END OF PROJECT EVALUATION FOR THE IBSA PROJECT: Eliminating Child Marriages in Malawi and Zambia and Offering Scholarships to Child Marriage Survivors – Pilot Project

REVISED REPORT

Evaluation Team

Donald Makoka - Lead Consultant (Malawi)
Peggy Chilembo – National Consultant (Zambia)

January 2021
<table>
<thead>
<tr>
<th><strong>Project Title:</strong></th>
<th>Eliminating Child Marriages in Malawi and Zambia and Offering Scholarships to Child Marriage Survivors – pilot project</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Implementing Partners</strong></td>
<td>UN Women Malawi in Coordination with the Ministry of Gender and the CSOs</td>
</tr>
<tr>
<td></td>
<td>UN Women Ethiopia in Coordination with the African Union Department of Social Affairs</td>
</tr>
<tr>
<td></td>
<td>UN Women ESARO in Partnership with the Government of Zambia</td>
</tr>
<tr>
<td><strong>Project Duration:</strong></td>
<td>1 year (2019 – 2020)</td>
</tr>
<tr>
<td><strong>Country(s) Covered:</strong></td>
<td>Malawi, Zambia, Ethiopia (AU Liaison)</td>
</tr>
<tr>
<td><strong>Donor(s)/Fund(s):</strong></td>
<td>IBSA Fund</td>
</tr>
<tr>
<td><strong>Responsible Parties:</strong></td>
<td>United Nations Entity for Gender Equality and Empowerment of Women (UN Women)</td>
</tr>
<tr>
<td><strong>UN Women Strategic Areas:</strong></td>
<td>SDG Goal 5: Achieving Gender Equality and Empowerment of all Women and Girls and SDG Goal 4: Ensure Inclusive and Equitable Quality Education and Promote Lifelong Opportunities for All</td>
</tr>
<tr>
<td></td>
<td>United Nations Development Assistance Framework (UNDAF) outcome 2.5 and 4.3</td>
</tr>
<tr>
<td></td>
<td>UN Women Strategic Impact Area 3: Ending Violence Against Women and Girls</td>
</tr>
<tr>
<td></td>
<td>UN Women Strategic Goal 3 of “Women and girls live a life free from violence”</td>
</tr>
</tbody>
</table>
Table of Contents

Table of Contents .................................................................................................................................................. iii
LIST OF TABLES .................................................................................................................................................. v
LIST OF FIGURES .................................................................................................................................................. v
ACRONYMS .............................................................................................................................................................. vi
EXECUTIVE SUMMARY ....................................................................................................................................... vii
  Overview of the Intervention .......................................................................................................................... vii
  Evaluation Purpose, Objectives and Intended Audience ................................................................................. vii
  Evaluation Methodology ................................................................................................................................... vii
  Key Findings ...................................................................................................................................................... viii
  Conclusions ....................................................................................................................................................... xi
  Recommendations .............................................................................................................................................. xiii
1. BACKGROUND AND PURPOSE OF THE EVALUATION ........................................................................... 2
  1.1 Description of the IBSA Project .................................................................................................................. 2
  1.2 Project Implementation ................................................................................................................................ 4
    1.2.1 The IBSA Project, Malawi ..................................................................................................................... 4
    1.2.2 The IBSA Project, Zambia ..................................................................................................................... 5
    1.2.3 The IBSA Regional Programme through AU Liaison ........................................................................... 5
  1.3 Key Stakeholders .......................................................................................................................................... 6
  1.4 Implementation Status of the Project ......................................................................................................... 7
2. EVALUATION OBJECTIVES AND SCOPE ............................................................................................ 8
  2.1 Purpose and Objectives of the Evaluation ................................................................................................. 8
  2.3 Evaluation Scope ......................................................................................................................................... 8
3. EVALUATION METHODOLOGY AND LIMITATIONS ............................................................................ 9
  3.1 Gender-Responsive Evaluation .................................................................................................................. 9
  3.2. Evaluation Criteria ...................................................................................................................................... 10
  3.3. Evaluation Design ..................................................................................................................................... 11
  3.4 Study Limitations ....................................................................................................................................... 16
4. FINDINGS ...................................................................................................................................................... 16
  4.1 Relevance ..................................................................................................................................................... 16
  4.2 Effectiveness ............................................................................................................................................... 19
    4.2.1 Unexpected Results .............................................................................................................................. 27
    4.2.2 Main Enabling Factors .......................................................................................................................... 28
4.2.3 Hindering Factors ................................................................. 30
4.2.4 Unintended Effects.............................................................. 32
4.3 Efficiency .................................................................................. 33
  4.3.1 UN Added Value to this Area of Work .................................. 33
  4.3.2 Management Structure ....................................................... 33
  4.3.3 Financial Management ....................................................... 34
4.4 Sustainability .............................................................................. 36
  4.4.1 Capacity to Ensure Sustainability of Efforts and Benefits ........ 36
  4.4.2 Accountability and Oversight Systems Established ............... 37
  4.4.3 Sustainability Challenges ................................................... 38
4.5 Consistency ................................................................................ 40
4.6 Gender Equality and Human Rights .......................................... 41
  4.6.1 Integration of Human Rights Approach and Gender Equality Principles in Implementation .............................................................................. 41
  4.6.2 Human Rights and Development Effectiveness Principles ....... 42
4.7 South-South Cooperation .......................................................... 42
  4.7.1 Contribution towards Principles of South-South Cooperation .... 43
  4.7.2 National Leadership and Ownership ..................................... 44
  4.7.3 Mutual Benefit ................................................................. 45
  4.7.4 Equality and Horizontality .................................................. 46
  4.7.5 Complementarity to North-South Cooperation: ...................... 46
5 CONCLUSIONS ............................................................................ 47
6 RECOMMENDATIONS ................................................................. 49
7 LESSONS LEARNED ..................................................................... 50
ANNEX 1 – TERMS OF REFERENCE .................................................. 52
ANNEX 2: EVALUATION MATRIX ...................................................... 62
ANNEX 3: DATA COLLECTION INSTRUMENTS ................................... 67
  A3.1 FGD GUIDE WITH PROJECT BENEFICIARIES ...................... 67
  A3.2 KEY INFORMANT INTERVIEW GUIDE WITH RELEVANT GOVERNMENT STAFF .......... 69
  A3.3 KEY INFORMANT INTERVIEW GUIDE WITH UN WOMEN / IMPLEMENTING PARTNERS 71
ANNEX 4: ALIGNMENT OF THE PROJECT TO POLICY AND LEGAL FRAMEWORKS ....................... 74
ANNEX 5: PROJECT RESULTS FRAMEWORK WITH OUTPUT INDICATORS .......................... 76
ANNEX 6: HUMAN INTEREST STORY – MALAWI ................................................................... 83
ANNEX 7: HUMAN INTEREST STORY – ZAMBIA ................................................................. 84
ANNEX 8: LIST OF DOCUMENTS REVIEWED BY THE EVALUATION TEAM ....................... 86
ANNEX 9: LIST OF PEOPLE CONSULTED ........................................................................... 87
ANNEX 10: PICTURES FROM IBSA PROJECT ................................................................. 94

LIST OF TABLES
Table 1: IBSA Project Implementers and Stakeholders .......................................................... 6
Table 2: OECD-DAC Criteria Used in the Evaluation .......................................................... 11
Table 3: Evaluation Steps ..................................................................................................... 12
Table 4: Data Sources ......................................................................................................... 14
Table 5: Expenditure Status ............................................................................................... 35
Table 6: Capacity Development Initiatives Undertaken by the IBSA Project ....................... 36

