



Terms of Reference for External Evaluator

Introduction

Link Community Development International are seeking the External Evaluation services for the 'Transformational Empowerment of Adolescent Marginalised Girls in Malawi or TEAM Girl Malawi'. A DFID (Department for International Development) funded, 'Girls' Education Challenge' (GEC) initiative through the 'Leave No Girl Behind' (LNGB) funding window.

The 5-year project, entitled 'Transformational Empowerment of Adolescent Marginalised Girls in Malawi' or 'TEAM Girl Malawi', will be implemented through Link Community Development International's partners in Malawi addressing the social, cultural, economic (and other) barriers to education.

The GEC-LNGB requirements for reliable and credible data collection, analysis and findings are technically challenging given the characteristics of the target group, the project operational environments and the type and standard of evidence (particularly evidence of *additional* impact) that projects are required to deliver. This type of evaluation work requires high quality, specialist evaluation, research expertise and experience.

The primary responsibilities of the external evaluator are to develop fieldwork plans and research tools, pilot and adapt those tools, collect and analyse data on outcomes and intermediate outcomes, and present these findings in a report to the Fund Manager (DFID) with associated data.

Link Community Development is now inviting suitably qualified persons / agencies to tender to undertake the external Monitoring, Evaluation and Learning (MEL) for our GEC LNGB project.

Link Community Development International

Link Community Development International is a family of not for profit organisations working together to transform education for children and communities across impoverished rural areas of Ethiopia, Ghana, Malawi, Rwanda and Uganda.

Our **vision** is a world where every child in Sub-Saharan Africa attains the right to a quality basic education.

Our **mission** is to inspire sustainable innovations in education policy based on evidence-based grassroots experience of approaches which have the greatest positive impact on learner outcomes.

Since 1995 we have improved the learning and lives of over 2 million children in 3,000 schools. We guide governments and educators to adopt low-cost, evidence-based and sustainable solutions to improve learning and support for children, with a focus on literacy, numeracy, life skills and inclusion for the most marginalised. To ensure we support vulnerable learners without leading to segregation, we follow a 'twin track' approach to inclusive education - working towards systemic change in the equity and quality of education in schools whilst recognising the need for individualised support to learners with additional needs.

Child Protection and Safeguarding

Link Community Development believes that a child, vulnerable adult or person at risk should never experience abuse of any kind. We have a responsibility to work in a way that promotes the welfare of all and protects them from harm. We have a zero-tolerance approach to any harm to or exploitation of a child or vulnerable adult by any of our staff, representatives or partners. GEC LNGB grantees are expected to ensure safeguarding and child protection standards are upheld across all project partners and contractors, including external evaluators.

Project Background

Link Community Development has been working in Malawi since 2006 with funding from DfID, USAID, the Scottish Government, Comic Relief, amongst others. By sharing our learning, we have influenced government policy and practice and achieved significant impact through developing Malawi's first National Education Standards to be used in every primary and secondary school in the country. To strengthen accountability, we deliver a community engagement model that raises community awareness of the standard of education their children are entitled to whilst building opportunities to hold schools and government accountable for providing that standard.

The Transformational Empowerment of Adolescent Marginalised Girls in Malawi project or "TEAM Girl Malawi" will operate in 40 communities in two rural (Dedza and Mchinji) and one urban (Lilongwe) district in Malawi's Central region. It will improve learning and life chances for girls aged 10–19 who have never been to school or who dropped out of school without gaining functional literacy and numeracy.

Implementing partners are as follows: Link Community Development Malawi (LCDM) - Lead on Complimentary Basic Education; Theatre for a Change (TfaC) – Lead on Child Protection, Safeguarding, community and Girls' Club activities; Micro-Loan Foundation (MLF) – Lead on financial literacy training and business skills; Supreme – lead on vocational training; Charlie Goldsmith Associates (CGA) – Lead on internal M&E.

