



**NORWEGIAN CHURCH AID**

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## Evaluation Summary

Evaluation	End line Evaluation for the Stop Early Marriages (STOM) Project
<b>Publication year:</b>	2021
<b>Donor ref:</b>	DCA TV collections
<b>Name of Organisation(s):</b>	DCA and NCA/DCA
<b>Local Partner(s):</b>	Press Trust, Evangelical Association of Malawi (EAM) and TEVETA
<b>Country/Region:</b>	Malawi
<b>Author:</b>	Thomson Consult Limited
<b>Commissioned by:</b>	NCA/DCA
<b>Type of evaluation:</b>	Endline
<b>DAC-sector:</b>	Social infrastructure and services
<b>DAC-criteria used:</b>	Relevance, coherence, effectiveness, efficiency, impact and sustainability
<b>Intervention period:</b>	2019 to 2020
<b>Key words:</b>	
<b>Evaluation summary and recommendations (max 2 pages):</b>	<p><b>Objective:</b> The overall objective of the evaluation was to assess the extent to which the Stop Early Marriages project has achieved its outputs, outcomes and impact as stipulated in the project results framework. The evaluation also assessed the extent to which the project has contributed to the achievement of the DCA Malawi Country Programme (2016 to 2020) objective of: Sustainable community livelihoods development and job creation; and Communities influence decisions for building resilient communities according to DCA international strategy 2019 to 2022</p> <p><b>Method:</b> The study used the DAC-OECD<sup>1</sup> evaluation criteria which focused the evaluation approach on six aspects including: relevance, coherence, effectiveness, efficiency (value-for-money), impact and sustainability. The approach combined both qualitative and quantitative data collection approaches to collect both primary and secondary data for the endline evaluation. These included literature review, household survey targeting primary beneficiaries (adolescent boys and girls), Key Informant Interviews (KIIs), Focus Group Discussions (FGDs), field observations, and case studies.</p> <p><b>Key Findings:</b></p> <ul style="list-style-type: none"><li>• The project was relevant to DCA-country programme, international strategy and SGD 2030 agenda</li><li>• The project was consistent with Government of Malawi policy aspirations on issues of early marriages and youth empowerment especially: National Strategy on Ending Child Marriages (2018-2023); National Children Policy (2019), National Gender Policy, National Sexual and Reproductive Health and Rights Policy.</li><li>• The project was implemented in a cost-effective manner with evidence of notable value for money evidenced by cost performance index (CPI) of greater than 1 and burn rate of less than 1 across all the three project components.</li><li>• The project has delivered the following key positive impacts: increased awareness on the negative impacts of early marriages; increased knowledge of SRH; complaint structures and referral mechanisms for child abuse cases are now widely known; reduced</li></ul>

<sup>1</sup> Development Assistance Committee (DAC), international committee acting under the auspices of the Organisation for Economic Co-operation and Development (OECD)

prevalence of child marriages; community members are more willing to end child marriages including local leaders.

- The study has revealed that there is evidence that the project benefits will be sustained after the life of the STOM project.

**Specific Recommendations:**

The following are key messages from STOM endline evaluation to guide future programming and implementation. These are disaggregated by project design and project implementation recommendations.

**Project design**

- NCA/DCA and partners should design future STOM-related interventions based on Social Behaviour Change Communication (SBCC) to address key cultural barriers and enablers related to early marriages in Ntchisi and related districts.
- In future, where budget is not incorporated for case management for any of the four types of Gender Based Violence (GBV) (emotional abuse, sexual abuse, physical abuse, economic abuse), project implementers should coordinate and refer such GBV cases to leverage the support of existing GBV case management referral structures as stipulated in the 2019 guiding document for [Community-Based Complaints Mechanisms \(CBCM\) in Malawi \[page 10\]](#).
- Future STOM-related project should replicate, and scale-up sustainable economic empowerment measures used in STOM project, especially use of VSLAs and empowerment of girls through vocational skills trainings to improve the home situation of target beneficiaries and reduce prevalence of child marriages.
- In future similar programmes, NCA/DCA and its partners should consider isolating teen mothers from their household situations by enrolling them into boarding schools or supporting them in well managed and monitored self-boarding facilities to reduce school dropouts and enhance concentration on school.
- Future interventions should consider including trainings on group dynamics to learners which would ensure proper management of groups for start-up materials and growth of small-scale businesses after graduation from skills training.
- In order to motivate girls withdrawn from early marriages, each project should be allowed to use its criteria for selecting beneficiaries that is in line with the district welfare office and where there is need to support a child based on need, the project can use the harmonised criteria.

**Project implementation:**

- It is necessary that in future similar projects, implementing partners handling the vocational skills training (in the case of STOM – TEVETA) should ensure that the management committees of youth centres are duly empowered in the management and running of the skill centres at the project start.
- Future interventions should consider supporting paralegals and community champions with bicycles or other cost-effective transport means to address their transportation challenges when handling cases.
- In future similar projects, the replacement of dropout bursary learners must be done jointly with head teachers of the respective schools through district selection committee. The head teacher know better the students' needs. Further, projects of this nature should consider developing a memorandum of understanding (MoU) between the

	<p>learners and the communities from which the learner was identified so that communities can help in enforcement of compliance. Similar interventions should replicate active involvement and capacity building of opinion leaders and gatekeepers including but not limited to: local leaders, mother groups and parents.</p>
<b>Cross-cutting issue(s):</b>	<p>Thus, the STOM project applied the HRBA approach in contributing to end child marriages by building a safer, healthier and more equal future for girls.; including gender equality, women empowerment through VSLAs and vocational skills learning, and violence prevention through building capacity of paralegals and</p>
<b>Link to full report:</b>	<p><a href="https://pims.nca.no/entity/1/P1402/documents?folderPath=13%20Evaluations">https://pims.nca.no/entity/1/P1402/documents?folderPath=13%20Evaluations</a></p>
<b>Link to preregistration form:</b>	



# ENDLINE EVALUATION REPORT

For **Stop Early Marriages (STOM) Project (2019 -2020)**

Of the Malawi Joint Country Program - NCA/DCA



*Prepared by:*

Thomson Consult Limited (TCL) 25<sup>th</sup> October 2021

## ACKNOWLEDGEMENTS

This report was prepared by Thomson Consult Limited (TCL), a private consulting company (P.O Box 20027, Mzuzu, Malawi, [LinkedIn](#): Team Leader - Dr Mavuto Tembo: [LinkedIn](#); [tembo3umd@gmail.com](mailto:tembo3umd@gmail.com); M: +265 997 376 822; and M&E Expert, Prince Kaponda: [LinkedIn](#); [princekaponda@gmail.com](mailto:princekaponda@gmail.com)). TCL appreciates all study participants including district stakeholders in Ntchisi for sparing time for the study and providing valuable information. TCL worked in close collaboration with NCA/DCA staff, their support was valuable. Also, the participation of all implementing partner staff and beneficiaries is greatly appreciated.

**Cover page photo:** Patricia Leman, one of the hair dressing graduates from the TEVETA – economic empowerment component of the STOM project, attending to a customer during the time of the data collection visit.

Photo: ©TCL/2021/Prince Kaponda

## DISCLAIMER:

Views expressed in this report do not necessarily reflect those of NCA/DCA or its donor partners.

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**LIST OF ACRONYMS**

AC	Actual Costs
AIDS	Acquired Immunodeficiency Syndrome
CBCM	Community-Based Complaint Mechanisms
CDSS	Community Day Secondary Schools
COVID-19	Corona Virus Disease
CPI	Cost Performance Index
CPO	Child Protection Officer
CPWs	Child Protection Workers
CVSUs	Community Victim Support Units
DCA	Danish Church Aid
DCDO	District Community Development Office
DSWO	District Social Welfare Officer
EAM	Evangelical Association of Malawi
EV	Earned Value
FGDs	Focus Group Discussions
GBV	Gender Based Violence
GPS	Global Positioning System
GVH	Group Village Headman
HBRA	Human Rights Based Approach
HIV	Human Immunodeficiency Virus
IPs	Implementing Partners
JCP	Joint Country Programme
KAP	Knowledge Attitude and Practices
KIIs	Key Informant Interviews
M&E	Monitoring and Evaluation
NCA	Norwegian Church Aid
NGOs	Non-Governmental Organisations
NSO	National Statistical Office
OECD	Organisation for Economic Co-operation and Development
PVSUs	Police Victim Support Units
SBCC	Social Behaviour Change Communication
SDGs	Sustainable Development Goals
SGVH	Senior Group Village Headman
SPSS	Statistical Package for Social Science
SRH	Sexual Reproductive Health Rights
STI	Sexual Transmitted Infection
STOM	Stop Child Marriages
TA	Traditional Authority
TCL	Thomson Consult Limited
TEVETA	Technical Entrepreneurial and Vocational Education and Training Authority
VAC	Violence Against Children
VSLAs	Village Savings Loan Associations
WHO	World Health Organisation



## RECOMMENDATIONS (KEY MESSAGES)

The following are key messages from STOM endline evaluation to guide future programming and implementation. These are disaggregated by project design and project implementation recommendations.

### Project design

- NCA/DCA and partners could replicate the use of multi-stakeholder and component approach used in STOM in future projects.
- NCA/DCA and partners should design future STOM-related interventions based on Social Behaviour Change Communication (SBCC) to address key cultural barriers and enablers related to early marriages in Ntchisi and related districts.
- Effective SBCC programming will require NCA/DCA and its partners to conduct participatory formative research to establish underlying causes of child marriages (enablers) and (barriers) to ending child marriages in specific areas.
- In future, where budget is not incorporated for case management for any of the four types of Gender Based Violence (GBV) (emotional abuse, sexual abuse, physical abuse, economic abuse), project implementers should coordinate and refer such GBV cases to leverage the support of existing GBV case management referral structures as stipulated in the 2019 guiding document for [Community-Based Complaints Mechanisms \(CBCM\) in Malawi \[page 10\]](#).
- Future projects interested in results like ‘number of child violation cases successfully addressed’ should consider an allocation of support to the police department especially transportation for efficient case follow up because government offices reported to have financial constraints to carry out some tasks which they are mandated to do.
- Future STOM-related project should replicate and scale-up sustainable economic empowerment measures used in STOM project, especially use of VSLAs and empowerment of girls through vocational skills trainings to improve the home situation of target beneficiaries and reduce prevalence of child marriages.
- In future similar programmes, NCA/DCA and its partners should consider isolating teen mothers from their household situations by enrolling them into boarding schools or supporting them in well managed and monitored self-boarding facilities to reduce school dropouts and enhance concentration on school.
- Future interventions should consider including trainings on group dynamics to learners which would ensure proper management of groups for start-up materials and growth of small-scale businesses after graduation from skills training.
- In order to motivate girls withdrawn from early marriages, each project should be allowed to use its criteria for selecting beneficiaries that is in line with the district welfare office and where there is need to support a child based on need, the project can use the harmonised criteria.

### Project implementation:

- It is necessary that in future similar projects, implementing partners handling the vocational skills training (in the case of STOM – TEVETA) should ensure that the management committees of youth centres are duly empowered in the management and running of the skill centres at the project start.
- Future interventions should consider supporting paralegals and community champions with bicycles or other cost-effective transport means to address their transportation challenges when handling cases.
- In future similar projects, the replacement of dropout bursary learners must be done jointly with head teachers of the respective schools through district selection committee. The head teacher know better the students’ needs. Further, projects of this nature should consider developing a memorandum of understanding (MoU) between the learners and the communities from which the learner was identified so that communities can help in enforcement of compliance.
- Similar interventions should replicate active involvement and capacity building of opinion leaders and gatekeepers including but not limited to: local leaders, mother groups and parents.

## EXECUTIVE SUMMARY

Stop early Marriages (STOM) project was a 2-year project (2019-2020) implemented by NCA/DCA, in collaboration with Evangelical Association of Malawi (EAM), Press Trust and Technical, Entrepreneurial and Vocational Education and Training Authority (TEVETA) with funding from DCA (TV collections). The main objective of the project was to ensure that children in Ntchisi are born, grow, develop, and live their lives in the utmost dignified and secured status that facilitates their positive contribution to a sustainable development of their households, communities and the nation at large. The project intended to achieve three outputs. Firstly, to support and facilitate the withdrawal of children in marriage through enhancement of a favourable and supportive environment. Secondly, to empower the girl child to access adequate quality education and sexual and reproductive health and rights before marriage; and thirdly, facilitate economic empowerment of vulnerable girls and families for prevention and sustaining of girls from marriage.

The STOM project was implemented with support from local government stakeholders specifically from the following departments: social welfare, police, education, justice and traditional leaders including traditional authorities.

This endline evaluation was carried out from 13<sup>th</sup> July – 3<sup>rd</sup> September 2021 (contract signing up to final report submission). The study used the DAC-OECD evaluation criteria which focused the evaluation approach on six aspects including: relevance, coherence, effectiveness, efficiency (value-for money), impact and sustainability combining both qualitative and quantitative data collection approaches to collect both primary and secondary data for the endline evaluation. These included literature review, household survey targeting primary beneficiaries (adolescent boys and girls), Key Informant Interviews (KIIs), Focus Group Discussions (FGDs), and field observations and case studies. A total of 94 adolescent girls and boys were interviewed in household survey, a total of 431 individuals were interviewed in KAP survey, 15 KIIs, 10 FGDs and 4 case studies were conducted.

The report describes the design, details of the evaluation process, limitations, presents findings organised in DAC-OECD criteria and based on key evaluation questions, and concludes with lessons learnt and recommendations.

### Key findings

- The project was relevant to DCA-country programme, international strategy and SGD 2030 agenda
- The project was consistent with Government of Malawi policy aspirations on issues of early marriages and youth empowerment especially: National Strategy on Ending Child Marriages (2018-2023); National Children Policy (2019), National Gender Policy, National Sexual and Reproductive Health and Rights Policy.
- The project complemented other NCA/DCA projects especially the N'zatonse SRH project implemented in Ntchisi and six other districts in Malawi
- The project was implemented in a cost-effective manner with evidence of notable value for money evidenced by cost performance index (CPI) of greater than 1 and burn rate of less than 1 across all the three project components.
- The project has delivered the following key positive impacts: increased awareness on the negative impacts of early marriages; increased knowledge of SRH; complaint structures and referral mechanisms for child abuse cases are now widely known; reduced prevalence of child marriages; community members are more willing to end child marriages including local leaders.
- The study has revealed that there is evidence that the project benefits will be sustained after the life of the STOM project.
- Summary of STOM's achievement per objective is as follows:

Grant reference	Indicator	Frequency					Note/Data source	
STOM	Indicators	N (population)		n (sample)		% achieved	Status	
		Boys	Girls	Boys	Girls			
Contribute towards the reduction of child marriages in Ntchisi District	Number ( % ) of girls and boys sustained in school and attaining higher level of education	22	109	20 <sup>1</sup>	106 <sup>2</sup>	81% girls (88/109) are in school 91% (20/22) boys are in school		End line household survey
<b>PROJECT PURPOSE/ OUTCOME</b>								
Adolescent girls and boys aged 10 – 24 are empowered to attain higher level of education	Number of cases of influence recorded on improving youth inclusion in decision-making and economic empowerment.	22	109	20 <sup>3</sup>	88 <sup>4</sup>	81% (88/109) girls are in school 91% (20/22) boys are in school		End line household survey
<b>Output 1</b>								
Support and facilitate the withdrawal of children in marriage through enhancement of the favourable and supportive environment	1.1: number of boys and girls withdrawn from Marriage	There were no efforts to withdraw boys and girls from marriage before	The project did not have target number	229	225	No target to measure against		EAM report

<sup>1</sup> Total number of boys on current list of bursary beneficiaries (obtained from Press Trust), excluding 2 (1 from Likuni Boys, 1 Robert Brake). These schools were not visited because they are outside Ntchisi district and the contacts of the headteachers could not be reached.

<sup>2</sup> Total number of girls on current list of bursary beneficiaries (obtained from Press Trust), excluding 2 (1 from Madisi Secondary, 1 from Loyola Secondary). These schools were not visited because they are outside Ntchisi district and the contacts of the headteachers could not be reached.

<sup>3</sup> Total number of boys on bursary who are still in school

<sup>4</sup> Total number of girls on bursary who are still in school

Grant reference	Indicator	Frequency					Note/Data source
STOM	Indicators	N (population)		n (sample)		% achieved	Status
		Boys	Girls	Boys	Girls		
		the project					
	1.2: Number of By-Laws developed at TA level	There was no by-law before the project on stopping early child marriage				All TAs worked together in a workshop facilitated by EAM to develop by-laws. However, copies are yet to be made as it awaits ratification at district council level	
	1.3: Enforcement and functioning of developed by-laws at TA level that stop child marriage	The project planned to work with District Full Council Forums to facilitate ratification of the developed By-Laws					Kills with stakeholders revealed that EAM facilitated development of by-laws but they are yet to be ratified at district council level and later each chief to have copies)
<b>OUTPUT 2</b>							
Empowering the girl child to access adequate quality education and sexual reproductive health before marriage	2.1: number of girls dropping out of school due to pregnancy and marriage		109 <i>(target to sustain school)</i>		106 <i>(total traced)</i>	17% girls dropped out due to marriage/pregnancy	End line household survey

Grant reference	Indicator	Frequency				% achieved	Status	Note/Data source
		N (population)		n (sample)				
STOM	Indicators	Boys	Girls	Boys	Girls			
	2.2. Number of girls sustained in school and attaining higher education		109 <i>(target to sustain in school)</i>		106 <sup>5</sup> <i>(total traced)</i>	81% girls (88/109) are in school		End line household survey
<b>OUTPUT 3</b>								
Facilitate economic empowerment of Vulnerable girls and families for prevention and sustaining of girls from marriage	3.1 Growth rate of monthly household income	22 <i>(target to sustain in school)</i>	100 <i>(target to sustain in school)</i>	15 <i>(interviewed)</i>	56 <i>(interviewed)</i>	Mean monthly before STOM = K19,366.00 Current average: K26,352.00 Increase by: K6,986		End line household survey – bursary beneficiaries
			300 <i>(total target for vocational skills boys + girls)</i>	13	10	Mean monthly income before STOM = K10,091.00 Current average: K49,739.00 Increase by: K39,648		End line household survey – vocational training graduates
	3.2: number of Households able to support girls remain in school and attain higher education		109 <i>(target to sustain in school)</i>		56 <i>(interviewed)</i>	7% (4/56) of households are supporting girls to remain in school, 93% (52/56) don't		End line household survey
	3.2. proportion of household income supporting girls livelihood and education		109 <i>(target to sustain in school)</i>		56 <i>(interviewed)</i>	Mean proportion towards livelihood: 8% Mean proportion towards education: 5%		End line household survey

<sup>5</sup> Total number of girls on current list of bursary beneficiaries (obtained from Press Trust), excluding 2 (1 from Madisi Secondary, 1 from Loyola Secondary). These schools were not visited because they are outside Ntchisi district and the contacts of the headteachers could not be reached.

### Lessons learned:

A total of 14 key lessons have been learned from the STOM project and strategic recommendations were established from the discussion of some of these lessons disaggregated by project design and implementation levels:

- **Project design:** (1) Use of multi-stakeholder and component approach; (2) Behavioural focus; (3) Project duration; (4) Synergies, collaboration and networking on GBV case management; (5) Scaling-up economic empowerment measures to end child marriages; (6) Consideration of boarding facilities for girls enrolled from marriage withdrawal; (7) Management of start-up capital and capacity building to grow small scale businesses.; (8) STOM vs district harmonized beneficiary selection.
- **Project implementation:** (1) Management of outreach structures in the communities (youth centre management committees); (2) Support to community structures; (3) Choice of vocational trades; (4) Handling of learners on bursary dropouts; (5) Replicate and scale-up building capacity of local leaders; (6) Replicate active involvement of mother groups and parents in STOM related projects.