LIST OF FIGURES
Figure 1: Project Outcomes and Outputs ............................................................................. 3
Figure 2: Evaluation Stages .................................................................................................. 12
Figure 3: Method of Triangulation ....................................................................................... 15
Figure 4: Steps in Analysis Process ..................................................................................... 15
Figure 6: Eliza speaking on behalf of all beneficiaries of T.A Mwanza ................................. 83
ACRONYMS

AU  African Union
AUC  African Union Commission
CMS  Child Marriage Survivors
CSO  Civil Society Organization
CRC  UN Convention on the Rights of the Child
DAC  Development Assistance Committee
ESARO  Eastern and Southern Africa Regional Office
EVAW  Elimination of Violence against Women
IBSA  India, Brazil, South Africa
KGIS  Keeping Girls in School
MAGGA  Malawi Girl Guides Association
MIAA  Malawi Interfaith AIDS Association
MoGCDSW  Ministry of Gender, Community Development and Social Welfare
OECD  Organization for Economic Cooperation and Development
SDGs  Sustainable Development Goals
SSC  South-South Cooperation
TA  Traditional Authority
UN  United Nations
UNECA  United Nations Economic Commission for Africa
VAWG  Violence Against Women and Girls
EXECUTIVE SUMMARY

Overview of the Intervention
UN Women Malawi, Zambia, and Ethiopia offices have been implementing a one-year pilot project (24th September 2019 – 31st December 2020) on eliminating child marriages and offering scholarship to child marriage survivors. The project was implemented with support from the India, Brazil and South Africa Facility for Poverty and Hunger Alleviation (IBSA Fund), with fund management support from the United Nations Office for South-South Cooperation (UNOSCC) which aims to enhance South-South cooperation for the benefit of the neediest nations of the South. The overall goal of the project was to contribute to the elimination of child marriage in Malawi and Zambia and offer scholarships to child marriage survivors. The intervention was implemented by UN Women Malawi, through local civil society organizations (Malawi Interfaith AIDS Association and Malawi Girl Guides Association) in Malawi; UN Women ESARO through the Ministry of Gender and Child Development in Zambia; and the UN Women Ethiopia Liaison to the AUC and UNECA, in Coordination with the African Union Department of Social Affairs and United Nations Economic Commission for Africa (UNECA). The UN Women Ethiopia Liaison component focused on the promotion of regional advocacy within the overall framework of the AU Campaign on Ending Child Marriage in Africa.

Evaluation Purpose, Objectives and Intended Audience
At the end of the implementation period, an end of project evaluation was commissioned. The purpose of the evaluation was to assess outcomes, results and lessons learned from the implementation of the project. The evaluation was meant to contribute to accountability, learning and decision-making.

The evaluation had the following objectives:

i. To assess outcomes and draw lessons from the IBSA fund project in relation to the intended for outcomes of the project;

ii. To identify what lessons have been learnt, good practices and innovations that can be used to support gender equality and human rights in future projects.

Main key users of this evaluation are UN Women offices, IBSA donors, UNOSSC, UN Women implementing partners, other countries implementing projects related to second chance education for child marriage survivors. In particular, findings and lessons drawn from this evaluation are meant to be used to inform the design of the next phase of the project and share knowledge to other countries in the Global South.

Evaluation Methodology
The evaluation followed the key principles for gender-responsive evaluation at UN Women. It used the OECD evaluation criteria of relevance, effectiveness, efficiency and sustainability. The evaluation also analyzed the performance of the project in terms of (i) consistency; (ii)
gender equality and human rights; and (iii) south-south cooperation. A desk review was done where all relevant project documents were reviewed before the preparation of inception report. Qualitative data collected through Key Informant Interviews (KII) and Focus Group Discussions (FGD) was used in the evaluation. In Malawi 22 FGDs and 15 KII; in Zambia 9 FGDs and 13 KII were conducted; while the consultations on AU liaison component were done through 3 KII with stakeholders in Ethiopia. This was done virtually on zoom. The qualitative data were analyzed using content analysis method and findings from the primary data were triangulated with information from the review of the project reports.

**Key Findings**

The key findings from the report are summarized based on the evaluation criteria that were used in the evaluation:

**Relevance**

Finding 1: The evaluation found that the project was highly relevant to address the pressing needs of the target population, which were girls that were in child marriage and child marriage survivors. The project allowed them to fully re-integrate in the education system and the society.

Finding 2: The IBSA Project was aligned to relevant normative frameworks for gender equality and women’s empowerment. At the international level, it was aligned to Sustainable Development Goals, especially SDG 4 and SDG 5, and other conventions, such as the Convention on the Rights of Children (CRC). At the regional level, the IBSA Project was supportive of various regional policies and conventions. At the national level, the project was aligned to national policy instruments, including the Malawi National Strategy on Ending Child Marriage (2018-2023) and the National Strategy on Ending Child Marriage in Zambia (2016 – 2021).

Finding 3: UN Women had a comparative advantage in this area of work compared to other UN entities because of its mandate as a gender equality entity. Using its role of coordination, UN Women was able to link different stakeholders to ensure that there was a coordinated effort to eliminate child marriages in Malawi, Zambia and within the African region.

**Effectiveness**

Finding 4: The intervention complemented ongoing initiatives in Malawi and Zambia to rescue girls from child marriage, by ensuring that once rescued, the girls have the necessary support towards their education. 1,330 child marriage survivors (CMS) and girls from Zambia and 720 CMS and girls from Malawi were enrolled to various schools with scholarship provided. Further, under the IBSA Project, 696 bicyles were provided to the beneficiaries from Zambia and 520 bicyles to beneficiaries from Malawi who were travelling long
distances to school. The IBSA Project has also managed to develop the
capacity of institutions to implement legislation on ending child marriage and
school re-entry policies were strengthened and the enforcement of child
marriage laws and marriage registration in Malawi and Zambia was
enhanced.

Finding 5: The intervention ensured the participation of child marriage survivors and
representation of their voices in regional policy platforms. It also contributed
towards the development of the AUC Early Child Marriage Strategic Plan

Finding 6: The project has developed a range of knowledge products ranging which
have contributed towards enhancing the regional advocacy for ending child
marriage within the overall framework of AU Campaign on Ending Child
Marriage.

Finding 7: The project has trained 120 traditional and faith leaders in Malawi, and 43
traditional and faith leaders in Zambia, to understand gender relations,
render-related laws and how harmful social norms perpetuate violence
against women and girls, including child marriage.

Finding 8: The evaluation has found that the project has built the capacities of various
groups, including child marriage survivors, community champions, mentors,
civic leaders and government staff, among others in understanding policies
and legislation in ending child marriages in the

Finding 9: The project has contributed to the ease of identification of child marriage
cases; an increase in reported cases of child marriages; and increased
awareness amongst community members of the roles of various groups in
ending GBV, in general and child marriage.

Finding 10: The life skills trainings that were provided to project beneficiaries, which
included CMS, through the life skills clubs have built their self-esteem and
confidence to resist negative peer pressure to avoid entering into early
marriages or getting pregnant. The capacity built has enabled the CMS to be
able to demand quality essential services from duty bearers.

Finding 11: The main unexpected results of the project was that the provision of
educational support to girls who CMS negatively affected the morale of the
other school girls who were not part of the programme.

Finding 12: The main enabling factors include the capacity and experience of the
implementing partners; support from traditional leaders where the
interventions were implemented; the ability of UN Women to mobilize
stakeholders; and the experience of the Ethiopia Liaison office in generating
knowledge products for advocacy.
Finding 13: The main hindering factors include implementing the intervention in the midst of the COVID-19 pandemic; the exclusion of boys as project beneficiaries; political instability in Malawi during the court sanctioned elections re-run, and the gassing incidents in Zambia. The AU Liaison component was negatively affected by a limited budget and duration; and the COVID-19 pandemic which made some of the targeted policy advocacy platforms not take place.