Background to the Girls' Education Fund (GEC) Programme

- The Department for International Development (DFID) leads the UK's work to end extreme poverty. DFID is tackling the global challenges of our time including poverty and disease, mass migration, insecurity and conflict. DFID's work is building a safer, healthier, more prosperous world for people in developing countries and in the UK too.
- DFID is working to reach the Sustainable Development Goals (SDGs) by 2030. Progress on girls' education is critical to the achievement of these targets. SDGs 4 and 5 specifically relate to education and achieving gender parity. SDG 4 covers '*inclusive and quality education for all' and lifelong learning*'.
- Globally 31 million primary age girls, have never been to school¹. The majority of these girls come from the poorest and most marginalised communities in the most disadvantaged locations, ethnic groups etc.² Over the last 20 years primary enrolments for girls have improved along with boys but completion rates are equally low for both sexes. At the secondary level the differences between boys' and girls' participation rates really start to show. Significant disparities exist within countries, with the poorest girls from rural areas most severely subject to educational disadvantage - even at the primary level³.
- The Girls' Education Challenge (GEC) is helping the world's poorest girls improve their lives through education and supporting better ways of getting girls in school and ensuring they receive quality education to transform their future.

¹ United Nations, 2015. *The World's Women 2015: Trends and Statistics*. New York: United Nations, Department of Economic and Social Affairs, Statistics Division. Sales No. E.15.XVII.8.

² Idem

³ Idem

- PricewaterhouseCoopers LLP (PwC) and alliance partners have been contracted as the dedicated Fund Manager (FM) and are responsible for the day-to-day operation of the GEC. This includes establishing the recipient tendering process, supporting bidders, sifting and scoring proposals, monitoring Value for Money (VfM) and making project funding recommendations for DFID approval. The FM also manages the relationships with the selected projects and oversees their Monitoring, Evaluation, and Learning operations.
- Through the GEC, DFID provided £355m between 2012 and 2017 to the FM to disburse to 37 individual projects in 18 countries across sub-Saharan Africa and South Asia to help girl's education.
- The Leave No Girl Behind (LNGB) window is a new funding window announced in July 2016 under DFID's Girls' Education Challenge (GEC). The LNGB window aims to support interventions for highly marginalised, adolescent girls who are out of school (either because they have never attended school or have dropped out without gaining a basic education).

Overview of the project budget and implementation timescales:

1. The overall project budget is **£7,803,387** and the project will run from **August 2018 to 31 October 2023**.

The current evaluation point reporting deadlines are as follows:

Baseline – May 2019

Midline 1 – July/August 2021 (tbc)

Midline 2 – July/August 2022 (tbc)

Endline – October 2023 (tbc)

Rationale for the Evaluation

2. The findings from the evaluation will primarily be used:
 - By the project management team, project partners and stakeholders to inform improvements in the delivery of the project during its lifetime;
 - to demonstrate accountability for the funding received to DFID, other UK Government Departments, UK tax-payers, UK media;
 - by the project management team to leverage additional resources from existing and new partners and stakeholders in order to scale-up and sustain the activities /benefits delivered by the project;
 - by the project management team to support the on-going development and implementation of the project's sustainability and succession strategies;
 - by partners, stakeholders and the Government to learn lessons from the project for the purpose of replicating what works elsewhere and/or taking up approaches and activities that have proven to work in order to scale up the project;
 - by the Fund Manager to feed into and identify insights in order to inform programme level questions; and
 - by other donors, academic institutions and education networks to inform the wider policy debate concerning the education of girls and marginalised girls.

Evaluation Objective

3. The project is seeking to procure the services of an independent External Evaluator to conduct a **mixed-method**, gender-sensitive evaluation that is inclusive of persons with disabilities of The Transformational Empowerment of Adolescent Marginalised Girls in Malawi project or "TEAM Girl Malawi" project over the 5 years from baseline to endline. The evaluation will assess the delivery, effectiveness, VfM and impact of the project and report the findings and lessons learnt throughout the process.

Evaluation Questions

4. The Evaluation Team will be required to develop an evaluation approach that answers the following overarching questions as a minimum:

- *Process* – Was the project successfully designed and implemented?
- *Impact* – What impact did the project have on the learning and transition of marginalised girls, including girls with disabilities? How and why was this impact achieved?
- *Value for Money* – Did the project demonstrate a good VfM approach?
- *Effectiveness* – What worked (and did not work) to increase the learning and transition of marginalised girls as defined by the project.
- *Sustainability* – How sustainable were the activities funded by the GEC and was the project successful in leveraging additional interest and investment?

Specific project and programme level evaluation questions are outlined in the MEL Framework (in development). These questions help define the scope and focus of the project evaluation process. The successful bidder will be expected to work with the Project Management Team to review and revise these questions as appropriate at the outset of the project. Project specific context is important in this respect.

