SECTION C3: DIETARY DIVERSITY (Continue)

For Control Group only

C3.5. Do your children have breakfast every day?

1. Yes 2. No

3.5a. If yes, what do your children eat for breakfast?

Benefit Received (for treatment group only, and if you are asking control group please skip to section E1)

(Complete below table if respondent receive benefit from WFP)

[Respondent: Head of the household or mother of the child who was picked in school/ECD centre through the random sampling process]

C3.6. How many years have you received school meals and/or THRs? (# of years)

C3.6a. SMP _____ **C3.6b.** THR _____

[Only if they receive THR]

How many household members benefit from THR? (#)	Monthly quantity of food received (taking into account THR only) (in kg)			Who do you share your THR with? (See Code below)	Do you sell any of your THR? (See Code below)	If you sell your THR, what do you use that money for? (See Code below)	Do you use iodised salt for your family? 1. Yes 2. No	If yes, do you have it now? 1. Yes 2. No	Do you use vitamin A fortified oil for your family? 1. Yes 2. No	If yes, do you have it now? 1. Yes 2. No
	Rice	Oil	Beans							
C3.8	C3.9a	C3.9b	C3.9c	C3.10	C3.11	C3.12	C3.13	C3.14	C3.15	C3.16

Code of C3.10. Who do you share your THR?	Code of C3.11. Do you sell any of your THR?	Code of C3.12. If you sell your THR, what do you use that money for?
1. Other household members 2. Family outside the household 3. Friends/neighbours/other 4. I don't share my THR	1. Yes, usually 2. Yes, sometimes 3. No, never	1. To buy food 2. To buy nonproductive assets 3. To buy clothes 4. Health expenditures 5. To buy other things 6. To invest in a productive activity 7. Education expenditures

[Only if they receive SMP]

Answer

<p>C3.17. Do you eat all your school meal every school day? 1. Yes 2. No. It's not available everyday 3. No, it's not offered to me 4. No, I don't like it 5. No, I don't have time to eat 6. No, I'm not hungry 7. No, I like to take some of it home to my family 8. Other (specify).....</p>	
<p>C3.18. How often do you bring home your school meal (not THR) to your family) 1. Everyday 2. 3-4 days a week 3. 1-2 days a week 4. Rarely 5. Never</p>	

SECTION D1 – FOOD AND SMALL NON FOOD EXPENDITURES*How much did your household approximately spend on the following items in the last 30 days?*

<i>Items</i>	<i>Approximate value in '000 Kwacha (in cash)</i> Not include your own product	<i>Approximate value in '000 Kwacha (in credit)</i>
D1.a	D1.b	D1.c
D1.1 Maize/ Rice		
D1.2 Other cereals & staples		
D1.3 Pulses/beans/nuts		
D1.4 Vegetables		
D1.5 Fruits		
D1.6 Meat, fish, eggs		
D1.7 Cooking oil		
D1.8 Other food items		
D1.9 Firewood /cooking fuel		
D1.10 Energy (e.g., battery, gas)		
D1.11 Cigarettes/Alcohol		
D1.12 Drinking water		
D1.13 Personal care (e.g. soap, toothpaste, razor, sanitary napkins, hair cut)		
D1.14 Communication (cell phone, phone card)		
D1.15 Total		

SECTION D2 – NON FOOD EXPENDITURES*How much did your household approximately spend on the following items in the last 6 months? N*

<i>Items</i>	<i>Approximate value in '000 Malawi Kwacha (in cash)</i> Not include your own product	<i>Approximate value in '000 Malawi Kwacha (in credit)</i>
D2.a	D2.b	D2.c
D2.1 Education (school fees, books, uniforms)		
D2.2 Health for adults and child. > 5years		
D2.3 Health for children < 5 years		
D2.4 Transportation (maintenance and repair, gasoline and diesel for own transportation, moving fee)		
D2.5 Clothing and footwear		
D2.6 Debt repayment		
D2.7 Sending remittances		
D2.8 House construction/maintenance including electricity & water or any other mean to produce heat/light or get water in the house		
D2.9 Shop/trade/commerce		
D2.10 Farming (seeds, fertilizers, labor costs...), Livestock breeding (vaccines, fodder...)		
D2.11 Fish breeding, fishing		
D2.12 Celebrations/social events/donation		
D2.13 Total		

D3.1 Have you ever encountered difficulties covering the expense?

1. Yes, usually

2. Yes, sometimes

3. No, never

SECTION E1 – REDUCED COPING STRATEGIES INDEX	
During the last 7 days , how many days did your household have to employ one of the following strategies to cope with a lack of food or money to buy it? (READ OUT EACH STRATEGY)	Frequency (# of days from 0 to 7)
E1.1 Relied on less preferred, less expensive food	| |
E1.2 Borrowed food or relied on help from friends or relatives	| |
E1.3 Reduced the number of meals eaten per day	| |
E1.4 Reduced portion size of meals	| |
E1.5 Reduction in the quantities consumed by adults/mothers for young children	| |
E1.6 Not able to eat the kinds of foods preferred because of a lack of resources	| |

SECTION F – LIVELIHOOD COPING STRATEGIES	
F1. During the past 30 days , did anyone in your household have to engage in any of the following activities because there was not enough food or money to buy food?	1= Yes 2 = No, because I do not have the possibility to engage in this activity. 3 = No, because I <i>did not face a shortage of food that require me to do this</i>
F2. Sold household goods (radio, furniture, refrigerator, television, jewelry, clothes, utensils etc.)	| |
F3. Sold productive assets or means of transport (sewing machine, wheelbarrow, bicycle, ploughing tools, seeds etc.)	| |
F4. Sold livestock (e.g. goats, cattle, chickens, pigs)	| |
F5. Reduced essential non-food expenditures such as education, health, etc.	| |
F6. Spent savings	| |
F7. Borrowed money / food from a formal lender / bank	| |
F8. Sold house or land	| |
F9. Withdrew children from school	| |
F10. Illegal income activities (theft, prostitution, etc.)	| |
F11. Sent an adult household member sought work elsewhere (regardless of the usual seasonal migration)	| |
F12. Begged	| |

SECTION G – HOUSEHOLD HUNGER SCALE	
G1a. In the past 30 days , was there ever no food to eat of any kind in your house because of lack of resources to get food?	0 = No (Skip to F3.2) 1 = Yes
G1b. How often did this happen in the past 30 days?	1 = Rarely (1–2 times) 2 = Sometimes (3–10 times) 3 = Often (more than 10 times)
G2a. In the past 30 days , did you or any household member go to sleep at night hungry because there was not enough food?	0 = No (Skip to F3.3) 1 = Yes
G2b. How often did this happen in the past 30 days?	1 = Rarely (1–2 times) 2 = Sometimes (3–10 times) 3 = Often (more than 10 times)
G3a. In the past 30 days , did you or any household member go a whole day and night without eating anything at all because there was not enough food?	0 = No (Skip to Section G) 1 = Yes
G3b. How often did this happen in the past 30 days ?	1 = Rarely (1–2 times) 2 = Sometimes (3–10 times) 3 = Often (more than 10 times)

SECTION H: OTHER EFFECTS OF SCHOOL FEEDING

H01. When your child go to school, does anyone in your household save time?	1. Yes 2. No(<i>Skip to I02</i>)
H01a. If yes, who?	1. Men 2. Women 3. Both
H01b. If yes, from which activity? (<i>More than 1 answer possible</i>)	1. Preparing food 2. Taking care of children 3. Both 4. Other _____
H01c. If yes, how much time do you save?	(Hours per day) _____
H01d. If yes, how do you use this time? (<i>You can choose 2 activities</i>) 1 = Household chores 2 = Rest/Leisure 3 = Income-earning activity 4 = Farm/livestock work 5 = Child care 6 = Other	1 st _____ 2 nd _____ –
H02. When your children attend school, is it time consuming for anyone in your household?	1. Yes 2. No(<i>finish the interview</i>)
H02a. If yes, who?	1. Men 2. Women 3. Both
H02b. If yes, from which activity must be done? (<i>choose 2 activities</i>) 1. Taking the child to school 2. Helping the child with the home work 3. Meeting with the teachers/school staff 4. Preparing school material (books/clothes) 5. Doing tasks that are usually done by the child 6. Others.....	1 st _____ 2 nd _____ –
H02c. If yes, how much time do you consume?	(Hours per day) _____
H3. Is any member of your household involved in any School Construction Project?	
If YES, who is involved?	
H4. How many hours per week is the most-involved FEMALE involved in such projects?	
H4a. If this person has a job (salaried job, agriculture, etc.) how many hours per week does this same person work?	
H5. How many hours per week is the most-involved MALE involved in such projects?	
H5a. If this person has a job (salaried job, agriculture, etc.) how many hours per week does this same person work?	
H6. Is any member of your household involved in any School Meal Cooking Project?	
If YES, who is involved?	
H7. How many hours per week is the most-involved FEMALE participate in such projects?	
H7a. If this person has a job (salaried job, agriculture, etc.) how many hours per week does this same person work?	
H8. How many hours per week is the most-involved MALE involved in such projects?	
H8a. If this person has a job (salaried job, agriculture, etc.) how many hours per week does this same person work?	
H9. Was your child ever absent from school due to health issues during the past school year?	0=No 1=Yes 99=N/A
H9a. If yes, how many days approximately?	
SECTION I: GENDER AND DECISION-MAKING POWER	
I01. Who makes decision over the use of THR?	<i>Refer to code.</i>

I02. Who makes decisions over the household food purchases?	
I03. Who makes decision over the household non-food purchases?	

HH member identifier	CODE	HH member identifier	CODE		
Head	1	Other	96		
Spouse of the head	2				
Head and spouse jointly	3				
Male child	4				
Female child	5				
Male and female jointly	6				

SECTION J: CHILDREN PRIORITIZATION	
J01. In case there is severe hunger and you cannot afford send all children to school, whose education would be prioritized?	1=Boys 2=Girls 99=N/A
J02. In case there is not enough money to buy school equipment for all of the children, whose education would be prioritized?	1=Boys 2=Girls 99=N/A
J03. In case there is more food to eat than usual for the children, to whom is reserved the extra ration?	1=Boys 2=Girls 99=N/A

SECTION K: TIME PREFERENCE/RISK ATTITUDE	
K01. Generally, some people prefer to take risk, while others try to avoid any risk. If you have to rank your willingness to take risk from low to high as 0 to 10, 0 is "never take risk", 10 is "most likely to take risk", which level do you belong to? (Choose a number from 1 to 10).	
K02. In case you were to receive a prize, would you prefer to receive 3000 Kwacha now or 3750 Kwacha in one month (if answer =2, finish questionnaire)	1=Now (3000) 2=Later (3750) 99=N/A
K03. And what about this prize: would you prefer to receive 3000 Kwacha now or 4500 Kwacha in one month (if answer =2, finish questionnaire)	1=Now (3000) 2=Later (4500) 99=N/A
K04. And what about this prize: would you prefer to receive 3000 Kwacha now or 6000 Kwacha in one month	1=Now (3000) 2=Later (6000) 99=N/A

5.2 Qualitative surveys

5.2.1 Focus Group Discussion Guides

Group Interviews with Parents of Students

Name of the School/ ECD Center:	
Parents	Number in the discussion
Male	
Female	

Why is Education important?

What are your roles and responsibilities as parents/ guardians on the education of your children

How do you as parents/guardians link with the school/ECD centre to promote children's education

What are some of the challenges that affect education in this community and what are some of the solutions to the challenges mentioned

What do you think are the main reasons contributing to

Learners enrolling or failing to enrol at school/ ECD centre at the start of school year

Poor attendance and absenteeism

Are there any specific issues for female learners?

What do you think should be done (are solutions) to improve school enrolment, attendance and reduce absenteeism?

What do you know about the school meals program being implemented at the school/ ECD centre?

Why do you think the SM were introduced and what are the perceived benefits of the program?

Has the introduction of the SM helped to address some of the problems affecting education in the area? Please explain

Has the girl child and orphaned children benefited more from the program? Please explain

Describe how the SM program is being implemented at this school/ECD centre highlighting roles of different players?

Role of teachers

Role of students

Role of parents/ guardians (community members)

What are some of the things that are working well or not working well in the SM program

Management of the activities

Involvement of parents/community

Type and quality of meals provided

Has the programme improved the situation of the families of the school children who benefit? Please explain

What is the community doing to ensure sustainability of the program at the school

Group Interviews with Pupils (Standard 4-7)

Name of the School:	
Pupils Present	Number
Male pupils	
Female Pupils	

Why is education important?

What are some of the challenges that you face at school and home that affect your learning and what are some of the solutions to the challenges mentioned

Challenges at home and in the community

Challenges at school

Why do you think some of your colleagues fail to enrol for school? What do you think are some of the solutions to encourage enrolment?

Do you sometimes fail to attend school, what are the reasons that make you fail attend school sometimes. What can be done to ensure that pupils are attending school every day

Why do you think some of your colleagues drop out of school? What do you think can be done to ensure that every pupil completes school?

Would you know when the SM program was introduced at this school, What do you think were the reasons of introducing the SM program?

Describe how the SM program is being implemented at this school?