### Conclusions:

Overall, the study established that the STOM project: (1) was relevant to project beneficiary needs, national priorities and global goals. (2) achieved its planned results on withdrawal of children from marriages, education support for girls and economic empowerment. This was achieved in a cost-effective and efficient manner through collaboration of implementing partners as well as government and community stakeholders, without spending over budget; (3) has increased knowledge of adolescent girls on the dangers of early marriages in the communities and created an environment where community structures including local leaders are now more willing to end child marriages e.g., local leaders setting up of task forces to monitor child abuse; (4) had put in place mechanisms to ensure sustainability of benefits of the project even when external support phases out including building capacity of community structures to monitor child violation issues and address them accordingly; and (5) households were not allocating enough money towards education of girls in schools.

## 1 BACKGROUND OF THE PROJECT

Evangelical Association of Malawi (EAM), Press Trust and Technical, Entrepreneurial and Vocational Education and Training Authority (TEVETA) with funding from DCA (TV collections) implemented a two-year (2019 – 2020) project entitled ‘Stop Child Marriages’ (STOM) in all Traditional Authorities in Ntchisi District. The main objective of the project was to ensure that children in Ntchisi are born, grow, develop, and live their lives in the utmost dignified and secured status that facilitates their positive contribution to a sustainable development of their households, communities and the nation at large. The project intended to achieve three outputs. Firstly, to support and facilitate the withdrawal of children in marriage through enhancement of a favourable and supportive environment. Secondly, to empower the girl child to access adequate quality education and sexual and reproductive health and rights before marriage; and thirdly, facilitate economic empowerment of vulnerable girls and families for prevention and sustaining of girls from marriage. The project was implemented by four partners; each with specific role. The partners were: EAM- Implement community mobilisation and advocacy interventions; Press Trust- Manage and disburse Bursaries; TEVETA- Provide technical and vocational skills; and NCA DCA Joint Country Programme: provided coordination and overall project oversight.

### 1.1 Objectives of the evaluation

The overall objective of the evaluation was to assess the extent to which the Stop Early Marriages project has achieved its outputs, outcomes and impact as stipulated in the project results framework. The evaluation also assessed the extent to which the project has contributed to the achievement of the DCA Malawi Country Programme (2016 to 2020) objective of: Sustainable community livelihoods development and job creation; and Communities influence decisions for building resilient communities according to DCA international strategy 2019 to 2022. Also, the evaluation assessed contribution to the 2030 Sustainable Development Goals (SDGs) agenda Goal 5 target 5.3 “Eliminate all harmful practices, such as child, early and forced marriage and female genital mutilation”. The evaluation was specifically aligned to OECD evaluation guidelines including value for money to achieve the following objectives:

- 1) To determine the extent to which project outcome and outputs have been attained both quantitatively and qualitatively through literature reviews, interviews, focus groups etc. with different key stakeholders from the district.
- 2) To provide concrete evidence of the difference the project has been able to achieve, how the project achieved the difference, and determine the extent to which this can be attributed to the funded project.
- 3) To establish the relevance of the Theory of Change in relation to the project results.
- 4) To assess the extent to which working together among EAM, Press Trust, TEVETA and DCA now NCA DCA Malawi has effectively contributed to delivery of expected results.
- 5) To determine the relationship between the achievements made by the project to the overall DCA Country Programme and international strategy 2019 to 2022; and the 2030 SDGs agenda goal 5.
- 6) To identify and isolate key lessons learned from the project intervention that can inform the design of similar projects in future.
- 7) To develop strategic recommendations for future, STOM and youth economic empowerment projects.

Specifically, the evaluation aimed to obtain answers to the following questions:

- 1) To which extent was the project rights-based?
- 2) To what extent did the project contribute to achieving the programme goal?
- 3) To what extent did the project contribute to achieving Government of Malawi policy aspirations on issues of early marriages and youth empowerment?

- 4) To what extent does the project provide evidence that women's economic empowerment reduced early marriages?
- 5) How did the project address norms and stereotypes in communities and with families to increase support for women in non-traditional roles and as breadwinners? What were key strategies that worked well?
- 6) What have been the experiences with prevention of child marriages, e.g., the role and impact of paralegals and champions?
- 7) Are there some key messages from boys/men that have graduated together with women, for example as mechanics? Have their norms shifted, and have some of them become champions for women's rights more than before?
- 8) Are there some examples of how VSLAs have been used in the project, and how employment opportunities and economic empowerment have helped to prevent child marriages?



## 2 EVALUATION METHODOLOGY

The study used the DAC-OECD<sup>6</sup> evaluation criteria which focused the evaluation approach on six aspects including: relevance, coherence, effectiveness, efficiency (value-for-money), impact and sustainability. The approach combined both qualitative and quantitative data collection approaches to collect both primary and secondary data for the endline evaluation. These included literature review, household survey targeting primary beneficiaries (adolescent boys and girls), Key Informant Interviews (KIIs), Focus Group Discussions (FGDs), field observations, and case studies. The assignment commenced on 13<sup>th</sup> July 2021 and covered a total of 42 working days from the day of contract signing to final day of submitting final report (30<sup>th</sup> October 2021). Data collection was done from 2<sup>nd</sup> to 23<sup>rd</sup> October 2021 covering all the seven target traditional authorities (TAs), Chilooko, Chikho, Kalumo, Kasakula, Malenga, Nthondo and Vuso Jere. Preliminary findings were presented to NCA/DCA project team on 20<sup>th</sup> August. Covid-19 regulations were followed throughout the study to protect researchers as well as respondents.

### 2.1 Desk Review

The following project documents were obtained from DCA and reviewed by TCL team to inform the study methodology and designing of data collection tools:

- 1) EAM-DCA STOM Annual Report 2019
- 2) EAM-DCA STOM Report 2020
- 3) Press Trust June – December 2019 Annual Project Report
- 4) Press Trust Annual Report – 2020
- 5) Logical framework approach – TEVETA-DCA
- 6) Logical framework approach – EAM-DCA STOM
- 7) Partner Project Document, LFA and Action Plan – Press Trust – DCA
- 8) Revised Proposal Document
- 9) TEVETA-STOM project quarterly report 2020
- 10) TEVETA STOM annual report 2021

Other documents reviewed in the study, specifically in assessing the relevance and coherence of the STOM included:

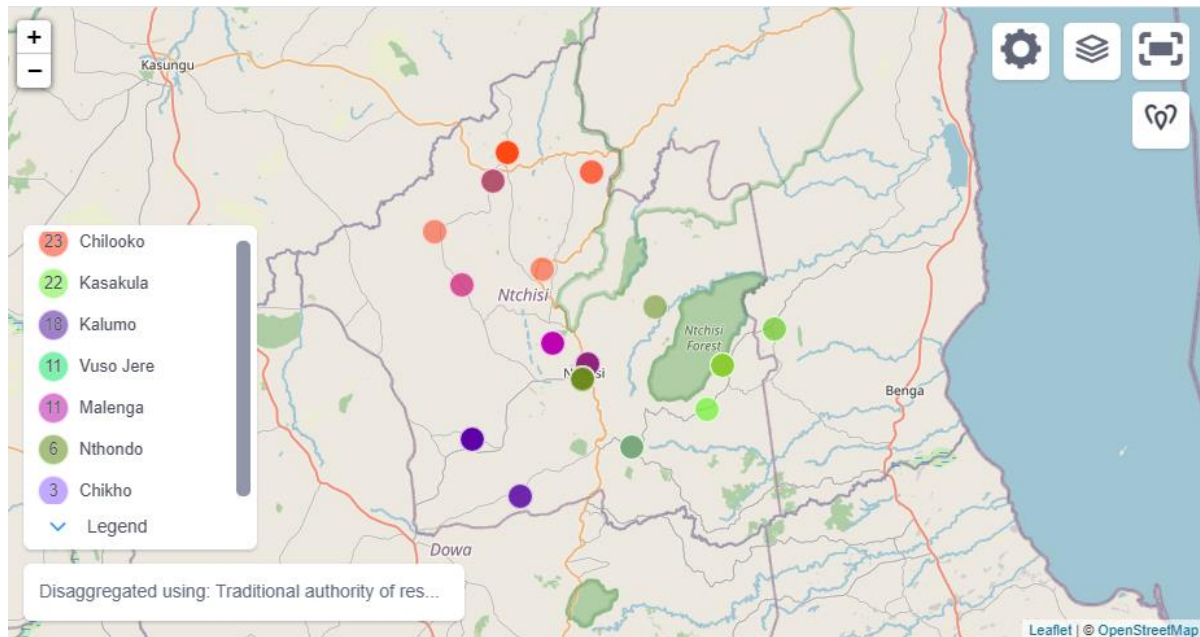
- DCA Malawi Country Programme (2016 to 2020):
- DCA International Strategy (2019 to 2022):
- Official list of Sustainable Development Goal Indicators and targets
- National Strategy on Ending Child Marriage (2018-2023):
- National Gender Policy (2011):
- National Youth Policy (2013):
- Nation Strategy on Inclusive Education (2017-2021):
- National Plan of Action to Combat Gender-Based Violence in Malawi (2014-2020):
- District Social Welfare Reports on Child Marriages in Ntchisi

### 2.2 End line household survey

The household survey was conducted targeting project beneficiaries (girls and boys supported on bursary and graduates from vocation skills training). The study targeted to interview all the 101 students on bursary programme (based on list provided by NCA-DCA – excluding those had not reported to the school and those missing on ministry list/school enrolment) and graduates from vocation skills training component of the STOM project. The study team obtained and used list of students on bursary which was provided by Press Trust to trace the 101 students from the list provided by NCA-DCA. A total of 94 interviews were successfully done. Out of the 101 students, 71 were traced and 30 could not be traced mainly because they went back to marriage/got married and others were on holiday after Junior Certificate of Education (JCE) exams. For vocational skills graduates, a mini-survey was conducted

<sup>6</sup> Development Assistance Committee (DAC), international committee acting under the auspices of the Organisation for Economic Co-operation and Development (OECD)

mainly to capture data on increase in monthly income before STOM and after STOM project. A total of 23 graduates were interviewed mainly from TA Vuso Jere, Chilooko and Kasakula. Due to how spread the TAs are, the study did not manage to meet all the graduates face-to-face, except for TA chilooko where 3 graduates were found at Malomo trading centre. Where the study team did not manage to reach physically, a list of graduates and their contacts was sourced through the child protection workers and youth centre chairpersons and these were interviewed through phone call and the questionnaire was completed remotely. However, still most of them could not be reached. The interviewed sample still falls in the category of mini-survey and the data has been used to measure the indicator on income growth as a result of the project. Figure 1 shows the distribution of endline survey study participants across the seven TAs in Ntchisi district.



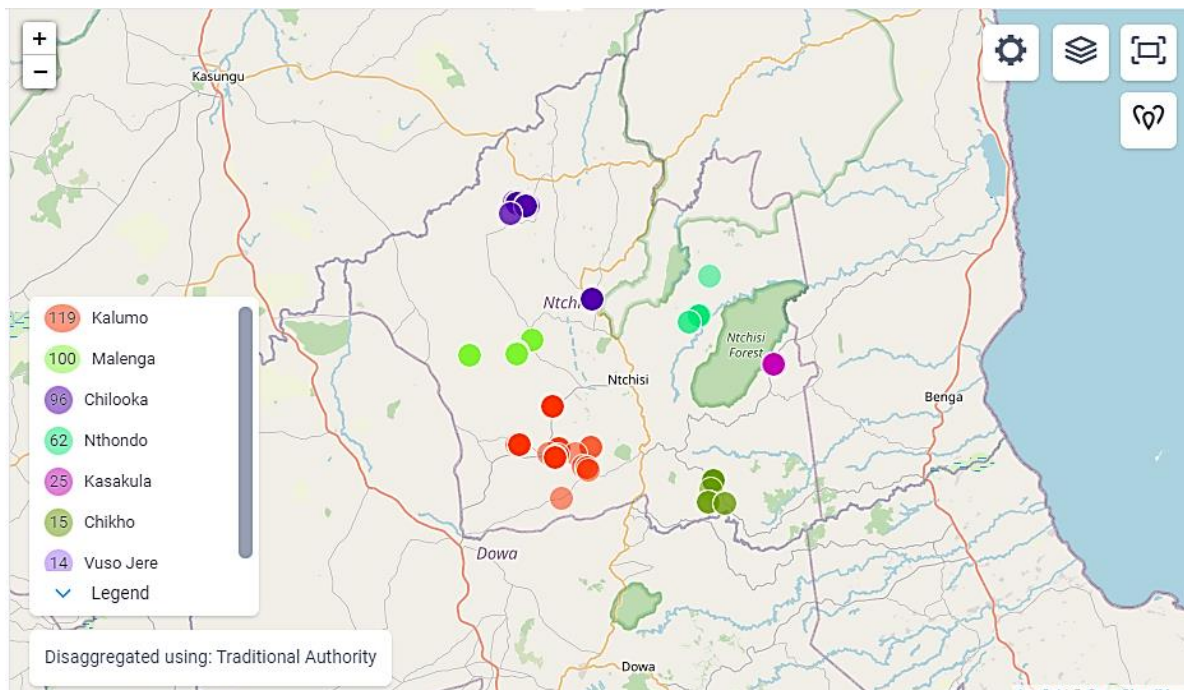
**Figure 1: Distribution of household survey participants by Traditional Authorities in Ntchisi District**

### 2.3 Knowledge, attitude and practices (KAP) survey

The KAP survey was conducted with adolescent girls and boys to assess the effectiveness of the project especially on knowledge, attitude and practices pertaining to SRH. The sample size for this survey was computed from the project target of 7800 adolescent girls (30 in each of the 260 targeted GVHs) according to the project reports. Using sample size calculator found [at this site](#), the sample size calculated was 366. Adding a non-response of 10% gave a total sample of 402 adolescent boys and girls which were planned to be interviewed across the 7 TAs. This sample size was proportionally distributed across the seven TAs based on the population of adolescent boys and girls in the 2019 National Statistical Office (NSO) report. Selection of Group Villages was done purposively based on where the project was actively implemented among the 260 targeted GVHs. This was done with the help of Child Protection Workers (CPWs) who guided the enumerators around the villages. The selection criteria for adolescents were those aged between 14 and 24 years. Due to difficulties in finding adolescents meeting the criteria, some few deviations occurred on the target sample size per TA. Instead of 402, a total of 431 adolescent girls (representing 107% of the intended sample size) were interviewed (65% girls and 35% boys) across all the seven Traditional Authorities (TAs). Table 1 shows the planned versus the actual sample sizes for each TA and Figure 1 is a map showing the distribution of the household survey participants across the seven TAs.

**Table 1: Sample size distribution for KAP survey across the TAs**

No.	TA	Population (10-24 years) NSO 2018	-Proportion (%)	Planned sample size	Actual sample size
1	Chilooko	31,709	28%	114	96
2	Kalumo	26,490	24%	95	119
3	Malenga	21,436	19%	77	100
4	Nthondo	11,253	10%	40	62
5	Chikho	8,596	8%	31	15
6	Kasakula	6,989	6%	25	25
7	Vuso Jere	5,740	5%	21	14
	<b>Total</b>	<b>112,213</b>	<b>100%</b>	<b>402</b>	<b>431</b>



**Figure 2: Distribution of KAP survey participants**

## 2.4 Focus Group Discussions

A total of nine focus group discussions (FGDs) were conducted with the following stakeholders:

- mother group at Madanjala CDSS
- parents – VSLA groups in TA Malenga and TA Kalumo
- bursary beneficiaries girls at Madanjala CDSS, Madanjala CDSS, Chinthembwe CDSS, Gwangwa CDSS and Mpherere CDSS
- teacher mentors at Madanjala CDSS
- champions in TA Vuso Jere

One virtual lessons learned workshop was conducted on 10<sup>th</sup> August 2021 (for approximately 2 hours) with NCA/DCA and Implementing Partner’s (IPs) representatives (EAM, Press Trust and TEVETA) to obtain lessons learnt for the project by gaining answers to the following questions:

- What has (not) worked well?
- Why has it (not) worked well?

- What can be replicated or improved in future NCA/DCA programmes?

## 2.5 Key Informant Interviews

A total of thirty (30) Key Informant Interviews (KIIs) were conducted to seek the views of the people who were involved in the implementation of the project and those knowledgeable on child marriage issues in Ntchisi. KIIs were conducted with relevant government officials especially those involved in the project to explore the various roles stakeholders played in the effectiveness of project programming, processes and procedures. The KIIs were done with the following:

- District Social Welfare Officer
- Assistant District Social Welfare Officer – Malomo Sub office (TA Kalumo)
- TAs (Malenga, Vuso Jere, Kalumo and Chilooko)
- Senior Group Village Headman – GVH Mwalala, TA Kalumo
- Child protection workers (Mr Chiunjiza – TA Vuso Jere, CPW for Mr Matanda - TA Malenga, Mr Malikebu – TA Kalumo and Mr Kasangiza – TA Chilooko)
- Paralegals (2 in TA Malenga, 2 in TA Kalumo, 1 in TA Vuso Jere, 1 in TA Chilooko)
- Malomo youth centre representative
- Police officers responsible for child protection issues – (1 Sub-inspector at Ntchisi Police Station, and 2 at Malomo Police)
- Mother Group Chairladies (1 for Gwangwa CDSS, 1 for Mpherere CDSS)
- Teacher mentor (matron) at Mpherere CDSS)
- Head teachers (Madanjala CDSS, Mpherere CDSS, Chinthembwe CDSS and Mbomba Secondary)
- EAM (Amos Chibwana)
- NCA-DCA (John Chawinga)

## 2.6 Observations and case studies

A total of 4 case studies were documented as follows:

- Girls on bursary (1 at Madanjala CDSS, 1 at Gwangwa CDSS);
- Girls who graduated from TEVETA component (1 in TA Malenga – hair dresser, 2 tailors in TA Chilooko – Malomo trading, and 1 hair dresser in TA Chilooko – Malomo trading)
- A boy who graduated from TEVETA as a carpenter

## 2.7 Data analysis

**Quantitative data** was analysed using descriptive statistics, frequencies, cross-tabulations, using Statistical Package for Social Science (SPSS) and Microsoft Excel. **Qualitative data** from KIIs, FGDs and lessons learnt workshop was recorded and transcribed. Later, this data was analysed through coding of different themes and codes from the transcripts then triangulated with quantitative findings to derive deeper meaning of each key finding. This triangulation of findings helped in the validation of results from different sources.

**RED, YELLOW, GREEN rating** system was used to provide management with an easy-to-read assessment on the project effectiveness on key performance indicators. Green is the status given where project performance was within expectations. Yellow is the status given where some aspect of the project performance is at risk and deserves special attention. Red is the status given where some aspect of the project effectiveness is outside the expected performance.

## 2.8 Limitations

Due to absence of baseline report, endline study findings were only compared with the initial situation through qualitative data obtained from recall questions. Nevertheless, qualitative data obtained from Focus Group Discussions and Key Informant Interviews in a recall of how the situation was before STOM, enabled the study to generate important information on how the baseline situation was which when compared to the current situation (during the time of the study) gave a true reflection of the exact change which the STOM project has brought in Ntchisi district. To complement the recall method, the study used the DAC-OECD criteria of “impact” to generate the evidence of change brought by the STOM

project through consultations with direct beneficiaries, key informants and documentation of stories of change on each key result area: (1) withdrawal of children from marriage, (2) education support and (3) economic empowerment.

### 3 EVALUATION FINDINGS

The findings are presented in three levels. Firstly, an outline of the demographic information for the endline survey participants. Secondly, a discussion of the findings by objectives (what was achieved). Lastly, findings are organised according to the OECD-DCA evaluation criteria of relevance, coherence, effectiveness, efficiency, impact and sustainability where discussions are grouped in response to the key evaluation questions the study. Within the OECD criteria, some findings are presented according to three result areas of the STOM project (withdrawal of children in marriage; education support and access to SRH; and economic empowerment of girls and families). This arrangement has been adopted to make it easy to trace the performance of the STOM project at different levels while adhering to the Terms of Reference.

#### 3.1 Demographic information

Table 2 outlines the demographic characteristics of STOM KAP survey participants specifically including gender, age category, literacy, highest education level attained, marital status, religion, main source of household income and household size. The results show that majority of the interviewed adolescents were: girls (65%), 18 years + (54%), have ever attended school (97%) mainly completed primary level (60.8%), single (84.5%), Christians (96.5%), from households with more than six people (40.4%) and those whose main source of income is “farming” (61.3%).