Overall Evaluation Approach

5. The overall evaluation approach requires the Evaluation Team to design, plan and conduct a mixed-methods evaluation that is longitudinal in nature.
6. A proportionate amount of time and resources should be allocated to the evaluation given the type of project interventions, operational context and the reporting requirements of the GEC.

Research design

7. Comparison groups: bidders are required to outline their approach to evaluating the impact of the project. This should include consideration of the most rigorous approach to establishing a counterfactual. This should enable **comparison** of the outcomes achieved by a target group who were affected by a project intervention with the outcomes achieved by a group who are similar in every way to the target group, except that they have not in any way been exposed to or affected by the project intervention i.e. a comparison group. Careful consideration should be given to the use of experimental or quasi-experimental methods for this purpose. Great ethical care and consideration needs to be paid here to the potential negative impact of monitoring of girls who may not be benefitting as much as other groups. Comparison groups of girls who will never receive any sort of intervention is not ethically sound and will not be considered. Other options should be explored maintaining the highest level of rigour possible.
8. Cohort tracking: the project is required to track a learning cohort and a transition cohort – defined as a group of individuals who progress through life (community or school) together. Bidders should outline their approach to tracking these cohorts in both the control and intervention areas. See section 16.4 of the MEL guidance for more information on cohort tracking, as well as Annex 4 which sets out the cohort structure of TEAM Girl Malawi (3 x 2 year cohorts). Beneficiaries will likely be from highly marginalised vulnerable groups and likely to be facing a number of barriers to education (see Theory of Change)
9. Measuring outcomes: bidders are expected to understand the projects key and intermediate outcomes and suggest the most appropriate data collection approach to evaluate each outcome. This should include a mixture of quantitative and qualitative approaches. Refer to the Evaluation Handbook. The Evaluator will be expected to pilot tools that will be used for data collection and refine as necessary.

10. Project sampling framework: The Evaluation Team will be required to help finalise the sampling frameworks for both qualitative and quantitative samples. These should be of a sufficient size and representativeness to allow:

- levels of certainty that the findings are representative for the target population;
- ability to generalise the intervention's effectiveness to similar contexts; and
- ability to generalise the insights into what works and why for similar contexts.

Refer to the Evaluation Guidance for further information on sampling and section 15 of the MEL guidance.

11. Baseline Study: The Evaluation Team will be required to design and implement a gender-sensitive mixed method baseline study as an integrated part of the overall MEL strategy and plan for the project. This may include pre-baseline data collection to identify the target group and barriers to education. The baseline study should identify the number of beneficiaries with disabilities as well as the type and severity of their disability (this could include physical and mental (learning) disabilities impairments, following the UN Washington Group methodology⁴. Bidders should set out their approach to the baseline study. See section 16-18 of the MEL Guidance.

Ethical protocols

12. The evaluation approach must consider the safety of participants and especially children at all stages of the evaluation. The evaluation team will need to demonstrate how they have considered the protection of children through the different evaluation stages, including recruitment and training of research staff, data collection and data analysis and report writing.

13. Research ethics plan: bidders are required to set out their approach to ensuring complete compliance with international good practice with regards to research ethics and protocols particularly with regards to safeguarding children, vulnerable groups (including people with disabilities) and those in fragile and conflict affected states. Consideration should be given to:

- Administrative, technical and physical safeguards to protect the confidentiality of those participating in research;
- Physical safeguards for those conducting research;
- Data protection and secure maintenance procedures for personal information;
- Parental consent concerning data collection from children or collation of data about children;
- Age- and ability-appropriate assent processes based on reasonable assumptions about comprehension for the ages of children and the disabilities they intend to involve in the research; and
- Age-appropriate participation of children, including in the development of data collection tools.

Risk and risk management

14. Risk management plan: It is important that the successful bidder has taken all reasonable measures to mitigate any potential risk to the delivery of the required outputs for this evaluation. Therefore, bidders should submit a comprehensive risk management plan covering:

- the assumptions underpinning the successful completion of the proposals submitted and the anticipated challenges that might be faced;
- estimates of the level of risk for each risk identified;

⁴ <http://www.washingtongroup-disability.com/>

- proposed contingency plans that the bidder will put in place to mitigate against any occurrence of each of the identified risk;
- specific child protection risks and mitigating strategies, including reference to the child protection policy and procedures that will be in place; and
- health and safety issues that may require significant duty of care precautions.