Role of teachers

Role of students

Role of community members

What type of food do you normally eat at this school

Where does the food that you eat at this school come from?

Do you also eat the same type of food at home? Or do you only find this type of food at school?

Do you like the program? Are you happy with the meals that you receive

Are there any challenges that you experience with the SM program

If you have a complaint in the way the program is implemented, what do you do? Is there a reporting mechanism for complaints?

Do you think the SM program has helped to reduce some of the challenges that you face at home and school? Please explain

If the school meals were to stop today, what do you think can happen? Can this have any effects on your learning? Please explain

What do you think should be done to ensure sustainability of the SM program

Group Interviews with Teachers/ Caregivers

Name of the School/ ECD Center:		
Teachers/ care givers Present	Number at the school	Number in the discussion
Male Teachers		
Female Teachers		

What are some of the challenges that affect education at this school and community and what are some of the solutions to the challenges mentioned

Challenges faced by learners

Challenges faced by the teachers/ care givers

What do you know about the SM program at this school/ECD centre. What about take home rations?

When was the SM program introduced at this school, What was the process of introducing the SM program? Which organisation introduced the program?

What are the benefits of the school meals at school/ ECD centre to the pupils, children and community as a whole in relation to the challenges faced in this area?

Describe how the SM program is being implemented at this school highlighting roles of different players?

Role of teachers

Role of students

Role of community members

What type of food is normally provided at this school, who provides the food to the school

Are there any challenges that you experience with the SM program, how do you address such challenges?

For Primary schools with THR only: What criteria is followed to put some students on take home rations (THR)

For Primary schools with THR only: How does the community react to the fact that some students get THR while others do not? Does the school have the necessary structures and facilities to support the SM program (Kitchen, Feeding Shelter, Water, Toilets)? Who are responsible for ensuring availability of the structures at the school
 In your opinion, do you think student literacy, attendance, attentiveness, and student health has improved with the SM program? Please explain
 Do you think male and female pupils are benefiting equally from the program?
 Have you or your colleagues at this schools/ ECD centre received any training on the monitoring and management of the school meals program, what type of training was provided?
 What are the lessons generated from the SM program at your school/ ECD centre
 What is working well
 What is not working and what should be done
 What is your school/ ECD centre doing to ensure sustainability of the program at your school

5.2.2 Key Informant Interview Guides

A. Key Informant Interview Checklist for WFP Program Staff (SMP)

Was the intervention in line with WFP and USDA main goals and strategies in Malawi?
 Is the project aligned with national government’s education and school feeding policies and strategies, as well as other policies and strategies, such as the National Social Support Program and the Malawi Growth and Development Strategy (MGDS II) and the National Education Sector Plan (NESP)
 Does the project complement other donor-funded and government initiatives?
 Was the project designed to reach the right people with the right type of assistance?
 To what degree have (and have not) the interventions resulted in the expected results and outcomes?
 Have student literacy, attendance, attentiveness, and student health improved?
 Did assistance reach the right beneficiaries in the right quantity and quality at the right time?
 Have there been any unintended outcomes, either positive or negative?
 What internal and external factors affected the project achievement of intended results
 To which extent has the program addressed lessons learned from the midterm evaluation findings and recommendations?:
 Advocate for a stable budget line for SMP to support government agenda of universal coverage
 Strengthen M&E system to ensure data on SMP is included in DEMIS and EMIS
 Develop National school meals strategy to provide direction on how government can manage the SMP
 Is the program sustainable in the following areas: strategy for sustainability; sound policy alignment; stable funding and budgeting; quality program design; institutional arrangements; local production and sourcing; partnership and coordination; community participation and ownership?
 Has the WFP strategy for HGSM been appropriate and effective?
 Is there potential for improvement and in which respect?
 What are the current limitations?
 Were there any significant limitations/barriers within different stakeholders in the coordination and implementation of the program in Malawi? If yes, how a better partnership arrangement/coordination could be achieved
 Has the involvement of the Government of Malawi been appropriate and effective? Is there potential for improvement and in which respect?
 Were any civil society organizations involved in the design and/or implementation of the program? What civil society organizations have participated and in which levels they are engaged on the project?
 What are lessons learned from the project?
 How can WFP improve future programming, in the context of these lessons learned?

B5: EVALUATION OF SCHOOL MEALS PROGRAM IN MALAWI WITH SUPPORT FROM MC GOVERN DOLE

Key Informant Interview Checklist for WFP Head of Logistics

How is the WFP logistics Unit supporting the school meals program?
 What is the supply chain for the SMP
 Who are the key stakeholders involved in the logistics to ensure uninterrupted supply of food stuff for the SMP
 What is the role of government in the supply chain? Have they been effective to support the supply chain. What more support would be required
 Does the unit have the required capacity to handle the total quantities of commodity required for SMP in a year. What additional support is required?
 What challenges have you encountered in moving the food stuff used for the SMP
 How have you addressed such challenges to ensure program efficiency
 What are the lessons learned handling logistics for the SMP

B6: EVALUATION OF SCHOOL MEALS PROGRAM IN MALAWI WITH SUPPORT FROM MC GOVERN DOLE

Key Informant Interview Checklist for the Ministry of Education

What is the role of the ministry of education science and technology in the management and implementation of the school meals program?

Who are the other stakeholders involved in the school meals program and how does the ministry ensure complementarity among the various players in school meals

Is the program aligned with national government's education and school feeding policies and strategies, as well as other policies and strategies, such as the National Social Support Programme and the Malawi Growth and Development Strategy (MGDS II) and the National Education Sector Plan (NESP)

Does the program complement other donor-funded and government initiatives?

To what degree have (and have not) the interventions resulted in the expected results and outcomes? (enrolment rates, dropout rates, attendance rates among girls and boys)

Is the initiative in a position to regularly provide adequate school meals to children in the beneficiary schools?

What capacity building activities have been provided to the ministry staff and how has the capacity building enhanced monitoring and management of the school-feeding programme?

Have there been any unintended outcomes from the implementation of the program, either positive or negative?

What internal and external factors affected the program achievement of intended results?

What monitoring system has been put in place to collect data on the school meals program and what is the role of the ministry in the M&E system

What needs remain in order to achieve a full handover and nationally-owned school feeding program?

What progress has the government made toward developing a nationally owned school feeding program?

What is the current government allocation to the school meals program

What strategies have been put in place to ensure active participation by the community in the school-feeding programme activities?

In the eyes of the main stakeholders and programme managers, what are the steps that could be taken to improve the programme's effectiveness, efficiency, and sustainability?

To which extent has the programme addressed lessons learned from the midterm evaluation findings and recommendations?:

Finalize, launch and implement the national school health and nutrition (SHN) policy

Dedicate a budget for SMP in the national budget for sustainability of the program

Ensure that the Education Management Information System (EMIS) and DEMIS is effectively capturing data on the SMP

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B7: EVALUATION OF SCHOOL MEALS PROGRAM IN MALAWI WITH SUPPORT FROM MC GOVERN DOLE

Key Informant Interview Checklist for the Ministry of Gender & Child Development

What is the role of the ministry of gender in the management and implementation of the school meals program?

Who are the other stakeholders involved in the school meals program and how does the ministry ensure complementarity among the various players in school meals

Is the program aligned with national government's gender and child development policies and strategies? Please explain

Does the program complement other donor-funded and government initiatives?

To what degree have (and have not) the SMs interventions resulted in the expected results and outcomes?

Early child development in Malawi

Increased enrolment of boys and girls in the supported schools

Regular attendance by boys and girls

Child capacity to concentrate and learn

Smooth transitioning of boys and girls from preschool to primary school at the right age

How do you ensure that issues of gender and early child development are incorporated in the SM program

Do you provide capacity building activities to stakeholders who are managing SM program? What capacity building activities have been provided and how has the capacity building enhanced incorporation of gender and child development issues the school-feeding programme?

Are you satisfied with the way the program is currently implemented? What are the steps that could be taken to improve the programme's effectiveness, efficiency, and sustainability?

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B8: EVALUATION OF SCHOOL MEALS PROGRAM IN MALAWI WITH SUPPORT FROM MC GOVERN DOLE

Key Informant Interview Checklist for the Association of Early Child Development

Who are the members of the association

Why was the association formed and what are some of the objectives and activities of the association

What is the role of the association of early child development in the management and implementation of the school meals program?

Is the SM program aligned with the association's strategies and objectives

How many ECD centres are under the association. How many of these are supported with the school meals programs by which organisations. What is the percentage contribution of WFP to the SM program in EDC centres?

To what degree have (and have not) the interventions resulted in the expected results and outcomes?

Increased enrolment of boys and girls in the supported schools

Regular attendance by boys and girls

Child capacity to concentrate and learn

Smooth transitioning of boys and girls from preschool to primary school at the right age

Is the initiative in a position to regularly provide adequate school meals to children in the beneficiary schools?

What capacity building activities have been provided to the association members and how has the capacity building enhanced monitoring and management of the school-feeding programme?

Have there been any unintended outcomes from the implementation of the program, either positive or negative?

What internal and external factors affected the program achievement of intended results?

What strategies have been put in place to ensure active participation by the community in the school-feeding programme activities?

How is the association working to ensure complementary services like feeding structures, WASH facilities are provided in the ECD centres

What are the main challenges and lessons from the SM programs in the ECD centres and what steps could be taken to improve the programme's effectiveness, efficiency?

How best can the SM program be sustained, and what strategies have been put in place by the association to ensure sustainability of the program?

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B9: EVALUATION OF SCHOOL MEALS PROGRAM IN MALAWI WITH SUPPORT FROM MC GOVERN DOLE

Key Informant Interview Checklist for the District & School procurement committees

What is the role of the District/school procurement committee in the management and implementation of the school meals program?

How do funds move to the districts and schools for the HGSF program

From which farmer organisations and or markets do you procure the school meals commodities

What are the main commodities that are procured by the committee

Please explain the procurement modality that is followed at the school for the commodities used in the HGSF program

Are the farmers organizations able to supply all the commodities that you require for the program? If not, how do you make up for the shortfalls

What is the percentage of the beneficiary schools' food purchases which were supplied by farmer organizations? What is the percentage of food which was purchased through other channels?

What are the contractual requirements for the farmer organizations to supply commodities to the schools.

Are the contractual mechanisms effective?

Are there any legal barrier for the participation of targeted beneficiary farmers?

What are the payment mechanisms to the FOs for the commodities supplied to the schools?

Is the payment mechanism effective?

Are there any time delay in the payments to the beneficiary farmers? Why?

What are the challenges and lessons from the HGSF modality and what are the steps that could be taken to improve the programme's effectiveness, efficiency, and sustainability?

B10: EVALUATION OF SCHOOL MEALS PROGRAM IN MALAWI WITH SUPPORT FROM MC GOVERN DOLE

Key Informant Interview Checklist for CRECCOM

What is CRECCOM and what are your organisation's goals and objectives

What type of programs are you implementing in Malawi

What would you say are the main challenges in the education sector of the country. What factors have aggravated these challenges (cultural, economic, social etc)

What do think can be done to address these challenges. What specific activities is your organisation implementing to address these challenges. Is it working? Please explain

Do you think the Government of Malawi and other stakeholders including civil society organisations are doing enough to address the challenges related to education in Malawi? What are the potential improvements that could be made?

Do you think provision of school meals is contributing to addressing some of the challenges affecting education in Malawi? How is the SM program helping to promote education for all and quality of education in the country

To what extent is your organisation involved in the school meals program in Malawi. What are your specific roles in the SM program?

What is your perception in the way the SM program is being implemented? what are the steps that could be taken to improve the programme's

Effectiveness

Efficiency

sustainability?

What are the key lessons that you would like to share from your involvement in the school meals program?

B11: EVALUATION OF SCHOOL MEALS PROGRAM IN MALAWI WITH SUPPORT FROM MC GOVERN DOLE

Key Informant Interview Checklist for Mary Meals & other providers of school meals

What is the role of your organization in the provision of school meals in Malawi?

In which districts are you working in and what type of schools do you support

What criteria do you use to enroll schools in your school meals program?