**Table 2: Demographic and Socio-economic Information for KAP survey respondents**

Characteristics		%	Respondents who gave the response	Total number of respondents
<b>Gender</b>	Female	65.0%	280	431
	Male	35.0%	151	431
<b>Age category</b>	<18 years old	45.7%	197	431
	18 years and above	54.3%	234	431
<b>Literacy</b>	Have never attended school	3.0%	13	431
	Have attended school	97.0%	418	431
<b>Highest education level attained</b>	Primary	60.8%	254	418
	Secondary	37.8%	158	418
	Tertiary	0.2%	1	418
<b>Marital status</b>	Married	5.8%	25	431
	Single	84.5%	364	431
	Divorced	9.3%	40	431
	Widowed	0.5%	2	431
<b>Religion</b>	Christians	96.5%	416	431
	Muslims	0.2%	1	431
	No religion	3.0%	13	431
	Traditional	0.2%	1	431
<b>Main source of household income</b>	Business/trading activities	29.2%	126	431
	Farming	61.3%	264	431
	Money transfer or cash remittance	0.5%	2	431
	Wages/salary	7.7%	33	431
	Don't know	1.4%	6	431
<b>Household size</b>	<6 people	39.9%	172	431
	6 people	19.7%	85	431
	>6 people	40.4%	174	431

#### 3.2 Summary of STOM achievement on each objective

Table 3 is a summary of endline evaluation findings presenting what was achieved on each of STOM project's objectives. Data presented in the Table 3 was obtained from implementing partner's annual

reports and endline household survey (see section 2.2). Commenting on the over achievement on objective 1, EAM attributed it to the support of which the project obtained from community structures the project identified and trained thus paralegals, child protection workers and champions and the joint support from council (District child protection and labour committee and gender technical working group).

**Table 3: STOM end line evaluation summary data****Table 4**

Grant reference	Indicator	Frequency				% achieved	Status	Note/Data source
		N (population)		n (sample)				
STOM	Indicators	Boys	Girls	Boys	Girls			
Contribute towards the reduction of child marriages in Ntchisi District	Number ( % ) of girls and boys sustained in school and attaining higher level of education	22	109	20 <sup>7</sup>	106 <sup>8</sup>	81% girls (88/109) are in school 91% (20/22) boys are in school		End line household survey
<b>PROJECT PURPOSE/ OUTCOME</b>								
Adolescent girls and boys aged 10 – 24 are empowered to attain higher level of education	Number of cases of influence recorded on improving youth inclusion in decision-making and economic empowerment.	22	109	20 <sup>9</sup>	88 <sup>10</sup>	81% (88/109) girls are in school 91% (20/22) boys are in school		End line household survey
<b>Output 1</b>								
Support and facilitate the withdrawal of children in marriage through enhancement of the favourable and supportive environment	1.1: number of boys and girls withdrawn from Marriage	There was no efforts to withdraw boys and girls from marriage	The project did not have target number	229	225	No target to measure against		EAM report

<sup>7</sup> Total number of boys on current list of bursary beneficiaries (obtained from Press Trust), excluding 2 (1 from Likuni Boys, 1 Robert Brake). These schools were not visited because they are outside Ntchisi district and the contacts of the headteachers could not be reached.

<sup>8</sup> Total number of girls on current list of bursary beneficiaries (obtained from Press Trust), excluding 2 (1 from Madisi Secondary, 1 from Loyola Secondary). These schools were not visited because they are outside Ntchisi district and the contacts of the headteachers could not be reached.

<sup>9</sup> Total number of boys on bursary who are still in school

<sup>10</sup> Total number of girls on bursary who are still in school



Grant reference	Indicator	Frequency				% achieved	Status	Note/Data source
		N (population)		n (sample)				
STOM	Indicators	Boys	Girls	Boys	Girls			
		before the project						
	1.2: Number of By-Laws developed at TA level	There was no by-law before the project on stopping early child marriage				All TAs worked together in a workshop facilitated by EAM to develop by-laws. However, copies are yet to be made as it awaits ratification at district council level		
	1.3: Enforcement and functioning of developed by-laws at TA level that stop child marriage	The project planned to work with District Full Council Forums to facilitate ratification of the developed By-Laws						KIIs with stakeholders revealed that EAM facilitated development of by-laws but they are yet to be ratified at district council level and later each chief to have copies)
<b>OUTPUT 2</b>								
Empowering the girl child to access adequate quality education and sexual reproductive health before marriage	2.1: number of girls dropping out of school due to pregnancy and marriage		109 (target to sustain school)		106 (total traced)	17% girls dropped out due to marriage/pregnancy		End line household survey
	2.2. Number of girls sustained in school		109 (target to		106 <sup>11</sup> (total traced)	81% girls (88/109) are in school		End line household survey

<sup>11</sup> Total number of girls on current list of bursary beneficiaries (obtained from Press Trust), excluding 2 (1 from Madisi Secondary, 1 from Loyola Secondary). These schools were not visited because they are outside Ntchisi district and the contacts of the headteachers could not be reached.

Grant reference	Indicator	Frequency				% achieved	Status	Note/Data source
		N (population)		n (sample)				
STOM	Indicators	Boys	Girls	Boys	Girls			
	and attaining higher education		sustain in school)					
<b>OUTPUT 3</b>								
Facilitate economic empowerment of Vulnerable girls and families for prevention and sustaining of girls from marriage	3.1 Growth rate of monthly household income	22 (target to sustain in school)	100 (target to sustain in school)	15 (interviewed)	56 (interviewed)	Mean monthly before STOM = K19,366.00 Current average: K26,352.00 Increase by: K6,986		End line household survey – bursary beneficiaries
			300 (total target for vocational skills boys + girls)	13	10	Mean monthly income before STOM = K10,091.00 Current average: K49,739.00 Increase by: K39,648		End line household survey – vocational training graduates
	3.2: number of Households able to support girls remain in school and attain higher education		109 (target to sustain in school)		56 (interviewed)	7% (4/56) of households are supporting girls to remain in school, 93% (52/56) don't		End line household survey
	3.2. proportion of household income supporting girls and livelihood and education		109 (target to sustain in school)		56 (interviewed)	Mean proportion towards livelihood: 8% Mean proportion towards education: 5%		End line household survey

### 3.3 Application of the OECD-DAC Evaluation Framework

#### 3.3.1 Relevance

Relevance is a measure of the extent to which interventions meet beneficiary needs, country priorities, and consistent with organisational and donor policies. The study assessed whether the STOM project objectives were consistent with global goals, national priorities especially policies and strategies, district and beneficiary needs. This subsection presents a discussion of the relevance of the three main objectives (results areas) of the STOM project in response to key evaluation questions.

##### Relevance to beneficiary needs

At the time of project design in 2019, Ntchisi had a teenage pregnancy rate of 26.7% and marriage age of 15 years at 3.6%. Marriage by the age of 18 was at 38.2%, while girls' primary school dropout rate was at 16.7% and girls' secondary school dropout rate was at 37.1%, according to the Ntchisi District Social Welfare Office. The study also established that child marriage issues were very rampant before the STOM project and according to reports from some key informants especially traditional authorities (TA) Malenga, Vuso Jere, Kalumo and Chilooko, the project was very relevant in addressing the needs pertaining to child marriages in Ntchisi which was a biggest challenge before the coming of STOM. The beneficiaries of the project were mainly from poor families which could not afford to keep their children in school. According to Ntchisi District Social Welfare reports on child marriages, the district had high prevalence of child marriages and efforts in the district are focused at addressing the following key challenges related to early marriages: (1) how to reduce girls returning to child marriages after being withdrawn; (2) closing knowledge gap on the evils of child marriage by parents; (3) identifying ways of closing resources gaps to end child marriages in terms of funding; (4) low follow up on reported abuse and violence against girls and boys; (5) bad cultural beliefs like *Gowero* (girl's residence) *Mphala* (boys residence) and *Chikumu* (elopement or arranged marriages); (6) habit of some parents forcing their children into marriage; (7) some local leaders or chiefs acting as spectators of early boys and girls marriages; and (8) forcing some children getting married as a means of ending poverty by some families. The STOM project has contributed to addressing these challenges through advocacy at community and district level, engagement of different stakeholders, financial support to ensure girls are educated and economic empowerment of families and girls to reduce the prevalence of child marriages since majority occur due to poverty or financial constraints at household level.

##### Contribution of STOM project to the achievement of DCA Malawi Country Programme and International Strategy Goals and 2030 SDG agenda

At global level, findings show that the work of the STOM project on facilitating withdrawal of children from marriage was relevant for and aligned with the **Sustainable Development Goal (SDG) goal 5** which focuses at ending all forms of discrimination against all women and girls everywhere by 2030. Specifically, goal 5 target 5.3 aims at eliminating all harmful practices, such as child, early and forced marriage and female genital mutilation. It also aligns with DCA Malawi Country Programme (2016 to 2020) which aimed to improve the quality of life of the most vulnerable and marginalised people with special focus on women and youth (15 to 35 years). It was also relevant to DCA international strategy (2019 to 2022) which aims at saving lives, building resilient communities and fighting extreme inequality leading to a world without hunger, poverty or oppression where political and popular powers work for just and sustainable use and distribution of resources. Education support component of STOM was relevant to **SDG goal 4** which aims at ensuring inclusive and equitable education and promoting lifelong learning opportunities for all. SGD 4 target 4.1 specifies that by 2030, all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes. STOM project also complemented **SDG goal 5 target 5.6** "ensure universal access to sexual and reproductive health and reproductive rights..." The economic empowerment component of STOM was relevant to SDG goal 5 which looks into achieving gender equality and empowering all women and girls by 2030. Specifically, it was consistent with target 5.7 "undertake reforms to give women equal rights to economic resources, as well as access to ownership and control over land and other forms of property, financial services, inheritance and natural resources, in accordance with national laws". Also,

it was linked to target 5.8 “enhance the use of enabling technology, in particular information and communications technology, to promote the empowerment of women”.

The project was aligned with the goal of DCA international strategy (2019 to 2022) which focuses at saving lives, building resilient communities, and fighting extreme inequality leading to a world without hunger, poverty or oppression where political and popular powers work for just and sustainable use and distribution of resources. The project complemented the cross-cutting objective 3 of the DCA country programme (2016-2020) which focused at strengthening right holder’s mandate by linking their issues and advocacy campaigns to international instruments, processes and cases to leverage change.

### Contributions of STOM project to achievement of Government of Malawi policy aspirations on issues of early marriages and youth empowerment

Nationally, STOM’s work on withdrawal of children from marriage was relevant to the goal of the **National Strategy on Ending Child Marriage (2018-2023)** which aimed to reduce the prevalence of child marriage in Malawi by 20% by 2022. The strategies’ main guiding principles were: protection of the child; best interest of the child; child participation; non-discrimination and inclusion; community involvement and participation; accountability and transparency. It also aligned with the **National Children’s Policy (2019)** which prohibits child marriage, noting that it is a hindrance to the development of children and the country.

The education support component was relevant and aligns with the **National Gender Policy (2011)** which aims to mainstream gender in the national development process in order to enhance participation of women and men, girls and boys for attainment of sustainable and equitable development. The key overall objective of the policy is to increase access, retention and completion to quality education for girls and boys to among others: (1) Reduce poverty among women and other vulnerable groups through economic empowerment; (2) Promote women’s participation in politics and decision making, and (3) Eliminate gender-based violence child abuse and human trafficking. It also aligned with the goal of the **National Sexual and Reproductive Health and Rights (SRH) Policy (2017-2022)** which is to provide a framework for provision of accessible, acceptable and affordable, comprehensive SRH services to all women, men and young people of Malawi through informed choice to enable them attain their reproductive rights and goals safely. STOM in this result area facilitated the removal of barriers to education through supporting girls and boys with school fees and other relevant entitlements which aligned with the goal of the **Nation Strategy on Inclusive Education (2017-2021)** which focuses at ensuring that learners with diverse needs in Malawi have equitable access to quality education in inclusive settings at all levels through the removal of barriers to learning, participation, attendance and achievement.

The economic empowerment component of STOM was relevant and consistent with the goal of the **National Youth Policy (2013)** which aims to create an enabling environment for all young people to develop to their full potential in order to contribute significantly to personal and sustainable national development. It also aligned with the goal of the outgoing **National Plan of Action to Combat Gender-Based Violence in Malawi (2014-2020)** which aimed to create an enabling environment for the elimination of GBV in a holistic, participatory and multi-sectoral manner.

At district level, the girl and family economic empowerment component of STOM was relevant to the needs of the people in Ntchisi where more than half of the people in the district were considered poor with a reported poverty incidence of 53.5% (IFPRI, 2019).

#### 3.3.2 Coherence

Coherence is a measure of the compatibility of the intervention with other interventions. The study assessed whether the STOM project objectives were compatible with other interventions carried out by NCA/DCA (internal coherence) and consistence with interventions by other actors in Ntchisi district (external coherence). This subsection presents a discussion of the internal and external coherence of the three main objectives (results areas) of the STOM project.

#### Available internal synergies and interlinkages between STOM and other interventions done by DCA and its partners

Internally, the three objectives of the STOM project complemented NCA/DCA's N'zatonse SRH project implemented by various partners in Ntchisi and six other districts in Malawi (Rumphi, Mzimba, Ntcheu, Neno, Blantyre and Thyolo) with a focus of achieving universal health coverage of quality, equitable and affordable health care. STOM project was an off shoot of Nz'atonse project which had gaps in providing bursaries and vocational skills. The N'zatonse project focused at strengthening the informed demand for and access to high quality SRH information as well as products and services on sustainable behaviour change and access gains for youth and rural populations.



N'zatonse club members  
**Source:** DCA resources [at this link](#)

### External coherence

Externally, withdrawal of children from marriages complements the efforts of Ntchisi district in fighting against early marriage practices. Specifically, this objective complemented the efforts of the district social welfare office. According to the district social welfare officer (DSWO), most of the interventions in the district usually target other sectors like agriculture, but STOM was more relevant and aligned with the core functions of his office. The education support complements government's efforts as one way of ending child marriages. According to the DSWO, STOM project was the only project that showed interest in the issue of bursary which really complemented social welfare office's efforts and filled the gap which usually they faced as a district to accomplish this task i.e., lack of funds. The economic empowerment also complemented district efforts which according to district social welfare office reports are among others aimed at empowering community structures to end child marriages.

### 3.3.3 Effectiveness

Effectiveness is a measure of the extent to which the intervention achieved its objectives and its results, providing an insight into whether an intervention has attained its planned results, the processes by which this was done, which factors were decisive in this process and whether there were any unintended effects<sup>12</sup>. This subsection presents a discussion of the extent to which three of STOM's objectives have been attained (quantitatively and qualitatively), factors that influenced achievement or non-achievement and the extent to which cross-cutting issues were effectively mainstreamed.

<sup>12</sup> OECD library. [At this link](#)

STOM's log frame indicates that the project had three key output areas: (1) withdrawal of children from marriage; (2) empowering girls to access adequate education and SRH before marriage; and (3) economic empowerment of vulnerable girls and families for prevention and sustaining of girls from marriage. The log frame includes one project outcome "adolescent girls and boys aged 10-24 years are empowered to attain higher level of education" which is contributing to STOM's goal of contributing towards the reduction of child marriages in Ntchisi district. At outcome level, the findings show robust evidence of the STOM project empowerment of adolescent girls and boys to attain higher level of education. Key factors that have contributed to this achievement according to qualitative findings include: (1) Good implementing partner coordination including frequent review meetings; (2) community engagement in beneficiary selection; (3) Good collaboration with relevant government offices under the ministry of education and ministry of gender; and (4) timely disbursement of resources.

The following subsections discuss the specific achievement on the three result areas and the possible factors that enabled NCA/DCA and IPs to achieve or not achieve. These findings are organised in response to the key evaluation questions considered under effectiveness in the study.

### Achievement of project outcomes and outputs

#### Output 1: Withdrawal of children in marriage

Findings of the study reveal evidence that the STOM project has facilitated withdrawal of girls and boys from child marriages. The project did not have specific target on number of girls and boys to be rescued from marriages. However, some annual reports from EAM indicated an annual planned target of 100 children to be withdrawn from marriage, which according to EAM, was very low target compared to what the project managed to achieve. Table 4 shows that the project has facilitated withdrawal of a total of 451 children (255 girls and 196 boys) from marriages. Column 8 of Table 6 (percentage of achievement) shows that the project did not attain 36% of its 2019 target in terms of number of children to be rescued from child marriages. However, in 2020, the project exceeded the target number of children to be withdrawn from marriages and achieved three times more than what was planned. In the last quarter, the project did not achieve 25% of its target. However, overall, the project achieved two times more than what was planned on output 1 (withdrawal of children from early marriages) and according to reports, these children were further supported either by returning them to school or vocational skills training which are discussed in subsequent sections of this report. The overachievement according to EAM was through the establishment of community structures including building capacity of paralegals (42 across the 7 TAs) and champions (98, 14 from each TA) which mainly comprised of local leaders, opinion leaders including *Gule wa Mkulu* leaders, area development committee members, youths and religious leaders. These stakeholders were reported to have played crucial role in rescuing children from marriages because they were more custodians of some cultural belief systems that led to early child marriage. The approach adopted the principle of 'send a thief to catch a thief'.

**Table 5: Planned and proportion of achievement for output 1**

Result	Indicator	Year	Planned	Achieved			% Achieved	Source
				Male	Female	Total		
Outcome 1: Reduced cases of child marriages.	Number of children rescued from child marriages	2019	100	4	60	64	64%	EAM 2019 annual report
		2020	100	192	195	387	<b>387%</b>	EAM 2020 annual report
		2021	100	37	38	75	75%	EAM 2021 quarterly report
		<b>Total</b>	<b>300</b>	<b>233</b>	<b>293</b>	<b>526</b>	<b>175%</b>	

### Knowledge, Attitude and Practice assessment results pertaining to early marriages

Under objective 1, the STOM project also implemented activities aimed at increasing awareness on early marriages. The study assessed the knowledge, attitude and practices of adolescent girls and boys pertaining to early marriages to ascertain the effectiveness of STOM's interventions under this objective. Box 1 presents the findings of this assessment where majority of respondents portrayed increased knowledge, attitude and practices on perceptions on appropriate marriage age for both boys and girls; forms of child abuse; complaint structures for child abuse; access to advice/training and reporting of child marriage cases. These findings highlight that the STOM project has enhanced knowledge amongst adolescent girls and boys pertaining to Gender Based Violence (GBV) reporting or case management structures because majority are aware of who or where to go in case of any abuse. Further, Box 1 shows the project has enhance understanding of adolescent girls and boys on the significance of pursuing education and the dangers of marrying before 18 years because majority indicated that it is good to marry above 18 years and many perceived that education would make one a better husband or a better wife.

**Box 1: Knowledge Attitude and Practices (KAP) of adolescents on Child Marriages**

**KNOWLEDGE ON CHILD ABUSE**

Forms of child abuse known to Respondents (R): physical abuse: 66.8%, sexual abuse: 70.5%, emotional abuse: 38.3%,

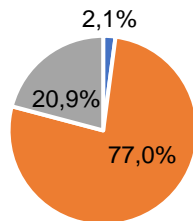
87.9% of R know a place or people to be contacted if they are abused, mainly:

- 40.6% child protection workers
- 32.3% chiefs/community leader
- 25.3% police
- 17.4% social or health worker

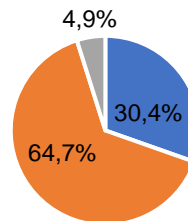
**RESPONDENT'S SUGGESTIONS ON APPROPRIATE MARRIAGE AGE FOR BOYS (Left) AND GIRLS (Right):**

It is worth noting that still a good proportion (30.4%) perceived that girls should be ideally getting married before the age of 18 which shows that there is still some more work need to improve the perception of adolescent girls and boys on appropriate marriage age and associated dangers.