Data quality assurance

15. Quality assurance plan: bidders are required to submit a quality assurance plan that sets out the systems and processes for quality assuring the evaluation and research process and deliverables from start to finish of the project. This plan should include the proposed approaches to:

- Piloting of all research activities (vital as part of research design – should include 75-100 students)
- Training of enumerators and researchers conducting the mixed-methods primary research, including in research ethics;
- Logistical and management planning;
- Field work protocols and data verification including back-checking and quality control by supervisors; and
- Data cleaning and editing before any analysis.

Existing Information Sources

16. In the first instance, bidders should refer to the DFID GEC website: <https://www.gov.uk/guidance/girls-education-challenge> for general information concerning the Girls' Education Challenge.

17. Bidders should refer to the following *GEC programme* documentation:

- Grant Recipient Handbook
- Evaluation Guidance
- Logframe and workplan guidance

18. Bidders should refer to the following *GEC project* documentation that includes:

- Project logframe;
- Project Full Application as included in the Accountable Grant Arrangement; and
- Projects MEL framework (*not finalised)

19. Bidders should also refer to relevant country data and information that is currently available, as required, to prepare the proposal.

Professional Skills and Qualifications

20. Qualifications: bidders are required to clearly identify and provide CVs for all those proposed in the Evaluation Team, clearly stating their roles and responsibilities for this evaluation. Please note that if the enumeration is to be sub-contracted, the evaluator will be ultimately responsible for the enumerators they are subcontracting to.

The proposed evaluation person / team should include the technical expertise and practical experience required to deliver the scope of work and evaluation outputs, in particular, with regards to:

- Evaluation design: the team should include skills and expertise required to design, plan and conduct mixed-method impact evaluation, potentially using experimental or quasi-experimental techniques;

- Skills in quantitative and qualitative data collection and analysis (specifically qualitative), drawing findings from multiple sources and handling potential contradictions between data sets.
- Relevant subject matter knowledge and experience: knowledge and experience required on conducting research with children, the education sector, considering disability and gender, and extremely marginalised or vulnerable groups, to ensure that the evaluation design and research methods are as relevant and meaningful as possible given the aims and objectives of the project and the context in which it is being delivered;
- Evaluation management: manage a potentially large-scale and complex evaluation and research process from end-to-end, including conducting and reporting a baseline study and final project evaluation report
- Primary research: gender-sensitive design, management and implementation of primary quantitative and qualitative research in potentially challenging project environments, such as fragile and conflict affected states – this could include the design of longitudinal household panel surveys, EGRA /EGMA and other contextually appropriate learning tests, in-depth interviews, focus groups, etc.;
- Country experience: it is particularly important that the team has the appropriate country knowledge /experience and language proficiency required to conduct the research required;
- Information management: design and manage sex- and disability-disaggregated data and information systems capable of handling large datasets for MEL purposes;
- Statistical analysis: a range of statistical modelling and analysis of impact data; highly proficient user of: SPSS or STATA; and qualitative data analysis techniques, including the use of software e.g. ATLAS.ti, NVivo or equivalent where needed;
- Value for Money (VfM) assessment of education projects: education economics expertise to conduct cost benefit analysis and cost effectiveness analysis as part of the assessment of the project's VfM; and
- Safety considerations: Ensuring the whole evaluation process adhere to best practice for research with children including the implementation of child protection policy and procedures to ensure safety of participants. Note that all bidders are expected to be able to show that they have a child protection policy in place to safeguard children that the research team would come into contact with through the research activities.

Applicant Profile & Experience

The ideal candidate to undertake this evaluation will have:

- High-quality, specialist evaluation and research expertise and proven experience for projects of a similar scale
- Strong experience in rigorous quantitative and qualitative methods and analysis
- Experience in use of control / comparison groups
- Experience in use of household surveys and learner tests
- Experience in design of complex sampling approaches
- Experience in designing digitised systems for data collection, collation and analysis
- Experience in rural sub-Saharan Africa; Malawian experience an advantage
- Experience working within the education sector
- Experience using EGRA/EGMA and other contextually appropriate learning tests
- Experience of working with and designing MEL systems to work inclusively with vulnerable, marginalised target groups - having an appreciation of their complex needs and the sensitivities required in working with these individuals.
- Familiarity with UK Department for International Development (DFID) monitoring and reporting processes