Who are the stakeholders that you are working with in the provision of school meals. Do you also collaborate with WFP in school meals? In what ways do you collaborate

Would you please briefly explain the model that your organization is using in the provision of school meals?
What are the challenges and lessons from the school meals program that you are implementing
How are you dealing with these challenges to improve the programme's effectiveness, efficiency, and sustainability?
What monitoring system do you use to collect data on the school meals program
Are community members involved in your model for the school meals? What strategies have been put in place to ensure active participation by the community in the school-feeding programme activities?
How do incorporate gender and WASH activities in your SM program
What are the strategies that you have put in place to ensure sustainability of the SM program being implemented by your organization

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B12: EVALUATION OF SCHOOL MEALS PROGRAM IN MALAWI WITH SUPPORT FROM MC GOVERN DOLE

Key Informant Interview Checklist for School Feeding Committee

When did your school start participating in the school meals program
How do you get the commodities used in the school meals. (Do you receive directly from WFP or procured locally as the case with HGSE)
How frequently do you get stocks for the SM commodities
What is the role of the school feeding committee in the implementation of the SM program
Are representatives of the beneficiary pupils involved in the management of the program, please explain their involvement
What type of meals do you prepare at the school, do the pupils like the meals that are prepared? How do you get feedback from the pupils
Has the program helped to diversify diets among the students and the communities? Are communities adopting the menus prepared in the school?
For HGSE schools: Do the school meals meet the national dietary standards (The six food groups for the case of Malawi)
What measures do you put in place to ensure quality of the of the meals prepared
Is foodsafetyassuredadequately(handlingandpreparation,wateravailability,minimum infra-structure for school canteens and general hygiene practices)?
Have the committee received any training on monitoring and management of the school-feeding programme? What type of training and who mostly provide the training?
To what degree have (and have not) the interventions resulted in the expected results and outcomes?
Have student enrolment, attendance, attentiveness, and student health improved?
How about dropout rates?
Has the female pupil benefitted as much as the male pupil in the program? How about orphaned children? Please explain
Does the community actively participate in the school-feeding program activities?
What is the contribution of the community towards the implementation of the school feeding program
What is the contribution of the school feeding committee towards the implementation of the school feeding program
What other programs is the committee implementing at the school to support the school feeding program
How does the school feeding committee in collaboration with the community plan to sustain the school feeding program. Are you able to complement part of the costs? How?

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B13: EVALUATION OF SCHOOL MEALS PROGRAM IN MALAWI WITH SUPPORT FROM MC GOVERN DOLE

Key Informant Interview School Garden Committee

When was the school garden established
What are the objectives of establishing a school garden at this school
How is the school gardens initiative implemented and how is the initiative helping to transfer agricultural technologies to the communities.
What are the main crops and grown and agriculture technologies being promoted in the school gardens?
How many students/local farmers could benefit from a training /technology transfer within the school gardens?
What is the frequency of trainings/seminars for farmers/students that are carried-out in these school gardens?
How does the intervention's efficiency compare to other agricultural extensi on interventions?
How are local communities involved in and contributing toward school gardens? Who provides labour to the activities happening in the school gardens
How do the school gardens complement the SM program? How do you use the proceeds/harvest from the school gardens. Do you use some of the crops, fruits & vegetables to supplement school meals?
What are the lessons learned from the school garden initiative?
What are the strategies put in place by the committee to ensure sustainability of the school garden initiative

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Terms of Reference

EVALUATION of School Meals Programme in Malawi with financial support from United States Department of Agriculture (USDA) 2016 to 2018

April 2018

ANNEX 14: TERMS OF REFERENCE133

1. Introduction

1. The Terms of Reference (TOR) are for the activity evaluation of School Meals Programme in 13 districts of Nsanje, Chikhwawa, Chiradzulu, Phalombe, Thyolo, Mulanje, Zomba, Mangochi, Ntcheu, Dedza, Lilongwe, Salima and Kasungu. This evaluation is commissioned by WFP Malawi country office and will cover the period from October 2016 to December 2018.
2. The TOR was prepared by the WFP Malawi country office based upon an initial document review and consultation with stakeholders and following a standard template. The purpose of the TOR is twofold. Firstly, it provides key information to the evaluation team and helps guide them throughout the evaluation process; and secondly, it provides key information to stakeholders about the proposed evaluation.
3. The School Meals Programme is a two-year programme implemented by Ministry of Education Science and Technology with technical support of WFP Malawi and financial support from United States Department of Agriculture (USDA). The aim of the programme is to improve attentiveness on the demand side and improve literacy instruction on the supply side. These ultimately contributed to the overall goals of improved Literacy of School Aged Children (SO1) and increased use of Health and Dietary Practices (SO2). Four hundred and twenty-one schools in thirteen districts have been targeted.
4. A baseline study was conducted as part of the final evaluation of the 2016-2018 grant. The baseline focused on collecting key indicators of the programme as a basis for assessing progress and overall impact. The baseline data collection was done in December 2016, as part of the endline survey for the FY13 report. Being a two-year programme, a mid-term evaluation was not included, however monitoring reports provide information for some of the key indicators on the implementation progress.
5. Considering that this FY 2016-2018 programme will be ending September 30, 2018, it is imperative to assess the impact of the programme against the planned results in the targeted 13 districts. If technically feasible, the design should use comparison schools that are not implementing the school meals programme to compare results, as per the baseline methodology.

2. Reasons for the Evaluation

6. The reasons for the evaluation being commissioned are presented below.

2.1 Rationale

7. The evaluation is being commissioned for the following reasons:
8. To understand the contribution of the programme in improving access to quality education system in Malawi through the School Meals Programme. The evaluation will cover the actual implementation period of the programme (October 2016 to December 2018). However, it should be noted that the evaluation is being conducted before the actual project end date, which should be considered.
9. In support of the Government of Malawi, efforts towards social development through its Growth and Development Strategy III, under priority number II focusing on improved access and equity at all levels of the education system including improved Early Childhood Development, primary and secondary education among others, WFP Malawi has been providing technical support to the Malawi Government primary education programmes through the implementation of School Meals Programme. With financial support from USDA and technical support from WFP Malawi, the Malawi government is implementing the programme with the aim of improving literacy of school aged children and increasing use of health and dietary Practices.
10. Bearing in mind the important role of the programme to the overall education sector in Malawi, it is crucial to document the achievements in terms of impact, the potential to improve access to and the quality of education through its multidimensional approach, the operational processes, successes and challenges, their contributions for Government capacity building and ability to implement similar programmes in the future.
11. Furthermore, results and lessons learnt will inform and strengthen future initiatives, as well as provide inputs to the Government on best practices on how School Meals programmes can contribute to other developmental objectives including social protection.
12. The evaluation, among other objectives, will assess the impact of the programme against the set objectives. Even though there is no direct WFP accountability for improvement of literacy results²⁶, the evaluation will, to the extent possible, include a literacy assessment. This will be considered within the context of whether secondary data on literacy does or does not align to this programme support and timeline. Prior to the start of the evaluation, WFP Malawi will liaise with the USAID Education to determine whether or not literacy data collected through the USAID-supported National Reading Programme (NRP) is available. If the data is available, it will be used to triangulate findings.
13. The findings of this evaluation will inform the Government of Malawi through Ministry of Education, WFP, USDA and other key stakeholders on relevance, effectiveness, efficiency, sustainability and impact that the programme (positive, negative, intended and unintended) has had at all levels. The findings will also provide valuable lessons to on what has worked and what has not worked for consideration in the design and implementation of other similar programmes in the future. Most importantly, the findings will provide valuable information to key stakeholders on the level of sustainability and potential for replication of good practices beyond the support of the programme.

2.2 Objectives

14. Evaluations in WFP serve the dual and mutually reinforcing objectives of accountability and learning.

²⁶In line with WFP's school Feeding Policy WFP/EB.2/2013/4-C. See Annex 1 of the theory of change for School Feeding.

- **Accountability** – The evaluation will assess and report on the performance and results of the School Meals Programme with financial support from USDA in the thirteen target districts of Nsanje, Chikhwawa, Chiradzulu, Phalombe, Thyolo, Mulanje, Zomba, Mangochi, Ntcheu, Dedza, Lilongwe, Salima and Kasungu. This evaluation will, therefore, ensure that the Development Assistance Committee of the Organisation for Economic Cooperation and Development (DAC/OECD) evaluation criteria of Relevance, Effectiveness, Efficiency, Impact and Sustainability are used to structure the evaluation and are adequately covered.
- **Learning** – The evaluation will determine the reasons why certain results occurred, derive good practices and pointers for learning that can be taken by key stakeholders including WFP, USDA and Government of Malawi in designing, replicating and implementing similar programmes in the future. It will provide evidence-based findings to inform operational and strategic decision-making. Findings will be actively disseminated and lessons will be incorporated into relevant lesson sharing systems.
- **Deepening understanding** – This evaluation will deepen knowledge and understanding of the underlying assumptions guiding the design and implementation of the programme and the cultural context in which the programme was implemented.

2.3 Stakeholders and Users

15. Several stakeholders both inside and outside of WFP have interests in the results of the evaluation, some of which will be asked to play a role in the evaluation process. Table 1 below provides a preliminary stakeholder analysis, which should be deepened by the evaluation team as part of the Inception phase.
16. Accountability to affected populations is tied to WFP’s commitments to include beneficiaries as key stakeholders in WFP’s work. As such, WFP is committed to ensuring gender equality and women’s empowerment in the evaluation process, with participation and consultation in the evaluation by women, men, boys and girls from different groups.

Table 1: Preliminary Stakeholders’ analysis

Stakeholders	Interest in the evaluation and likely uses of evaluation report to this stakeholder
INTERNAL STAKEHOLDERS	
WFP Malawi Country Office	<ul style="list-style-type: none"> • Responsible for the overall planning and coordination of the evaluation exercise. • Assess the extent to which the objectives of the programme have been reached concerning the baseline and set targets. • Learn what has worked well and what has not worked well including reasons for each scenario to inform decision-making for scaling up, planning and improvement for the future. • Demonstrate accountability and transparency to the Donor, beneficiaries, partners and other stakeholders in the use of project resources and achievement of planned results. • Assess impact, sustainability, relevance, effectiveness and efficiency of the programme. • Inform the development of the UNDAF (2019-2023).
WFP Regional Bureau (RB) Johannesburg	<ul style="list-style-type: none"> • Responsible for oversight, technical guidance and support; • WFP management has interest in an independent/impartial account of the operational performance as well as in learning from the evaluation findings to apply this in tailoring support to Malawi as well as using this learning to support other country offices.
WFP Centre of Excellence Brazil	<ul style="list-style-type: none"> • Responsible for technical guidance and sharing of knowledge and policy innovations in linking school meal systems to local agriculture.
WFP Office of Evaluation (OEV) and Executive board (EB) - (HQ-Rome)	<ul style="list-style-type: none"> • OEV has a stake in ensuring that all decentralized evaluations commissioned by WFP country offices deliver quality, credible and useful evaluations respecting provisions for impartiality as well as articulating roles and responsibilities of various decentralized evaluation stakeholders as identified in the evaluation policy. • The WFP Executive Board (EB) has interest in being informed about the effectiveness of WFP operations and in particular progress in the implementation of the WFP evaluation policy (2016-2021). This evaluation will not be presented to the EB, but its findings may feed into annual syntheses and corporate learning processes. The successful completion of this evaluation will contribute towards achievement of the evaluation coverage norms which is a key performance indicator reported to the EB annually.
EXTERNAL STAKEHOLDERS	
Beneficiaries	<ul style="list-style-type: none"> • As the ultimate recipients of food assistance, beneficiaries have a stake in WFP determining whether its assistance is appropriate and effective. As such, the level of participation in the evaluation of women, men, boys and girls from different groups will be determined and their respective perspectives will be sought. • The beneficiary groups targeted shall include learners (boys and girls), community members, Parent Teacher Association (PTAs), school committees, smallholder farmers, etc. • While learners deserve equal access to the support provided irrespective of gender and other issues, community members and school structures are key enablers of meeting project objectives. As such, their roles considering gender and protection issues are to be considered. • While it may be challenging for the beneficiaries to access the evaluation results, application of the recommendations in improving programme implementation will be of great use in further taking into account beneficiaries’ unique needs.

Malawi Government	<ul style="list-style-type: none"> • The Government of Malawi has a direct interest in knowing whether WFP activities in the country are aligned with its priorities, harmonised with the action of other partners and meet the expected results. Issues related to capacity development, handover and sustainability will be of interest. • The Government is also interested in knowing the extent to which the objectives of the programme have been reached concerning the baseline and set targets; and the extent of capacity development and sustainability of programme activities and benefits beyond the programme implementation period. • The key government ministries include Ministry of Education, Science and Technology (MOEST), Ministry of Health (MOH), Ministry of Agriculture, Irrigation and Water Development (MOAIW), Ministry of Finance, Economic Planning and Development (MOFPD) and Ministry of Gender (MOG).
UN Country Team	<ul style="list-style-type: none"> • The UN Country Team's (UNCT's) harmonized actions should contribute to the realisation of the government's developmental objectives. It therefore has an interest in ensuring that WFP operations are effective in contributing to the UN's concerted efforts. Various agencies are also direct partners of WFP at policy and activity level. For the intervention under evaluation, WFP works with UNICEF.
NGOs	<ul style="list-style-type: none"> • The NGO partners will, among other things, learn how the interventions and approaches that have worked and those that have not worked to inform future implementation modalities, strategic orientations and partnerships; • Key NGO partners include: CRECOM, Association of Early Childhood Development, World Vision International (WVI) and Save the Children.
United States Department of Agriculture (USDA)	<ul style="list-style-type: none"> • The programme is voluntarily funded by USDA. As a donor, USDA has an interest in knowing whether their funds have been spent efficiently and if the programme has been effective and contributed to their stated strategies and objectives. • Specifically, the goal is to understand the programme's contribution towards Improved Literacy of School Aged Children (SO1) and Increased use of Health and Dietary Practices (SO2).