**Marriage age for Boys**



**Marriage age for Girls**



■ <18 years  
 ■ 19-24 years  
 ■ 25-40 years     
 ■ <18 years  
 ■ 19-24 years  
 ■ 25-40 years

**ACCESS TO ADVICE/TRAINING ON CHILD MARRIAGES:**

65.4% of R have received some advice or training related to early marriages, mainly on:

- 82.3% impact of early marriage on health
- 39.4% impact of early marriage on education

Advice on early marriages was mainly obtained from:

- 46.1% school teachers
- 37.6% other NGOs
- 22.7% EAM
- 20.2% parents
- 7.4% mother group

**PERCEPTION ON MARRIAGE VS EDUCATION**

27.1% of R believe that education has an influence in the marriage payment

71.7% of R think that being more educated makes girls better wives, mothers, daughters in-law

12.1% of R believe that being more educated for girls may create problems  
74.9% of R think that being more educated makes boys better husbands, fathers, sons in-law

#### **REPORTING CHILD MARRIAGE CASES**

95.4% of Respondents would report a case of a child was offered into marriage below 18 years, mainly to:

- 51.1% child protection workers
- 35% police
- 23.8% social or health worker

Those that would not report a case of child marriage it is mainly because:

- 35% don't know where or who to report to
- 20% it is not their business
- 15% fear of retaliation
- 15% other reasons (33% fear of a relative getting arrested)

#### **Output 2: Empowering the girl child to access adequate quality education and SRH**

STOM project provided education scholarships to girls and boys targeting: (1) out of school adolescent girls and boys (those that dropped out of school due to poverty and adopted negative coping strategies like marriage, child labour, prostitution; from female headed/elderly headed/child headed household or single or double orphaned; school going age; and high interest to pursue further education); (2) in school but at risk of dropping out. These activities of STOM contributed to reduced illiteracy levels among girls. Table 5 shows that overall, the project achieved 99% of its target on readmitting and maintaining survivors of child marriages in school. The target of 120 students was maintained across the years, meaning that each year was supposed to have 120 students admitted on bursary. In 2019, the project managed to achieve 99% because one girl was withdrawn as she did not meet the criteria (she was in standard 8 – primary school level while the project targeted to admit secondary school girls and boys only). In 2020, the project only maintained 73 students on bursary representing 61% achievement because many adolescent girls dropped out from school and went back into marriages and others due to household economic hardships, and long distances between school and their homes as highlighted by Press Trust staff, Sherry in the lessons learned workshop which was conducted in the end line study. According to EAM and many other key stakeholders consulted in the study, COVID-19 also contributed to the dropouts in 2020 especially when school calendars were affected across Malawi and children had to stay home for a longer period when schools were closed. In the final quarter (2021), Press Trust topped up students on bursary program. Director of Operations for Press Trust in an interview, he indicated that each time students dropped out, they were replaced. During the end line evaluation, press trust provided the study team with a list of bursary beneficiaries which comprised of a total of 131 students (109 girls, 22 boys). The study traced all the 17 target schools in Ntchisi district except for 4 schools (2 girls and 2 boys) which were outside of Ntchisi district. Out of the 126 students who being traced, a total of 108 students (88 girls and 20 boys) were confirmed to be in school and 18 girls were reported to have dropped out due to marriage and/or pregnancies representing 82% achievement on sustaining girls and boys in school.

**Table 6: Planned and proportion of achievement for output 2**

Result	Indicator	Year	Target			Achieved			% Achieved	Source
			Male	Female	Total	Male	Female	Total		
Reduced illiteracy levels among girls.	Number of children rescued from child marriages and readmitted back to school	2019/20	18	102	120	18	101	119	99%	Press Trust 2019 annual report
		2020/21	12	108	120	15	58	73	61%	Press Trust 2020 annual report



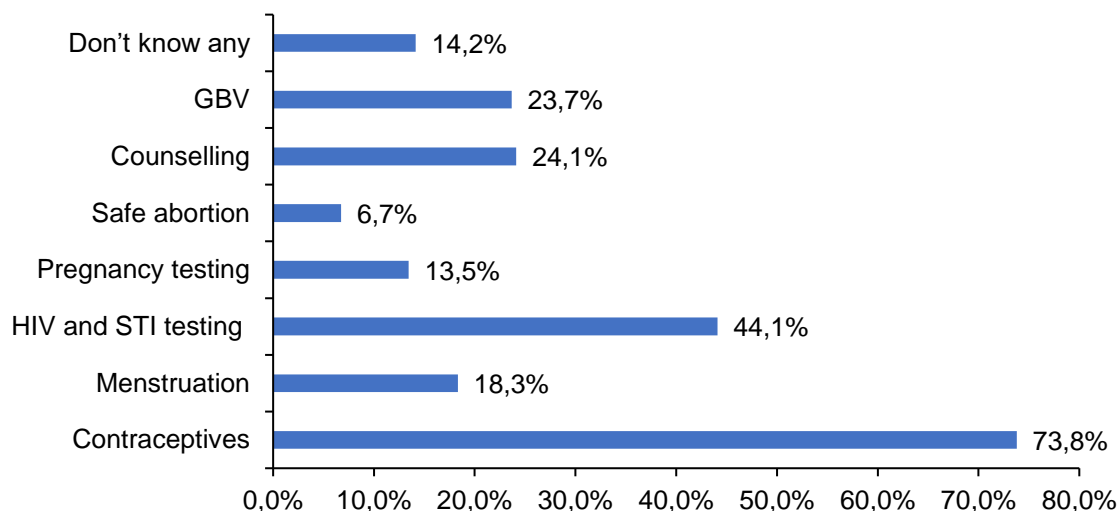
		2021 /22	22	109	<b>131</b>	20	88	<b>108</b>	<b>82%</b>	End line survey
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Knowledge, Attitude and Practice (KAP) assessment results pertaining to SRH

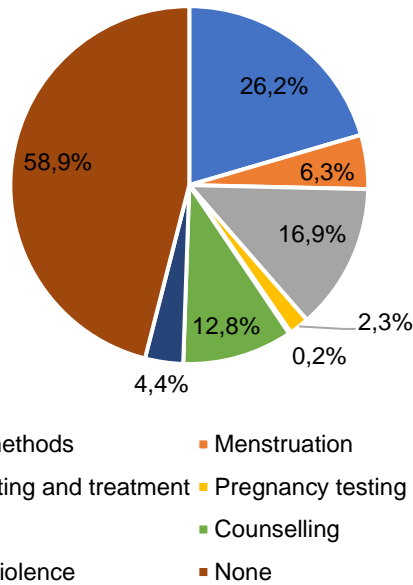
The project also implemented activities to increase knowledge among adolescent girls on issues of sexual and reproductive health including family planning and HIV and AIDS to reduce their vulnerability and being at high risk to related outcomes. The study assessed the knowledge, attitude and practices of adolescent girls and boys pertaining to SRH to ascertain the effectiveness of STOM's interventions under this objective. Box 2 presents the findings of this assessment where majority of respondents showed increased knowledge and attitude on knowledge of different SRH services including where to access them, and perceptions on sexual relationships. The findings specifically show that the STOM project has contributed to increased knowledge of SRH services with majority of respondents mentioning contraceptives (73.8%) and HIV and STI testing and treatment (44.1%). Majority (85.4%) also indicated that they are aware of where they can access such SRH services especially at the clinics. This also shows contribution of the project on the part of access to SRH services.

**Box 2: Knowledge Attitude and Practices (KAP) of adolescents on SRH**

**KNOWLEDGE OF SRH SERVICES:**



**ACCESS TO SRH SERVICES IN THE PAST SIX MONTHS**



**ACCESS TO SRH SERVICES**

75.6% of R have received some SRH advice or training before, mainly from:

- 48.8% social or health worker
- 37.7% school teachers
- 26.1% other NGOs
- 16.9% EAM
- 8% parents

85.4% of R have a place in their community where they access SRH services, mainly from:

- 88.9% clinic/health centre
- 14.9% youth centre
- 10.9% school
- 2.2% mother group

**PERCEPTION ON SEXUAL INTIMACY**

- 88.6% of R believe it is not right for girls and boys to kiss, hug and touch each other
- 89.6% of R believe it is wrong for unmarried boys and girls to have sex even if they claim to love each other
- 76.6% of R believe a boy should not force a girl to have sex even if he claims to love her
- 77.5% of R believe girls should remain virgins until they marry
- 72.6% of R believe boys should remain virgins until they marry
- 49.7% of R believe boys and girls can have sex provided they use contraceptives
- 49.4% of R believe it is not all right for girls and boys to have sex, not even to use contraceptives

**Output 3: Economic empowerment of girls and families**

Table 6 shows that under output 3, the STOM project planned to economically empower a total of 300 children through vocational skills training. The project managed to train 305 children (283 girls, 82 boys) representing 102% achieved. Thus, the project exceeded the planned output. This was mainly because TEVETA recruited more in cohort 2 than in cohort 1 because cohort 1 had many dropouts due to pregnancies and girls returning to marriage

**Table 7: Planned and proportion of achievement for output 3**

Result	Indicator	Year	Target	Achieved			% Achieved	Source
				Male	Female	Total		

Reduced teenage pregnancies and child forced marriages.	Number of girls who have successfully completed a vocational skills programme.	2019/20	150	28	99	127	85%	TEVETA, 2019 annual report
		2020/21	150	54	124	178	119%	TEVETA, 2021 annual report
		<b>Total</b>	<b>300</b>	<b>82</b>	<b>283</b>	<b>305</b>	<b>102%</b>	

### Factors that influenced achievement or non-achievement of the objectives

Key factors which contributed to the attainment of these results include:

- building capacity and working with community structures including paralegals, child protection workers, local leaders, religious leaders, mother groups;
- awareness meetings on dangers of early marriages at community level
- use of role models to encourage girls to remain in school:
- coordination with relevant district government offices:
- timely disbursement of funds to implementing partners
- establishment of by-laws at community level
- use of VSLAs to ensure economic support of families to keep teen mothers in school
- frequent review meetings between implementing partners to address challenges arising from the project

### How Human Rights Based Approach (HBRA) and cross-cutting issues were effectively mainstreamed in the project

The HRBA places human rights as the normative and operational tool for addressing issues. It is a central policy theme at global and regional levels through the initiatives of various agencies within the United Nations and regional organisations. Central to this approach is the need to place human rights at the centre of all actions, programmes, interventions, policies and plans on issues touching on human welfare. Child marriage is a violation of human rights because it denies a girls' rights to health, choice, life free from violence and education. Thus, the STOM project applied the HRBA approach in contributing to end child marriages building a safer, healthier and more equal future for girls in Ntchisi district. Other important cross-cutting issues mainstreamed in STOM project include gender equality (promoting equal access to productive assets for boys and girls), women empowerment through VSLAs and vocational skills learning, and violence prevention through building capacity of paralegals and other community structures to monitor issues of violence in the communities including involvement of youth champions and faith leaders as part of a transformative approach to addressing norms and practices which promote early marriages in Ntchisi.

### Role and impact of paralegals and champions in prevention of child marriages

Stakeholders reported that paralegals were instrumental in the STOM project. Commenting on their roles, one of the paralegals consulted reported: **“We were working hand in hand with people in areas because they are like our mediators who see and know what issues happen in the villages. We were enlightening them that this kind of practice has to end because the practices are not in line with the laws of our country”**. The paralegals complemented child protection workers who are part of the district social welfare office structure under the Ministry of Gender. These CPWs are only few in each TA, for example only 5 CPWs in TA Malenga. Commenting on the contribution of paralegals in the STOM project, CPW for TA Malenga said: **“with the coming of the paralegals, it has helped us. The paralegals are our eyes on issues of child marriages, child labour and child abuse. The paralegals work hand-in-hand with District Social Welfare Office in reporting cases that happens in the villages. Even if some villages decide to conceal cases of child marriage, the paralegals reports to TAs or relevant offices at district level. They reach out to the people and connect the**

**CPW and the people in the village. You know our office has challenges with finances, for us to reach to places where cases were reported it was not easy because we lacked fuel in our motor cycles and cars. When EAM gave us the paralegals, they gave us an extra leg to reach out to places where we could not be easily to attend to reported cases. The role of paralegals helped in advocating that people should change their behaviours which promoted early pregnancies and early marriages.”**

The study established that other champions who played a crucial role in the STOM project were community elders and chiefs with whom the project held meetings and a series of discussions to ensure that some traditional practices promoting early pregnancies and early marriages were eradicated. For example, one CPW indicated that the chiefs ensured that practices which kept boys and girls in the same residences were stopped. Further, these opinion leaders also ensured that some periodic cultural practices like traditional dances locally known as “*Gule wa mkulu*” are scheduled during weekends (Saturday and Sunday) in a way that does not conflict with school days to avoid disturbances to school children. One CPW said: **“in other areas people used to do *gule wa mkulu* during the week, but with the help of the awareness meetings on giving quality time to child education, there has been a change. Also, the paralegals taught people to perform *gule wa mkulu* ceremony on Saturdays and Sundays. In the past, when such ceremonies were done during week days, kids were boycotting classes and could go to watch *gule wa mkulu* ceremony. So, through the meetings conducted by EAM, chiefs were encouraged to be organising the ceremonies from Friday evening till Sunday afternoon.”**

**How STOM addressed norms and stereotypes in communities with families to increase support for women in non-traditional roles and as breadwinners (key strategies that worked well)**

The study has shown that there was indeed a generalised belief in the project area that some roles or economic activities are for men and others are for boys, women and girls. Men are regarded as bread winners and women were assigned household chores such as cooking, doing laundry, fetching water and firewood. Findings have shown that the STOM project facilitated creation of an enabling environment and reduced perception that boys and girls were different by encouraging boys and girls to pursue any vocation course of their choice. This enabled girls to choose trades which were mostly regarded non-traditional for girls to pursue. For example, the child protection worker in TA Kalumo indicated that eleven girls in his area pursued and completed mechanical course. One CPW commented: **“from experience, many girls and boys are now aware of gender equality. Even if they are different in gender, they can still do any kind of work they want. From that, girls and boys had the chance to choose the type of work that they thought would profit them regardless of their gender. We saw girls becoming mechanics, others did carpentry and joinery. We have them in our communities”**.

**3.3.4 Efficiency**

Efficiency is a measure of the relationship between outputs (intervention products or services) and inputs (the resources that it uses). A project is regarded as efficient if it utilises the least costly resources that are appropriate and available to achieve the desired outputs. This section presents an analysis of how efficient the STOM project was in implementing each of the three project components focusing on the cost performance index (CPI), timeliness and coordination between various stakeholders in the project. Each of these is now discussed.

**How working together among EAM, Press Trust, TEVETA and NCA/DCA Malawi effectively contributed to delivery of expected results**

The study findings reveal that the STOM project employed a number of strategies to ensure that the project attains the outputs in an efficient manner. One of these strategies was collaboration with relevant government and community structures especially the District Social Welfare Office which has extension workers in all the traditional authorities in Ntchisi District. NCA/DCA also contracted and utilised expertise from three different partner organisations which managed the three respective components of the STOM project (EAM - advocacy, Press Trust- education support, and TEVETA – vocational skills training). According to Press Trust head of operations, there was good collaboration between the implementing partners which necessitated delivery of outputs he gave an example: **“We were supposed to procure uniforms and distribute to the beneficiaries of the bursary scheme. We made a decision to use the graduates of TEVETA – those who were doing tailoring to**

immediately use the skills that they have gotten from TEVETA to do the uniforms for these girls. So, all the uniforms that we supplied we never bought them from Lilongwe, we bought them from Ntchisi. We used the tailoring graduates to supply uniforms. So, I guess that’s one of those good things that multi-component programmes can leverage each other”

Value for money in relation with project scope and objectives

**CPI and Burn Rate**

Burn rate assessed the performance of the project with respect to the original budget. Burn rate was the rate at which the project spent its budget. Burn rate of greater than 1 meant that the project was spending the budget faster than it should and overspend the budget.

$Burn\ rate = \frac{1}{CPI}$	Formula 1
<p>Where CPI is the Cost Performance Index. This measures the cost efficiency of a project, is the budget being spent as planned? A CPI of 1.0 means the project is exactly on budget that the work actually done so far is exactly the same as the cost so far. CPI greater than 1.0 means under planned cost, while less than 1.0 means over planned cost. CPI is calculated in the following way:</p>	
$CPI = \frac{EV}{AC}$	Formula 2
<p>Where:                  EV =Earned Value<sup>13</sup>                  AC= Actual Cost<sup>14</sup></p>	
<p>Therefore, the more direct way of calculating burn rate is the following:</p>	
$Burn\ rate = \frac{AC}{EV}$	

The calculated CPI and burn rate values for all the three components (EAM, Press Trust and TEVETA) suggest that money has been spent below the planned budget for all the three components with Press Trust spending much less compared to the planned budget (Table 8). The under expenditure on the education component was because PRESS Trust (one of the partners on the project) was supposed to make transfers for bursaries to schools in advance at the beginning of school year 3 before closing of the project, unfortunately due to COVID-19, school calendar was disturbed, and this affected the arrangement and financial plan. And that, the final transfer NCA/DCA to Press Trust was not done, to enable them make transfers to schools hosting the bursary learners. Table 8 shows that the two components, by EAM and TEVETA have CPI close to 1.0 which suggests that the work done in these components was directly matching with the money spent. Correlating this with qualitative findings as well as field observations it shows that the resources were used well and there was robust evidence of value for the money which has been spent.

**Table 8: Cost Performance Index and burn rate for STOM project components**

Component	Earned value (2019-20) - MWK	Actual Cost (2019-20) - MWK	CPI	Burn rate	Remark
Withdrawal of children from marriage – advocacy (EAM)	121,776,331.85	111,877,827.45	1.09	0.92	Money spent under planned cost

<sup>13</sup> The measure of work performed expressed in terms of the budget authorized for that work

<sup>14</sup> The realised cost incurred for the work performed on an activity during a specific time period

Education support – Press Trust	80,000,000	16,656,930.75	4.80	0.21	Money spent under planned cost
Economic empowerment – TEVETA	147,790,036.17	143,033,610.73	1.03	0.97	Money spent under planned cost

### Timeliness

Qualitative findings of the study reveal that disbursement of funds was done timely which necessitated implementing partners to carry out their activities on time except where Covid-19 disturbed timely delivery of some activities especially the education support component where school calendars were disturbed in 2020. Press Trust Director of Operations commented on one area which has worked well as follows: **“in terms of what worked well, we had a lot of procurement efficiency in terms of supplying the entitlements in time”**.

### 3.3.5 Impact

The impact is a measure of notable intervention effects on the beneficiaries, either positive or negative, intended or unintended. It is a measure of the broader intervention consequences. This section discusses impact of the STOM project at the individual level (micro) and organisation and community level (meso) in response to the evaluation questions. This section also highlights key behavioural changes observed in the STOM project, both intended and unintended.

#### Significant positive and negative effects generated by STOM

##### Individual level impact (micro)

At individual level, the study established positive evidence and negative effects that resulted from the STOM. The positive effects included:

- Increased awareness on the evils of early marriages:** evidenced by the KAP survey results, the project has increased awareness on the dangers and systematic marginalisation of women due to reduced access to education, economic opportunities and increased time burdens in the long run. Most of the KAP survey respondents reported that it was good for girls and boys to marry above the age of 18. One child protection worker commented: **“the coming of STOM has made many people aware of dangers of allowing children to marry each other. This awareness has reduced the numbers early marriages. Before the project child marriages were too high compared to present. Now is better, early child marriages has reduced because people were aware of the ills of allowing children to marry each other.”** Lessons on the evils of early marriages are learnt by teen mothers who were withdrawn from early marriages and they could later act as good role models to their peers when they finish their education. A teen mother who was being supported on a ‘back to school program’ of STOM at Gwangwa Community Day Secondary School commented: **“With the experiences I have had, I would say early marriage is bad, because I got married while I was a child. Problems could come in the marriage and I did not know what to do and who tell, sometimes I would just be crying because I was not matured enough to make decisions and I did not know who could help me. So, I have seen that it is bad because as a child I was not yet matured”**.
- Increased knowledge of SRH by adolescent girls and boys:** The project has led to increased knowledge and access of SRH which is likely going to reduce vulnerability of these children to early marriages. As described in detail under effectiveness section, boys and girls interviewed in the household survey demonstrated increased knowledge of the different types of SRH services, and majority perceived that it is not right for unmarried boys and girls to indulge in premarital sexual activities.
- Complaint structures for child abuse cases are now widely known,** household survey findings also revealed that the project has increased awareness of where to seek help when abused. Most of the adolescents interviewed in the study indicated that if they knew of a child abuse case, they would report cases to child protection workers and police.