Finding 14: The evaluation found that the intervention has created animosity between some boys and girls in the project’s targeted schools, making boys less willing to work together with girls in school-related activities. Further, there was a misconception by some community members that the project is only targeting girls who have dropped out of school or are married, and that for one to access such educational support there is need to fall pregnant or get married first.

Efficiency

Finding 15: The evaluation found that UN Women was strategically positioned to lead this intervention in Malawi (through UN Women Malawi Country Office and Zambia (through UN Women ESARO). The management structure of the project supported efficiency for programme implementation. At the AU level, the fact that AU was minimally involved, especially during the design and implementation stages, to a large extent including at highest leadership level, might have affected the project’s efficiency. The project adhered to good financial management practices.

Sustainability

Finding 16: The evaluation developed the capacity of various community structures, faith and traditional leaders, as well as service providers to deliver quality coordinated essential services to CMS. Traditional and faith leaders were trained to promote favourable social norms, attitudes and beliefs.

Finding 17: The evaluation found several elements that negatively affected project sustainability. The inability of the project interventions to directly focus on household poverty, which is the key driver of child marriage; provision of bicycles and scholarships that communities cannot sustain without external support; lack of material support to school facilities where the beneficiaries are learning; and the lack of provision of vocational skills training to CMS who cannot return to school.

Consistency

Finding 18: In line with the National Strategies on Ending Child Marriage in Malawi and Zambia, the project has facilitated a positive change in the cultural norms, attitudes and behaviours, beliefs and practices that support and promote child marriage. Through the involvement of the Ministries of Gender at the
centre of the intervention in both Malawi and Zambia, the project ensured that there were synergies between the intervention and other initiatives on eliminating child marriage. The IBSA Project was consistent with other interventions addressing the problem of child marriage in Malawi and Zambia, and across the continent.

**Gender Equality and Human Rights**

Finding 19: The evaluation found that the intervention followed a human rights-based approach to development, which obligates the organization to work to realize the rights of girls and women, as well as those of boys and men, even though scholarships were not extended to male learners due to the nature of the intervention. Through various trainings targeting boys, girls, community and faith leaders, as well as various community structures, the IBSA Project has changed the dynamics of power in relationships between different groups.

**South-South Cooperation**

Finding 20: The evaluation found that the IBSA Project has promoted the principles of South-South Cooperation; promoted national leadership and ownership. Further, the Project has supported for mutual benefits through sharing of knowledge, and experiences, training, and technology transfer, even though the learning between Malawi and Zambia was minimal. Further, the IBSA Project complemented the various South-South initiatives in the two countries. All these initiatives are working towards achieving the same goal of reducing the prevalence of child marriage, in line with the National Strategies on Ending Child Marriage for Malawi and Zambia and through the AU Campaign on Ending Child Marriage.

**Conclusions**

From the findings in the various sections of the report, the following conclusions are made:

**Relevance**

i. The evaluation of the intervention has shown that the project was relevant to the needs of the target population and it was highly aligned with relevant normative frameworks for gender equality and women’s empowerment. UN Women had the comparative advantage in undertaking this intervention compared to other UN entities because of its mandate.

**Effectiveness**

ii. The interventions under the IBSA Project complemented ongoing initiatives in Malawi and Zambia to rescue girls from child marriage, by ensuring that once rescued, the girls have the necessary support towards their education. However, the long school closure due to COVID-19 meant that although students were provided
with scholarships and other education support they were not able to attend classes, except for some attendance in the upper classes.

iii. The IBSA Project has developed the capacity of institutions to implement legislation on ending child marriage and it has also strengthened school re-entry policies in Malawi and Zambia. This has promoted a favourable environment for child marriage survivors to safely return to school. However, COVID-19 and the limited duration of the project meant that most of the investments that the project has done at the community were yet to show impact.

iv. The IBSA intervention has promoted the participation of child marriage survivors and has promoted the representation of their voices in regional policy platforms. Through its various knowledge products the IBSA Project has contributed towards enhancing the regional advocacy for ending child marriage within the overall framework of AU Campaign on Ending Child Marriage. However, a limited budget for the AUC Liaison component, the short time for project implementation and the effects of COVID-19 have negatively affected the extent to which the liaison component has had an impact on the regional advocacy to end child marriage.

v. The IBSA Project has advanced gender equality and women’s empowerment. By working with traditional institutions (traditional leaders, faith leaders, traditional counsellors, mother groups, etc) to use their transformative power the project has developed favourable social norms, behaviours and attitudes to eliminate child marriage. Through its activities, the project has repositioned CMS at the centre for a social movement to eliminate child marriage.

vi. The success of the project towards achieving the overall outcome is attributed to the capacity and experience of the implementing partners; support from traditional leaders where the interventions were implemented; the ability of UN Women to mobilize stakeholders; and the experience of the Ethiopia Liaison office in generating knowledge products for advocacy.

vii. The lack of understanding on the nature and scope of the intervention by some community members led to some unintended effects. These include the animosity between some male and female learners in some project schools, and the misconception that the project was only targeting girls who had dropped out of school or were married, and that for one to access such educational support there was need to fall pregnant or get married first.

**Efficiency**

viii. The project was very efficient in the use of resources to achieve the desired results. In particular, the management structure of the intervention supported efficiency for project implementation and that good financial management practices were complied with in the respective offices. However, at the AU level, the minimal involvement of AU Commission at the design and implementation stages, including at highest leadership level, negatively affected the project’s efficiency.
Sustainability

ix. Although the project has undertaken capacity development initiatives that targeted a range of community structures and stakeholders as a way of promoting sustainability, critical sustainability challenges remained. The inability of the project interventions to directly focus on household poverty, which is the key driver of child marriage; provision of bicycles and scholarships that communities cannot sustain without external support; lack of material support to school facilities where the beneficiaries are learning; and the lack of provision of vocational skills training to CMS who cannot return to school were identified as key sustainability challenges.

South-South Cooperation

x. The IBSA Project has promoted the principles of South-South Cooperation; promoted national leadership and ownership. The IBSA Project has also complemented the North-South Initiatives at the national level (Malawi and Zambia) and at the regional level (through AUC Liaison) with various initiatives where child marriage survivors from Zambia were invited to attend high level meetings in South Africa and share their experiences to impact policy. South-South learning between Malawi, Zambia and Ethiopia was minimal due to COVID related challenges, however, there were opportunities through online interactions to share experiences.

Recommendations.
The report makes the following recommendations:

i. There is need to target the families from where the girls are coming with a package of interventions. The package could include parenting skills, means of a livelihood, and direct cash transfers for vulnerable households. This would assist in addressing the underlying cause of the problem, which is poverty.

ii. Consider extending the education support to male learners as well. This recommendation resonates well with UN principle of “Leave No One Behind”.

iii. There is need to promote community awareness of interventions at the start of the project that target girls only to minimize negative and unintended effects. The awareness should provide adequate information on why the intervention is targeting girls only.

iv. Consider extending support to educational facilities from where the beneficiaries are learning. Provision of text books and other teaching materials in schools where these are lacking would be essential to ensure that investments made in the girls yield the desired results,

v. Allocate more resources for liaison work with the AU Commission to maximize impact. This would enable UN Women to target more advocacy platforms, such as SADC Summit, etc.
vi. There is need for senior leadership level collaboration during implementation of liaison work with the AUC.

vii. Promote vocational skills training to child marriage survivors, especially for those that are not able to return to school because of their age limitations.

viii. There is need to ensure that there is a forum for implementing partners to share lessons and undertake joint planning and reviews. This would further promote South-South learning.

ix. Future programme design should put in place strict risk management strategies to minimize the disruption of project activities due to global pandemics, such as the ongoing COVID-19.

x. Future similar projects may need to be designed as multi-year initiatives that can lead to results that are more mature.
1. BACKGROUND AND PURPOSE OF THE EVALUATION

UN Women, grounded in the vision of equality enshrined in the Charter of the United Nations, works for the elimination of discrimination against women and girls; the empowerment of women; and the achievement of equality between women and men as partners and beneficiaries of development, human rights, humanitarian action and peace and security. UN Women Eastern and Southern Africa Regional Office (ESARO) maintains a large presence in the Eastern and Southern Africa region, covering 13 countries. In accordance with the UN Women Strategic Note, which is premised on the Africa Strategy, UN Women works to advance social, economic and political rights and the protection of women and girls from violence including harmful practices. UN Women has been implementing a one-year pilot project on eliminating child marriages and offering scholarship to child marriage survivors in Malawi and Zambia. This is an evaluation report for the pilot project.