17. The primary users of this evaluation will be:

- The Malawi Government which will be able to use the results to inform the potential transition to a National Home-Grown School Feeding Programme. These findings will be disseminated and shared to facilitate learning for other key stakeholders interested in and supporting social protection and development programming in Malawi.
- The WFP Malawi Country Office and its partners in decision-making, notably related to programme implementation and/or design, Country Strategy and partnerships, accountability and learning purposes.
- Given the core functions of the Regional Bureau (RB), the RB is expected to use the evaluation findings to provide strategic guidance, programme support, and oversight.
- WFP HQ may use the evaluation findings for wider organizational learning and accountability.
- OEV may use the evaluation findings, as appropriate, to feed into evaluation syntheses as well as for annual reporting to the Executive Board.
- USDA may use the evaluation to understand the extent to which the programme met its objectives, key challenges, lessons learnt and best practices for decision making and replications in other/future support.

18. Other users of the evaluation include:

- Key stakeholders involved in education, social protection and safety net programming, including UN agencies and NGOs.

3. Context and subject of the Evaluation

3.1 Context

19. **Geography and Demographics:** Malawi is a landlocked country located in East-Southern Africa with a population of 17.7 million, (49 percent males and 51 percent females). Majority (close to 85 percent), live in rural areas relying on rain-fed subsistence agriculture. The population of Malawi has increased by 32 percent from 1998 to 2008, representing an annual growth rate of 2.8 percent (National Statistics Office, 2008). The total fertility rate (TFR) has declined from 5.7 in 2010 to 4.4 births per woman. The TFR is particularly high in rural areas where it is reported at 4.7.²⁷ If the fertility rate remains constant, the population is projected to reach approximately 40.6 million by 2040.²⁸ Subsequently, the number of young people is projected to increase to 7.9 million by 2025 and to 15.9 million by 2050.²⁹ The projected growth will place an enormous burden upon on the education sector.

²⁷ Demographic Health Survey- 2015/16

²⁸ Ministry of Economic Planning and Development, 2012

²⁹ RAPID, 2012

20. **Poverty, food and nutrition insecurity:** Malawi is also one of the poorest countries in the world regarding income, health and education; ranked 170 out of 188 countries (UNDP Human Development Index, 2016). Poverty is compounded by widespread food and nutrition insecurity, which manifests most significantly in the poor nutritional status of children as evident by a significant increase in the number of admissions into Community Management of Acute Malnutrition treatment facilities across the country in 2015-16 (Food and Nutrition Response Plan 2015).
21. **Education:** Primary education has been free since 1994 and, consequently, enrolment has risen steadily from 4.49 million in 2013 to 4.9 million in 2016 (2.4 boys and 2.5 girls) (EMIS report 2016). Gender Parity index (GPI) is now reported at 1.01 in 2016 from 1.0 in 2013 (EMIS report 2016). However, the GPI decreases as early as Standard 4 grade with girls dropping out and repeating to a much greater extent than boys. Notable progress has been made in the education sector over the last decade with the primary net enrolment rate (NER) almost at 100 percent. However, provision of basic education services still faces significant challenges regarding the Pupils-trained teacher ratio and pupils-classroom ratio, making it extremely difficult to deliver quality education. The national dropout rate is at 3.9 percent (3.8 percent for boys and 4 percent for girls). Among other reasons, costs related to schooling (uniforms, books, school development funds, etc.) are indicated as the main reason for dropout of boys and girls. However, most of the girls are reported to be dropping out because of pregnancies and early marriages (EMIS report, 2016). Attendance of students and teachers is also problematic, and it is negatively affected by poverty and economic hardship.
22. **Gender:** As per the 2015 UN Gender Inequality Index, Malawi ranks 145 out of 188 countries. Inequality is most evident in rural areas where female-headed households are more likely than male-headed households to be poor and less educated (IFPRI, 2011). This can be explained in part due to the specific impediments women face in accessing vital productive resources and education, as well as cultural practices that are a barrier to women's empowerment. It is recognized that the many negative educational outcomes for girls are a result of complex contextual factors such as poverty, cultural practices and gender inequalities; attitudes and behaviours of boys and men, parents, teachers and other community members; as well negative attitudes and behaviours by the girls themselves.
23. The National Education Policy (NEP), aligns itself to the Education for All (EFA, 2000) goals and other international declarations including the Sustainable Development Goals.³⁰ Additionally, the policy is aligned to the Malawi Vision 2020 and the Malawi Growth and Development Strategy III (MGDS III 2017-2022). The NEP is also closely linked to the National Gender Policy and National Policy on Early Childhood Development (ECD). The implementation of the School Meals Programme's 10 key activities and results is aligned with and contributes to the NEP through priority number one, which focuses on quality, accessible and equitable basic education along with other governing guidelines and related policies.

3.2 Subject of the evaluation

24. The evaluation will assess all the key activities/results specifically on its impact and the extent to which the objectives have been achieved. The School Meals Programme with USDA financial support was approved in September 2016 and implementation started in October 2016. The two-year programme which targeted 637,473 learners in 456 primary schools and 35 Early Childhood Development Centres (ECDs) is expected to end in December 2018. For the implementation of the two-year programme, USDA provided financial support equivalent to US\$22,016,871. Refer to the detailed budget in Annex 9.
25. During the FY 2016-2018 implementation period, the School Meals Programme planned to achieve the following results: (1) Increased skills and knowledge of school administrators; (2) Improved quality of Literacy instruction and materials; (3) Increased government engagement and capacity to manage and implement school feeding programmes; (4) Better access to school supplies and Materials; (5) Increased skills and knowledge of teachers; (6) Increased access to food (school meals); (7) Improved teacher and student attendance; (8) Improved policy and regulatory framework; (9) Increased knowledge of health, hygiene, nutrition and sanitation practices and (10) Increased student enrolment rates.
26. The stated results were to be achieved through, fourteen key activities including the following (1) Provide school Meals; (2) Develop partnerships with farmer Organisations to supply food to schools; (3) Establish school gardens; (4) Provide non-food items (energy saving stoves, cooking pots and eating utensils); (5) Trainings on commodity management, food storage and preparation; (6) Capacity building at local, district and national level; (7) Trainings on good health and nutrition practices; (8) Literacy promotion activities; (9) Distribute school supplies and materials; (10) Raising awareness on importance of education; (11) Provide Take Home Rations; (12) Provide Bursaries; (13) Construct/Rehabilitate Junior secondary schools and (14) Construct/Rehabilitate kitchen, storerooms and feeding shelters.
27. To ensure increased skills and knowledge of school administrators, WFP provides trainings and workshops to school administrators, District Education Managers, Primary Education Advisors, and School Health and Nutrition Coordinators and build the capacity of communities and government stakeholders to deliver a comprehensive school feeding program. WFP's partners include Ministry of Education Officials, district councils, district education managers, school administrators, and community committees as well as NGO partners.
28. In order to improve quality of literacy instruction and materials, WFP Malawi collaborated with WVI and advocated with the Government of Malawi to develop and distribute supplementary reading materials to SMP-targeted schools in most need. WFP School Meals Programme was implemented in the same schools where the USAID supported National Reading Programme (NRP) was implemented. The NRP aimed to support teacher training, provision of textbooks, monitoring and supervision as well as improve the quality of literacy instruction particularly for children in grade 1-4. The key role of the Ministry of Education was to ensure that the teachers were trained, text books were distributed on time and new approaches of teaching were applied through the USAID project. In addition, WFP activities focused on building the capacity of school-based committees such as Parent Teacher Associations (PTAs) and School Management Committees in all schools receiving assistance through the McGovern-Dole Programme and the National Reading Programme as well as the Early Childhood Development Centres (ECD) to effectively monitor teaching, teacher attendance,

³⁰The National Education Policy, 2016

and learning activities. Teachers received in-service training to improve literacy instruction techniques. Community members were also trained to create reading materials to increase access to reading materials inside and outside the classroom. Lastly, WFP supported and strengthened the existing reading camps in partnership with World Vision Malawi to provide a chance for children to interact with reading materials, as well as work with peers in creative ways that promotes literacy and life skills.

29. To increase government engagement and capacity to manage and implement school feeding programmes, WFP participated and assisted the Government of Malawi in finalizing the development of the National School Health and Nutrition (SHN) policy, aimed at strengthening the legal framework for school feeding and budget allocation. Secondly, WFP supported the dissemination and implementation of the SHN policy, review of the National School Health and Nutrition Strategy and the Best Practices study to inform programming. In addition, WFP facilitated coordination meetings of the school feeding development partners working group to enhance coordination between partners and Government, and continued to chair the forum. WFP participated in various technical working groups (TWGs) and provided technical assistance to the Government of Malawi on the delivery of a quality and sustainable national school meals program. WFP continued to provide technical guidance and mentorship to the government and supported the SHN department to identify gaps that required WFP attention in order to effectively implement the programme. WFP recruited technical staff to assist government implement key strategic activities that will continue to promote government leadership and ownership, leading to implementation of a universal National School Meals Programme.
30. In order to increase access to school supplies and materials, the programme ensured timely provision and replacement of School Feeding cooking and eating utensils, including fuel efficient stoves and cooking pots to all project schools to improve quality of feeding as well as feeding time. In collaboration with the Ministry of Energy and Natural Resources, suppliers and the Ministry of Education, WFP trained volunteer cooks and community members on use and maintenance of the fuel-efficient stoves.
31. In order to increase access to food (school meals) and improve attendance, WFP provided school meals to 456 primary schools in 13 districts and 35 ECD centres in two districts in the most food insecure districts in Malawi. WFP enhanced the capacity of school feeding committees made up of parents and community members to effectively oversee timely food preparation and distribution.
32. In order to increase knowledge on health, hygiene, nutrition and sanitation practices, WFP carried out trainings and mobilization campaigns on good health and nutrition including dissemination of messages on the importance of hand washing with soap in schools receiving assistance through the McGovern Dole Programme and their surrounding communities. WFP continued to provide training on good health and nutrition practices for head teachers, school feeding focal points, primary education advisors, district school health and nutrition coordinators, and district education managers.
33. The key implementing partners for the programme include the MOEST responsible for the implementation of the programme, Ministry of Health responsible for the implementation of Nutrition and health related components of the programme in schools and surrounding communities, MOAIW responsible for capacity strengthening activities of the Smallholder Farmers and Farmer organisations, MOFEPD responsible for the National Social protection activities under which the School Meals programme is being implemented and MOG for the implementation of the ECD component. Other partners include CRECOM responsible for social mobilisation through awareness campaigns, Association of Early Childhood Development responsible for ensuring quality implementation of the ECD programme, WVI responsible for the implementation of the Literacy component of the programme and Save the Children responsible for the bursary and construction component.
34. The programme level Results Framework is presented in Annex 7. The Indicators in the results framework are used to measure the achievements of the programme. The results framework provides detailed and systematic linkages of the overarching objectives of the programme and the planned activities.
35. More information on implementation and lessons learned will be drawn from the monitoring reports. Results on how these have been used in programme adjustments will be part of this evaluation to inform future design and implementation decisions.

4. Evaluation Approach

4.1 Scope

36. This evaluation will follow the United Nations Evaluation Group (UNEG) Norms and Standards. Adopted in 2005 and revised in 2016, these norms and standards have served in strengthening and harmonizing evaluation practice across the UN system and are used as a key reference for evaluators around the globe.
37. The School Meals Programme with USDA financial support is a two-year programme implemented in 456 primary schools and 35 ECD centers in 13 districts. Beneficiaries of the programme include all learners in all the targeted schools as well as surrounding communities within the target schools. At the local level, the programme has also been working with Farmer Organizations, Parent Teachers Associations; School Management Committees; peer educators, health facilities; Mother Groups; Police; Teachers; parents, gate keepers, etc. which should also be targeted by the evaluation. The scope of the evaluation covers the 13 Districts in which the SMP is implemented, all the programme activities and the period October 2016 to December 2018.

4.2 Evaluation Criteria and Questions

38. **Evaluation Criteria** The evaluation will apply the international evaluation criteria of relevance, effectiveness, efficiency, impact and sustainability.³¹ Gender Equality and Human Rights will be mainstreamed and reflected throughout the evaluation design (including the tools), implementation (data collection and analysis), results, recommendations, dissemination and utilization of findings.
39. **Evaluation Questions** Allied to the evaluation criteria, the evaluation will address the following key questions, which will be further developed by the evaluation team during the inception phase. Collectively, the questions aim at highlighting the key lessons and performance of the School Meals Programme, which could inform future strategic and operational decisions.