On the other hand, the negative effects of the project at individual level include:

- **Some duty bearers demanding bribes from beneficiaries for being included on the list/ being selected:** through the lessons learnt workshop, it was established that the project generated some negative behaviours among some duty bearers especially some child protection workers who were involved in beneficiary selection. EAM commented: **“we had a challenge that some of child protection workers in some traditional authorities, after identifying the beneficiaries, they could go back to those beneficiaries’ homes or households demanding cash. They could sometimes challenge them to say ‘for your child to be picked it was because of my influence, so you will see what you can do’”**.
- **Some duty bearers demanding that their children be included on beneficiary list:** findings showed that some duty bearers especially some local leaders portrayed negative characters in the project. EAM commented: **“some of the chiefs could want their children to be included as beneficiaries despite that the child did not qualify. So, we were trying to liaise with them to understand that the project is looking at some specific conditions. We fought this from the beginning up to the end of the project. Up to now they are still calling, ‘when is the project starting, we really need that because we have seen our friend’s children benefiting’”**.

### ■ Organisation and community level impact (meso)

At organisational or community level, the STOM project has generated the following positive effects:

- **Reduced prevalence of child marriages:** the study used a recall question to understand how the situation of child marriages was before the STOM project and obtained comparison remarks on the current remarks from respondents. Qualitative findings revealed that the project has contributed to a decrease in prevalence of child marriage cases. One parent from TA Malenga commented: **“Child marriages were everywhere, but with the coming in of this project we have seen change”**. Commenting on the same, one child protection worker indicated that marriage between children has declined. Another child protection worker added by pointing out to some factors which have contributed to the reduced cases of child marriages **“Before the coming of this project, we didn’t realise that there were a lot of child marriages happening. With the coming of the project, the village meetings helped us to realise that there were a lot of children that were getting married. Upon realizing that, we began ending those marriages and the numbers began to reduce. Thanks to the meetings that we had, we realised that we have a certain number of child marriages and we saw that it is an issue. We started facilitating meetings enlightening people, this helped reduce the cases we were getting at first which were a lot. When people began to be aware, the cases started to drop”**. However, as much as findings show that there is reduction in child marriage cases, there was also growing evidence that there is still more work to be done in this area to ensure that the practice completely comes to an end. According to Ntchisi police, **“the percentage of children that are going into early marriages have dropped compared to the past. However, we can’t say that they have completely ended, the same with thieves. We can’t say that people have stopped stealing because we catch thieves every day, but the police are working day and night to fight child marriages.”**
- **Community members are more willing to end child marriages:** findings showed that STOM project has enhanced community participation and willingness to end child marriages in their areas. This is evidenced by improved reporting of child marriage cases and parents organising themselves with the support from local leaders to follow up and end child marriage cases. One parent commented: **“parents are now aware that they cannot make their children go into marriage while young even if they are pregnant. We have set rules in our village with the chiefs that if any child is found married but at a younger age they will pay. For this reason, every family is eagerly watching after their children”**. Adding to this, she shared from her own experience: **“It happened to me, my child got pregnant while she was young and I wasn’t aware of it. The thought didn’t even cross my mind that she can be pregnant, I was busy with her elder sisters but the last born is the one that got pregnant. When I found out, I accepted and thought it wise not to abuse her since it had already**

**happened. I took care of her until she gave birth. After a year and two months she went back to school and I kept on encouraging her that she should not repeat the same mistake of getting pregnant. She cooperated with me because she remembered what she went through during pregnancy and child bearing at her age”.**

- **Local leaders are now more willing to end child marriages:** for example, Senior Group Village Headman (SGVH) Mwalala in TA Kalumo has set up a task force of women to abolish practice of marrying off young girls locally known as “*Chikumu*”. Commenting on his efforts: **“as a person who is heading local leaders, I am leading in the fight against the abuses which girls and boys are facing including ending child marriages. We selected women that will monitor girls and end child marriages. Child marriages here are called “*chikumu*”, ceremonies that are not done in church. So, whenever we hear that there is such kind of ceremonies, the selected group of women go in such gatherings to check the age of the girl and the boy before they continue with their ceremony and there are charges that are in placed on child marriages”.**

#### Evidence that women’s economic empowerment reduces early marriages

Many stakeholders consulted in the study pointed out to the benefits of women economic empowerment towards ending child marriages. Commenting on this, Sub-inspector at Ntchisi police victim support unit: **“Most of the times, you can agree with me that when we say that the girls are vulnerable, it is mainly due to financial challenges. That is the side men take advantage of, ‘I will give you something’. So, if they have been empowered financially, it works for their good that they can stand on their own and can resist someone who wants to entice them”.** This is consistent with report from a graduate of TEVETA component which showed that STOM’s economic empowerment interventions contributed to reducing early marriages by increasing their access to financial resources which enables them meet their daily needs and wants: **“Comparing my past and now, my life differs from before because I am able to find a little something, and I am able support myself to buy what I want whether soap or anything even *Chitenje* (cloth) I can buy because some work I do I am able to find MWK5,000. Then I can buy a cloth of MWK3000 or MWK1500 and the other money can help the family to buy relish”.**

#### Examples of how VSLAs have been used in the project, and how employment opportunities and economic empowerment have helped to prevent child marriages

The study established that VSLAs were an important component in the STOM project mainly ensuring that teen mothers remain in school as their parents were able to support the grand children through the proceeds realised from VSLAs. For example, one parent commented: **“with this group, I find help since we are able to raise some funds. In my own capability, I couldn’t manage to buy soap as I am doing a great task of taking care of both the grandson and the mother while she goes to school.”** Thus, the VSLA component helped to provide financial support to families of the direct beneficiaries considering that they can be supported with school fees and learning materials but they have other needs in their families which if not addressed could affect their education. Challenge from the VSLA members and some key stakeholders consulted in the study included lack of start-up capital as they indicated that this was promised but they haven’t received especially in TA Malenga where the study team interacted with VSLA group.

### 3.3.6 Sustainability

Sustainability is a measure of the extent to which the benefits of the intervention will continue after external support has been completed. This section presents a discussion of the evidence from the project which is pointing towards sustainability and some identified factors which were put in place in the project to ensure that benefits continue after external supports phases out.

#### Evidence that benefits resulting from the project are likely to be sustained

- **Working with existing local government structures (Social welfare office, CPW, police, schools):** these are established local government structures which will always be there carrying



out their mandate in the target communities even after the project phases out. This will ensure continuity of monitoring and social support on all the interventions of STOM. For example, the District Social Welfare Officer called upon the district council to utilise fresh graduates from TEVETA component in any development work taking place within the district.

- **Building capacity of existing community structures (mother groups, paralegals, parents):** as pointed out by majority stakeholders, these community structures were equipped with all necessary skills and they are now aware of their work. This will guarantee continuity of STOM's efforts and benefits to continue thereafter. The target community was likely to continue to get the necessary support from local government structures through established child local government protection system.
- **Involvement of local leaders.** The project engaged traditional leaders and local leaders and opinion leaders at community level who were influential. Most of local have already started taking steps which are pointing to the sustainability of the benefits of the project. For example, senior group village headman Mwalala who reported that he has been able to set up a task force of women to monitor issues of child marriages in his area.
- **Empowerment through impartation of knowledge and skills:** the STOM project supported girls to attain education and also facilitated economic empowerment which has left a mark and has high likelihood to continue. For example, some who graduated from the skills training were able to impart the knowledge to their peers. This the evidence of sustainability of the intervention.

#### Factors that will influence the achievement or non-achievement of the sustainability of the project

The study has established the following key factors which will promote sustainability of STOM's benefits:

- **NCA/DCA's plan to invest bursary seed money in short – medium term investment vehicles (money market) in order to grow the fund through interest income.** According to NCA- DCA's plan, this will allow the bursary component to stretch beyond the project's 2-year life span currently anticipated at 10.5 years. DCA and Press Trust will enter into a Cooperation Agreement on how the fund will operate. Thus, as stipulated in the project document, as the initial project 2 years comes to end, Press Trust will assume total leadership of all bursary management activities including community mobilisation, subsequent targeting and beneficiary identification, administration, monitoring and reporting in collaboration with Ministries of Education, Gender and Labour, and Youth over the life span of the bursary scheme.
- **Economic empowerment of communities through targeting households and other community interest groups with initiatives such as VSL and tailoring skills for mother groups.** This will allow them to continue to provide social and economic support to the children especially the girl child to continue with education.
- **Enhancing stakeholder involvement throughout the project.** This will ensure continued support of community initiatives towards girl child education by all stakeholders.

On the part of factors which may hinder sustainability of benefits, the study established the following:

- **Lack of resources:** commenting on sustainability, some stakeholders indicated that sustainability of interventions may be affected due to lack of resources on the part of government offices to continue the monitoring activities and interaction meetings with communities' structures the way it was when the project was running. According to the District Social Welfare Officer, all the structures which the project established including paralegals, will continue to do their work even when STOM phases out. However, he expressed his fear that most of the times when a project closes, some activities are not usually carried out the way they would during the life of the project. Thus, according to the Social Welfare officer, there is a need for the Ntchisi district council to ensure that some activities which were started by STOM are continuing.
- **Unratified by-laws:** The project with involvement of relevant stakeholders developed by-laws that protects boys and girls from early marriage and any form of violation of their rights but these have not been ratified by Ntchisi District Council Forums.

- **Low allocation of money to girls' education at household level:** The competing needs of money with other household livelihood needs threaten sustainability of girl child's education in Ntchisi district. Although household income was found to have increased, the education was not priority investment areas.

## 4 CONCLUSION, LESSONS LEARNED AND RECOMMENDATIONS

### 4.1 Conclusion

Overall, the study established that the STOM project: (1) Was relevant to project beneficiary needs, national priorities and global goals. (2) Achieved its planned results on withdrawal of children from marriages, education support for girls and economic empowerment. This was achieved in a cost effective and efficient manner through collaboration of implementing partners as well as government and community stakeholders, without spending over budget; (3) Had increased knowledge of adolescent girls on the dangers of early marriages in the communities and created an environment where community structures including local leaders are now more willing to end child marriages e.g., local leaders setting up of task forces to monitor child abuse; (4) Put in place mechanisms to ensure sustainability of benefits of the project even when external support phases out.

### 4.2 Lessons learned and recommendations

Lessons learned were documented by obtaining answers to the following three key questions: a) what has worked well in the project? b) why has it (not) worked? and c) what should be replicated or improved and how?



Throughout this subsection, you will notice checkboxes like these next to each lesson learned. They were included for easy checking of lessons that were found relevant.



Key strategic recommendations are denoted by the lighted bulb and presented in **orange accent** for easy tracing by NCA/DCA and its partners to inform future programming.

#### 4.2.1 Lessons learned and recommendation: project design



##### Use of multi stakeholder and component approach

Stakeholders consulted in the study applauded the fact that STOM integrated withdrawal of children from marriage with education support (bursaries) and economic empowerment through vocational skills training. This integration also included complementary roles of implementing partners who leveraged the strengths of each other including EAM, Press Trust and TEVETA. This worked to the advantage of the project in that each Implementing partner had expertise in the component they were handling. That's, EAM could not have accomplished well the vocational skills training if TEVETA was not involved. **This approach**




**could therefore, be replicated in future programmes and projects.** Findings also showed that the project engaged the District Community Development Office (DCDO) to train parents and guardians of project beneficiaries in Village Loans and Savings management. The DCDO provided the project with Community Development Assistants who co-facilitated together with VSLAs national trainers who were out sourced. During these trainings the project also involved the District Social Welfare Office which provided child protection workers to train parents in Child protection. This worked well in strengthening work of the project in the communities. Such collaboration helped promote child protection work and provided with enough skills in VSLAs which could be replicated in future interventions. The project also collaborated well with the police who took seriously issues of child marriages for example Malomo police managed to dissolve 5 child marriages immediately after interface meeting conducted in the project.

The project also worked well with various relevant government offices including the offices of District Youth who helped in identifying vocational skill beneficiaries. The District Social

welfare helped in training champions, identifying beneficiaries and withdrawing children. The District Education Manager helped with provision of waiver of girls who withdrew from school due to early marriages and pregnancies. District Labour Office helped with coordination of vocational skills trainings. Other stakeholders included Pastors' Fraternal and District Council. This helped the project activities to be implemented within the policy frame work.



### Behavioural focus

EAM staff pointed out that there is a need to design future programmes with a behaviour change focus. He said: **“There is also need to focus on issues of mindset change as we are moving forward. I will refer to Ntchisi, people are so rooted to culture. That really disturbed the implementation of the project.”** *NCA/DCA and partners should design future STOM related interventions based on Social Behaviour Change Communication (SBCC) to address key cultural barriers and enablers related to early marriages in Ntchisi and related districts.*  SBCC would trigger meaningful conversations on prevailing social norms, cultural beliefs with the aim of promoting positive norms and addressing discouraging negative beliefs and behaviours that contribute to the early marriages. Such SBCC approaches would include communication and art methodologies such as community-led dialogues, awareness campaigns through appropriate channels accessible by most people in the target areas e.g., radio programmes and outreaches, and participatory theatre. More guidance on designing and monitoring SBCC programmes to end early marriages and other forms of Violence Against Children (VAC) can be obtained from:

- Social and Behaviour Change to Address Violence Against Children. Technical Guidance: Schools Edition, UNICEF, New York, 2020. Full document: [at this link](#)
- Measuring social and behavioural drivers of child protection issues. Full document: [at this link](#).



*Effective SBCC programming will require NCA/DCA and its partners to conduct participatory formative research to establish underlying causes of child marriages (enablers) and (barriers) to ending child marriages in specific areas.* Formative research is an activity conducted at the start of the Social Behaviour Change Communication (SBCC) project design process. This is a key step in order to create program materials, tools and approaches that are culturally appropriate given the local context. Qualitative methods collect data and answers to questions such as why and how. More guidance on formative research for behaviour change communication can be accessed from:

- Understanding formative research methods, management and ethics for behaviour change communication (facilitators guide) [[PDF](#)]
- Learning package for SBCC practitioners Handbook [[PDF](#)]



### Project duration

The study established that the STOM project was very useful and relevant but the duration (2 years) of the project was too short to attain higher level outputs. The first year was mostly spent on more preparatory work and acquittance between implementing partners. Thus, projects of this nature need to be implemented for a longer time.



### Synergies, collaboration and networking on GBV case management

Findings revealed that other types of GBV were not incorporated in the project design or budgeted for especially case management. However, implementing partners indicated that they had to deal with some GBV case management issues in the course of implementation of STOM which they felt going forward would be appropriate to be incorporated in future similar programmes. EAM commented: **“Issue of GBV did not come out very clear in the project, but now and again from this end, we were being directly involved in handling GBV issues. For example, a mother who is married and is being beaten by the husband who is a drunkard. That family there is no connection to the project, but then they would want us to come and help that out. So, we could do in one way or the other but not that the project provided for that. Going forward, I would suggest that issues of GBV should come clear because these are issues that result into such malpractices of having child marriages taking place now and again especially in the district.”** As a way forward, in future STOM related projects which do not encompass GBV case management in the project budget, project implementers should utilise GBV case referral mechanisms directing the cases to the right government structures as stipulated in the 2019 guiding document for Community-Based Complaints Mechanisms (CBCM) in Malawi [page 10]. This will ensure that children are brought up from stable families which would contribute to reduction in child marriages which occur as a result of broken homes.



As a way forward, in future STOM related projects which do not encompass GBV case management in the project budget, project implementers should utilise GBV case referral mechanisms directing the cases to the right government structures as stipulated in the 2019 guiding document for Community-Based Complaints Mechanisms (CBCM) in Malawi [page 10]. This will ensure that children are brought up from stable families which would contribute to reduction in child marriages which occur as a result of broken homes.

The project linked with child protection officers, police and the courts. The challenge was that once the case went to the Courts, parents and guardians were not honest about the age of the child. Sometimes parents could get money from the offenders, hence the courts could secure convictions because parents were not cooperative. Some key informants pointed that that the project did not provide direct support to especially to police in terms of transportation to ensure that cases were followed up until the end. Thus, future projects interested in results like ‘number of child violation cases successfully addressed’ should consider an allocation of support to the Police Department especially transportation for efficient case follow up because government offices reported to have financial constraints to carry out some tasks which they are mandated to do.



### Scaling-up economic empowerment measures to end child marriages.

Press Trust indicated the need for social protection measures which would address the root cause of some early marriages, especially poverty. The head of operations for press trust commented: **“...we would imagine that we get them to school, we provide them with these entitlements but probably we haven’t dealt with the root cause which to me is poverty that required some element of social protection around it”**. The STOM project promoted economic empowerment through establishment of VSLAs targeting parents or caretakers of children who were taken back to school as well as through vocational skills training. The approaches had an impact and parents were able to support their children with proceeds from VSLAs. However, due to the short duration of the project, there are still more families which haven’t been reached which suggests that scaling up such approaches would be necessary to address poverty using sustainable approaches. We recommend that future



STOM related project should replicate and scale-up sustainable economic empowerment measures used in STOM project, especially use of VSLAs and empowerment girls through vocational skills trainings, to improve the home situation of target beneficiaries.



### Consideration of boarding facilities for girls enrolled from marriage withdrawal.

The project supported girls and boys in Community Day Secondary Schools where students commute from homes or stay in self-boarding facilities. A number of stakeholders consulted in the study commented on the need to consider enrolling girls who are withdrawn from marriage into boarding schools rather than community day schools. The general reason is that this would help them move away (for some time) from the situation and people where they faced early marriage problems and then allow them to concentrate better on their education in a boarding school. Commenting on how the boarding facility helped her concentrate on her education, one teen mother on a ‘back to school’ programme said: **“...with the bursary of boarding, I am able to study with no difficulties. But if it were that I was going back home after school, I would be thinking of problems at home and how to solve them. But as of now I am fully concentrating on my studies”**. Based on this lesson, **in future similar programmes, NCA/DCA and its partners should consider isolating teen mothers from their household situations by enrolling them into boarding schools or supporting them in well managed and monitored self-boarding facilities to reduce school dropouts and enhance concentration on school.**



**Management of start-up capital and capacity building to grow small scale businesses.**

The study established that it was challenging to provide start-up capital to more than two trainees and some key informants indicated that in future it would be easy to manage groups if start-up tools for vocational learners are given to not more than two learners because providing to individual learners has cost implications. However, provision to two learners would also have cost implications depending on how many learners are graduating, in which case, it would be ideal to maintain the groups of between three to five and include trainings on group dynamics and business management to the learners. Thus, **future interventions should consider including trainings on group dynamics to learners which would ensure proper management of groups for start-up materials and growth of small-scale businesses after graduation from skills training.**



**STOM vs district harmonised beneficiary**

According to EAM, at some point there was interference from district officials in terms of beneficiary selection, especially when they had introduced a harmonisation system where every organisation was required to use pre-selected list of beneficiaries by the District Social Welfare Office. EAM recommended that going forward there will be need to just stick to the list which the project is using as this enabled them to identify children who were truly in need of the support compared to the list provided by government as it had some children who did not qualify according to STOM requirements. **It is recommended that in order to motivate girls withdrawn from early marriages, each project should be allowed to use its criteria that is in line with the district welfare office and where there is need to support a child based on need, the project can use the harmonised criteria.**



**4.2.2 Lessons learned: project implementation**



**Management of outreach structures in the communities (youth centre management committees)**

The project directly worked youth centres on the component of vocational skills training. These centres provided space where the trainings took place, accommodated some learners and stored learning materials as well as start-up tools which were distributed to the learners after completion. This worked well except for some few areas where some youth management committees demonstrated negative behaviours especially mishandling of learning materials. TEVETA staff attributed this to the fact that they did not facilitate induction of the management committees on their expected roles in the project and how the skill centres are supposed to be managed. Therefore, **it is necessary that in future similar projects, implementing partners handling the vocational skills training (in the case of STOM – TEVETA) should ensure that the management committees of youth centres are duly empowered in the management and running of the skill centres at the project start.**





### Support to community structures

The STOM project achieved most of its results through active involvement and participation of community structures. For example, the project trained paralegals and champions on child protection issues and case reporting processes using standard reporting forms. However, the component of their mobility was not fully encompassed in the budget. Therefore, as crucial as these structures were to the attainment of STOM project results,



future interventions should consider supporting paralegals and community champions with bicycles or other cost-effective transport means to address their transportation challenges when handling cases.