1.1 Description of the IBSA Project

UN Women Malawi, Zambia, and Ethiopia offices have been implementing a one-year pilot project on eliminating child marriages and offering scholarship to child marriage survivors. The project was implemented with support from the India, Brazil and South Africa Facility for Poverty and Hunger Alleviation (IBSA Fund), which aims to enhance South-South cooperation for the benefit of the neediest nations of the South.

The Governments of Malawi, Zambia and Ethiopia have been lead champions at continental and global levels in the effort to eradicate child marriage, with demonstrable progress at the national and the community. Malawi has one of the highest rates of child marriage in the world, with approximately 1 in 2 girls married by the age of 18\(^1\). One of the main challenges to ending child marriage in Malawi is traditional and engrained attitudes that makes the practice accepted across the society. Similarly, Zambia has one of the highest child marriage rates in the world with 29%\(^2\) of women aged 20-24 years married by the age of 18. Child marriage in Zambia is driven by poverty, limited access to education and SRHR.

The overall goal of the project was to contribute to the elimination of child marriage in Malawi and Zambia and offer scholarships to child marriage survivors. Through the project, UN Women intended to contribute to and accelerate implementation of the African and global commitments to ending child marriages as a way of achieving the broader development goals of gender equality, freedom from poverty and creating a just world thereby contributing to the implementation of Agenda 2063 and the Sustainable Development Goals (SDGs), among others. In so doing, the project was designed to promote sharing of experiences and lessons learned through African Union (AU) policy advocacy platforms to enhance South-South Cooperation (SSC) in Africa region from end child marriage programming in Malawi and Zambia. This further

\(^1\) IBSA Project document 2018
\(^2\) DHS 2018
contributes to strengthening accountability and efficiency in the efforts to eliminate child marriages in Malawi and Zambia.

**Figure 1: Project Outcomes and Outputs**

**GOAL:**
Contribution to education, economic and health status of girls in Africa improved.

**OVERALL OUTCOME:**
Child marriages in Malawi and Zambia through improved access to education reduced.

**ENABLING OUTCOME 1**
An enabling legislative and policy environment that promotes access to education by child marriage survivors improved.

**ENABLING OUTCOME 2**
Favourable social norms, attitudes and behaviours towards investing in child marriage survivors’ education to prevent VAWG adopted.

**ENABLING OUTCOME 3**
Access to quality essential services for child marriage survivors expanded.

**OUTPUT1.1**
Capacities of institutions to implement legislation on ending child marriages and school re-entry policies strengthened.

**OUTPUT2.1**
Respectful relationships and gender equality at individual and community levels championed.

**OUTPUT3.1**
Capacities of service providers to deliver quality, coordinated, essential services for CMS strengthened.

**OUTPUT1.2**
Civic and formal institutions that advocate for the prevention of early marriages strengthened.

**OUTPUT2.2**
Programs addressing child marriages developed and integrated into formal and non-formal education.

**OUTPUT3.2**
Capacities for CMS to understand and exercise their rights to quality essential services enhanced.

Figure 1 shows the project's overall outcome, enabling outcomes and outputs. The overall outcome of the project was to reduce child marriages through improved access to education.
This was meant to be achieved through three enabling outcomes. Each outcome, in turn, had two different, but related, outputs (see Figure 1).

**Project's Theory of Change**

The theory of change of the project intended to reposition young women and girls who have experienced child marriage at the centre of a social movement while leveraging the transformative power of traditional institutions. Through coordination and capacity building of both government and civil society the project was designed to strengthen accountability and efficiency in the efforts to eliminate child marriages.

### 1.2 Project Implementation

The Government of Malawi has been a lead champion at continental and global levels in the effort to eradicate child marriage, with demonstrable progress at the national and the community. Malawi has one of the highest rates of child marriage in the world, with approximately 1 in 2 girls married by the age of 18\(^3\). One of the main challenges to ending child marriage in Malawi is traditional and engrained attitudes that makes the practice accepted across the society.

The overall goal of the IBSA Project was to contribute to the elimination of child marriage in Malawi and offer scholarships to child marriage survivors. Through the project, UN Women intended to contribute to and accelerate implementation of the African and global commitments to ending child marriages as a way of achieving the broader development goals of gender equality, freedom from poverty and creating a just world thereby contributing to the implementation of Agenda 2063 and the Sustainable Development Goals (SDGs), among others. In so doing, the project will promote sharing of experiences and lessons learned through African Union (AU) policy advocacy platforms to enhance South-South Cooperation (SSC) in Africa region from end child marriage programming in Malawi. This further contributes to strengthening accountability and efficiency in the efforts to eliminate child marriages in Malawi.

The theory of change of the project intended to reposition young women and girls who have experienced child marriage at the centre of a social movement while leveraging the transformative power of traditional institutions. Through coordination and capacity building of both government and civil society the project will strengthen accountability and efficiency in the efforts to eliminate child marriages. This was to be achieved through delivering on the four outcomes:

**1.2.1 The IBSA Project, Malawi**

The IBSA Project was implemented in Malawi by UN Women Malawi Country Office through local two civil society organizations (CSOs). These are the Malawi Interfaith AIDS Association (MIAA) and the Malawi Girl Guides Association (MAGGA). The Project was implemented in TA Mwanza (Salima District) and TA Kachindamoto (Dedza District) in Malawi for the period June 2019 to September, 2020.

---

\(^3\) IBSA Project document 2018
MIAA's component of the project focused on reducing vulnerability of women and girls to violence and abuse as they relate to HIV infection through addressing gender inequalities, cultural and religious practices and beliefs. The project engaged the grass root level change agents' and men's perception attitudes and behaviours towards these practices and values that make women and girls vulnerable to violence and abuse and lead to teenage pregnancies, child marriages and HIV infection. The project activities promoted favourable social norms, gender sensitive and transformative interventions to eliminate (where possible) or modify cultural and religious practices that promote gender related inequalities that lead to child marriages and HIV transmission in the targeted T/As in the 2 districts.

The Malawi Girl Guides Association (MAGGA) component of the project focused on administering scholarships to child marriage survivors (girls and young women) who have returned to school. The MAGGA component was implemented utilizing an innovative non-formal approach of 'safe space model' to foster development of life skills for positive behavioural practices among girls and young women. It targeted child marriage survivors, community members and parents. Through the project, 700 girls across 14 schools and 20 young women from the two TAs have been supported with scholarships and school enablers such as 520 bicycles, notebooks, pens, mathematical instruments, and scientific calculators.

1.2.2 The IBSA Project, Zambia

The IBSA Project in Zambia was implemented in close partnership with the Ministry of Gender and other relevant government departments, CSOs and UN Agencies through UN Women ESARO. The project was implemented in Mpulungu and Chama Districts through the Multisectoral District Committees (MDC). The MDCs comprised of different stakeholders that included government officers from different ministries, civil leaders, leaders from faith based organizations and civil societies. The implementation involved traditional leaders, school authorities, parents/guardians and community members. The IBSA Pilot Project offered scholarships to Child Marriage Survivors (CMS) who have returned to school after being rescued from early marriages. The scholarships included paying for school fees and provision of uniforms, shoes and bicycles for the girls who lived further than 5km from school. The Project managed to provide scholarships to 1,223 girls (584 in Mpulungu and 639 in Chama) surpassing its target number of 639 girls. The Project established linkages with the Global Project to accelerate action to end child marriage in Zambia which collaborated with other similar initiatives in Zambia and the region. The IBSA Project in Zambia also had linkages with the Child Marriage Project in Malawi while working closely with the related departments of the African Union through the UN Women Ethiopia African Union Liaison team.