Table 2: Criteria and evaluation questions

Criteria	Evaluation Questions
Relevance of the programme	<ul style="list-style-type: none"> To what extent is the USDA supported school Meals programme still relevant to the needs of school aged children and to what extent is the programme aligned with school health and nutrition policy (SHN) as well as the Malawi National Social Support Programme that anchors school feeding as part of the social protection/safety net and other related sectoral strategies? To what extent and How does the USDA supported school Meals programme complement and link with the work of the Government of Malawi and other SMP partners such as Marys Meals and other non-governmental organisations and UN agencies working on School Health, nutrition and school feeding especially the work of USAID's supported National reading Programme and Marys Meals support? Are the activities and outputs of the USDA supported School Meals programme consistent with the overall goal and the attainment of its objectives and intended outcomes? Were the distinct needs of women, men, boys and girls from different marginalized groups in very difficult to access areas in Malawi addressed?
Effectiveness	<ul style="list-style-type: none"> To what extent were the programme's objectives met and anticipated results achieved (as per the results framework)? How effective has the programme been in achieving intended outputs (including the number of beneficiaries served disaggregated by women, men, girls, and boys) and outcomes (compared to plan and as per results framework)? How effective are the monitoring and evaluation systems and processes? What are the changes to the M&E system and processes that need to be made in order to improve the utility, credibility, and reliability of the data and information collected? To what extent were cross-cutting results in areas of gender, protection and partnership achieved?
Efficiency	<ul style="list-style-type: none"> How efficient is the programme, in terms of transfer cost, cost per beneficiary, logistics, and timeliness of delivery compared to alternative School Meals models? To what extent and how has the assistance managed to reach the right beneficiaries with the right quantity and quality of assistance, at the right time? Attention will be given to gender disaggregation and analysis. How much does it cost (Government, WFP and communities) to implement the school feeding programme to achieve the outcomes and the impact that it has achieved? What are the key cost drivers for the school feeding programme? Given the identified cost drivers, could the same outcomes be attained at lower costs, or higher outcomes achieved with the same resources? How efficient is the programme in terms of financial and human resources in relation to achieved outputs and outcomes?
Impact	<ul style="list-style-type: none"> To what degree have the project outputs and outcomes contributed to progress towards the higher-level results in the results framework? Have there been unintended outcomes, either positive or negative? What internal and external factors affected the project outputs and outcomes leading to high level intended results?
Sustainability	<ul style="list-style-type: none"> To what extent is the government of Malawi taking ownership of, demonstrating commitment and contributing to the programme (budget, policies, personnel etc)? What is the level of national readiness and capacity at national and district levels to independently implement the programme? What steps has the project taken to address the sustainability of the project activities? What additional steps need to be taken in order to improve the chances of sustainability of the activities and benefits derived from the project activities?

³¹ For more detail see: <http://www.oecd.org/dac/evaluation/dacriteriaforevaluatingdevelopmentassistance.htm> and <http://www.alnap.org/what-we-do/evaluation/eha>

4.3 Evaluability assessment and Data availability

40. **Evaluability** is the extent to which the subject can be evaluated in a reliable and credible fashion. Evaluability is high if the subject has: (a) a clear description of the situation before/at the start that can be used as reference point to measure change (baseline); (b) a clear statement of intended outcomes, i.e. the desired changes that should be observable once implementation is under way or completed; (c) a set of clearly defined and appropriate indicators with which to measure changes; and (d) a defined timeframe by which outcomes should be occurring; and (e) A system for regularly collecting, storing and analysing performance data.
41. **The level of evaluability** of the School Meals Programme to meet the objectives set out in section 2.2 is assessed to be high at this preliminary stage because a) A baseline was conducted at the start of the programme in 2016 as part of the end line survey for the 2013-2016 programme; b) regular monitoring of the programme through the various coordination mechanisms; c) Final evaluation of the previous programme was conducted. As such, sufficient information exists for assessment of the achievements of intended outcomes and the utilisation of resources over the period under review. A detailed evaluability assessment will be carried out at the inception phase to determine the appropriateness of the methodological approach proposed in section 4.6 below. It is expected that the evaluation will make use of already existing data as follows:
- Baseline study report and associated data sets
 - Routine Progress Reports
 - Project proposal including the Results Framework
 - Monitoring reports
 - Final evaluation of FY2013 and associated data sets
42. The evaluation team will use secondary data from the Education Management Information System (EMIS) and the District Education Management Information System (DEMIS) of the Malawi MoEST. EMIS includes information on a whole range of education indicators, such as enrolment, drop-out rates and gender composition, among others. If EMIS is not properly implemented or absent in the intervention schools, the evaluation team will suggest alternative ways to collect indicators relating to the programme's educational outcomes and agree on alternative data sources together with evaluation committee. Other sources of data include monitoring reports and school records of which the latter will be primary data.
43. The evaluation team will use secondary data from the USAID-supported National Reading Programme. If NRP data is not available, the evaluation will include literacy assessment to the extent possible.
44. Concerning quality of data and information, the evaluation team should:
- Assess data availability and reliability as part of the inception phase expanding on the information provided. This assessment will inform the data collection;
 - Systematically check accuracy, consistency and validity of collected data and information and acknowledge limitations/caveats in drawing conclusions using the data.

4.4 Ethical consideration

45. The evaluation will follow UNEG guidelines on the ethical issues in relation to human participants, including children and vulnerable groups. All participants in the study will be fully informed about the nature and purpose of the evaluation and their requested involvement. Only participants who have given their written or verbal consent (documented) should be included in the evaluation process.
46. The evaluation firm is expected to provide a detailed plan on how the following principles will be ensured throughout the evaluation process: 1) Respect for dignity and diversity 2) Fair representation; 3) Compliance with codes for vulnerable groups (e.g., ethics of research involving young children or vulnerable groups); 4) Redress; 5) Confidentiality; and 6) Avoidance of harm.
47. Specific safeguards must be put in place to protect the safety (both physical and psychological) of both respondents and those collecting the data. These should include:
- A plan to protect the rights of the respondent, including privacy and confidentiality
 - The interviewer or data collector is trained in collecting sensitive information;
 - Data collection tools are designed in a way that is culturally appropriate and does not create distress for respondents or discomfort for the data collection staff;
 - Data collection visits are organized at the appropriate time and place to minimize risk to respondents;
 - The interviewer or data collector can provide information on how individuals in situations of risk can seek support (referral);
48. Appropriate ethical approval will be sought from the Malawi National Committee on Research in Social Sciences and Humanities.
49. Within the provisions of the long-term agreement with WFP, the evaluation firm may not publish or disseminate the Evaluation Report, data collection tools, collected data or any other documents produced from this consultancy without the express permission of, and acknowledgement of WFP.

4.5 Methodology

50. Efforts will be made to adopt the methodology to Malawi context and in a way, that will respond to the evaluation questions under each criterion as per section 4.2. Given the availability of data from 2014-16 final evaluation and 2016 baseline, the design should allow assessment of the impact of the project interventions. A mixed methods approach (using both qualitative and quantitative methods) will be used and will involve the following processes:
- A careful analysis of existing quantitative and qualitative data from secondary sources (2016 baseline, 2014-16 final evaluation, EMIS, DEMIS, school records, MGD project documents, the Malawi Vulnerable Assessment Committee (MVAC) 2016 and 2017; Malawi Demographic and Health Survey (DHS) 2015-16; Malawi Micronutrient Survey Key Indicators Report 2015-16 and education reports and statistical bulletins).

- Collection of quantitative and qualitative primary data.

51. The sub-sections below provide an overview of the quantitative and qualitative approaches to be applied during collection of primary data. The full and detailed methodology will be finalized by the evaluation team during the inception phase.

Quantitative Approach

52. A multi-stage sampling design utilizing both probability and non-probability sampling methods will be applied with three stages. The three stages of sampling will begin with sampling at district level, followed by zonal selection and finally school level sampling. With the unit of study being the schools, a quasi-experimental design consisting of selected schools under MGD SMP as targeted/case schools and those without SMP as control schools will be surveyed in the same districts selected at the first stage. The methodology outlined here is similar to the baseline survey sampling procedures which will facilitate comparisons with a possibility of significant cases surveyed at baseline being included. Sample size calculation will be pegged at 95% confidence interval with 5% error margin which is deemed satisfactory to generate reliable and valid data. The study proposes the use of random selection, with girls and women given equal opportunity as boys and men throughout the selection process. There may be need for affirmative action in maximizing female participation through deliberate efforts to include them for interviews and ensure that at least 40% of participants are female.
53. The quantitative methodology will focus on the use of two surveys and a checklist directed at schools/ECDs, households and teachers/care givers. Sample size and allocation will mirror the baseline with the following breakdown: 125 targeted schools and 63 non-targeted schools; 11 treatment ECDs and 6 non-targeted ECDs and finally 762 targeted households and 369 non-targeted households.

Qualitative Approach

54. **Collection of qualitative data will be done simultaneously with the quantitative survey. It will include interviews and discussions with stakeholders through Focus Group Discussions (FGD), key informant interviews (KIIs), Group interviews (GIs) or In-depth interviews (IDIs).**
55. **Focus Group discussions (FGDs) questionnaires will be administered to learners, teachers, relevant school committees and parents, in separate groups for boys, girls, men and women. In total there shall be about 40 focus group discussions (22 targeted and 18 non-targeted group).**
56. **Lastly, key informant interviews shall be conducted with representatives from USDA, school directors, leaders of relevant school committees, Ministry of Education officials involved in the coordination of the project, Representatives of the District Councils, Ministry of Gender Children and Social Welfare, WFP and Cooperating Partner staff who are involved in the management of the project. In total, there shall be around 75 people interviewed.**
57. **The number and choice of stakeholders for the qualitative studies was determined in reference to the 2016 baseline to allow comparability of results.**
58. The evaluation firm will consider the above proposed methodology and refine the sampling during the proposal stage, and provide explanations as appropriate. The evaluation team will review and finalize the proposed methodological approach during the inception phase including the data collection methods identified to ensure that specific evaluation questions are addressed. This will be reviewed by the evaluation reference group and approved by the Evaluation Committee. The evaluation manager, in close consultation with the M&E team for the programme will provide an oversight role in ensuring that the agreed methodology is adhered to during the entire evaluation process. At the very minimum, the proposed methodology will include the following:
- Employ the relevant DAC evaluation criteria for evaluating Development Assistance (Relevance, Effectiveness, Efficiency, Impact and Sustainability)
 - Demonstrate impartiality and lack of biases by relying on a cross-section of information sources (stakeholder groups, including beneficiaries, etc.). The selection of field visit sites will also need to demonstrate impartiality.
 - Using mixed methods (quantitative, qualitative, participatory etc.) to ensure triangulation of information through a variety of means. Specifically, mixed methods will be used for the analysis of all levels of results thus at the process, output, outcome and potential impact.
 - Apply an evaluation matrix geared towards addressing the key evaluation questions taking into account the data availability as discussed in section 4.4, the budget and timing constraints;
 - Ensure using mixed methodology, such that women, girls, men and boys from different stakeholder groups participate and that their different voices are heard and used in the analysis and reflected in the final report;
 - Mainstream gender equality and women's empowerment, as above;
 - Articulate description of data sources, data collection methods; proposed data collection instruments; sampling procedures; data quality assurance mechanisms; and data analysis methods.
59. To ensure independence and impartiality of the evaluation, a multi-stakeholder Evaluation Committee will be established to oversee the implementation of the evaluation and safeguard its impartiality. This committee will be composed of representatives from WFP and the government to be represented by Ministry of Education. Additionally, the evaluation team will be expected to outline steps to be taken towards quality assurance.

4.6 Quality Assurance and Quality Assessment

60. WFP's Decentralized Evaluation Quality Assurance System (DEQAS) defines the quality standards expected from this evaluation and sets out processes with in-built steps for Quality Assurance, Templates for evaluation products and Checklists for their review. DEQAS

processes are based on the UNEG norms and standards and good practice of the international evaluation community and aims to ensure that the evaluation process and products conform to best practice.

61. DEQAS will be systematically applied to this evaluation. 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.
62. WFP has developed a set of Quality Assurance Checklists for its decentralized evaluations. 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.
63. To enhance the quality and credibility of this evaluation, an outsourced quality support (QS) service directly managed by WFP's Office of Evaluation in Headquarter provides review of the draft terms of reference, inception and evaluation report and provide:
 - Systematic feedback from an evaluation perspective, on the quality of the draft terms of reference, inception and evaluation report;
 - Recommendations on how to improve the quality of the final inception/evaluation report
64. The evaluation manager will review the feedback and recommendations from QS and share with the team leader, who is expected to use them to finalise the inception/ evaluation report. To ensure transparency and credibility of the process in line with the UNEG norms and standards ^[1], a rationale should be provided for any recommendations that the team does not take into account when finalising the report.
65. This quality assurance process as outlined above does not interfere with the views and independence of the evaluation team, but ensures the report provides the necessary evidence in a clear and convincing way and draws its conclusions on that basis.
66. The evaluation team will be required to ensure the quality of data (validity, consistency and accuracy) throughout the analytical 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. This is available in [WFP's Directive \(#CP2010/001\)](#) on Information Disclosure.
67. Furthermore, to ensure independent quality check, an oversight visit by the Regional Evaluation Officer will be part of the plan. This will in addition ensure alignment to the evaluation management plan.
68. All final evaluation reports will be subjected to a post hoc quality assessment by an independent entity through a process that is managed by OEV. The overall rating category of the reports will be made public alongside the evaluation reports.