- Knowledge and working experience with the ‘Washington Group Questions’ with young individuals considered an advantage
- Ability to work with whole staff team and variety of stakeholders
- Experience in high-quality report-writing based on accurate and precise analysis and findings.
- Excellent knowledge base, conceptual and analytical skills, and communication skills

21. Day-to-day project management of the evaluation will be the responsibility of Fritz Kadyoma, Programme Director, Link Community Development - Malawi

Deliverables and Schedule

22. Project deliverables: the main deliverables for this project are as follows:

- Inception report (February 2019): setting out the design of the MEL strategy and plan, tools and techniques piloting report, and associated planning, logistics, quality assurance, child protection measures and risk management information including gender analysis.
- Baseline study report (May 2019): design, conduct and submit a baseline study that describes the initial conditions (during year one of the project) against which progress can be measured or comparisons made to show the effects and impacts of the project in the final project evaluation report. A final report structure will be provided by the FM.
- First midline project evaluation report (July 2020 - tbc): design, conduct and submit an initial midline evaluation report that assesses the effectiveness, impact and VfM of the project
- *Potential second midline (July 2021 - tbc)
- Final project evaluation report (August 2023): design, conduct and submit a final project evaluation report that assesses the effectiveness, impact and VfM of the project.

23. Report requirements: all reports should be submitted in electronic form and should be submitted in English.

- The Evaluation Team will be required to provide face-to-face presentations in-country of all deliverables as an integral part of the submission process.
- The Evaluation Team will be expected to provide a fully ‘cleaned-up’ dataset in SPSS, Stata or SAS file format accompanied by the code used to carry out analysis and a variable codebook.

24. Detailed work plan: bidders are required to provide a detailed work plan incorporating all relevant tasks and milestones from start to finish of the evaluation study.

25. Project milestones: bidders are required to include in their detailed work plans the milestones set out below.

Typical project milestones /outputs for deliverables	Deadlines
Invitation to tender sent out to bidders	15 th November 2018
Deadline for receipt of tenders	17:00 BST, 3 rd December 2018
Evaluation of tenders and shortlisting completed	7 th December 2018
Supplier appointed	13 th December 2018
1. Inception Phase	Deadlines
Inception Meeting held	17 th / 18 th December 2018
Literature/document review & data gathering completed	Bidder to complete
Review of project’s theory of change, impact logic and evaluability completed	Bidder to complete
Stakeholder consultation completed	Bidder to complete
Child protection framework developed	Bidder to complete

Sampling framework for primary research for baseline completed	Bidder to complete
Design of data collection strategy including cohort tracking design completed	Bidder to complete
Design of primary research instruments for baseline completed	Bidder to complete
Draft Inception Report (including design of baseline study) submitted for review and comments by Project Manager and Project Partners.	Bidder to complete
Presentation to Evaluation Steering Group	Bidder to complete
Review complete and comments returned to supplier	Bidder to complete
Final Inception Report submitted	15 th February 2019
2. Baseline Study Phase	Deadlines
Tool development and piloting	Bidder to complete
Baseline research starts	After 1 st March 2019
Baseline research completed	Before 15 th April 2019
Draft Baseline Study Report submitted for review	Bidder to complete
Presentation to Evaluation Steering Group	Bidder to complete
Review by Project Management and stakeholders completed /comments provided to Supplier	Bidder to complete
Supplier addresses comments and revises Baseline Study Report	Bidder to complete
Final Baseline Study Report submitted	15 th May 2019
3. Subsequent Project Evaluation Phases	Deadlines
3.1 Start of Design Review Phase	Bidder to complete
Preliminary review of project information and data completed	Bidder to complete
Review of evaluation design and research methods completed	Bidder to complete
Revisions to evaluation design and research methods completed	Bidder to complete
Review of sampling framework for primary research completed	Bidder to complete
Review of primary research instruments for primary research completed	Bidder to complete
Draft Research Design Report reviewed by Project Manager, Evaluation Steering Group, etc completed and comments returned to supplier	Bidder to complete
Final Research Design Report submitted	Bidder to complete
3.2 Start of Research Phase	Bidder to complete
Analysis of financial and monitoring data completed	Bidder to complete
Analysis of cohort tracking data completed	Bidder to complete
Primary quantitative research starts (e.g. household surveys, school surveys)	Bidder to complete
Primary quantitative research ends	Bidder to complete
Primary qualitative research starts (e.g. EGRA, EGMA, focus groups, workshops, semi-structured interviews of stakeholders /partners)	Bidder to complete
Primary qualitative research ends	Bidder to complete
Data verification, cleaning and validation completed	Bidder to complete
3.3 Start of Analysis Phase	Bidder to complete
Start of analysis phase	Bidder to complete
Analysis of data and results completed	Bidder to complete
Draft Interim Report submitted	Bidder to complete
Presentation to Evaluation Steering Group	Bidder to complete
Draft Interim (Emerging Findings) Report reviewed by Project Manager, Evaluation Steering Group, etc and comments returned to supplier	Bidder to complete
Final Interim (Emerging Findings) Report submitted	Bidder to complete
3.4 Start of Reporting Phase	Bidder to complete
Draft Final Project Evaluation Report submitted	Bidder to complete