The government officials, traditional, cultural, faith based, and community leaders played an important role in supporting the implementation of legislation and in ending child marriage.

1.2.3 The IBSA Regional Programme through AU Liaison

UN Women Ethiopia in Coordination with the African Union Department of Social Affairs and United Nations Economic Commission for Africa (UNECA) undertook continental advocacy for
ending child marriage through IBSA Pilot Project. The intervention was implemented between 24th September 2019 and 31st December 2020, with an overall budget of US$90,000. The objective of this component was to support AU efforts for the monitoring and evaluation of the impact of the regional advocacy, enhanced engagement of survivors of child marriage as well as systematic documentation and promotion of good practices and success stories on ending child marriage. The partnership with the African Union was based on the fact that the AU is strategically positioned to drive the continental agenda in AU Member States by providing legitimacy to the issue of early marriage with the view to mobilising enhanced commitment to end the practice.

The AU Liaison component was implemented to achieve the following four outcomes:

i. Support the participation of child marriage survivors, beneficiaries, community and global champions against child marriage in AU and UN advocacy events;

ii. Support high political leadership of Malawi and Zambia (AUC champion to End Child Marriage) and the AUC goodwill Ambassador on Ending Child Marriage and the Special Rapporteur on ending child marriage within SADC summits, AU summits and UNGA in sharing best practices.

iii. Support the AUC in the development of knowledge products such as policy briefs, status reports and regional studies on child marriage for dissemination among policy makers and other stakeholders.

iv. Support web platforms such as the AUC Campaign to End Child Marriage to disseminate key resources on child marriage and promotion of south-south learning.

1.3 Key Stakeholders

The multi-country IBSA project involved a range of stakeholders that were involved in the implementation of the intervention.

Table 1: IBSA Project Implementers and Stakeholders

<table>
<thead>
<tr>
<th>Country</th>
<th>Implementer</th>
<th>Stakeholders</th>
<th>Role in the Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>Malawi</td>
<td>UN Women Malawi</td>
<td>Ministry of Gender, Children, Disability and Social Welfare; the Ministry of Education, Science and Technology; Ministry of Local Government and Rural Development; and the Ministry of Youth, Sports, Culture and Manpower Development; the Ministry of Homeland Security (Police); and the Ministry of Justice (The judiciary).</td>
<td>Coordination and supervision</td>
</tr>
<tr>
<td></td>
<td>Malawi Interfaith AIDS Association (MIAA)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Malawi Girl Guides Association (MAGGA)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 1 shows the project implementers and stakeholders in the three countries. In Malawi, the key stakeholders involved in the implementation included the Ministry of Gender, Ministry of Education, Ministry of Sport and other relevant ministries highlighted in Table 1. The major role of these stakeholders was coordination of activities at the national, district and community levels. Similarly, in Zambia, the project was implemented by UN Women ESARO through the Ministry of Gender. Other relevant ministries, such as the Ministry of Education, were involved in coordination and supervision of the activities.

The AU Liaison component was implemented by UN Women Ethiopia. The key stakeholders were AU Commission Department of Social Affairs and UNECA. Their major role was to undertake joint planning, coordination and providing oversight to the AU Liaison component of the project.

1.4 Implementation Status of the Project
The IBSA Project was a one-year pilot project, which started in September 2019 to December 2020. However, because of the effect of COVID-19 on project implementation, there were three no cost extensions on the project. The first was from April-June 2020, July-September 2020 and September to December 2020.
2 EVALUATION OBJECTIVES AND SCOPE

At the end of one year of project implementation, UN Women commissioned the end of project evaluation for purposes of learning, accountability and decision-making. An international consultant (based in Malawi) and a local consultant (based in Zambia) were tasked with undertaking the evaluation.

2.1 Purpose and Objectives of the Evaluation

The purpose of the evaluation was to assess outcomes, results and lessons learned from the implementation of the project. The evaluation was meant to contribute to accountability, learning and decision-making. It was also aimed at contributing to knowledge sharing with other countries in the Global South. Main key users of this evaluation are UN Women, the IBSA Fund, UN Women Partners, and donors. In particular, findings and lessons drawn from this evaluation are meant to be used to inform the design of the next phase of the project and share knowledge to other countries in the Global South.

The evaluation had the following objectives:

iii. To assess outcomes and draw lessons from the IBSA fund project in relation to the intended for outcomes of the project;

iv. To identify what lessons have been learnt, good practices and innovations that can be used to support gender equality and human rights in future projects.

The project interventions were assessed based on the evaluation criteria of relevance, effectiveness, efficiency, impact, coherence, and sustainability. The evaluation also assessed the project using the selected evaluation questions related to principle of South-South cooperation. The detailed Terms of Reference (ToRs) for the evaluation are available in Annex 1.

The key questions that the evaluation was commissioned to address include:

i) Was the project relevant to the needs of the target population?

ii) To what extent has UN Women contributed to achieving the expected changes?

iii) How can UN Women improve the efficiency of implementing the project in future?

iv) What was UN Women’s added value to this area of work?

v) How have human rights approach and gender equality principles are integrated in implementation?

vi) What extent the results achieved by the project contributed in promoting the principles of South-South cooperation?

vii) What lessons have been learnt, good practices and innovations that can be used to support gender equality and human rights in future projects?

2.3 Evaluation Scope

The evaluation covered project activities that were implemented in Malawi, Zambia and in Ethiopia through the AUC liaison between September 2019 and December 2020. The geographic

---

areas that were covered by the evaluation include TA Mwanza in Salima District and TA Kachindamoto in Dedza District in Malawi; Chama and Mpulungu Districts in Zambia. In Ethiopia the evaluation focused on the regional advocacy work undertaken with AUC, through UNW Ethiopia-Liaison to AU and UNECA. The focus of the evaluation was on project achievements based on project outcomes and outputs.

3 EVALUATION METHODOLOGY AND LIMITATIONS

This evaluation was guided by the following key UN Women documents: Evaluation Policy⁵; UNW Global Evaluation Reports Assessment and Analysis System (GERAAS) evaluation quality checklist UNW Evaluation Handbook; UN SWAP EPI; United Nations Evaluation Group (UNEG) Norms and Standards for Evaluation in the UN System⁶ and UNEG Ethical Guidelines⁷.

The approach used to carry out the end of project evaluation as per tasks that were outlined in the TORs involved the use of the internationally accepted evaluation criteria of relevance, effectiveness, efficiency, sustainability and impact. Although for this assignment impact was not assessed because the project was only implemented for a year which was too short a time to assess the Project's impact. The evaluation also took into consideration UN Women project evaluation requirements of gender and human rights aspects.

3.1 Gender-Responsive Evaluation

This evaluation followed the key principles for gender-responsive evaluation at UN Women. These key principles include:

1. National ownership and leadership: The evaluation was country-driven (in Malawi, Zambia and Ethiopia) and responded to the need for national ownership and leadership by rights holders and duty bearers.

2. UN system coordination and coherence with regard to gender equality and the empowerment of women: The evaluation was conducted across three UN Women offices (UN Women Malawi; UN Women ESARO; and UN Women Ethiopia) and ensured the promotion of coordination and coherence regarding gender equality and empowerment of women.

3. Innovation: The evaluation was designed to identify and highlight innovative approaches to gender equality and women empowerment.