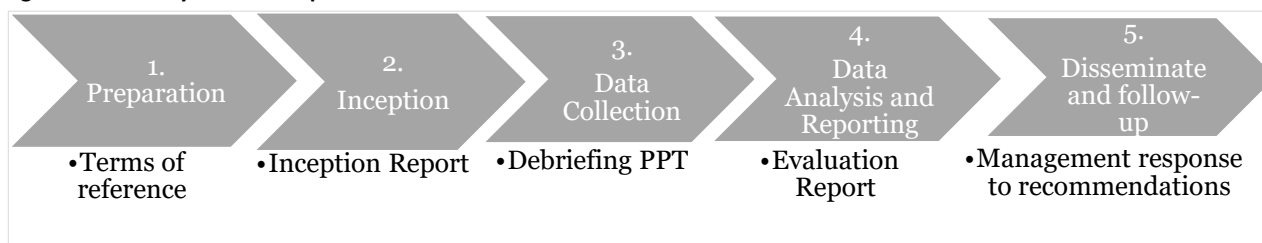
4.7 Risks and Limitations

69. The evaluation firm will assess the limitations of the proposed evaluation methodology. The team shall provide suggestions for adjustments to the evaluation committee through the inception report. The evaluation team and evaluation committee shall collaboratively decide how to proceed during the inception phase. However, it comes at a time when at least 80 percent of the project period will have been completed, hence minimal risk. Enrolment for the last term of 2018 will have begun.
70. **Potential Risks:** Two potential risks to the methodology have been identified. First risk is related to time constraints, as the final evaluation is to be completed before the end of the programme in December 2018. Second, the evaluation team is may have challenges regarding the availability of data for some indicators due to poor record keeping, as well as quality issues. However, secondary data sources from monitoring may assist for the best estimates possible.
71. **Mitigation actions:** Using the experience of the baseline survey and end line survey for FY2013, it is possible to estimate the level of effort that will be required for the end line and make proposals to the team during the inception phase. The team will then deepen the proposed approach to meet the needs of the evaluation within the overall timeline and budget constraints. In terms of data, the team will explore different options to fill any data gaps including collection of primary data.

5. Phases and Deliverables

72. The evaluation will proceed through five phases with deliverables and deadlines for each phase as follows:

Figure 1: Summary Process Map



73. **Phase 1: Preparation:** Drafting the TORs, sharing with stakeholders for review and comments; reviewing for quality assurance as appropriate and finalising TORs. This will be followed by recruitment of the evaluation team (2 months).
74. **Phase 2: Inception - 6 week timeline**
 - Evaluability assessment and refinement of the evaluation matrix. Desk Review and elaboration of the evaluation methodology and drafting the inception report comprising an evaluation plan, the methodology and the evaluation Matrix. Review of relevant Programme documents, reports on data availability, the local context, and the proposed evaluation methodology. Based on the desk review, an inception report shall be prepared, detailing the evaluators' understanding of what is being evaluated and why, showing how each evaluation question will be answered by way of proposed methods, suggested sources of data and data collection procedures. The inception report will include a proposed schedule of tasks, activities and deliverables, designating a

team member with the lead responsibility for each task or product. Moreover, it shall include a list of indicators for which the evaluation team aims at collecting primary data and data collection tools.

- There shall be a discussion of the evaluation methodology and evaluation plan with WFP, after which the team will provide the evaluation committee with an opportunity to verify that they share the same understanding about the evaluation and clarify any pending issues. The team will incorporate adjustments as appropriate.
- The inception report will then be subjected to quality review by the independent quality support (QS) mechanism provided by WFP which will provide feedback on how the draft can be improved.
- Finalisation of the inception report will then be approved by the chair of the evaluation committee. Upon approval of the inception report, the evaluation team will start the data collection.

75. Phase 3: Data collection (field work) – one month timeline

- **Field work:** Collection of the quantitative and qualitative data as per the evaluation methodology in the inception report, and guided by the evaluation matrix. If data cannot be collected as foreseen in the inception report, the evaluation team shall report back to WFP in order to discuss possible alternatives/solutions;
- **Preliminary analysis and Debriefing session:** After the fieldwork, the evaluation team shall present initial findings and impression from the fieldwork. The results shall be presented to the ERG, other WFP members and stakeholders involved in the evaluation for initial inputs.

76. Phase 4: Data Analysis and Reporting

- **Data analysis and preparation of a draft evaluation report:** The team will carry out data analysis and produce a first draft of the evaluation report. The evaluation report shall answer the evaluation questions listed in this ToR. Moreover, the report shall include an executive summary, a detailed description of each activity, a description and justification of the adopted evaluation methodology and its limitations, a detailed presentation and discussion of the evaluation results, and a discussion of lessons learned. WFP shall review the first draft evaluation report to ensure that the evaluation report meets the required quality criteria and planned objectives (4 weeks).
- The final evaluation report will be prepared using the template provided by WFP and follow UNEG evaluation report standards.
- Review of the draft evaluation report by the evaluation committee and discussions with the team as appropriate. (2 weeks)
- Evaluation team to revise the evaluation report based on the feedback from the evaluation committee to produce the second draft. (2 weeks)
- The second draft report is submitted to the QS service for review and feedback.
- Team will receive feedback from QS and update the evaluation report to produce third draft (1 week).
- Validation workshop to be held with key stakeholders to discuss evaluation results;
- The team will revise the report based on the discussions during the validation workshop to produce the final Evaluation Report (3 weeks after the validation workshop).

77. Phase 5: Dissemination follow up: This will include follow up and completion of management responses to the evaluation recommendations. This phase will be undertaken by WFP upon finalization of the report. WFP management with the evaluation manager, will institute a tracking system for tracking of the responses.

The deliverables and deadlines for each phase are as follows:

Deliverables	Deadline
1. Inception report	6 weeks after the start of evaluation activities
2. Fieldwork report	1 week after the end of fieldwork activities
3. Debrief session	1 week after the end of fieldwork activities
4. Draft Evaluation report	2 weeks after the end of fieldwork activities
5. Final Evaluation Report	6 weeks after the end of fieldwork activities
6. Evaluation brief -a 2-4-page summary of evaluation findings with graphs and charts appropriate for a non-technical audience	6 weeks after the end of fieldwork activities
7. Power Point Presentation of evaluation results	6 weeks after the end of fieldwork activities
8. Clean datasets of primary data	6 weeks after the end of fieldwork activities

6. Organization of the Evaluation

6.1 Evaluation Conduct

78. The evaluation team will conduct the evaluation under the direction of its team leader and in close communication with the evaluation manager. The team will be hired following agreement with WFP on its composition.
79. The evaluation team will not have been involved in the design or implementation of the subject of evaluation or have any other conflicts of interest. Further, they will act impartially and respect the code of conduct of the evaluation profession.

80. The evaluation team shall respect the evaluation schedule in annexe 2. Changes to the timeline are subject to the consent of WFP Malawi through the evaluation committee and should be detailed in the inception report with justification/rationale for any deviations from the overall timeline.
81. The evaluation team are expected to be completely impartial in the whole study and will be free to draw its own conclusions, not influenced from anyone—whether individual or agency and completely free from political manipulations of its conclusions.

6.2 Team composition and competencies

82. The evaluation team is expected to be composed of three to four team members, including the team leader. The team must include national and international experts and be gender balanced. The team should include specialists in Education with expertise in Literacy, Nutrition, Agriculture and Gender/Social Development. The team should also include strong quantitative and qualitative methods expertise. To the extent possible, the evaluation will be conducted by a gender-balanced, geographically and culturally diverse team with appropriate skills to assess gender dimensions of the subject as specified in the scope, approach and methodology sections of the ToR. At least one team member should have WFP experience, preferably the team leader.
83. The team will be multi-disciplinary and include members who together have an appropriate balance of expertise and practical knowledge in the following areas:
 84. Demonstrated experience in designing and leading complex evaluations;
 85. Highly experienced in a range of evaluation approaches including approaches that mix quantitative, qualitative and participatory methods;
 86. Team composition should demonstrate familiarity and experience in implementation of quasi-experimental studies.
 87. Strong knowledge and experience in selection and implementation of statistically accepted sampling methods;
 88. Strong data analysis skills for both qualitative and quantitative data; including costs analysis;
 89. Excellent report writing skills;
 90. Technical competence in the development field with good understanding of the education sector in Malawi and development issues in the context of Rights Based Approaches and social protection / safety net programming in a developing country;
 91. Gender expertise and good knowledge of gender issues and tools for integrating human rights and their link with nutrition, health and gender equality in education;
 92. The team should have strong analytical and communication skills, evaluation experience and familiarity with Malawi and/or Eastern and Southern Africa region;
 93. At least one team member should have experience in evaluating WFP programmes.
94. The Team leader will have technical expertise in one of the technical areas listed above as well as expertise in designing methodology and data collection tools and demonstrated experience in leading similar evaluations. She/he will also have leadership, analytical and communication skills, including a track record of excellent writing and presentation skills.
95. Her/his primary responsibilities will be: i) refining the evaluation approach and methodology (as already outlined in para 49; ii) guiding and managing the team; iii) leading the evaluation mission and representing the evaluation team; iv) drafting and revising, as required, the inception report, the end of field work (i.e. exit) debriefing presentation and evaluation report in line with DEQAS.
96. The team members will bring together a complementary combination of the technical expertise required and have a track record of written work on similar assignments.
97. 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; iv) contribute to the drafting and revision of the evaluation products in their technical area(s).

6.3 Security Considerations

98. **Security clearance** will follow the following guide;
 99. As an ‘independent supplier’ of evaluation services to WFP, the evaluation company is responsible for ensuring the security of all persons contracted, including adequate arrangements for evacuation for medical or situational reasons. The consultants contracted by the evaluation company do not fall under the UN Department of Safety & Security (UNDSS) system for UN personnel.
 100. Consultants hired independently are covered by the UN Department of Safety & Security (UNDSS) system for UN personnel which cover WFP staff and consultants contracted directly by WFP. Independent consultants must obtain UNDSS security clearance for travelling to be obtained from designated duty station and complete the UN system’s Basic and Advance Security in the Field courses in advance, print out their certificates and take them with them.³²
101. However, to avoid any security incidents, the Evaluation Manager is requested to ensure that:
 102. The WFP CO 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.
 103. The team members observe applicable UN security rules and regulations – e.g. curfews etc.
104. In overall, there are no specific security issues of concern in relation to this evaluation.

³²Field Courses: Basic <https://dss.un.org/bsitf/>; Advanced <http://dss.un.org/asitf>

7. Roles and Responsibilities of Stakeholders

105. The **WFP Malawi Management (Director or Deputy Director)** will be responsible for the following:
 106. Appointing a staff as evaluation manager. To ensure a process that is as impartial as possible, the evaluation manager should not be the staff who are involved in the day-to-day implementation of the programme;
 107. Approve the final ToR, inception and evaluation reports.
 108. Ensure the independence and impartiality of the evaluation at all stages, including establishment of an Evaluation Committee and a Reference Group (see Annex 3).
 109. 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.
 110. Organize and participate in debriefings by the evaluation team after field work, with internal and with external stakeholders.
 111. Oversee dissemination and follow-up processes, including the preparation of a Management Response to the evaluation recommendations.
112. **Evaluation Manager:**
 113. Manages the evaluation process through all phases including liaising with all members and stakeholders and donors involved;
 114. Ensure quality assurance mechanisms are operational;
 115. Consolidate and share comments from evaluation committee on draft ToR, inception and evaluation reports with the evaluation team;
 116. Ensures expected use of quality assurance mechanisms;
 117. Ensure that the evaluation team has access to all documentation and information necessary to the evaluation; facilitate the team's contacts with local stakeholders; set up meetings, field visits; provide all logistic support during the fieldwork and arrange for interpretation, if required.
 118. Organize security briefings for the evaluation team and provide any materials as required.
119. An internal Evaluation Committee has been formed as part of ensuring the independence and impartiality of the evaluation. The committee is composed of WFP staff at country and regional office. It will steer the evaluation process and support the evaluation manager.
120. An **Evaluation Resource Group (ERG)** has been formed, as appropriate, with representation from the key internal stakeholders (WFP country office and regional office M&E representatives, programme officers/focal points, and external stakeholders including representatives from key government ministries and USDA representative). The ERG will review the evaluation products as a further safeguard against bias and influence.
121. The **RB management, through the focal points**, will take responsibility to:
 122. Participate in discussions with the evaluation team on the evaluation design and on the evaluation subject as relevant.
 123. Provide comments on the draft ToR, Inception and Evaluation reports.
 124. Support the preparation of the Management Response to the evaluation and track the implementation of the recommendations.
125. **The Office of Evaluation** The WFP Office of Evaluation has the responsibility to provide access to independent quality support mechanisms in reviewing draft inception and evaluation reports from an evaluation perspective. It shall also ensure a help desk function upon request from the Regional Bureaus.

