

Terms of Reference: End of Project Learning Product Research: Foreign, Commonwealth & Development Office (FCDO) Malawi project -Empowering girls and women through education: a multidimensional approach

1. Background

1.1 CAMFED

The Campaign for Female Education, CAMFED, is an international non-profit organisation established in 1993 with a mission to multiply girls' access to education and accelerate the benefits to individuals, their families and communities in Africa. CAMFED works to tackle poverty and inequality by supporting girls to go to school and succeed, and empowering young women to become leaders of change. CAMFED invests in girls and women in the poorest rural communities in sub-Saharan Africa, where girls face acute disadvantage but where their empowerment transforms communities. CAMFED was founded simultaneously in Zimbabwe and the UK in 1993 and currently operates in Ghana, Malawi, Tanzania, Zimbabwe and Zambia with offices in each country as well as in the UK and USA. CAMFED Malawi started operating in 2009 and to date is active in 17 districts and 1,201 partner schools, supporting 170,318 (cumulative figure) primary and secondary students to complete school.

1.2 Brief Overview of the project

Launched in mid-July 2019, the aim of this FCDO-funded project is to increase the numbers of marginalised girls in rural Malawi who complete primary education and successfully transition to secondary school.

This will be achieved through a combination of mutually-reinforcing interventions, including material support to address the cost barriers to education faced by the most vulnerable girls, psychosocial support and life skills to increase resilience to wider challenges, strengthen coping mechanisms and boost retention in school, and additional learning support initiatives to improve learning outcomes at primary level.

The main objectives of the project are to:

- Support a critical mass of marginalised girls to attend primary school and successfully transition to secondary education;
- Introduce CAMFED's Learner Guide (LG) model, through which young women school graduates – many of whom were supported to complete school through CAMFED's programme under the previous FCDO-funded project - Keeping Girls' In School (KGIS) – volunteer weekly in schools to support marginalised children in their studies, delivering a uniquely tailored life skills and wellbeing programme to complement the academic curriculum;
- Leverage the value of KGIS investment in existing structures and local capital to mobilise a community of partnerships to rally behind and mobilise sustainable support for generations of marginalised rural girls and young women.

This project is intended to bring a spotlight to the obstacles girls face in accessing quality education, and provide the catalyst needed for mobilising and reinforcing public accountability around girls' welfare and entitlements - across local communities, school management and government ministries.

The intended impact of the project is to – *achieve gender equality in education, empowering women and girls to step up as leaders of change in their communities*. There are two impact indicators with values established at the baseline in 2019, with the baseline for PSLCE examination results in impact indicator 1 taken from MANEB PSLCE 2018/19 pass rates and the Gender Parity Index from 2019 EMIS enrolment data in five partner districts, used for measurement of impact indicator 2.

Four project outcome indicators and sixteen output indicators are measured at different intervals in the project through EMIS data provided by the Ministry of Education (MoE), CAMFED monitoring data and research/evaluations. Please see attached Annex A indicating which data sources will be investigated or triangulated during this end of project Learning Product research and which of those will be measured through EMIS data, CAMFED monitoring data and the end of project Learning Product research.

The project is also designed to build the capacity of school, community and district stakeholders to protect the most vulnerable learners for the long term and reinforce public accountability around children's welfare and right to education. It leverages existing investment from FCDO in local infrastructure and support systems around CAMFED partner schools as well as the network of young women CAMFED Association (CAMA) members who have completed school through CAMFED's programme, including with FCDO support through the Keeping Girls in School (KGIS) programme.

The project is operating in 675 primary and 135 secondary schools in the rural, under-resourced districts of Dedza, Mulanje, Machinga, Mangochi and Chikwawa.

The project is targeting a total number of 29,700 marginalised girls with financial bursary support from Standards 5 to 8 in 675 primary schools feeding 162 secondary schools, of which 142 are active CAMFED partner schools, in the five districts.