Presentation to Evaluation Steering Group	Bidder to complete
Draft Final Project Evaluation Report reviewed by Project Manager, Evaluation Steering Group, etc and comments returned to supplier	Bidder to complete
Final Project Evaluation Report submitted	Bidder to complete
Final Project Evaluation Report agreed	31 st September 2023

Reporting and Contracting Arrangements

26. The Evaluation Team will be expected to identify a Project Director and Project Manager for communication and reporting purposes. At the Inception meeting the Evaluation Team Project Manager will be expected to submit a full contact list of all those involved in the evaluation.
27. The Evaluation Team will be expected to attend report to the Evaluation Steering Group and attend all meetings as agreed with the Project Evaluation Manager. The Team will be required to submit to the Project Evaluation Manager bi-weekly progress reports (by email) during the study periods summarising activities /tasks completed to date (per cent achieved), time spent etc.

Budget

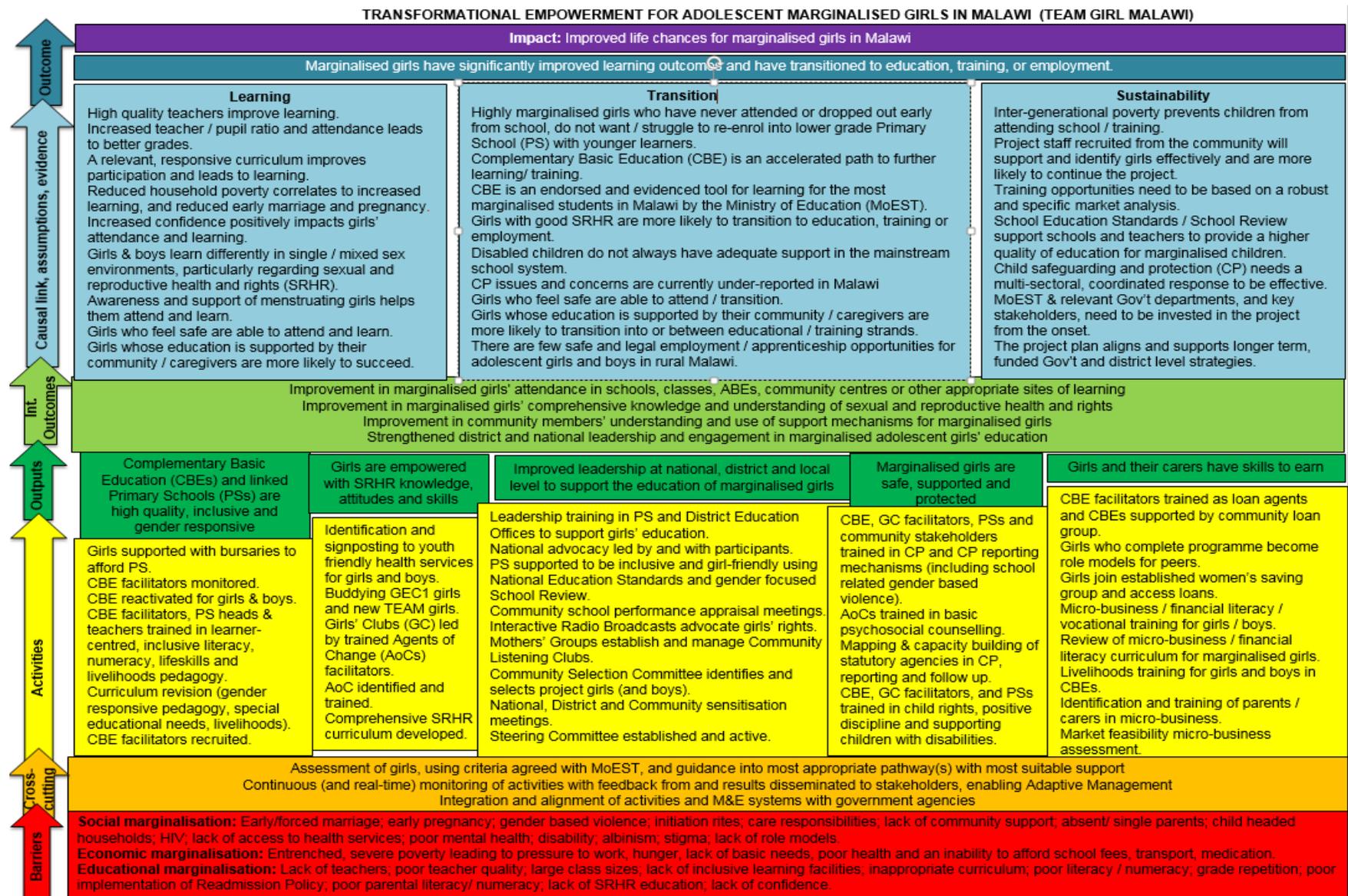
28. The maximum budget for this work is approximately £350,000 including all applicable taxes. This budget should cover the data collection, analysis and reporting for three/four evaluation points, and analysis of ongoing monitoring data. This budget is inclusive of all costs covering team member costs, travel, research costs and any other costs associated the completion of the work including where required costs for reasonable adjustment. Bidders are required to organise and fund their own duty of care arrangements as required.
29. Bidders are required to provide a fully costed proposal in the form of a price schedule in GBP that as a minimum should include:
- Sub-total of fees for the delivery of any task or deliverable;
 - Sub-total for number of days per partner organisation (as applicable);
 - Study team inputs – broken down by the number of days for each individual study team member against each of the tasks set out in the detailed work plan.
 - Day rates for each study team member.
 - Total number of days per team member.
 - Total fees per team member.
 - Expenses and overheads broken down by the project cost categories, as below:
 - Salaries
 - Travel - local
 - Travel - International
 - Hotel accommodation and subsistence costs
 - Education supplies
 - Training material costs
 - IT and Office equipment
 - Vehicles
 - Expenses relating to assets
 - Overheads
 - Taxes
 - Any other costs not covered by the above
 - Reasonable adjustment costs; and
 - Total costs before and after any taxes that are applicable