4. Fair power relations and empowerment: The evaluation was conducted with an understanding of contextual power and gender relations and how these impact on the

---

⁸ http://www.unevaluation.org/document/detail/1914
⁹ http://www.unevaluation.org/document/detail/102
prevalence of child marriage. It emphasized on the participation of women as a key stakeholder in the generation of knowledge.

5. **Participation and inclusion**: The evaluation promoted the participation of all stakeholders – national-level, district, and community-level stakeholders. It also promoted inclusiveness by ensuring that different socio-economic and demographic groups were consulted.

6. **Independence and impartiality**: The evaluation was carried out independently in order to ensure that it is credible, free from undue influence, and results in unbiased report. The implementing agency (UN Women Malawi CO; UN Women ESARO and UN Women Ethiopia) did not influence the results of the evaluation in any way.

7. **Transparency**: The evaluation was carried out in a transparent manner with the involvement of all key stakeholders. All the key stakeholders in the 3 countries were consulted.

8. **Quality and credibility**: The evaluation was conducted in a systematic manner to ensure high quality and credible results.

9. **Intentionality and use of evaluation**: The purpose and use of the findings of this evaluation was very clear from the onset of the evaluation.

10. **Ethics**: All ethical considerations were undertaken throughout the evaluation process.

The above ten principles guided the development of the evaluation methodology, including the design of the data collection tools. Further, the choice of stakeholders that were interviewed as well as the methodology for the collection of data ensured adherence to these gender-responsive evaluation principles. The analysis of the project results and lessons learned were done in conformity to these principles. In particular, these principles were used in identifying the expected outcomes and impacts of its work and for measuring progress towards the achievement of results. This enabled the evaluation to provide evidence-based information that is credible to provide lessons to inform the design of future similar interventions.

### 3.2. Evaluation Criteria

The evaluation followed the OECD-DAC Revised Evaluation Criteria (2019) for evaluating projects. The OECD-DAC Evaluation Criteria are a comprehensive and complementary set of measures that are used in assessing the extent to which a project has been able to achieve its set objectives. For this evaluation, however, ‘impact’ was not assessed because the project was only implemented for a year which was too short a time to register project impact. Table 2 describes the dimensions of the OECD-DAC criteria that were employed in this evaluation.
### Table 2: OECD-DAC Criteria Used in the Evaluation.

<table>
<thead>
<tr>
<th>OECD-DAC CRITERION</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relevance</td>
<td>Relevance was concerned with the extent to which the intervention objectives and design responded to beneficiaries’, global, country, and partner/institution needs, policies. We assessed whether the project activities were tailored to the local needs increasing ownership, accountability.</td>
</tr>
<tr>
<td>Coherence</td>
<td>This criterion assessed the extent to which other interventions supported or undermined the intervention, and vice versa. It Included <em>internal coherence</em> and <em>external coherence</em>: Internal coherence addresses the synergies and interlinkages between the intervention and other interventions carried out by the UN Women and the Government, as well as the consistency of the intervention with the relevant international norms and standards to which that institution/government adheres. External coherence considers the consistency of the intervention with other actors’ interventions within Malawi and Zambia. This includes complementarity, harmonisation and co-ordination with others, and the extent to which the intervention is adding value while avoiding duplication of effort.</td>
</tr>
<tr>
<td>Efficiency</td>
<td>This criterion assessed the extent to which the intervention has delivered results in an economic and timely way. The evaluation analysed the project efficiency by assessing the extent to which the project results have been achieved at a reasonable cost. Efficiency assessed the extent to which objectives are achieved economically by the development intervention (Comparison between project outputs and inputs).</td>
</tr>
<tr>
<td>Effectiveness</td>
<td>We analysed the extent to which the intervention achieved its objectives, and its results, including any differential results across groups.</td>
</tr>
<tr>
<td>Sustainability</td>
<td>Under this criterion, the evaluation assessed the likelihood of continuity of the project activities after it has been decommissioned. To assess sustainability, the extent to which the benefits of the project would continue to accrue to the beneficiaries after funding has been withdrawn were scrutinized.</td>
</tr>
</tbody>
</table>

Apart from the OECD-DAC Evaluation Criteria, the evaluation also assessed the project performance and results in terms of: (i) consistency; (ii) gender equality and human rights; and (iii) south-south cooperation.

### 3.3. Evaluation Design

The evaluation was conducted by a team composed of an international consultant (who also covered the evaluation in Malawi) and a national consultant (Zambia). Evaluation activities
were organized according to the following stages: i) planning; ii) data collection; and, iii) data analysis and reporting. Figure 2 below shows the three stages and the main activities under each of them.

**Figure 2: Evaluation Stages**

Table 3 further details the main activities that were undertaken by the evaluators under each stage.

**Table 3: Evaluation Steps**

<table>
<thead>
<tr>
<th>I. Planning</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Start-up teleconference and finalization of work plan</td>
<td></td>
</tr>
<tr>
<td>• Collection and revision of project documents</td>
<td></td>
</tr>
<tr>
<td>• Elaboration and submission of inception report</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>II. Data Collection</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Further collection of project related documents</td>
<td></td>
</tr>
<tr>
<td>• Preparation of interviews: agenda and logistics</td>
<td></td>
</tr>
<tr>
<td>• Interviews and Focus Group Discussions with key stakeholders</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>III. Data analysis and reporting</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• In-depth analysis and interpretation of data collected</td>
<td></td>
</tr>
<tr>
<td>• Follow-up interviews</td>
<td></td>
</tr>
<tr>
<td>• Develop draft evaluation report</td>
<td></td>
</tr>
<tr>
<td>• Circulate draft report with project stakeholders</td>
<td></td>
</tr>
<tr>
<td>• Integrate comments and submit final report</td>
<td></td>
</tr>
</tbody>
</table>

**Evaluation Planning**

The planning and preparation phase included the development of the ToR by UN Women and the design of the evaluation framework. The evaluators further developed for their own use interview guides for interviews with stakeholders (see Annex 4).

**Sampling**

In order to obtain a sample of community structures to participate in focus group discussions, we randomly sampled two schools in each community where the project interventions were undertaken. The second step was to randomly sample 3 community structures that were part of
the project implementation from the list of all the structures that were operational within the communities surrounding the sampled school. This ensured that the individuals that participated in the FGDs were randomly chosen and were representative of all the community structures that were part of the intervention. We then conducted FGDs with the three selected structures.

**Data Collection**

The data collection process involved a comprehensive desk review of project documents and semi-structured interviews and Focus Group Discussions with stakeholders and partners (see Table 2 for a list of data sources).

- **Desk Review** - The evaluators started by analyzing relevant documents, project documents and progress reports, as well as country policies and strategies. Documents from similar and complementary initiatives, as well as reports on the specific context of the project formed part of the analysis.

- **Semi-structured Interviews** were organized with key project stakeholders. In Malawi, a total of 15 key informant interviews were conducted, while in Zambia, 13 key informants were consulted. The stakeholders included: Among the interviewed were included the MoG, MGE, UN Women Project Staff, recipient schools of Child Marriage Survivors (CMS), Non-Governmental Organizations and Civil Society Organizations involved in similar work as well Traditional Leaders/Community Leaders, Civic leaders and members of the implementation committees, the Multi-sectoral District Committee. For the AUC liaison component, three key informant interviews were done. Apart from the KIIs that we undertook in the communities, we also consulted the project implementers (UN Women Malawi Country Office; UN Women Zambia Country Office; MAGGA; and MIAA) using the tool available in Annex 4. For the AU liaison component, 3 KIIs were done virtually with stakeholders who are based in Addis Ababa, Ethiopia.