The targeted project interventions include:

- Targeted, responsive financing mechanisms to support the specific needs of 29,700 of the most marginalised girls in target communities, enabling them to access primary school and, later, to take up the places they achieve at secondary school.
- CAMA alumni and community networks undertaking a key role in identifying and targeting for support these often 'invisible' girls, who will include girls living with a disability and those with caring responsibilities.
- Holistic wraparound support delivered through a coordinated infrastructure including representative stakeholder committees at school, community and district level, trained Teacher Mentors and Learner Guides strengthening home-school links and ensuring that marginalised girls are able to access and stay in primary school, and that they are protected from school-based gender violence and abuse.
- Specific learning interventions designed to push up learning outcomes include primary-level adaptations of tried-and-tested initiatives such as Study Circles, academic clinics, support from Learner Guides and provision of tailored learning resources i.e. the life skills My Better World programme delivered in school by Learner Guides.

The Theory of Change

The project's Theory of Change (ToC) is positioned within CAMFED's multidimensional approach to addressing the multiple, interconnected barriers to girls' access and learning. This rests on three interlinked premises:

- Improvements in girls' learning outcomes will result from targeted interventions to create a safe, enabling environment for marginalised girls, within and beyond the classroom;
- Improvements in girls' transition from primary to secondary school are linked to improvements in their learning and will result from increased attendance, retention and participation at school;
- Young women school graduates will improve their employability and gain key entrepreneurship and leadership skills through the creation of a structured volunteering and training scheme through which they provide critical life skills and learning support to girls in school.

The ToC is attached to this ToR as Appendix B

Key aspects of the programme

Bursary support

Targeted, responsive financial and material support addresses identified needs of the most marginalised girls in target communities, enabling them to access primary school and, later, to take up the places they achieve at secondary school.

The Learner Guide programme

CAMFED Malawi have trained young women as Learner Guides. Learner Guides are young women who were supported by CAMFED to complete secondary school and then return to their local schools voluntarily, in the 5 targeted project districts, to deliver a programme of life skills, the *My Better World* programme, sexual and reproductive health (SRH) awareness, and study support to boys and girls through Study Circles. Their volunteering is incentivised through a package of training, access to start-up finance and formal qualifications. Learner Guides strengthen the link between home and school, working in partnership with Teacher Mentors (TMs) to identify children at risk of drop out and undertaking home visits to those requiring additional support to remain in school.

Teacher Mentors

Teacher Mentors provide counselling, guidance and support to vulnerable children at risk of dropout, ensure child protection and safeguarding policy, procedures and mechanisms for reporting are embedded in good practice in schools and support improved learning outcomes. TMs are also an important focal point in schools for Learner Guides, identifying those children at risk of dropping out of school and providing support for them to return to school.

CAMFED's governance model and community structures

This FCDO Malawi project is underpinned by an inclusive local partnership infrastructure through which all those constituencies that influence a girl's life ensuring her right to education are brought together. These partnerships dovetail with existing government and community structures underpinned by a longstanding Memorandum of Understanding (MoU) with the Ministry of Education, which reinforces the capacity of these structures to respond to the needs of vulnerable children, and underpins a joined-up, multi-sectoral approach to tackle problems, one that is integrated with and complementary to other local programs.

Community Development Committees (CDCs) have been established in each of the project districts working as a multi-stakeholder district level structure that coordinate and steer this project. Bringing

together existing duty bearers, they provide a critical link with government and non-formal institutions and have representation from ministries, traditional leaders, school authorities, and civil society organisations. CDCs are integrated with district education structures drawing together key actors who take responsibility for the education, welfare, child protection and safeguarding of children and young adults.

Study Circles

Study circles were first developed by CAMFED and adopted as best practice by the Ministry of Education. Guided by trained Study Circle Coordinators drawn from the school's teaching staff, students are encouraged to work in small groups to discuss selected topics, facilitating peer learning, improved participation and deeper subject understanding.

Academic Clinics

Academic clinics bring together students and specialist teachers outside of core school hours to drill into core subject areas to support lost learning time as a result of school closures during the COVID-19 pandemic and other learning disadvantages including preparation for end of term exams. Subject specialists are invited to work with school teachers in identifying areas of weakness among learners' academic understanding, intensively study core subject principles and develop learning plans to be taken forward in study circles. District inspectors join to observe the teachers in action, and check the quality of delivery.

2. Purpose

The purpose of the end of project Learning Product will be to thoughtfully and comprehensively examine the interventions for the duration of the project allowing a clear and meaningful analysis/ judgement on what worked well (or not), to support future decision making.