### Choice of vocational trades

One of the challenges encountered during the vocational skills training was the issue of different entry qualifications for learners which resulted in those with low education level having challenges to adapt. Girls and boys were free to choose the trades they wanted to be trained in; and that was honoured by the project. However, in some cases their aptitude did not match the choices. For the future, vocational skills training of this nature should be tailor made to take into account the differences in aptitude and entry qualifications.



### Handling of learners on bursary dropouts

The study revealed that some learners who were on bursary dropped out of school. Press Trust in Consultation with EAM facilitated their replacement with other needy learners in the same classes. This worked well. However, in future similar projects, this could be done



jointly with teachers of the respective schools. Further, projects of these nature should consider developing a memorandum of understanding (MoU) between the learners and the communities from which the learner was identified so that communities can help in enforcement of compliance.



### Replicate and scale-up building capacity of local leaders and faith-based actors

Local leaders need to be targeted with child protection knowledge specifically on how to handle issues of child abuse as they are the ones who are close to the people and are key decision makers in the communities where child abuse issues occur but majority of them don't have formal knowledge on child protection issues.



### Replicate active involvement of mother groups and parents in STOM related projects

Parent groups which were trained in STOM project were very instrumental in the fight against early marriages as they worked at tracing and withdrawing children married before the age of 18 years. There is need to establish and empower more parents through trainings and provision of start-up resources to operate Village Savings and Loan Groups to be able to support their children so that they can remain in school.

## 5 ANNEXES

### 5.1 Annex 1: Terms of reference

- **BACKGROUND INFORMATION**

At the time of project design in 2019, Ntchisi had a teenage pregnancy rate of 26.7% and marriage age of 15 years at 3.6%. Marriage by the age of 18 was at 38.2%, while girls' primary school dropout rate was at 16.7% and girls' secondary school dropout rate was at 37.1%, according to the Ntchisi District welfare. In February 2017, Malawi Parliament amended the Constitution and raised the age of marriage from 15 years (with parental consent) to 18 years old for boys and girls. The President signed the constitutional amendment into law at the end of April 2017. This move aligned the Constitution with the Marriage, Divorce and Family Relations Bill adopted in February 2015, which set the minimum age of marriage at 18. Resolving legal inconsistencies was an important step towards protecting girls from child marriage. However, it remains evident that Malawi does not effectively and legally protect girls against child marriage, but also that legal reforms are not sufficient to end the practice as many girls marry illegally despite the legal protections. While protecting girls in the law against child marriages is an important first step, additional interventions are needed to prevent child marriages. Hence, the project that works to address societal, cultural, and economic factors that drives girls into early marriages.

It is against this background that Evangelical Association of Malawi (EAM), Press Trust and Technical, Entrepreneurial and Vocational Education and Training Authority (TEVETA) with funding from DCA (TV collections) implemented a project entitled 'Stop Child Marriages' (STOM) in all Traditional Authorities in Ntchisi District. **The main objective of the project was** 'To ensure that children in Ntchisi are born, grow, develop, and live their lives in the utmost dignified and secured status that facilitates their positive contribution to a sustainable development of their households, communities and the nation at large. Project **Outputs**: Support and facilitate the withdrawal of children in marriage through enhancement of a favourable and supportive environment; Empowering the girl child to access adequate quality education and sexual and reproductive health and rights before marriage; and Facilitate economic empowerment of vulnerable girls and families for prevention and sustaining of girls from marriage. The roles of different partners were: EAM- Implement community mobilisation and advocacy interventions; Press Trust- Manage and disburse Bursaries; TEVETA- Provide technical and vocational skills; and NCA DCA Joint Country Programme: coordination and overall project oversight.

### CONTRACT PURPOSE AND EXPECTED RESULTS

#### Purpose:

Therefore, NCA DCA Joint Country Programme invites qualified consultants to submit technical and financial proposals to conduct an end of project evaluation for the 'Stop Early Marriages' project. The overall objective of the evaluation is

- to assess the extent to which the Stop Early Marriages project has achieved its outputs, outcomes and impact as stipulated in the project results framework.

The evaluation shall also

- assess the extent to which the project has contributed to the achievement of the DCA Malawi Country Programme (2016 to 2020) objective of: Sustainable community livelihoods development and job creation; and Communities influence decisions for building resilient communities according to DCA international strategy 2019 to 2022. And the 2030 Sustainable Development Goals (SDGs) agenda Goal 5 target 5.3 "Eliminate all harmful practices, such as child, early and forced marriage and female genital mutilation".



The evaluation should also be aligned to OECD evaluation guidelines including value for money. Specifically, the evaluation intends to achieve the following objectives:

1. To determine the extent to which project outcome and outputs have been attained both quantitatively and qualitatively through literature reviews, interviews, focus groups etc. with different key stakeholders from the district.
2. To provide concrete evidence of the difference the project has been able to achieve, how the project achieved the difference, and determines the extent to which this can be attributed to the funded project.
3. To establish the relevance of the Theory of Change in relation to the project results.
4. To assess the extent to which working together among EAM, Press Trust, TEVETA and DCA now NCA DCA Malawi has effectively contributed to delivery of expected results.
5. To determine the relationship between the achievements made by the project to the overall DCA Country Programme and international strategy 2019 to 2022; and the 2030 SDGs agenda goal 5.
6. To identify and isolate key lessons learned from the project intervention that can inform the design of similar projects in future.
7. To develop strategic recommendations for future, stop early marriages and youth economic empowerment projects.

### • 3.0 SPECIFIC EVALUATION QUESTIONS

1. To which extent is the project rights-based?
2. To what extent did the project contribute to achieving the programme goal?
3. To what extent did the project contribute to achieving Malawi Government policy aspirations on issues of early marriages and youth empowerment?
4. To what extent does the project provide evidence that women's economic empowerment reduces early marriages?

### • 4.0 SCOPE OF THE SERVICES

The end of project evaluation will be undertaken by either an individual consultant or a consultancy firm with experience in conducting independent and evidence-based evaluations. The primary audience will be the project implementers, beneficiaries, stakeholders, NCA DCA Joint Country Programme, DCA Headquarters and the Danish Population (the funders).

### Deliverables

The Consultant is expected to lead, accomplish, and submit the following within the agreed timeframe and budget.

- 1) An Inception Report detailing understanding of the assignment, the approach and methodology, sampling, timeframe for the assignment, and the tools to be used in the evaluation.
- 2) A draft Evaluation Report that shall contain the contextual analysis and background, approach and methodology, findings of the assignment, lessons learnt, conclusion, and recommendations.
- 3) A Final Evaluation Report incorporating the comments and feedback on the draft Evaluation Report.

- 4) Submission of hard and electronic copies of materials, data collected / analysed and other evaluation documents. A maximum of 30-page draft and final evaluation report (draft in MS Word and Final in PDF), excluding Annexes. Single spaced, Calibri 12 font size.
- 5) Prior to finalising the report, make a PowerPoint presentation to management with initial findings and recommendations.
- 6) Database including all the collected data and information attached to the final report in usable format such as MS excel. These include clean survey data set and consolidated qualitative transcripts from focus groups and key informants.

- **TIMING, LOGISTICS AND FACILITIES**

This exercise should be done within 21-man days (between May and June 2021), and this includes the submission of a final report. However, a draft report will have to be shared with NCA DCA and presented to all consortium members for input and feedback prior to the submission of the final report.

- **QUALIFICATION REQUIREMENTS**

Applications are invited from suitably qualified individual and consulting firms with knowledge and experience in undertaking evaluations of development projects. The desired qualifications and experience are as follows:

- At least a Masters Degree in Developmental studies, Social Science, Social Work/Community Development/Project Management or any other relevant qualification.
- Experience in evaluating similar community development project funded by development partners in Malawi and in the Sub- Saharan region.
- Knowledge and analytical skills to review programmes in related discipline
- Clear understanding of youth development, empowerment legal and policies frameworks in Malawi
- Knowledge of girl child rights, gender and international conventions and standards on the same
- Knowledge of cultural and religious beliefs and practices and how communities can counter them to promote the rights of girls and youths in general
- Demonstrated experience with quantitative and Qualitative Research.

### **Preferred Expertise**

- Excellent evaluation ethics
- Action-oriented and evidence-based approach with strong drive for results
- Highly developed self-management, and communication skills
- Commitment to \*Do No Harm\*

### **Guiding Principles and Values**

Adherence to NCA DCA Malawi Code of Conduct, Safeguarding practices and confidentiality. The Consultant will also consider principles of, impartiality, independence, objectivity, participation, collaboration, transparency, reliability, privacy throughout the process.

## 5.2 Annex 2: Tools for data collection

### 5.2.1 KAP survey questionnaire– English (en), Chichewa (ch)

HOUSEHOLD SURVEY QUESTIONNAIRE FOR ADOLESCENT GIRLS AND BOYS (14-24 YEARS)						
Question (Q) number (#)	Condition	Question/text (en)	Question/text (ch)	Type of answer	Answer options	Limits
<b>INTRODUCTION</b>						
Q#1		date	Tsiku	Recorded automatically		
Q#2		Start of the interview (time)	Nthawi	Recorded automatically		
Q#3		GPS location	Malo	Recorded automatically		
Q#4		Name of the enumerator	Dzina	Single choice		
Q#5		<i>Traditional authority</i>	TA	Single choice	Kalumo, Malenga, Vuso Jere, Chikho, Kasakula, Nthondo and Chilooko	
Q#6		<i>Group Village Headman</i>	GVH	Single choice/text		
Q#7		<i>Village</i>	Mudzi	text		
Q#9		Hello. My name is \${Q#4}. I am part of part of a study team looking to understand issues related to child marriages in Ntchisi district as part of evaluating the project Stop Child Marriages for NCA/DCA and its implementing partners (EAM, Press Trust and TEVETA) so that we can use such information for improving the effectiveness of future NCA/DCA projects/programmes. The	Muli bwanji? Dzina langa ndine \${Q#4}. Ndili gawo limodzi la kafukufuku ofuna kumvetsesa zokhudzana ndi ma ukwati a ana mu boma lino la Ntchisi kuunikira momwe ntchito ya Stop Child Marriages ya NCA/DCA ndi ma bungwe omwe amagwira nawo ntchito (EAM, Press Trust ndi TEVETA). Kucheza kwathu kutenga mphindi	Single choice	Yes No	

HOUSEHOLD SURVEY QUESTIONNAIRE FOR ADOLESCENT GIRLS AND BOYS (14-24 YEARS)						
Question (Q) number (#)	Condition	Question/text (en)	Question/text (ch)	Type of answer	Answer options	Limits
		interview should take about 30 minutes. <i>Would you like to participate in this interview?</i>	makumi atatu. Kodi ndinu osangalatsidawa kucheza nafe?			
Q#10	If A to Q#9 = No	Thank you for your time	Zikomo chifukwa cha nthawi yanu	No answer		
Q#11		Gender of the respondent	Jenda	Single choice	Female, Male	
Q#12		Age of the respondent	Zaka			Interview adolescents aged 14 - 24
Q#13		<i>Have you ever attended school?</i>	Kodi munapitako kusukulu?	Single choice	Yes, No	
Q#14	If A to Q#13=Yes	<i>What level of school have you completed?</i>	Munafika pati ndi maphunziro anu?	Single choice	Primary, secondary, tertiary,	
Q#15	If A to Q#13= No	<i>What is your marital status now?</i>	Kodi muli pa banja?	Single choice	Single, Married, Divorced, Widowed	
Q#16		<i>What is your religion?</i>	Ndinu a mpingo wanji?	Single choice	Christian, Muslim, Traditional, No religion	
Q#17		<i>What is the main source of income in your household?</i>	Mumapeza bwanji ndalama pakhomo panu?	Single choice	Farming, Wages or salary, Business or trading activities, Money transfer or cash remittance, Don't know	
Q#18		<i>How many people are in your household including you?</i>	Mulipo angati mnyumba mwanu kuphatikizapo inuyo?	Number	_____	
KNOWLEDGE, ATTITUDE AND PRACTICE (KAP) QUESTIONS ON CHILD MARRIAGES AND GENERAL CHILD ABUSE						
Q#19		<i>What forms of child abuse do you know?</i>	Kodi ndi nkha za zanja za ana zomwe mumazidziwa?	Select multiple	Physical abuse, sexual abuse, emotional abuse,	

HOUSEHOLD SURVEY QUESTIONNAIRE FOR ADOLESCENT GIRLS AND BOYS (14-24 YEARS)						
Question (Q) number (#)	Condition	Question/text (en)	Question/text (ch)	Type of answer	Answer options	Limits
					child trafficking, don't know any, won't say/no response	
Q#20		<i>Is there a place in or near this community where children can go to seek help if they are abused by their parents or anyone else?</i>	Kodi kuli malo mdera lanu oti ana amapita kukafuna chithandizo ngati achitidwa nkhaza ndi makolo kapena aliyense?	Single choice	Yes, No	
Q#21	If A to Q#20 = Yes	<i>Where?</i>	Kuti?	Select multiple	Community member's home; Chief/community leader; Social worker; Church; NGO/CBO; Orphanage, School; Mother group; Youth Centre; Community Victim support Units (CVSUs), Police Victim Support Units (PVSUs), Community police, police, Child Protection Workers (CPWs), Don't know	
Q#22		<i>In your opinion, in what age range should a boy get married?</i>	Maganizo anu, kodi mwana wam'muna akuyenera kukwatira ndi zaka zingati?	Single choice	<18 years, 19 – 24 years, 25 – 40 years, >40 years	
Q#23		<i>In your opinion, in what age range should a girl get married?</i>	Maganizo anu, kodi mwana wamkazi akuyenera kukwatira ndi zaka zingati?	Single choice	<18 years, 19 – 24 years, 25 – 40 years, >40 years	
Q#24		<i>Have you received any advice or training related to early marriages?</i>	Munalandirako uphungungu kapena maphunziro okhudzana ndi ma ukwati a ana?	Single choice	Yes, No	

HOUSEHOLD SURVEY QUESTIONNAIRE FOR ADOLESCENT GIRLS AND BOYS (14-24 YEARS)						
Question (Q) number (#)	Condition	Question/text (en)	Question/text (ch)	Type of answer	Answer options	Limits
Q#25	If A to Q#23 = Yes	<i>What type of training or advice have you received?</i>	Ndi uphungu kapeka maphunziro anji?	Select multiple	Impact of early marriage on education, impact of early marriage on health, impact of early marriage on right to choose, can't remember, other types (specify)	
			Tchulani magawo ena a maphunziro omwe munalandira			
Q#26	If A to Q#25 = Yes	<i>Who trained or gave you the advice?</i>	Ndindani anakuphunzitsani kapena kukupatsani uphungu?	Select multiple	Parents/guardians, relatives, school teachers, mother groups, EAM, Press Trust, TEVETA, NCA/DCA, other NGOs, can't remember	
Q#27		<i>If you knew that a child was experiencing sexual related abuse like offered into marriage before 18 years, what would you do?</i>	Mutadziwa kuti mwana akuchitiridwa nkhaza zokhudza kugonana monga kumupereka ku ukwati asanafike zaka 18, mungatani?	Single choice	Report the case; confront the perpetrator; keep quite/do nothing; don't know	
Q#28	If A to Q#27 = Report the case	<i>To whom would you report a case of child abuse?</i>	Kodi munganene kwa ndani?	Select multiple	Member of child's family; social or health worker; head teacher; mother group; religious leader; police; child protection committee, Community Victim support Units (CVSUs), Police Victim Support Units (PVSUs), Community police, Child Protection Workers (CPWs), Don't know	

HOUSEHOLD SURVEY QUESTIONNAIRE FOR ADOLESCENT GIRLS AND BOYS (14-24 YEARS)						
Question (Q) number (#)	Condition	Question/text (en)	Question/text (ch)	Type of answer	Answer options	Limits
Q#29	If A to Q#27 is NOT= Report the case	<i>What are your reasons for not reporting a case of child abuse?</i>	Kodi ndi chifukwa chanji chimene simunganenere nkhanza za ana?	Select multiple	Don't know where or who to report to; No action is likely to be taken; it's not my business; It is normal for such things to happen; Fear of retaliation; Others (specify)	
Q#30		<i>Does education have any influence in the marriage payment in your area?</i>	Nenani dzifukwa zina zomwe simunganenere nkhanza za ana?	Single choice	Yes; No	
Q#31		<i>Do you think being more educated makes girls better wives, mothers, daughters in-law?</i>	Kodi maphuziro amathandizira kukweza chiwongo?	Single choice	Yes; No; Don't know	
Q#32		<i>Do you think being more educated for girls may create problems?</i>	Kodi mukuganiza kuti kukhala ophunzira kwambiri kumapangitsa atsikana kukhala mkazi, mayi, kapena mpongozi wabwino?	Single choice	Yes; No; Don't know	
Q#33		<i>Do you think being more educated makes boys better husbands, fathers, sons in-law?</i>	Kodi mukuganiza kuti kukhala ophunzira kwambiri kumapangitsa anyamata kukhala mwamuna, tate, kapena mpongozi wabwino?	Single choice	Yes; No; Don't know	
KNOWLEDGE, ATTITUDE AND PRACTICE (KAP) QUESTIONS ON SEXUAL REPRODUCTIVE HEALTH AND RIGHTS (SRH)						
Q#34		<i>What SRH services do you know?</i>	Kodi ndi chithandizo chanji cha umoyo wogonana ndi uchembere wabwino zomwe mukuzidziwa?	Select multiple	Contraceptive methods, menstruation, HIV and STI testing and treatment, pregnancy testing, safe abortion, counselling,	



HOUSEHOLD SURVEY QUESTIONNAIRE FOR ADOLESCENT GIRLS AND BOYS (14-24 YEARS)						
Question (Q) number (#)	Condition	Question/text (en)	Question/text (ch)	Type of answer	Answer options	Limits
					gender-based violence, don't know any, won't say	
Q#35		<i>Have you received any sexual reproductive training or advice?</i>	Kodi munalandirapo uphungu kapena maphunziro a umoyo wabwino ndi uchembere wabwino?	Single choice	Yes, No	
Q#36	If A to Q#35 = Yes	<i>From whom did you receive this training or advice?</i>	Kodi munalandira uphunguwu kapena maphunzirowa kuchokera kwandani?	Select multiple	Parents, social or health worker, school teachers, EAM, Press Trust, TEVETA, NCA/DCA, other NGOs, can't remember, Don't know	
Q#37		<i>Is there a place in this community where you can access SRH services?</i>	Kodi mdera lanu lino muli ndi malo olandirirapo chithandizo chosiyanasiya cha umoyo wogonana ndi uchembere wabwino kwa achinyamata?	Single choice	Yes, No	
Q#38	If A to Q#37 = Yes	<i>Where?</i>	Kuti?	Select multiple	School; Clinic/health centre; Youth Centre, Mother group; Don't know	
Q#39		<i>What SRH services have you accessed in past six months</i>	Kodi ndi ntchito ziti za uchembere wabwino zimene munalandirako m'miyezi isanu ndi umodzi zapita?	Select multiple	Contraceptive methods, menstruation, HIV and STI testing and treatment, pregnancy testing, safe abortion, counselling, gender-based violence, none, won't say	
Q#40		<i>Do you believe it's all right for boys and girls to kiss, hug and touch each other?</i>	Kodi mmakhalupirira kuti ndizoyenera kuti atsikana ndi anyamata azipsompsonana,	Single choice	Agree, Disagree, don't know/not sure	