8. Communication and budget

8.1 Communication

126. To ensure a smooth and efficient process and enhance the learning from this evaluation, the evaluation team should place emphasis on transparent and open communication with key stakeholders. These will be achieved by ensuring a clear agreement on channels and frequency of communication with and between key stakeholders.
127. The Evaluation manager, in consultation with the evaluation committee, will develop a communication and learning plan that will outline processes and channels of communication and learning activities.
128. The evaluation manager will be responsible for:
 129. Sharing all draft products including TOR, inception report and evaluation report with internal and external stakeholders to solicit their feedback. The communication will specify the date by when the feedback is expected and highlight next steps;
 130. Documenting systematically how stakeholder feedback has been used in finalising the product, ensuring that where feedback has not been used a rationale is provided;
 131. Informing stakeholders (through the ERG) of planned meetings at least one week before and where appropriate sharing the agenda for such meetings;
 132. 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;
 133. Sharing final evaluation products (TOR, inception and Evaluation report) with all internal and external stakeholders for their information and action as appropriate;
134. To ensure a smooth and efficient process and enhance the learning from this evaluation, the evaluation team will emphasize transparent and open communication with all key stakeholders. The evaluation team leader will be responsible for:

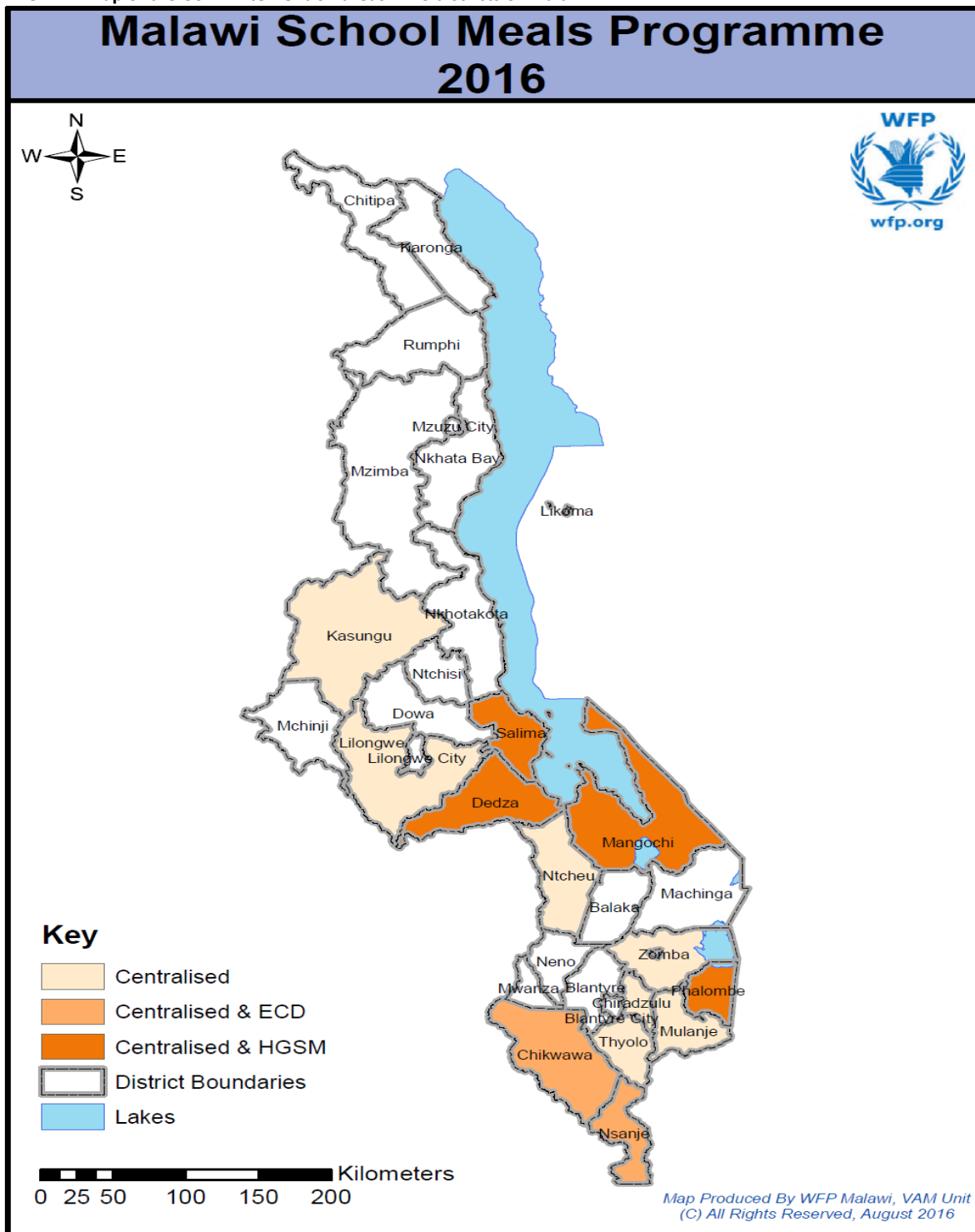
135. Communicating the rationale for the evaluation design decisions (sampling, methodology, tools) in the inception report and through discussions;
 136. Working with the evaluation managers to ensure a detailed evaluation schedule is communicated to stakeholders before field work starts;
 137. Sharing a brief PowerPoint presentation before the internal and external debriefings to enable stakeholders joining the briefings remotely to follow the discussions;
 138. Including in the final report the list of people interviewed, as appropriate (bearing in mind confidentiality and protection issues)³³
 139. Systematically considering all stakeholder feedback when finalising the evaluation report, and transparently provide rationale for feedback that was not used;
140. As part of the international standards for evaluation, the UN requires that all evaluation reports are made publicly available; and the links circulated to key stakeholders as appropriate but also in conformity with USDA M&E Policy. The evaluation managers will be responsible for sharing the final report and the management response with their regional evaluation offices, who will ensure that they are uploaded to the appropriate systems (intranet and public websites). The report for public circulation will be free from any proprietary or information with personal identities.
 141. To enhance the use of the evaluation findings, Country representatives may consider holding a dissemination and learning workshop. Such a workshop will target key government officials, Donors, UN staff and partners. The team leader may be called upon to co-facilitate the workshop.

8.2 Budget

142. The budget for this evaluation is **estimated to be USD 200,000**. The actual budget, however, will be determined by the LTA rates of the selected firm, the number of evaluators included in the team, the level of effort (number of days) required for each evaluator and sampling approach to collecting quantitative data (i.e. sample sizes). The evaluation will be funded from the project implementation budget.

³³ For example, omitting names of people where appropriate, and instead stating the name of the organisation; not including names of beneficiaries but instead stating the groups or villages as appropriate;

Annex 1. Map of the USDA intervention areas in 13 districts of Malawi.



Annex 2. Evaluation Schedule

	Phases, Deliverables and Timeline	Key Dates	By Who
Phase 1 - Preparation			
	Desk review, first draft of TOR and quality assurance	2–13 Apr 2018	EM
	Circulation of TOR and review to Stakeholders	19 th -26 th Apr 2018	EM
	Finalize TOR based on stakeholder comments	18 th May 2018	EM
	Final TOR approved by the evaluation committee and submitted to USDA for clearance	25th May 2018	EC/CD
	Final TOR cleared by USDA	22 nd June 2018	
	Identification and recruitment of evaluation team	25 th June to 13 th July	EM
	Sharing TORs with LTA firms and request proposals	25 th June to 5 th July	EM
	Assessment of bids from LTA firms, making proposals and submission of the proposals to evaluation committee	6 th – 10 th July 2018	EM
	Awarding contract	13 th July 2018	EC/CD
Phase 2 - Inception			
	Briefing evaluation team	20 th August 2018	EM/SMP
	Review documents and draft inception report including methodology, data collection tools and evaluation matrix.	21 st August to 4 th September 2018	ET
	Team leader submit draft 1 of inception report	4 th September 2018	TL
	Evaluation Manager Submit draft inception report to QS	4th September 2018	EM
	Review QS feedback and submit to team leader	12 th September 2018	EM
	Evaluation team Revise the inception report to produce draft 2	13 th to 17 th September	ET
	Submit draft 2 inception report	18th September 2018	TL
	Submit draft 2to Key Stakeholders for comments	19 th September to 3 rd October, 2018	EM
	Receive and consolidate stakeholder feedback	4 th to 5 th October 2018	EM
	Evaluation team Revise inception report	6 th to 10 th October 2018	ET
	Presentation of Inception	10 th October 2018	
	Submit final inception report/Presentation	12 th October 2018	TL
	Approve Inception report	16 th October, 2018	EC/CD
	Share inception report with stakeholders for information	17th October 2018	EM
Phase 3 – Data collection and analysis			
	Briefing the data collection team and training enumerators	17 - 19 October 2018	ET
	Field work	22 October to 2 November 2018	ET
	Exit Debriefing	2 rd November 2018	ET
	Aide memoire/In-country Debriefing	2nd November, 2018	ET
Phase 4 - Reporting			
	Draft evaluation report	5 -17 November, 2018	ET
	Submit Draft 1 evaluation report	18th November 2018	ET
	Submit draft 1 report to the Quality support service for feedback	19 -23 November 2018	EM
	Receive the feedback from QS and submit to team leader	23 November, 2018	EM
	Evaluation team Revise evaluation report and produce draft 2	24 -28 November 2018	ET
	Submit draft 2 evaluation report to stakeholders	29th November 2018	TL
	Share evaluation report with stakeholders for review and comments	30 – 14 December 18	EM
	Consolidate stakeholder comments and submit to the evaluation team	15 th December 2018	EM
	Evaluation team Revise evaluation report	16 th -20 th December 2018	ET
	Submit final evaluation report	21stDecember 2018	TL
Phase 5 - Dissemination and follow-up			
	Dissemination Workshop	14 – 17 January 2019	WFP CO
	Prepare management response to evaluation recommendations and submit to RB for review	31 st January 2019	WFP CO
	Review MR and provide feedback to CO	8 th February 2019	REO/RMA
	Finalize the MR based on RB feedback and submit	15 th February 2019	WFP CO
	Enter the MR into the corporate system and prepare for future oversight on implementation	28 th February 2019	RB

Annex 3. Membership of the internal evaluation committee and of the evaluation reference group

InternalEvaluationCommittee	EvaluationReferenceGroup
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<ul style="list-style-type: none"> • WFP CO Deputy Country Director • WFP CO Head of programme • 1 WFP CO School Meals officer • 1 WFP programme officer/M&E • Regional Evaluation officer • 1 WFP evaluation officer – Office of Evaluation (OEV) 	<ul style="list-style-type: none"> • 1 WFP M&E officer from WFP country office • 2 Programme policy officers – 1 from school meals and 1 from Purchase for Progress • 3 Representatives from Regional office - 1 from monitoring, 1 from school feeding and 1 from resilience • 1 representative of the USDA • 2 representatives of the Government, from the Ministry of Education • 1 representative from UNICEF • 1 representative of NGOs implementing the National Reading Programme
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Annex 4. Acronyms

CO	Country Office
CSB	Corn Soya Blend
CSB+	Enriched Corn Soya Blend
DEQAS	Decentralized Evaluation Quality Assurance System
EB	Executive Board
EMIS	Education Management Information Systems
ERG	Evaluation Reference Group
EQAS	Evaluation Quality Assurance System
FGD	Focus Group Discussions
HGSFP	Home Grown School Feeding Programme
IFPRI	International Food Policy Research Institute
MoEST	Ministry of Education, Science and Technology
MoAIWD	Ministry of Agriculture, Irrigation and Water Development
NER	Net Enrolment Ratio
NESP	National Education Sector Plan
NSO	National Statistics Office
OEV	WFP Office of Evaluation
P4P	Purchase for Progress
RB	Regional Bureau
SHN	National School Health and Nutrition
UNCT	United Nations Country Team
UNDSS	UN Department of Safety & Security
USDA	United States Department of Agriculture
WFP	World Food Programme

Annex 5. Performance indicators

Result/activity	Indicator	Baseline	Final Target
Increased Skills and Knowledge of School administrators	Number of school administrators and officials in target schools who demonstrate use of new techniques or tools as a result of USDA assistance	0	456
Improved Literacy of School-Aged Children	Number of individuals benefiting directly from USDA-funded interventions	0	640,665
	Number of individuals benefiting indirectly from USDA-funded interventions	0	274,320
	Percentage of students who by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text	8%	11%
	Percentage of students who by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text - male	3%	4%
	Percentage of students who by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text - female	5%	7%
Increased engagement of local Organizations and community groups	Number of Parent-Teacher Associations (PTAs) or similar "school" governance structures supported as a result of USDA assistance	0	529
	Number of public-private partnerships formed as a result of USDA assistance	0	7
	Value of public and private sector investments leveraged as a result of USDA assistance (USD)	0	200,000

Better access to school supplies and materials	Number of text books and other teaching and learning materials provided as a result of USDA assistance	0	344,103
Increased skills and knowledge of teachers	Number of teachers/educators/teaching assistants in target schools trained or certified as a result of USDA assistance	0	912
	Number of teachers/educators/teaching assistants in the target schools who demonstrate use of new and quality techniques or tools as a result of USDA assistance	0	730
Increased Access to Food (School Feeding)	Number of daily school Meals (Breakfast, snack, lunch) provided to school-aged children as a result of USDA assistance	0	215,491,400
	Number of school-aged children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance	0	637,473
	Number of school-aged children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance (male)	0	312,362
	Number of school-aged children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance (female)	0	325,111
	Number of school-aged children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance (new)	0	637,473
	Number of school-aged children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance (continuing)	0	637,473
	Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance	0	637,473
	Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance (male)	0	312,362
	Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance (female)	0	325,111
	Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance (new)	0	637,473
	Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance (continuing)	0	637,473
	Number of individuals benefiting directly from USDA-funded interventions	0	640,665
	Number of individuals benefiting directly from USDA-funded interventions (male)	0	313,926
	Number of individuals benefiting directly from USDA-funded interventions (female)	0	326,739
	Number of individuals benefiting directly from USDA-funded interventions (new)	0	640,665
	Number of individuals benefiting directly from USDA-funded interventions (continuing)	0	640,665
	Number of individuals benefiting indirectly from USDA-funded interventions	0	274,320
	Number of individuals benefiting indirectly from USDA-funded interventions (male)	0	134,417
	Number of individuals benefiting indirectly from USDA-funded interventions (female)	0	139,903
	Number of individuals benefiting indirectly from USDA-funded interventions (new)	0	274,320
	Number of individuals benefiting indirectly from USDA-funded interventions (continuing)	0	274,320
	Number of take-home rations provided as a result of USDA assistance	0	167439
	Number of individuals receiving take-home rations as a result of USDA assistance	0	48557
	Number of individuals receiving take-home rations as a result of USDA assistance (male)	0	9,711
	Number of individuals receiving take-home rations as a result of USDA assistance (female)	0	38,846
	Number of individuals receiving take-home rations as a result of USDA assistance (new)	0	48557
	Number of individuals receiving take-home rations as a result of USDA assistance (continuing)	0	48557
	Number of schools using an improved water source	0	310