2.1 Trend Analysis

The Learning Product will also plot trends over time in education outcomes for CAMFED partner schools in the context of national and district trends.

Trend data will be collected as follows:

1. Progression rates
 - a. National level 2015/16 to 2021
 - b. District level 2015/16 to 2021
 - c. Partner school level 2015 /2016 to 2021
 - d. Non-partner school level in districts where CAMFED operates, 2015/16 to 2021
 - e. Partner school level- supported students- 2019/20 to 2021
2. Survival rates
 - a. National level 2015/16 to 2021
 - b. District level 2015/16 to 2021
 - c. Partner school level 2019/20 to 2021
 - d. Partner school level- supported students- 2019/20 to 2021
3. Exam pass rates
 - a. National level 2015/16 to 2021

- b. District level 2015/16 to 2021
- c. Partner school level 2019/20 to 2021
- d. Partner school level- supported students- 2019/20 to 2021

4. Attendance

- a. Partner school level- supported students- 2019/20 to 2021

We will use this data to compare trends in outcomes in schools that benefitted from the programmes with districts and national trends.

3. Scope

The key objectives of the operational research will be to:

- Give evidence of whether the project results contributed to the four outcome indicators in the logframe and if so how.
- Provide robust evidence that the interaction between the different project interventions contributed to better outcomes for marginalised girls.
- Provide an analysis of the impact of the project interventions and how these can formulate a picture of the end of project learning product which will result in insights and recommendations which can be shared with key stakeholders (CAMFED, FCDO, MoE) to enable adjustments and modifications for the remainder of the project.

The audience of this research will be multiple and at various levels, including FCDO Malawi, CAMFED Malawi & CAMFED International and National and District, School and Community stakeholders. The findings of the research will be shared through targeted feedback and dissemination meetings and provide evidence on project interventions and lessons learned with FCDO Malawi, the Ministry of Education (MoE), other donors funding similar interventions to foster mutual learning e.g. USAID, key stakeholders at regional, district and school level, the Community District Committee, School Based Committees, CAMA committees and other relevant co-operating partners with whom the project is closely affiliated for the purpose of improving the quality of learning, the learning environment and programme interventions.

4. Key Research questions (KRQs)

The key research question - ***Is there evidence that the interaction between the different project interventions contributed to better outcomes for marginalised girls?*** -will be used by the consultant to interrogate the interplay between project interventions and if and how they have contributed to improved outcomes for marginalised girls. The consultant will use the KRQ as a guide for the development of the research tools and will further develop these in collaboration with CAMFED at the inception phase, ensuring that they still align with and meet the objectives and purpose of the research according to each of the project outputs.

The sub-set of research questions will be used to provide the evidence for key Learning Product question

Sub-set of questions	M&E Source
<p>(a) To what extent is the LG programme (MBW/SRH) in schools contributing to improving respect between genders, increased self confidence and self-esteem/well-being of learners?</p> <p>(b) What effect is the Learner Guide programme having on girls' attendance and retention in primary school?</p> <p>(c) What is the impact of having Learner Guides as role models in the girls' aspirations?</p>	<p>Head Teacher (HT), Teacher Mentor(TM) & Learner Guide (LG) surveys</p>
<p>(a) How are Learner Guides received by other teachers and the wider community especially in relation to supporting marginalised girls to attend school and in working in districts and communities?</p>	<p>HTs, TMs and LGs surveys & case studies.</p>
<p>(b) Has the LG/TM programme made a difference to transition rates between Standard 8 and Form 1 learners</p> <p>(c) Have the schools seen any improvement in students transition (and in particular marginalised girls)?</p>	<p>Collecting/examining the data on numbers of school students who were able transition to Form 1. Quantitative data and qualitative data</p>
<p>(d) Learning/catch up interventions What impact did the catch-up learning initiatives and learning interventions have on marginalised children especially girls? (MBW, SRH, academic clinics, study circles, text books etc.)</p> <p>(e) What variance is there in the implementation of the study circles since January 2022, in relation to student participation and attendance etc.</p>	<p>Head Teacher (HT), Teacher Mentor(TM), Students & Learner Guide (LG) surveys</p>

The end of project Learning Product research will provide evidence to show if the project has been effective in achieving the outputs and output indicators.