- **Focus Group Discussions** (FGD) were conducted with key beneficiaries at the local level. They included community members, parents/guardians of child marriage survivors (CMS), CMS pupils in target schools, civic leaders and community champions. In Malawi, a total of 24 FGDs were conducted; and in Zambia a total of 9 FGDs were done. It is important to note that more FGDs were done in Malawi because the project was implemented by two partners in Malawi, each with its own structures. The evaluation, therefore, needed to consult all these structures in Malawi. The total number of participants in each FGD was between 5 and 8, in line with COVID-19 risk protocols in Malawi and Zambia.

- **Case Studies and Human-Interest Stories** - The evaluation documented cases positive or negative that are intriguing about the project. Further, processes, which have resulted into uniquely desirable outcomes, were documented as best practices. These are available in Annex 7 and 8.

Table 4 shows the various data sources that were used in this evaluation.
Table 4: Data Sources

<table>
<thead>
<tr>
<th>Evaluation Tools</th>
<th>Sources of Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Documentation review (desk study)</td>
<td>• UN Women Programme and Operations Policies and Procedures</td>
</tr>
<tr>
<td></td>
<td>• UN Women Handbook for Monitoring and Evaluating for Results</td>
</tr>
<tr>
<td>General documentation</td>
<td>• Annual work plans</td>
</tr>
<tr>
<td></td>
<td>• Project Progress Reports (Quarterly and Annual Reports)</td>
</tr>
<tr>
<td></td>
<td>• Project Board Minutes</td>
</tr>
<tr>
<td></td>
<td>• Risk logs</td>
</tr>
<tr>
<td></td>
<td>• Other reports produced by the project.</td>
</tr>
<tr>
<td>Project documentation</td>
<td></td>
</tr>
<tr>
<td>Governments documents/papers</td>
<td>Countries strategies and policies in the relevant sectors</td>
</tr>
<tr>
<td>Interviews with project staff and</td>
<td></td>
</tr>
<tr>
<td>key stakeholders</td>
<td></td>
</tr>
<tr>
<td>These included:</td>
<td>• Interviews with key project personnel including the.</td>
</tr>
<tr>
<td></td>
<td>• Interviews with relevant stakeholders including government agencies, civil society</td>
</tr>
<tr>
<td></td>
<td>organizations, beneficiaries, etc.</td>
</tr>
</tbody>
</table>

**Data Analysis**

All the qualitative interviews were recorded using voice recorders. Consent was sought from the respondents before recording the interviews. After data collection, each recording were transcribed verbatim (translated into English for the interviews that were done in the local languages). Content analysis method was used to analyse the qualitative data. In particular, we developed themes and sub-themes from the qualitative data that were used in the analysis.

Information obtained through the documentary review and interview process were triangulated against available documented sources, and then synthesized using analytical judgement. The method of triangulation is shown in Figure 3 below.
Figure 3: Method of Triangulation

Figure 4 shows the steps that were taken for the analysis which were conducted on the basis of the standard criteria of relevance, effectiveness, efficiency, and sustainability (see Annex 3 for a more detailed list of questions that will be used for the analysis of information).

Figure 4: Steps in Analysis Process

The analysis also covered aspects of project formulation, including the extent of stakeholder participation during project formulation; replication approach; design for sustainability; linkages between the project and other interventions within the sector or in the beneficiary countries; adequacy of management arrangements, etc.

3.3.4 How COVID-19 Risk Protocols were Followed during the Evaluation

Strict adherence to public health guidelines for COVID-19 pandemic was done during data collection both in Malawi and Zambia. In particular, each FGD had a maximum of seven people and strict social distancing (1.5m) was observed. Further, there was a handwashing facility at the site, where each participant and facilitator was expected to wash hands with soap. All the FGDs were conducted out-doors. The facilitators of FGDs ensured strict adherence to COVID-19 public health guidelines, including the use of face masks and using hand sanitizers, whenever possible.
3.4 Study Limitations

There are several limitations that the reader needs to be aware of:

i. One of the major limitations to the evaluation process was the fact the fieldwork was carried out during the rainy season in Zambia. This impacted on the availability to collect data from respective project sites from project beneficiaries. They were preparing their fields for planting. The schools were also closed due to COVID 19 restrictions. Only examination pupils who were having end-of-year examinations were in allowed in schools and these were very few, i.e. Child Marriage Survivors (CMS); and only smaller groups of people could be met at a time. Further, travelling to some areas was equally difficult and even impossible because the roads had been cut-off. To mitigate the effects of this limitation, the evaluation team complemented the primary data with secondary data from project reports and other project outputs.

ii. Due to COVID-19 restrictions, the number of participants to FGDs both in Malawi and Zambia was restricted to seven. This means that the evaluation did not reach out to as many stakeholders as would have been reached if there were no COVID-19 restrictions.

iii. In both Malawi and Zambia, data collection coincided with the start of the cultivation season. As a result, some of the stakeholders were not available as they were busy working in the field. To address this limitation, the project staff in both countries assisted to ensure that the sampled stakeholders were mobilized to take part in the evaluation activities.

4 FINDINGS

4.1 Relevance

The evaluation criterion of relevance refers to the extent to which the intervention was in line with local needs and priorities of the project beneficiaries and stakeholders. The evaluation considered the extent to which: i) there was a need for an intervention to address the problem of child marriages and the offering of scholarships to child marriage survivors in Malawi and Zambia; ii) the intervention was attuned to local needs of the targeted project beneficiaries; and iii) the design of the project enabled the intervention to achieve its objectives.

The evaluation found that the project was highly relevant to address the pressing needs of the target population. The IBSA Project was designed to contribute towards the elimination of child marriage and offering of educational support to survivors of child marriages. The intervention was implemented in communities in Malawi and Zambia where child marriages were high due to a number of factors. These include traditional norms and attitudes that accept the practice as normal; high incidences of poverty; and peer and societal pressure. The intervention focused not only on rescuing girls from child marriage but on also providing the educational support for the survivors to be able to effectively return to school. It also worked with community, traditional and religious leaders, including local women groups to build their capacity in the elimination of child marriages in their respective communities.
The quote below from a traditional leader in Malawi explains how the project was relevant to the needs and the priorities of the beneficiaries:

“Before the coming of UN Women, we would rescue girls from child marriages but we did not have any money to support them with their education needs once they return to school. It was difficult to convince the girls to go back to school when you do not provide them with school fees and learning material. Some of the rescue girls would end up back in the same marriage that they were rescued from. Now with this project, our work of rescuing girls has been simple. Once rescued, the child is given the necessary education support to ensure that she remains in school.” (Traditional Authority, Malawi).

The project further ensured that girls and young women who experienced child marriage, are fully re-integrated in the education system and society. Through the use of girl mentors\(^\text{10}\), the girls were able to access psychosocial support and life skills training to be able to make informed decisions about their lives. The quote below illustrates this point:

“*The mentorship program has been very helpful to us. Our mentor has taught important things that are helping me to make good decisions. We have learnt about sexual and reproductive health, dangers of teen pregnancies, child marriage and gender-based violence. All these are making us to make wise decisions about our lives. I am now even on a long-term family planning method because I know why it is important.*” (Girl Beneficiary, FGD, Salima District, Malawi)

**Finding 1:** The project was highly relevant to address the pressing needs of the target population, which were girls that were in child marriage and child marriage survivors. The project allowed them to fully re-integrate in the education system and the society.

The evaluation also analysed the extent to which the intervention was aligned to relevant normative frameworks for gender equality and women’s empowerment. The evaluation has noted that the IBSA Project was aligned to various legal and policy frameworks and conventions at various levels. **At the global level**, the Project was aligned to the UN Sustainable Development Goals. In particular, in ending child marriages and offering scholarships to child marriage survivors, the project contributed towards the achievement of SDG 5 (Achieve gender equality and empower all women and girls). In particular, **Target 5.3 of the Sustainable Development Goals**, which calls on governments to eliminate all harmful cultural practices, such as child, early and forced marriage and female genital mutilation (FGM). Reducing the rate of child marriage will also support the achievement of many of the other SDGs, including Goals 1 (no poverty), 2 (zero hunger), 4 (quality education), 8 (economic growth), 10 (reduced inequalities) and 16 (peace, justice and strong institutions).