Increased access to clean water and sanitation services	Number of schools with improved sanitation facilities	0	310
Improved student attendance	Number of students regularly (80%) attending USDA supported classrooms/schools	321,600	509,978
	Number of students regularly (80%) attending USDA supported classrooms/schools (male)	157,584	249,889
	Number of students regularly (80%) attending USDA supported classrooms/schools (female)	164,016	260,089
Improved Policy and Regulatory Framework	Number of educational policies, regulations and/or administrative procedures in each of the following stages of development as a result of USDA assistance: Stage 1: Analyzed Stage 2: Drafted and presented for public/stakeholder consultation Stage 3: Presented for legislation/decreed Stage 4: Passed/Approved Stage 5: Passed for which implementation has begun	0	5
Increased Knowledge of Nutrition	Number of individuals trained in child health and nutrition as a result of USDA assistance	0	1,368
	Number of individuals trained in child health and nutrition as a result of USDA assistance- male	0	670
	Number of individuals trained in child health and nutrition as a result of USDA assistance - Female	0	698
Increased Student Enrolment	Number of students enrolled in school receiving USDA assistance	400,000	637,473
	Number of students enrolled in school receiving USDA assistance -Male	196,000	312,362
	Number of students enrolled in school receiving USDA assistance - Female	204,000	325,111
Provide Bursaries	Number of bursaries provided as a result of USDA assistance	0	2,080
	Number of individuals receiving bursaries as a result of USDA assistance	0	2,080
Building/Rehabilitation: Junior-Secondary Schools	Number of educational facilities (i.e. school buildings, classrooms, and latrines) rehabilitated/constructed as a result of USDA assistance (latrines)	0	5
	Number of educational facilities (i.e. school buildings, classrooms, and latrines) rehabilitated/constructed as a result of USDA assistance	0	5
	Number of secondary school textbooks and other teaching and learning materials provided as a result of USDA assistance	0	9,000
	Number of students enrolled in junior-secondary schools constructed as a result of USDA assistance	0	500
Building/Rehabilitation: Kitchens, Storerooms, and Feeding Shelters	Number of kitchen-storeroom-feeding shelter units constructed as a result of USDA assistance	0	35

Annex 6. Results Framework

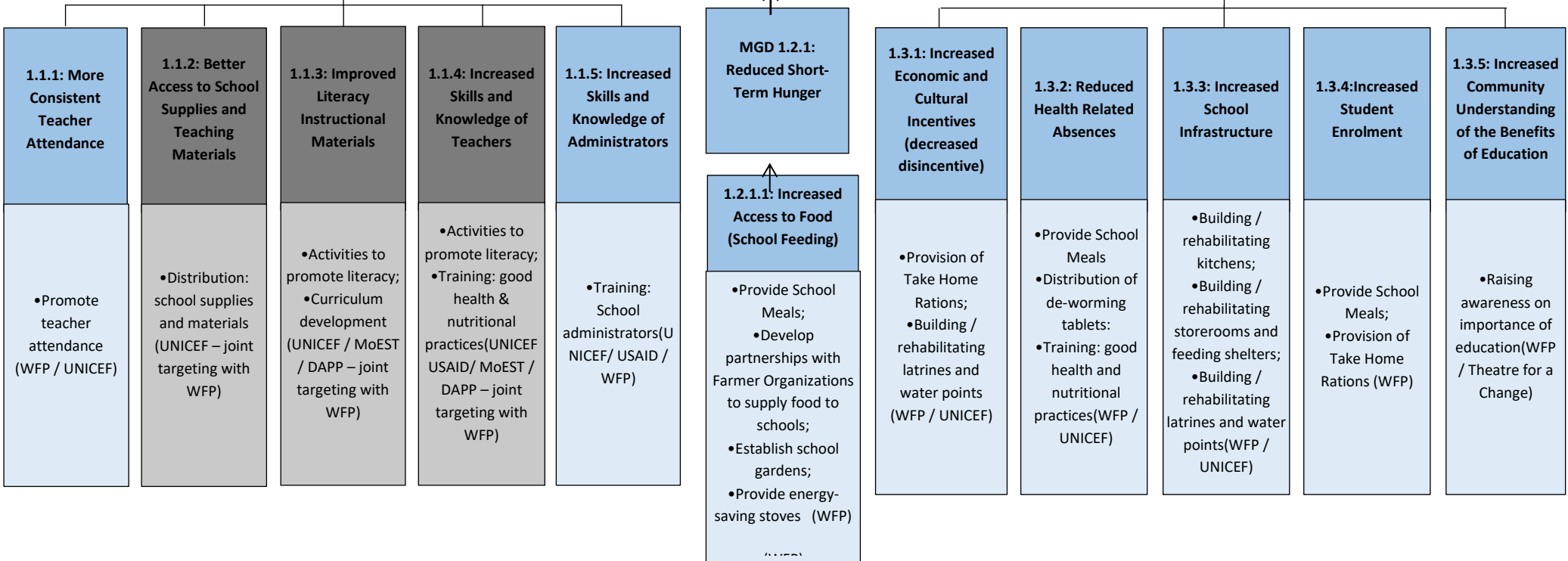


MGS SO 1: Improved Literacy of School-aged Children

MGD 1.1: Improved Quality of Literacy Instruction

MGD 1.2: Improved Attentiveness

MGD 1.3: Improved Student Attendance



Foundational Results

MGD 1.4.1: Increased Capacity of Government Institutions (including schools)

Capacity-building: local, regional and national (WFP)

Develop partnerships with Farmer Organizations to supply food to schools (WFP)

Curriculum development (UNICEF/DAPP)

Distribution: school supplies and materials(UNICEF/World Vision)

Building / rehabilitating kitchens(WFP)

Building / rehabilitating storerooms and feeding shelters(WFP)

Building / rehabilitating latrines and water points (UNICEF)

Training: School administrators (WFP / UNICEF / USAID)

MGD 1.4.2/2.7.2: Improved Policy and Regulatory Framework

Capacity-building: local, regional and national (WFP)

MGD 1.4.3: Increased Government Support

Capacity-building: local, regional and national (WFP)

MGD 1.4.4: Increased Engagement of Local Organizations and Community Groups

Develop partnerships with Farmer Organizations to supply food to schools (WFP)

Raising awareness on importance of education (WFP/Theatre for a Change)

Annex 7. Additional Information on Context of SMP in Malawi

1. WFP has been implementing school meals programs in Malawi since 1999. USDA is the largest and most significant donor in terms of supporting the WFP School Meals programme in Malawi with both funding and commodities. WFP currently operates school meals programs in 786 of Malawi's 5,200 primary schools. From 2013-2015 and 2015-2017 through USDA McGovern-Dole funding, WFP provided CSB+ to 540,900 primary school children including 7,700 pre-primary school children in 35 ECD centres in 2 districts and in 544 schools across the same 13 districts in which the FY2016 project was implemented. The GoM continued to demonstrate increased commitment to improving school meals operations alongside its efforts to strengthen the public education sector. The 2016 NSHN Policy is the result of joint efforts between 4 key ministries including the Ministry of Education Science and Technology (MoEST), Health (MoH), Agriculture, Irrigation and Water Development (MoAIWD), Gender, Children and Social Welfare (MoGSW), Department of Nutrition HIV and AIDS (DNHA), and UN agencies WFP, FAO and UNICEF as well as NGO partners. WFP took a leading role in the policy development. The policy encourages delivery of comprehensive school-based health and nutrition services as an integral, sustainable part of the education system and include an integrated school meals program.
2. In partnership with government, UNFPA and UNICEF, WFP implemented a school meals program in Salima, Mangochi and Dedza districts through the Joint Programme on Girls Education (JPGE) funded by Government of Norway. In strong coordination with the McGovern-Dole project, WFP's contribution to the JPGE is to ensure learners are well nourished (school meals); increase access to secondary school; use schools as a platform to provide health and nutrition services (addressing HIV and AIDS and gender based violence); and empowering communities to recognize the value of quality education.
3. A 2017 project mid-term review highlighted that after two years into the JPGE, up to 99% of food procured for school meals in the districts is sourced from smallholder farmers. A total of nearly 107,395 learners from 89 schools under the HGSM program benefited from nutritious meals throughout 2017.
4. Furthermore, WFP is supporting GoM with piloting a self-sustainable school meals program (SSSMP) in 4 schools. This project started in 2017 at two schools in Dedza district. It is an innovative pilot project which provides schools with solar powered irrigation systems. The SSSMP is based on the production of cash crops within the school plot with improved yields. In Malawi, agricultural production is limited to one annual harvest and is highly dependent on rainfall fluctuations. With an irrigation system, smallholder farmers can expect three harvests a year boosting their overall agricultural yield and income.
5. Some produce is used for school meals, and the surplus is sold in markets to generate income to upkeep the system. Labour is provided by the community members and paid at market rates, producing a positive impact in the community and improving gender equality via the inclusion of women in various activities. Sales profits are used to cover the expenses of the school meals program, maintenance and future investments of the project including irrigation system. Planting of various vegetables in the school plot is also contributing to improve dietary diversity of the school meals.
6. At policy level and consistent with the United Nations Development Assistance Framework for Malawi (UNDAF), WFP recognizes that while gains have been made in developing social support policies, much work still needs to be done to develop implementation processes of these policies. Social protection and school meals is governed by the National Social Support Policy which is operationalized by the Malawi National Social Support Program (MNSSP II). WFP's approach to sustainability, as detailed in Section 3, focuses on policy coherence and implementation specifically of the Social Support Policy as well as NSHN Policy and community engagement. Strengthening linkages with resilience building activities will also support strengthening sustainability.
7. WFP was part of the task force supporting the Government with the formulation of the new MNSSP II and implements numerous programs under the objectives of the MNSSP II, including Food Assistance for Assets (FFA), as well as village savings and loans (VSL) as part of the R4 Rural Resilience Initiative (R4). The R4 Rural Resilience Initiative applies risk management approaches to vulnerable households to help improve food security and deal with climate shocks. The FFA is an initiative promoting the building or rehabilitation of assets that will improve long-term food security and resilience while at the same time addressing immediate food needs through cash, vouchers or food transfers. The FFA project operates in 10 districts including six districts where McGovern-Dole operates. The goal of P4P is to increase production and improve post-harvest crop handling, processing, storage, and access to markets. WFP assists FOs by minimizing the market access barriers they face, such as lack of information, insufficient capacity to meet tendering requirements, poor supply capacity, and lack of access to storage and transport, resulting in post-harvest food losses.
8. Another example of how the GoM and WFP frames school meals programs within the broader social protection context is evidenced by establishment of technical working groups. WFP chairs the School Meals Development partners group and co-chairs the School Meals Technical working group. This is based on the expertise that WFP has on SMP design and implementation. In these working groups, WFP discusses program implementation, progress, locations, and challenges faced in order to better coordinate implementation and leverage partner experiences and provides technical support on effective delivery of schools. In addition, WFP contributed to the development of the National Resilience Strategy 2017-2023 (NRS), a framework intended to guide work on breaking the cycle of hunger, leveraging the insights gained through the MNSSP II, social protection and school meals is a key component of the NRS. The MNSSP II will run from 2018-2023.

Annex 8. Overall programme Budget

For the implementation of this School Meals Programme, USDA allocated a total budget of \$22, 016, 871 to WFP Malawi for the implementation of School Meals Programme, a two-year school feeding and literacy project aimed at benefiting 637, 473 learners (Boys = 312, 361; G = 325,112).

Budget Summary	
Items	Overall cost
Food Commodities cost	6,717,850.00
External (Ocean)	4,261,000.00
Internal (LTSH)	3,642,862.00
Total shipping	14,621,712.00
Other Direct Operational Costs (ODOC)	1,238,149.00
Capacity Development CD&A	1,739,000.00
ODOC and CD&A	2,977,149.00
Direct Operational Costs (DOC)	17,598,861.00
DSC	3,042,538.00
DOC +DSC	20,641,399.00
ISC (7%)	1,375,472.00
Total Budget for the operation	22, 016,871.00

Note: M&E activities were allocated 3% for the total budget