The **four project outcome indicators** in the logframe are as follows:

- 1. Primary school leaving exam pass rate of girls in upper primary at schools targeted by CAMFED's Learner Guides** (disaggregated by district, disability);
- 2. Proportion of supported girls in targeted primary schools who are successfully promoted to the next grade or transition to secondary school** (disaggregated by disability);
- 3. Survival rate without repetition (Standards 5-8) for partner Primary Schools** (disaggregated by gender, grade);
- 4. Percentage of girls attending school regularly. Measured as the proportion of the cohort with an attendance rate at or above 85% across the school year** (disaggregated by disability).

The project outcome in the logframe is:

Girls from marginalised rural communities benefit from a relevant, safe, quality primary education which enables them to successfully progress through upper primary and transition to secondary education.

Project outputs:

- **Output 1:** Material and financial support provided to marginalised girls to address financial resource barriers to attending school regularly.
- **Output 2:** Learner Guides and Teacher Mentors are trained and provide targeted support to marginalised girls and support regular attendance and learning.
- **Output 3:** Schools, communities and systems have the skills and systems to make schools safe learning environments for girls and boys.
- **Output 4:** Students in some of the most disadvantaged schools are provided with catch up learning activities to directly tackle learning loss associated with the COVID-19 pandemic

The project's **Theory of Change** assumptions will be tested in the end of project evaluation through this key research question: ***Have the assumptions made in the project's ToC achieved the final intended project outcome?***

5. Methodology

The end of project Learning Product research will be conducted during May to July 2022, with the research report finalised by end-September 2022. The consultant is advised to use a mixed methods approach for the research to provide rich and robust evidence and analysis, including in-depth explanations of the effect of this FCDO funded programme on the context and lived reality of marginalised girls and their communities. However, the consultant should recommend their own mixed methods approach and sampling strategy in their proposal for this research including the rationale. This proposed sampling approach will be discussed with the consultant during the inception meeting and if necessary refined further.

The most important characteristics of this research are that it will be gender responsive, culturally responsive, follow ethical and safeguarding procedures and protocols, inclusive of those living with disabilities, context specific to Malawi, comprehensive, systematic, analytical and representative of marginalised girls and the project key stakeholders.

The international consultant will need to engage a national consultant to work in collaboration with them for this research. The international consultant will also need to ensure they are able to design the methodology and then to deliver and manage this assignment remotely from their home base, with digital M&E approaches e.g. Phone calls, WhatsApp, Zoom, Skype, telephone Key Informant Interviews (KIIs), Focus Group Discussions (FGDs) etc. if COVID restrictions are back in place in Malawi and globally, at the time the research is being implemented. We welcome further suggestions and innovative solutions to conduct rich and robust research at a distance.

Qualitative component

The qualitative research will help to explain the complex factors that contribute to learning improvements and to a successful or unsuccessful transition from upper primary to secondary school for marginalised girls. The interviews and focus group discussions will be based on thematic interview checklists, in which key topics relevant to the research are explored in more depth but which provide the spaces for the respondents to focus on the key points that are important to them.

A sample will need to be selected that is representative of the 5 districts as well as the type of respondents, which includes students, teachers, Learner Guides, Teacher Mentors and Head teachers, parents/guardians, community leaders, School Based Committee members and Community Development Committee (CDC) members. The consultant and CAMFED Malawi will work together in the inception phase to agree the final sampling approach. The consultant will be required to propose a preliminary sampling strategy in their proposal.

Quantitative component

It is envisaged that the consultant will conduct and analyse two surveys: (i) a Learner Guide survey with all active project Learner Guides (675) and (ii) a student well-being survey. This student survey was administered during the midterm evaluation and will be re-administered under this end of project research using the midterm benchmark to compare the findings against. The student survey also included an Academic Self Esteem test – the *Test de Autoestima Escolar* – which was administered with sampled students aged 11-16. The plan is to survey the same group of Learner Guides that were surveyed during the midterm Operational Research and Std 8 students will be surveyed as they were surveyed when they were Std 7 students during the midterm Operational Research.