HOUSEHOLD SURVEY QUESTIONNAIRE FOR ADOLESCENT GIRLS AND BOYS (14-24 YEARS)						
Question (Q) number (#)	Condition	Question/text (en)	Question/text (ch)	Type of answer	Answer options	Limits
			kukumbatirana ndikugwirana?			
Q#41		<i>Do you believe there is nothing wrong with unmarried boys and girls having sexual intercourse if they love each other?</i>	kodi mumakhulupirira kuti palibe vuto anyamata ndi atsikana oti sanakwatirane kugonana ngati amakondana?	Single choice	Agree, Disagree, don't know/not sure	
Q#42		<i>Do you believe that a boy has to force a girl to have sex if he loves her?</i>	kodi mumakhulupirira kuti mnyamata akhoza kukakamiza mtsikana kugona naye ngati wamukonda?	Single choice	Agree, Disagree, don't know/not sure	
Q#43		<i>Do you believe that girls should remain virgins until they marry?</i>	Kodi mumakhulupirira kuti mtsikana akuyenera kukhala namwali mpakana atakwatira?	Single choice	Agree, Disagree, don't know/not sure	
Q#44		<i>Do you believe that boys should remain virgins until they marry?</i>	Kodi mumakhulupirira kuti mnyamata akuyenera kukhala namwali mpakana atakwatira?	Single choice	Agree, Disagree, don't know/not sure	
Q#45		<i>Do you believe that it's all right for boys and girls to have sex provided they use methods to stop pregnancy?</i>	Kodi mukuona ngati ndizoyenera kuti anyamata ndi mtsikana akuyenera kugonana bola atagwiritsa ntchito njira zopewera mimba?	Single choice	Agree, Disagree, don't know/not sure	
Q#46		End of the interview (time)		To be recorded automatically		

End of the questionnaire

### 5.2.2 Focus Group Discussion Tools

<b>Discussion with:</b>	
<b># of Participants:</b>	
<b>Location:</b>	TA/GVH/Village: _____ / _____ / _____
<b>Date:</b>	..... / ..... / 2021
<b>Research Staff:</b>	<b>Facilitator:</b> ..... <b>Supervisor:</b> ..... <b>Other staff:</b> .....
<b>Introduction:</b>	<p>Hello. Thank you for meeting us. We are grateful that you are willing to spend your time with us.</p> <p>My name is ..... This is my colleague ..... We are part of a study team looking to understand issues related to child marriages in Ntchisi district as part of evaluating the project Stop Child Marriages for NCA/DCA and its implementing partners (EAM, Press Trust and TEVETA) so that we can use such information for improving the effectiveness of future NCA/DCA projects/programmes.</p> <p>All the information we will discuss here is confidential – we will not associate anything that you will say with your name and we will not record your name. If you do not feel comfortable answering any of our questions, you do not have to.</p> <p>Our discussion should take less than an hour. You can stop it anytime if you do not want to continue in it.</p>
<b>Consent Question:</b>	<p>Do you agree to participate in our discussion?</p> <p><b>YES            NO</b></p> <p>Do you agree with audio recording so that we can transcribe and translate our discussion to English?</p> <p><b>YES            NO</b></p> <p>Can we during our discussion take photos documenting that it took place?</p> <p><b>YES            NO</b></p>

#### **IMPORTANT NOTES FOR THE FACILITATOR:**

The following questions are not intended to serve as a rigid “questionnaire” – they are primarily helping to guide the focus of the discussion. Whenever required, you should **ask people clarifying and probing questions, such as:**

- “What do you mean by saying ... ?”
- “Why do you think so?”
- “Tell me more about that.”
- “What do other people think?”
- “What else?”
- “What other ideas do you have?”

- “What else would you like to tell us?”

Ensure that **QUESTIONS ARE OPEN-ENDED** – as much as possible, avoid questions with yes / no answers.

**BEFORE YOU START CHECK THAT THE RECORDING IS ON AND WORKING!!!**

#### Adolescent girls and boys

- 1) Can you please describe how the issue of child marriage was in your area before the coming of STOM project in 2018?
- 2) What difference has the project brought in this area of stopping child marriages? *Keep probing, can you tell me more?*
- 3) What role did paralegals and champions play to ensure that issues of early marriages are addressed in your area?
- 4) Can you please describe the type of SRH services which you were able to receive before the year 2019?
- 5) Describe SRH services which you have been able to access between 2019 to 2021 because of STOM project in your area?
- 6) What challenges have you met in accessing SRH services between 2019 and 2021?
- 7) What can be done better to improve access to SRH?
- 8) Can you please describe how the school bursary program has contributed towards ending child marriages in your area and in Ntchisi district as a whole?
- 9) Can you please describe how VSLAs have been beneficial towards preventing child marriages?
- 10) Describe how vocational skills have contributed towards ending child marriages/economic empowerment of girls and boys?

<<end of the checklist>>

#### Mother groups

1. Can you please describe your position and roles in the STOM project? How were you involved in the project tasks? Kodi mungafotokoze udindo wanu ndi ntchito yomwe mumagwira mu pulojekiti ya STOM? Kodi munakhudzidwa bwanji mu ntchito za pulojekitiyi?
2. Can you please describe how the issue of child marriage was in your area and Ntchisi as a whole before the coming of this STOM project in 2018? Kodi mungafotokozere momwe nkhani ya maukwati a ana analili mu dera lanu komanso ndi m'boma lantchisi lonse pulojekiti ya STOM isanabwere mu 2018?
3. What difference has the project brought in the area of ending child marriages? *Keep probing, can you tell me more?* Kodi pulojekiti ya STOM yabweretsa kusintha kwanji kumbali ya maukwati aana? *pitirizani kufunsa, mungandiuze zambiri?*
4. Describe how the STOM project addressed norms and beliefs in your community and within families to increase support for women in non-traditional roles and as breadwinners? What has (not) worked well? Why has it (not) worked well? Fotokozani momwe pulojekiti ya STOM idakonzera miyambo ndi zikhulupiriro mu dera lanu komanso kukulitsa kuthandizira azimayi

pantchito zosakhala zachikhalidwe komanso opezera chakudya mabanja? Kodi ndi chiyani chimene chidagwira/sichidagwire? Chifukwa chiyani sichidagwire?

5. What role did paralegals and champions (composed of members from Gulewankulu, Youths, women forums, Pastors and chiefs) play to ensure that issues of early marriages are addressed? Ndi ntchito yotani yomwe azamalamulo ndi akatswiri adachita ( munga ma membala a gule wamkulu , achinyamata, mabugwe a amayi, abusa ndi mafumu) poonetsetsa kuti nkhani za maukwati aana athesedwe?
6. Can you please describe how the school bursary program has contributed towards ending child marriages in your area and in Ntchisi district as a whole? What has (not) worked well? Why has it (not) worked well? What can be improved or replicated?
7. Before STOM, what issues were there pertaining to access to SRH services for boys and girls? How were you involved by STOM project to deal with SRH issues that affected boys and girls in your community? What change has happened as a result of your involvement in STOM project? *Probe for specific examples of change and specific factors which contributed to that change, including stakeholders who were involved.*
8. Can you please describe how VSLAs have been beneficial towards preventing child marriages? **Kodi mungafotokoze momwe ma banki nkhone athandizira kuthetsa ma ukwati a ana?**
9. Describe how vocational skills have contributed towards ending child marriages/economic empowerment? **Fotokozani m'mene luso la ntchito za manja lathandizira kuthetsa ma ukwati a ana/ kupangitsa kuti atsikana akale ozidalira pachuma?**

<<end of the checklist>>

### Parents

1. Can you please describe your position and roles in the STOM project? How were you involved in the project tasks? Kodi mungafotokoze udindo wanu ndi ntchito yomwe mumagwira mu pulojekiti ya STOM? Kodi munakhudzidwa bwanji mu ntchito za pulojekitiyi?
2. Can you please describe how the issue of child marriage was in your area and Ntchisi as a whole before the coming of this STOM project in 2018? Kodi mungafotokozere momwe nkhani ya maukwati a ana analili mu dera lanu komanso ndi m'boma lantchisi lonse pulojekiti ya STOM isanabwere mu 2018?
3. What difference has the project brought in the area of ending child marriages? Keep probing, can you tell me more? Kodi pulojekitiyi yabweretsa kusintha kwanji kumbali ya maukwati aana? *pitirizani kufunsa, mungandiuze zambiri?*
4. Describe how the STOM project addressed norms and beliefs in your community and within families to increase support for women in non-traditional roles and as breadwinners? What has (not) worked well? Why has it (not) worked well? Fotokozani momwe pulojekiti ya STOM

idakonzera miyambo ndi zikhulupiriro mu dera lanu komanso kukulitsa kuthandizira azimayi pantchito zosakhala zachikhalidwe komanso opezera chakudya mabanja? Kodi ndi chiyani chimene chidagwira/sichidagwire? Chifukwa chiyani sichidagwire?

5. What role did paralegals and champions (composed of members from Gulewankulu, Youths, women forums, Pastors and chiefs) play to ensure that issues of early marriages are addressed? Ndi ntchito yotani yomwe azamalamulo ndi akatswiri adachita ( monga ma membala a gule wamkulu , achinyamata, mabugwe a amayi, abusa ndi mafumu) poonetsetsa kuti nkhani za maukwati aana athesedwe?
6. Can you please describe how the school bursary program has contributed towards ending child marriages in your area and in Ntchisi district as a whole? What has (not) worked well? Why has it (not) worked well? What can be improved or replicated?
7. Before STOM, what issues were there pertaining to access to SRH services for boys and girls? What change has happened as a result of STOM? *Probe for specific examples of change and specific factors which contributed to that change, including stakeholders who were involved*
8. Can you please describe how VSLAs have been beneficial towards preventing child marriages? **Kodi mungafotokoze momwe ma banki nkhone athandizira kuthetsa ma ukwati a ana?**
9. Describe how vocational skills have contributed towards ending child marriages/economic empowerment? **Fotokozani m'mene luso la ntchito za manja lathandizira kuthetsa ma ukwati a ana/kupangitsa kuti atsikana ndi achinyamata akhale ozidalira pachuma?**

<<end of the checklist>>

### 5.2.3 Checklist for Key Informants – English Version

<b>Interview with:</b>	<b>Project staff, district and community level stakeholders</b>
<b>Location:</b>	TA/GVH/Village: _____ / _____ / _____
<b>Date:</b>	..... / ..... / 2021
<b>Research Staff:</b>	<b>Facilitator:</b> ..... <b>Supervisor:</b> ..... <b>Other staff:</b> .....
<b>Introduction:</b>	<p>Hello. Thank you for meeting us. We are grateful that you are willing to spend your time with us.</p> <p>My name is ..... This is my colleague ..... We are part of a study team looking to understand issues related to child marriages in Ntchisi district as part of evaluating the project Stop Child Marriages for NCA/DCA and its implementing partners (EAM, Press Trust and TEVETA) so that we can use such information for improving the effectiveness of future NCA/DCA projects/programmes.</p> <p>All the information we will discuss here is confidential – we will not associate anything that you will say with your name and we will not record your name. If you do not feel comfortable answering any of our questions, you do not have to.</p> <p>Our discussion should take less than an hour. You can stop it anytime if you do not want to continue in it.</p>
<b>Consent Question:</b>	<p>Do you agree to participate in our discussion?</p> <p><b>YES            NO</b></p> <p>Do you agree with audio recording so that we can transcribe and translate our discussion to English?</p> <p><b>YES            NO</b></p> <p>Can we during our discussion take photos documenting that it took place?</p> <p><b>YES            NO</b></p>

#### **IMPORTANT NOTES FOR THE FACILITATOR:**

The following questions are not intended to serve as a rigid “questionnaire” – they are primarily helping to guide the focus of the discussion. Whenever required, you should **ask people clarifying and probing questions, such as:**

- “What do you mean by saying ... ?”
- “**Why do you think so?**”
- “Tell me more about that.”
- “What do other people think?”
- “What else?”
- “What other ideas do you have?”
- “What else would you like to tell us?”

Ensure that **QUESTIONS ARE OPEN-ENDED** – as much as possible, avoid questions with yes / no answers.

**BEFORE YOU START CHECK THAT THE RECORDING IS ON AND WORKING !!!**

Criteria	Evaluation questions
Relevance  (Did the intervention do the right thing?)	a) To what extent has the intervention objectives and design respond to the needs of beneficiaries, district and country at large? b) To what extent were the objectives, activities and outputs of the project contribute to achieving Malawi Government Policy aspirations on issues of early marriages and youth empowerment? c) To what extent has the project contributed to the achievement of DCA Malawi Country programme and international strategy (2019 to 2022) and 2030 SDG agenda? d) How relevant was the theory of change in relation to the project results?
Coherence  (How well did the intervention fit)	a) What are the available internal synergies and interlinkages between the project and other interventions done by DCA and its partners? b) How did the project complement, harmonise and coordinate with interventions from other actors in the same context in Ntchisi? How did the project add value while avoiding duplication of effort?
Effectiveness  (Did the intervention achieve its objectives?)	a) To what extent have the project outcomes and outputs been attained (both qualitatively and quantitatively)? b) What were the major factors that influenced achievement or non-achievement of the objectives? c) To what extent were the cross-cutting issues effectively mainstreamed in the project's implementation, particularly in relation to gender equality, women empowerment, beneficiary accountability, violence prevention, and environment?
Efficiency  (How well were resources used?)	a) Were the objectives achieved on time? b) To what extent has working together among EAM, Press Trust, TEVETA and DCA now NCA DCA Malawi effectively contributed to delivery of expected results? c) Were there alternative approaches in implementing the programme that would be more efficient compared to the approaches used? d) To what extent has there been value for money in relation with project scope and objectives?
Impact  (What difference did the intervention make?)	a) What significant positive or negative effects (social, environmental and economic) has the project generated in Ntchisi? ( <i>indirect, secondary and potential consequences of the project</i> )



Criteria	Evaluation questions
Sustainability (Will the benefits last?)	a) Is there evidence that benefits resulting from the Project are likely to be sustained?
	b) What were the major factors that influenced the achievement or non-achievement of the sustainability of the project?
Lessons Learnt	<ul style="list-style-type: none"> <li>- What has (not) worked well?</li> <li>- Why has it (not) worked well?</li> <li>- What can be replicated or improved in future interventions?</li> </ul>

### TAs

1. Are you aware of STOM project? What was the situation of boys and girls marriages before STOM project in your area? To what extent were you involved in the STOM project?
2. What has been your role during the implementation of STOM project in your area?
3. Do you know of any boys and girls who were withdrawn from marriage? Were you involved in their withdrawal from marriage? How were you involved? Was your involvement voluntary or facilitated by some organizations? If was facilitated, what organizations supported your efforts as a Traditional Leader?
4. Whom did you work with in fight against child marriage? *Probe if the TA worked with the schools, community, parents and others. How did you work with them (schools, communities, parents and others)?*
5. Are there by-laws in place to end child marriages in your area? How were you involved in formulation of the by-laws? Explain.
6. Whom did you work with to end early marriages at Ntchisi Boma?

<<end of the checklist>>

### Head teachers

1. What was your role during the implementation of the STOM?
2. How many boys have been withdrawn from marriages between 2019, 2020 and 2021, as a result of implementing the STOM project?
3. How many girls were withdrawn from marriages in 2019, 2020 and 2021, as a result of implementing the STOM project?
4. How many girls dropped out of school due to pregnancy and marriage in 2019, 2020 and 2021?
5. How many of those girls who dropped out of school due to pregnancy and marriage were readmitted back to school?
6. How many girls readmitted back to school have been retained and finished secondary school?

<<end of the checklist>>

### Female teacher mentors

How can you describe the state of SRH in your community before STOM project as a female teacher? What was your capacity to deal with SRH issues that affected the boys and girls before STOM project? What is the situation of SRH now after STOM project? What has contributed to the change?

1. What has been your role during the implementation of SRH with STOM project? Prob what they have managed to deal with during the project and what is still outstanding challenges in their communities.
2. Are you aware of the bursary programme? Has the bursary reached all girls? Prob how it has contributed to ending child marriages. Ask them to explain.
3. How is the overall performance of girls on bursary? Are there dropouts? What is contributing to dropouts from the bursary programme?

<<end of the checklist>>

#### Star circle facilitators

1. What was your role as star circle facilitators on the STOM Project?
2. How was the SRH situation in your area before the STOM project came in Ntchisi? What specific examples of change (positive/negative) can you cite because of your involvement? And what has specifically contributed to the change?

<<end of the checklist>>

#### District Education Manager

1. How many boys have been withdrawn from marriages between 2019, 2020 and 2021?
2. How many girls were withdrawn from marriages in 2019, 2020 and 2021?
3. How many girls dropped out of school due to pregnancy and marriage in 2019, 2020 and 2021?
4. How many of those girls who dropped out of school due to pregnancy and marriage were readmitted back to school?
5. What has been retention rate of girls after STOM project came in Ntchisi district?
6. What was the contribution of STOM project to retention of girls in schools?

<<end of the checklist>>

#### EAM

1. To what extent have the project outcomes and outputs been attained (both qualitatively and quantitatively)?
2. What were the major factors that influenced achievement or non-achievement of the objectives?
3. To what extent were the cross-cutting issues effectively mainstreamed in the project's implementation, particularly in relation to gender equality, women empowerment, beneficiary accountability, violence prevention, and environment?
4. Were the objectives achieved on time?
5. To what extent has working together among EAM, Press Trust, TEVETA and DCA now NCA DCA Malawi effectively contributed to delivery of expected results?
6. Were there alternative approaches in implementing the programme that would be more efficient compared to the approaches used?

7. What significant positive or negative effects (social, environmental and economic) has the project generated in Ntchisi? (indirect, secondary and potential consequences of the project)
8. Is there evidence that benefits resulting from the Project are likely to be sustained?
9. What has (not) worked well?
10. Why has it (not) worked well?
11. What can be replicated or improved in future interventions?

<<end of the checklist>>

### Press Trust

1. How many girls were registered for support from EAM?
2. How many of these did you manage to support?
3. Out of these how many were sustained in school?
4. For those who failed, what were the reasons?
5. How many attained higher level of education?
6. What were the major factors that influenced achievement or non-achievement of the objectives?
7. To what extent were the cross-cutting issues effectively mainstreamed in the project's implementation, particularly in relation to gender equality, women empowerment, beneficiary accountability, violence prevention, and environment?
8. Were the objectives achieved on time?
9. To what extent has working together among EAM, Press Trust, TEVETA and DCA now NCA DCA Malawi effectively contributed to delivery of expected results?
10. Were there alternative approaches in implementing the programme that would be more efficient compared to the approaches used?
11. What significant positive or negative effects (social, environmental and economic) has the project generated in Ntchisi? (indirect, secondary and potential consequences of the project)
12. Is there evidence that benefits resulting from the Project are likely to be sustained?
13. What has (not) worked well?
14. Why has it (not) worked well?
15. What can be replicated or improved in future interventions?

<<end of the checklist>>

### TEVETA

1. How many girls and boys were registered for support from EAM?
2. How many of these did you manage to train in technical and vocational skills?
3. Out of these how many completed and got certified?
4. For those who failed, what were the reasons?
5. How many have been able to set up their businesses?
6. What were the major factors that influenced achievement or non-achievement of the objectives?
7. To what extent were the cross-cutting issues effectively mainstreamed in the project's implementation, particularly in relation to gender equality, women empowerment, beneficiary accountability, violence prevention, and environment?
8. Were the objectives achieved on time?
9. To what extent has working together among EAM, Press Trust, TEVETA and DCA now NCA DCA Malawi effectively contributed to delivery of expected results?

10. Were there alternative approaches in implementing the programme that would be more efficient compared to the approaches used?
11. What significant positive or negative effects (social, environmental and economic) has the project generated in Ntchisi? (indirect, secondary and potential consequences of the project)
12. Is there evidence that benefits resulting from the Project are likely to be sustained?
13. What has (not) worked well?
14. Why has it (not) worked well?
15. What can be replicated or improved in future interventions?