Bidders are required to provide a payment schedule on the basis of milestone payments for the successful delivery of each deliverable.

Annexes:

1. TEAM Girl Malawi Theory of Change
2. Planned Cohort structure of Complimentary Basic Education (CBEs) and Girls Club
3. TEAM Girl Malawi draft logical framework * attached
4. Fund Manager (FM) GEC LNGB Guidance documents (including GEC Handbook, MEL guidance document, MEL Framework template). *attached

Annex 1: TEAM Girl Malawi - THEORY OF CHANGE



Annex 2: Planned Cohort structure of Complimentary Basic Education classes and Girls Clubs

Total: 40 CBEs	Cohort	YEAR 1 (Aug-July)				YEAR 2 (Aug-July)				YEAR 3 (Aug-July)				YEAR 4 (Aug-July)				YEAR 5 (Aug-July)				Aug- Oct	Totals	
		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20			
Lilongwe - 8 CBEs	1					400 Girls, 80 boys																480	1200G / 240B	7200
	2									400 Girls, 80 boys												480		
	3													400 Girls, 80 boys								480		
Dedza - 19 CBEs	1					950 Girls, 190 boys																1140	2850G / 570B	
	2									950 Girls, 190 boys												1140		
	3													950 Girls, 190 boys								1140		
Mchinchi - 13 CBEs	1					650 Girls, 130 boys																780	1950G / 390B	
	2									650 Girls, 130 boys												780		
	3													650 Girls, 130 boys								780		
Ben selection pre CBE Monitoring				Ben select 1 BASELINE	Pre-CBE				Ben select 2 Pre-CBE MIDLINE				- Ben select 3 - Pre-CBE MIDLINE 2?								ENDLINE			
* Total of 6000 girls allows for a 17% non-completion rate in meeting target of 5000 girls * Cohort structure and number of CBEs mean class sizes will be approximately 50 girls (+ 10 boys)																					Girls	6000		
																					Boys	1200		