At the inception meeting CAMFED will explain how the logframe indicators are measured against different data sources, which of those logframe indicators will be measured during this end of project research as mentioned above and the remaining indicators that will be measured at the end of project evaluation (See Appendix A). The Learner Guide survey will include questions on (i) their visibility and advocacy as leaders in their communities through, for example, representation on local decision-making bodies and school management committees, to be able to influence the support provided to marginalised girls; (ii) how many girls the LGs prevented from dropping out of school (or helped to re-enrol in school after dropping out), disaggregated by whether they were girls receiving the Step Up Fund; or girls attending the after-school clubs alone; and (iii) their responsiveness to provide learning support through Study Circles and My Better World sessions and to encourage girls to return to schools if they are in danger of or have dropped out of school.

This LG survey will also measure project indicator 2.4 *Proportion of Learner Guides who are visible leaders in their communities through, for example, representation on local decision-making bodies and school management committees, to be able to influence the support provided to marginalised girls.* The LG Survey also included questions on:

- (i) LGs' visibility and advocacy as leaders in their communities through, for example, representation on local decision-making bodies and school management committees, to be able to influence the support provided to marginalised girls;
- (ii) The number of students LGs helped to re-enrol after dropping out of school in the month prior to the research being conducted, disaggregated by whether they were receiving Step Up Fund support; their responsiveness to school closures during the COVID-19 pandemic and their support to marginalised girls in their communities to build resilience, provide out of school learning support through Study Circles and My Better World sessions and to encourage girls to return to schools when they reopened.

The surveys will be short and concise but will ensure the voice and perceptions of students is evidenced.

During the school visits the consultant will conduct a physical attendance spot check on student attendance levels based on the proportion of marginalised girls with an attendance rate at or above 85% across the school year. Attendance rates will be captured based on official school registers.

6. Background reading / Contextual documents

The consultant will review approved background material and documents used in project preparation and implementation. These documents will include: The project proposal, Theory of Change, Logframe, quarterly and annual progress reports, case studies, training materials, and other relevant information. This information, as well as data generated from CAMFED's regular monitoring and EMIS data will be uploaded to a shared google drive and provided to the consultant by CAMFED.

Relevant statistics and other secondary sources will also be reviewed which will include:

[United Nations Development Programme, *Human Development Report 2020, 2020*](#)
[National Statistics Office – NSO/Malawi and ICF, *Malawi Demographic and Health Survey 2015-16, 2017*](#)
[World Bank, *Primary Education in Malawi: A World Bank Study, 2016*](#)
<http://uis.unesco.org/en/country/mw>
 UNICEF, *Child Poverty in Malawi*,
 More Than Brides Alliance, *Baseline Report, Malawi*, 2017

The consultant will be able to use this background material to both provide a contextual understanding and overview of the project implementation to date. The consultant will also use the data/evidence to determine if implementation of the programme interventions reflects the programme activity plans and meets the project objectives and outcomes.

7. Safeguarding and Ethical Research

CAMFED has a zero-tolerance approach to abuse and exploitation, and maintains clear policies and guidelines for ethical research and safeguarding protocols as part of its broader Child Protection Policy and Code of Practice in relation to children, vulnerable adults and the wider community. Evaluation partners will be required to confirm in writing that they have reviewed, will conform to these policies, and will be provided with additional briefings by CAMFED before undertaking this evaluation. CAMFED's Child Protection Policy and Code of Practice will be shared with the successful candidate for signing with the contract of engagement.

The consultant will assume overall responsibility for the execution of the assignment and ensure data integrity, privacy and confidentiality are adhered to by the entire research team. All research data is owned by CAMFED and should be treated in the strictest confidentiality and in accordance with protocols agreed with CAMFED at the outset. All research data including transcripts of all interviews with respondents will be submitted to CAMFED at the end of the research and be permanently deleted from the database of the consultant/s once the final report has been signed off and all of the assignment deliverables have been met.

The consultant will be responsible for ensuring that the entire research team adheres to research ethics, including any ethical and safeguarding protocols and procedures that should be followed or considered throughout the research, which must be adhered to and explained to the entire research team. This will include training on detecting signs of distress or trauma among research participants in interviews and what to do if this situation should arise. The consultant will be responsible for

training all members of the research team to meet the highest ethical standards of data collection and analysis throughout the duration of the research. The entire research team will be thoroughly briefed on and sign the Child Protection, Code of Practice and Safeguarding policy and a form to confirm they have read and agree to strictly follow and abide by the CAMFED Child Protection Policy for the purpose of the research.