<<end of the checklist>>

### DSWO

1. How many boys have been withdrawn from marriages between 2019, 2020 and 2021?
2. How many girls were withdrawn from marriages in 2019, 2020 and 2021?
3. How many girls dropped out of school due to pregnancy and marriage in 2019, 2020 and 2021?
4. How many of those girls who dropped out of school due to pregnancy and marriage were readmitted back to school?
5. What has (not) worked well in STOM project?
6. Why has it (not) worked well?
7. What can be replicated or improved in future interventions?

<<end of the checklist>>

### Child Protection Officers (CPO)

1. What has been your role in the STOM project as a child protection officer?
2. How was the child marriage situation before STOM? What change has happened and what has contributed to this change?
3. Which organisations facilitate this? How were the schools, and community (especially parents) involved?
4. What can be replicated or improved in future interventions?

<<end of the checklist>>

### Paralegals

1. What was your specific role as a paralegal agent in the STOM project?
2. How did you get involved in STOM and which organisations facilitated this?
3. How was child marriage situation before STOM and how does it compare to the current situation in your area? What has led to the change (positive or negative)?
4. What specific positive contribution have you brought (as paralegal agent) towards ending child marriages in your area?

<<end of the checklist>>

### Police officers

- 1) How many children marriage cases have been successful resolved in Ntchisi in 2019, 2020 and 2021?
- 2) What role did you play in the STOM project? were you involved in addressing any cases?
- 3) How big a problem is the issue of early marriages in Ntchisi now compared to 2019 (before STOM)?
- 4) What has (not) worked well in STOM project?
- 5) Why has it (not) worked well?
- 6) What can be replicated or improved in future interventions?

<<end of the checklist>>

### NCA/DCA program officers

- 1) To what extent have the project outcomes and outputs been attained (both qualitatively and quantitatively)?
- 2) What were the major factors that influenced achievement or non-achievement of the objectives?
- 3) To what extent were the cross-cutting issues effectively mainstreamed in the project's implementation, particularly in relation to gender equality, women empowerment, beneficiary accountability, violence prevention, and environment?
- 4) Were the objectives achieved on time?
- 5) To what extent has working together among EAM, Press Trust, TEVETA and DCA now NCA DCA Malawi effectively contributed to delivery of expected results?
- 6) Were there alternative approaches in implementing the programme that would be more efficient compared to the approaches used?
- 7) What significant positive or negative effects (social, environmental and economic) has the project generated in Ntchisi? (indirect, secondary and potential consequences of the project)
- 8) Is there evidence that benefits resulting from the Project are likely to be sustained?
- 9) What has (not) worked well?
- 10) Why has it (not) worked well?
- 11) What can be replicated or improved in future interventions?

<<end of the checklist>>

**End of the checklist**

### 5.2.4 Case study checklist – English Version

<b>Interview with:</b>	<b>Selected Adolescent boys and girls who have benefitted from the project</b>
<b>Location:</b>	TA/GVH/Village: _____ / _____ / _____
<b>Date:</b>	..... / ..... / 2021
<b>Research Staff:</b>	Interviewer: ..... Supervisor: ..... Other staff: .....
<b>Introduction:</b>	<p>Hello. Thank you for meeting us. We are grateful that you are willing to spend your time with us.</p> <p>My name is ..... This is my colleague ..... We are part of a study team looking to understand issues related to child marriages in Ntchisi district as part of evaluating the project Stop Child Marriages for NCA/DCA and its implementing partners (EAM, Press Trust and TEVETA) so that we can use such information for improving the effectiveness of future NCA/DCA projects/programmes.</p> <p>All the information we will discuss here is confidential – we will not associate anything that you will say with your name and we will not record your name. If you do not feel comfortable answering any of our questions, you do not have to.</p> <p>Our discussion should take less than an hour. You can stop it anytime if you do not want to continue in it.</p>
<b>Consent Question:</b>	<p>Do you agree to participate in our discussion? <b>YES            NO</b></p> <p>Do you agree with audio recording so that we can transcribe and translate our discussion to English? <b>YES            NO</b></p> <p>Can we during our discussion take photos documenting that it took place? <b>YES            NO</b></p>

#### **IMPORTANT NOTES FOR THE FACILITATOR:**

The following questions are meant to be asked in the following order or structure presented to establish the change which has come as a result of the project: Initial situation, response, results and evidence

*Ensure that **QUESTIONS ARE OPEN-ENDED** – as much as possible, avoid questions with yes / no answers.*

**BEFORE YOU START CHECK THAT THE RECORDING IS ON AND WORKING!!!**

#### Questions

<b>Initial situation (before the project)</b>	Can you please tell us how your life was (especially with respect to access to education, income and SRH services) before the STOM project came in your area?
<b>Response (how the project responded to the situation)</b>	Is there a change in your life? If so, how has the STOM project contributed to that change? <i>Probe for specific details of inputs from the project which brought about the change</i>
<b>Results and evidence (proof of the change that has happened)</b>	What specific proof is there that can show that there is a change in your life as a result of the STOM project?

End of the checklist

5.3 Annex 3: Case studies

**CASE STUDY 1: Teen mother supported on bursary at Gwangwa Community Secondary School**



I was a primary school student, and when I enrolled at the secondary level, I started having a boyfriend but he wasn't a student but a business man from my area. In the course of the relationship, I got pregnant. I didn't tell my parents but him of the pregnancy and he told me he will marry me. I didn't want to get married by that time because I had a vision, I wanted to finish my education but because of the situation I was in, I saw that it would bring shame to my parents so I just agreed but not with the whole of my heart. I was 16 years old at that time. I got married and the man was showing me love at that time and we were developing together. The time I went to marriage my parents were not happy at all, they wanted to withdraw me from the marriage but because of other people they left it like that. Here at school, the teachers also were against the marriage especially the Deputy Headteacher because I was an intelligent student. Term one I was position three while term three position two. The headteacher advised my parents to withdraw me from the marriage, even if I was pregnant, I would return to school after giving birth and we would take care of the child, but my parents didn't withdraw

me from the marriage.

Our marriage lasted for six years, the seventh year, the marriage began facing some challenges then I decided to go back to school. I explained to my parents of this idea they were happy and said I had made an important decision, but they told me they couldn't manage paying my school fees. They encouraged me to go to organisations to ask for help on the part of fees. Firstly, I came to this school to secure a place, I was already a student here so it was just like re-registering. I explained to the headteacher of my decision and he applauded me that it was a good decision and he said on the part of fees we will help you because there are a number of organisations, he was mentioning the names of those organisations, then I went back home. I asked if I could come to start attending classes, I was told to come, but on the part of bursary I was told to be searching because he did not manage to do it. I managed to pay fees for a single term. I heard of an organisation that deals with violence so I went there to explain my story of what I had gone through and my current decision, they told me I had made a good decision and they made me sign a social welfare form. I was still coming to school but I had only paid a small proportion of the fees. Towards the end of the term, I was told 'you have been taken under bursary, so you should come under boarding school'. I took this as a precious opportunity because at first the doors to the future of my education in terms of school fees were closed. I really had a heart to be educated but because of the problem of school fees I could have missed my education. At first, I was under Red Cross organisation, they were just paying for my tuition but I never took it for granted because my parents could not manage the fees because they were paying for my other two siblings.

Although I faced problems but because I am matured, I just focused on the reason why I was in school. Other students knowing that I was married before and that I have children they called me insulting names like *chinzimayi/chintchembere* meaning 'mother' and also maybe because I am a form one student so they say a lot of things. So, I just let it go since that is how life is and I focus on my education. Actually, it is a single person that frequently like doing that, of course others also do that here and there but my roommate is the one that keeps disturbing my peace. Sometimes we quarrel on little issues and she ends up telling me that I feel like an adult because I was once married. So, to avoid this I thought of relocating to another hostel but because the rooms are so full, I decided



to relocate next term so that I can avoid this specific person because she is the only person that keeps disturbing me. I do not know if the devil uses her or not but I just let her be.

Comparing my past and now, I am really seeing the benefits because if the bursary was only for tuition, it could have been difficult for me because the necessities for school would have been difficult to find but now it's easy to find notebooks and other things needed in school. Some little things I manage on my own. And also, with the bursary of boarding I am able to study with no difficulties but if it were that I was going back home after school I would be thinking of problems at home of how to solve them but as of now, I am fully concentrating on my studies

With the experiences I have had, I would say early marriage is bad, because I was married while I was a child. Problems could come in the marriage and I did not know what to do and who tell, sometimes I would just be crying because I was not matured enough to make decisions and I did not know who could help me, so I have seen that it is bad because as a child I was not yet matured. I am thankful that I gave birth normally without any complications, but in decision making, it was difficult because in everything he was the one making those decisions as a man. But if it were that I was married while matured I could have been solving some of the problems myself. Currently I have two children.

**CASE STUDY 2: Girl who graduated from hair dressing – TEVETA component**



After I wrote my exams in 2017 and I came here at the village. It happened that my father died while I was in form two, I finished my school with difficulties since it was only my mother supporting me. After I wrote my exams in 2017, I came to live in the village. It was a life of ups and downs because we only had our mother, we are five and our father died while all of us here in school. One was in form four, other in form two, and the other in form one in that order. We managed to finish the education with difficulties. It was better that she managed to help us reach that stage, little by little with some piece works it has been helping.

The time I was writing form four exams I was 21 years old, this project selected me in 2018. The life was that of up and down because as I have said, my mother could help here and there and we were helping each other, then this organisation selected me. They told us everyone should choose the type of skills they want to learn so I chose hair dressing. We had been trained for three weeks, finished and went back home. After finishing, we thought that was it. After acquiring the skills, I am able to do any hair style on anyone, I can do skin, all those I can do. Even the weaving I can do, those we use to do the hair washing and the hair gets dry through the sunlight because we do not have electricity here by that I am able to find a little something, 200 some will bring 500. For example, somebody already paid 500 so that I can wash her hair and another one paid another 500 so that when I finish work, I should wash her hair, by and by, life gets easier.

Comparing my past and now, my life differs from before because I am able to find a little something, and I am able support myself to buy what I want whether soap or anything even Chitenje I can buy because some work I do I am able to find MWK5,000 then I can buy a cloth of MWK3000 or MWK1500 and the other money can help the family to buy relish.

As part of start-ups, they gave us weaves, 1 litre of shampoo, Vestline and 8 rollers which are of course inadequate and it can't be enough for one head. Isn't so sister? So, the time we were being trained we signed that, in a saloon there are blowers, driers, and straightener. Those equipment makes you known that you have a saloon. So, they talked of uplifting those in the village that, for example people are having panels for their barber shop. We agreed on panels and people were asking if panels can carry blowers and driers and we said yes because even in the barbershop, a lot goes on but the panel is able to carry all that. Then we signed for a panel, they also said that if it cannot happen, we were free to choose a place because saloon can't happen without electricity which here is at a place called N'gombe or at 9. The time we were graduating what was agreed they did not provide

**CASE STUDY 3: Boy graduated carpentry and joinery**



My name is Amidu Lemani and I am 20 years of age and I am not married I am a youth. It was in 2019 and we were suffering because of the death of my father, that time I was in primary school. My father died in 2013. I was in primary so you know here in the village how it is, they had to help my siblings in the secondary school then as well as me. My mother could not manage being a single parent so I had to dropout. Fortunately, I heard of TEVETA and I went to sign forms at Shanti, the first form I signed them at Shanti but they said there were errors so I went to sign at the council. After some period, I received phone through the youth centre (Malenga Youth centre) that Amidu Lemani has been successful here in chipokosa in carpentry and joinery and I said this is an opportunity. I went there and we started learning. We were learning the names and function of tools before the tools came and in the middle of learning, the tools were made available. We started using the tools with timber though the first set of tools were not durable but they replaced with durable ones later to master the work. We were following rules the does and don'ts. We fished without errors in 5 months and we came back to the village. While

we were at the school, they used to give us an allowance (MWK20,000) to sustain us since we were lodging there to buy soap and food and they gave us the money for each money our lives were sustained each day. while; learning. We were starting at 8 o'clock in the morning then breaking at 10, went back and breaking at lunch at 12 noon. We were going back at 12:30 up until 4pm and we got used. Now it happens, I was the one who made those frames everything that a customer request. The tools were given on a group, but my friends are very far (Kamsonga and Chipola). My friends meet at Kamsonga youth centre, in the same TA Malenga only that the communities are very far apart. For instance, let's say on the work I did, transport only is MK3000, the frame is MK2500 and an additional transport of MK500 to do the work there. But because this is my area people know that I went to school they ask me to do some work for them, that solves some problems because I cannot be asking my mother for soap it will be like I am not thinking properly. I am an adult now and I have vocational skills.

We were called after some time for our graduation at Vuso Jere fortunately we were told that they will refund us the transport, we graduated and gave us certificates and everything and they also gave us stater money per group but they did not give us the amount they promised because they promised MK100,000 per head as a starter so if you are three people per group then they promised Mk300,000. But they only gave MK100,000 per group and also, they gave us inadequate tools. They gave us deep plane without a carter, so how will it work? Its carter is MK12,000 and it is not normally found here but in Mponela so those tools are just dormant now when someone wants a line door, we send them to someone else who has it because if we can hire it, one will charge depending on the amount they bought as you know it costs MK65,000 so they may charge you MK5,000. So, if we can do the work and buying the timber, we cannot be making profits. Even the chisels were just breaking, mow we are just using metals from the bicycle and little by little it is getting shape

Now my life is better I should not lie, because with the passing of my father I was confused because a male parent cares for you whilst you are still a child and by the time, he stopes you are already independent. With the coming of TEVETA it took the place of my late father, I can't say anything bad about TEVETA what I can say is that my life is better.

My plan is that when our group improves and have many materials, I should no longer be dependent on the group but be independent because if anyone can tell me to do a line door I can do it, it can happen. What I want is to be independent from the group. We went to Area 36 in Lilongwe and signed for a loan, the TEVETA called us, if they can release that loan, I can be independent from the group though in the village customers are not many even those who went to school is only me. If the

TEVETA can help with the loan, I can be independent and I can manage on my own. They have been encouraging us to be doing in a group so we sent our chair Bright Nkwapatira he stays in Chipola, He said he signed a loan of MK300,000 in area 36. With the cost of transport to town it is a lot of money. They gave us tools that are not durable, if they could have given us tools that were durable like that, they brought the second time at school we could have been buying other tools. Now we buy tools from China shops that are not durable in three months' time they get broken in three months

#### 5.4 Annex 4: List of stakeholders consulted in the study

##### Key informants consulted

No.	Full name	Gender	Role/Position	Contact
1	Mr Milazi	Male	District Social welfare officer	0993121028
2	Mr Makweya	Male	Sub inspector, Ntchisi Police	0997846687
3	Mr Chiunjiza	Male	Child Protection Worker	0995388088
4	Mr Fredrick Matanda	Male	Child Protection worker	0993824742
5	Mai Lontiya	Female	Mother group chair lady for Gwangwa CDSS	0997187971
6	Amos Chibwana	Male	EAM	<a href="mailto:chibwanaamos@gmail.com">chibwanaamos@gmail.com</a>
7	Kidwell Banda	Male	TEVETA	<a href="mailto:kbanda@tevetamw.com">kbanda@tevetamw.com</a>
8	Sherry	Female	Press Trust	<a href="mailto:sherry@presstrustmw.com">sherry@presstrustmw.com</a>
9	Chikondi Maleta	Male	Press Trust	<a href="mailto:chikondi@presstructmw.com">chikondi@presstructmw.com</a>
10	John Chawinga	Male	NCA/DCA	<a href="mailto:John.chawinga@nca.no">John.chawinga@nca.no</a>
11	Nyalifie Mtambalika	Female	NCA/DCA	<a href="mailto:Nyalifie.mtambalika@nca.no">Nyalifie.mtambalika@nca.no</a>
12	TA Malenga	Male	Senior Chief	0998798853
13	TA Vuso Jere	Male	Senior Chief	0990983001
14	TA Chilooko	Male	Senior Chief	0991745000
15	TA Kalumo	Male	Senior Chief	
16	Mr Malikebu	Male	CPO – TA Kalumo	0998335816
17	Mr Kasangiza	Male	CPO – TA Chilooko	0999186199
18	Mr Gondwe	Male	Head teacher – Madanjala CDSS	0995120044
20	Mr Goliati	Male	Head teacher – Mpherere CDSS	0999269646
21	Mr	Male	Head teacher – Chinthembwe CDSS	0881415246
22	Mr Kazithe Frank	Male	Head teacher – Mbomba Secondary	0999411504
23	Judith Chisale	Female	Secretary – Malomo Youth Centre	0993149509
24	Mr Steve	Male	Assistant District Social Welfare Officer – Malamo Sub-office	0993277762
25	Agness Phiri	Female	Mother group member – Mpherere CDSS	0994993286
28	Davie Mchere	Male	Paralegal – TA Vuso Jere	0992487024
29	Mr Chitedze	Male	Sub-inspector – Malomo Police	0999642815

##### Teacher Mentors at Madanjala CDSS

No.	Full name	Gender	Role/Position	Contact
1	Boniface Kamuyambeni	Male	Deputy Head teacher	Madanjala CDSS Box 39, Ntchisi

2	Dyson Kasamira	Male	SMC Chair	Madanjala CDSS Box 39, Ntchisi
3	Olivetta Tembo	Female	Teacher	Madanjala CDSS Box 39, Ntchisi

## Adolescent Boys-Madanjala CDSS

No.	Full name	Role/Position	Village
1	Yamikani Vonae	Student	Matapa
2	Joseph Chibwana	Student	Mapondela
3	Joseph James	Student	Cheseta
4	Andrew Kachulu	Student	Chaseta
5	John Starlic	Student	Malenga
6	Nichoras Kazute	Student	Malenga
7	Chisomo Chikepe	Student	Kanchocho
8	Greenwell James	Student	Malenga
9	Austin Kafanikhale	Student	Malenga
10	Gilbert Chilindanji	Student	Malango
11	Boniface Kalima	Student	Kalonga

## Adolescent Girls list-Madanjala CDSS

No.	Full name	Role Position	Village
1	Ellas Chisusu	Student	Chawanda
2	Trizer Ellias	Student	Chaseta
3	Justina Onala	Student	Mbalame
4	Ester Mpumulo	Student	Munkana
5	Audrey mnkhuntha	Student	Chawanda
6	Lonely Mwale	Student	Munkana
7	Tadala Samson	Student	Kathumba

## Mother Group List-Madanjala CDSS

No.	Full name	Role/Position	Contact
1	Enelesi Kazonga	Secretary	09960559006
2	Rose Danken	Member	0996161396
3	Ruth Jamu	Chairperson	0993675543
4	Velonica Mnkuntha	Vice Chairperson	0997777003

## Malenga VSLA (Chimwemwe VSLA) list

No.	Full name	Gender	Role/position	Contact
1	Filesi Banda	Female	Secretary	0885080061
2	Violet Kathewera	Female	Secretary	0996174742/0885080057
3	Manes Kadewere	Female	Member	099192508
4	Velonica Mnkuntha	Female	Member	0997777002
5	Catherine Frank	Female	Member	
6	Anna Kapondera	Female	Member	0994686480
7	Mwatitha Chigoyo	Female	Member	
8	Alfred Chakale	Male	Chairperson	0992269484

## Adolescent boys and Girl's list-Gwangwa CDSS

No.	Gender	Role/Position	Contact
1	Mwaiwawo Philimoni	Student	0990747372
2	Mbewa Rahema	Student	0998741651
3	Yakila Polina	Student	0992837400
4	Lucy Keffa	Student	0999365023
5	Victoria Leziward	Student	
6	Praise Cassim	Student	0992808622
7	Manase Kamtsina	Student	0998013597
8	Annes Harry	Student	0995604552
9	Liviness Sikenera	Student	0998563379
10	Silvia Kathumba	Student	
11	Jensen Beatrice	Student	0991827767
12	Memory Mustafa	Student	0999998899
13	Chikondi Kingston	Student	0995359302
14	Mabvuto Banda	Student	0993633881
15	Tadala Joster	Student	0991759204
16	Hannah Jackson	Student	0993891173
17	Maureen Gideon	Student	0996818034
18	Fales Dickson	Student	0995760263
19	Alicy Adams	Student	0990983183
20	Mary Jonas	Student	0995127038