An informed consent process of all respondents will take place virtually. The consent process will include outlining briefly the reasons for the research and the issues and questions to be covered during the interview/discussion. The respondent will have the right to refuse to participate and can withdraw at any time during the process. A safe space and an appropriate time will be identified for the interview to ensure confidentiality and minimal disruption to the lives of respondents during the interviews. Referral processes to authorities will also be discussed with the consultants in cases of due responsibility.

If at any time during the research the consultant has a query or concern in relation to the ethical guidance and safeguarding protocols and procedures governing this assignment, they are to contact the National Director or Head of Programs, CAMFED Malawi immediately with their concerns.

8. Outputs -Deliverables, timelines and budget

8.1 Deliverables

The consultant will be required to produce the following deliverables:

Proposal - The successful proposal (with agreed upon changes, if necessary) will be an addendum to the contract and, along with this ToR, provide an overall framework for the evaluation.

Inception Report - To include: a description of how the research will measure the key objectives of the research, project achievements and progress to date, the research approach, research framework, tools, and a list of stakeholders to be interviewed.

Desk Review of project documentation – The consultant will review background material used in project preparation, approved project documents, progress reports, case studies, training materials and other relevant information. This information, as well as data generated from CAMFED’s regular monitoring, will be provided to the consultant by CAMFED. Relevant statistics and other secondary sources should also be reviewed.

Qualitative Research -The consultant will undertake qualitative research. The number of respondents for the research will be discussed and agreed with the consultant and CAMFED Malawi during the Inception meeting.

Initial Presentation of Research Findings – The consultant will make a PowerPoint presentation of the preliminary research findings to the RSG and FCDO Malawi.

Draft end of project Learning Product research report: The consultant will produce a comprehensive draft evaluation report in plain English, as per the report structure.

Final end of project Learning Product research report After receiving feedback from CAMFED and FCDO Malawi the consultant will submit a final version of the report.

Presentation of Research Findings - The consultant will, with CAMFED Malawi, present the key findings, lesson learning and recommendations from the research to a group of key stakeholders which will include FCDO Malawi, MoE national and district officials, head teachers and members of the CDC and SBCs etc.

8.2 Timeframe

The inception meeting will be critical in explaining the function of the project to the consultant in detail, agreeing the precise dates against all deliverables and establishing the precise requirements and expectations of this research. Immediately following the inception meeting the consultant will work with CAMFED to produce a research framework, tools to include data collection methods, workplan etc. The research framework will show how evidence of project progress, lessons learned and impact of the project is to be measured in this research.

The quantitative and qualitative tools which are developed for surveys and interviews will be carefully constructed to be short, concise and to gather evidence and data specifically on the different project interventions.

What	When	Who
Inception phase 1. The Inception report 2. The evaluation Framework 3. Desk Review The Inception report will be submitted by the consultant on XXXX	TBC	Consultant
Review of inception report by CAMFED	TBC	CAMFED
research – fieldwork	TBC	Consultant / CAMFED
Presentation of initial findings	TBC	To CAMFED Malawi and FCDO Malawi
Draft report writing	TBC	Consultant / CAMFED Malawi / CAMFED international
CAMFED’s review of draft report & FCDO	TBC	CAMFED Malawi and FCDO
Consultant works on review and feedback on report and finalises the report	TBC	Consultant
Final research report submitted to FCDO Malawi	End -Sept 2022	CAMFED Malawi
Dissemination of research findings	Oct-Dec 2022	MoE, Key Stakeholders, FCDO Malawi & CAMFED Malawi

8.3 Budget

The budget for this consultancy should include only the consultant’s total time and any data collection platforms or web-based platforms that they recommend for use in this research. The budget must exclude travel, accommodation and related incidentals which will be budgeted for by CAMFED.

CAMFED will cover the cost of data bundles and internet connectivity etc. for respondents who will participate in this research. Payment will be made against agreed completed assignment deliverables as per signed contract.

Type of contract- The Consultant will be offered a fixed-price contract to include all the activities and agreed deliverables. Fees will be paid based on submission of deliverables - 20% on successful completion of the Inception report; 30% on submission of draft report; 50% on submission and sign off of the final report and presentation of findings. Invoices against these deliverables should be submitted in Pound Sterling (GBP) to CAMFED International.

9. Management structure

The research will be governed by a Research Steering Group (RSG), comprising the National Director and Head of Program, CAMFED Malawi, the Chairperson from the CAMFED Association Malawi and members of the Monitoring, Evaluation and Learning (MEL) teams of CAMFED Malawi and CAMFED International. The RSG will provide strategic direction to the research and ensure that the consultant adheres to contractual obligations and guidance.

The research will be independent. The consultant will have full autonomy over the findings and conclusions drawn. The RSG does expect to give inputs into the design of the research and report structure.

All deliverables from the consultant will be submitted to the RSG. Other roles of the RSG will include:

- Commissioning and contracting the consultant;
- Reviewing all research tools before they are used;
- Agreeing the report templates and structures with the consultant at the onset of the inception phase of the research;
- Ensuring the consultant adheres to all protocols and guidance in relation to ethical research protocols, data integrity and privacy, confidentiality and that consent from all participants is sought prior to the commencement of the research;
- Monitoring progress of the consultant;
- Providing feedback on the research report, including contextualising findings;
- Ensuring that the findings of the research are shared and disseminated with all key groups of key stakeholders who participated in the research and with MoE, national, district, school and community stakeholders

In addition, the wider CAMFED team, directed by the RSG will be able to support on matters including a day-to-day CAMFED focal point, assisting with fieldwork logistics and facilitating access to partner institutions, clients and stakeholders.

The role and responsibilities of the consultant will include the following responsibilities:

- Internal quality assurance of their own staff and third-party contractors
- Quality assurance of the data collection tools and methods
- Data protection of all data collected during the research
- Compliance with child protection and research ethics

- Recruitment and training of enumerators in conducting the research and research ethics
- The deployment of suitable data collection protocols
- Qualitative data collection
- Data analysis and report writing
- Timely completion of deliverables
- Timely response to queries, suggestions and feedback from the RSG

The consultant will also have day-to-day contact with the two CAMFED Malawi Monitoring, Evaluation and Learning (MEL) managers who will be able to answer any queries or provide further references and documents as relevant to this project.

10. Team qualifications

Preference will be given to applicants with the following:

- A consultancy team - an international and national consultancy organisation which must include female gender research specialists with extensive knowledge and experience of conducting gender responsive evaluations and or research with girls and or young women in rural Malawi;
- Expertise with data collection and analysis for education programmes with a gender sensitive lens, including a range of respondent types including students, teachers, head teachers and other educational officials.
- Expertise in data collection, both qualitative and quantitative.
- Strong experience in both quantitative and qualitative data analysis techniques
- Strong experience in interpreting quantitative and qualitative data and presenting analysis. We would like a team that can demonstrate experience in producing research reports that clearly identify the main findings in an analysis and test the validity of these findings.
- Familiarity with the context – education sector, economic, social, cultural, geographical, political-economy etc. - in Malawi
- Experience producing report summaries and recommendations from research for use by policy makers (Ministry of Education, NGOs, Development Partner officials);
- Strong interpersonal and team building skills.
- Fluency in English with excellent written and oral communication skills.
- Desirable but not essential: Familiarity with CAMFED and CAMFED's programme.

11. Application process

Proposals should be no more than five pages excluding the CVs (with a 2 -page limit per CV) and tables of relevant experience.

The application should include:

- The end of project Learning Product research proposal with proposed research approach, methodology, workplan with milestones and key deliverables.
- Estimated research budget that includes an established daily rate (reference history).

- CVs of the research team with no more than two pages per CV, responding to required team qualifications and outlining relevant previous research/evaluation experience and accomplishments.
- Two examples of research reports recently completed or other relevant samples of work. If possible, at least one of the reports should be relevant, or similar to, the subject of this research.
- Two professional references.

Payment will be made against the agreed completed assignment deliverables as per signed contract.

Proposals must be submitted by 9:00 (BST) on Wednesday 11th May 2022 and addressed to Lilla Oliver email: evaluation@camfed.org under the heading 'FCDO Malawi project end of project Learning Product research'. Any queries or questions from consultants in relation to the ToR can be emailed up to end of the working day on Monday 9th May 2022.