---

\(^{10}\) These were young women, who had also fallen pregnant during their school days, but were able to return and complete their secondary education. They were recruited by the project as volunteers to mentor the girls who had been rescued from child marriage and had returned to school.
The project was also aligned to the Universal Declaration of Human Rights, especially Article 16; UN Convention on the Rights of the Child (CRC); and Convention on the Elimination of All Forms of Discrimination against Women. Annex 5 describes how the project was supportive of the various conventions and frameworks.


**At the national levels**, the IBSA Project was supportive of the Malawi National Strategy on Ending Child Marriage 2018-2023; the National Strategy on Ending Child Marriage in Zambia 2016 – 2021; Malawi’s Ministry of Education Re-admission Policy of 1993, and revised in 2006; and the Zambia Re-entry Policy. Other specific legal frameworks in Malawi include The Marriage, Divorce and Family Relations Act; (iii) the Prevention of Domestic Violence Act; The Child Care, Protection and Justice Act; (v) The Deceased Estates (Wills, Inheritance and Protection) Act; The Gender Equality Act; and (vii) The Trafficking in Persons Act. In Zambia, the project supported the implementation of a number of legislation. These include Anti-Gender-Based Violence Act of 2011; Affiliation and Maintenance of Children Act; Termination of Pregnancy (Amendment) Act; Gender Equity and Equality Act of 2015; Citizen Economic Empowerment Act of 2006; Public Health Act; and Matrimonial Causes Act of 2007, among others. These laws aim at protecting the rights of women and children at all levels in accordance with the Constitution of the Republic of Malawi and the Constitution of the Republic of Zambia, and international treaties. These pieces of legislation also support the fight against early, child and forced marriage in Malawi.

**Finding 2:** The IBSA Project was aligned to relevant normative frameworks for gender equality and women’s empowerment. At the international level, it was aligned to Sustainable Development Goals, especially SDG5, and other conventions, such as the CRC. At the regional level, the IBSA Project was supportive of various regional policies and conventions. At the national level, the project was aligned to national policy instruments, including the Malawi National Strategy on Ending Child Marriage (2018-2023) and the National Strategy on Ending Child Marriage in Zambia (2016 – 2021).

---

11 Article 16 of The Universal Declaration on Human Rights states that men and women of full age have the right to marry and find a family, and are entitled to equal rights as to marriage, during marriage and at its dissolution. Furthermore, it says that marriage shall be entered into only with the free and full consent of intending parties.
The evaluation also found that UN Women had a comparative advantage in this area of work compared with other UN entities and key partners. According to the General Assembly Resolution 64/289, Un Women’s mandate is “to lead, coordinate and promote accountability of the UN system to deliver on gender equality and the empowerment of women with the primary objective to enhance country-level coherence, ensure coordinated interventions and secure positive impacts on the lives of women and girls, including those living in rural areas”. In this regard, UN Women was strategically positioned to implement this intervention in Malawi and Zambia. Its focus on gender equality; elimination of discrimination against women and girls; the empowerment of women; and the achievement of equality between women and men as partners and beneficiaries of development was critical in the implementation of this intervention. Using its role of coordination, UN Women was able to link relevant government stakeholders (including the Ministries of Education; Gender; and Youth) with community, traditional and religious leaders to ensure coordinated effort by all stakeholders in the elimination of child marriage in Malawi and Zambia. The linkage with the African Union was critical to ensure that best practices are shared across the continent to ensure that this approach is embraced across the whole continent.

Finding 3: UN Women had a comparative advantage in this area of work compared to other UN entities because of its mandate as a gender equality entity. Using its role of coordination, UN Women was able to link different stakeholders to ensure that there was a coordinated effort to eliminate child marriages in Malawi, Zambia and within the African region.

4.2 Effectiveness

The criterion of effectiveness considered the extent to which the Programme’s intervention objectives were achieved, taking into account their relative importance. In particular, the evaluation assessed the contribution made by results to achievement of the project purpose. By assessing the status of the project indicators, coupled with qualitative data from FGDs with programme Project participants and key informants, the evaluation has shown that the programme as a whole was highly effective. Annex 6 shows the project’s logframe with output indicators to demonstrate the achievements under each outcome.

OUTCOME 1: AN ENABLING LEGISLATIVE AND POLICY ENVIRONMENT THAT PROMOTES ACCESS TO EDUCATION BY CHILD MARRIAGE SURVIVORS IMPROVED.

<table>
<thead>
<tr>
<th>Output 1.1</th>
<th>Capacities of institutions to implement legislation on ending child marriages and school re-entry policies strengthened.</th>
</tr>
</thead>
</table>

The evaluation noted that the achievements under outcome 1 have complemented ongoing initiatives to rescue girls from child marriage, by ensuring that once rescued, the girls have the necessary support towards their education. The major key achievement under this output is that 1,330 child marriage survivors (CMS) in Zambia, and 700 girls and 20 young women in Malawi, were enrolled to various schools with scholarship provided. (1,330 in Zambia and transport (bicycles) provided for those in distant areas (696 in Zambia and 512 in Malawi)
The quote below from Malawi demonstrates this:

“As you know, as a traditional leader, I have been dissolving child marriages in my area for a long time now. The challenge that I always had was, once the marriage was dissolved, parents would come to me to seek assistance for the child to return to school. I had nothing to offer them. As a result, the girls would just end up going back to those marriages. The coming in of UN Women with scholarships for these girls has made the process of rescuing girls from marriages and taking them back to school possible and easy.” (TA Kachindamoto, Dedza District, Malawi).

The following quote from a traditional leader in Zambia also demonstrates how the IBSA Project has contributed towards addressing the problem of girls dropping out of school and getting married:

“The statement saying when you educate a girl you have educated the world is the reason I listed down the names of child marriage survivors in my chiefdom who had dropped out of school to be part of the IBSA Project. I told the teachers in my chiefdom that I needed the girls to continue schooling even if they have fallen pregnant or gotten married” (Senior Chief Chinakila, Zambia).

The evaluation further found that the initiative has addressed the mobility challenges that girls were encountering in travelling long distances to school. Under the IBSA Project, 696 bicycles were provided to girls in Zambia and 520 bicycles to beneficiaries from Malawi who were travelling long distances to school. The provision of bicycles to female learners who travel long distances to school has really assisted them to be able to attend school regularly. The quote below sheds some light into this issue.

“My home is about 9 Km away from here. Before receiving the bicycle from UN Women, I would start off from home at 5am and would spend more than 2 hours walking. By the time I would get here I would be so tired. It was difficult to concentrate in class. Now that I have a bicycle, am able to attend school easily and concentrate in class” (Female learner, FGD with female beneficiaries, Salima District, Malawi).

A quote from a parent whose daughter was under the IBSA Programme explains how the project has been helpful:

“When my daughter fell pregnant, it was with a schoolmate and as much as that was unfortunate, our wish as parents was for her to still get an education. However, she dropped out. Thankfully, two years later she has been able to return due to this sponsorship programme. The programme is good, because in future when we are old our children will be able to take care of us if they are educated” (Parent of an IBSA Project beneficiary, Zambia).

The project has managed to develop the capacity of institutions to implement legislation on ending child marriage and school re-entry policies were strengthened through a training of MoGCDSW staff and traditional leaders from the targeted districts on child rights and enforcement of child marriage laws and marriage registration in Malawi. In Zambia, the project successfully conducted awareness campaigns for both the implementing partners for the project and the community beneficiaries. The awareness campaigns were effective because of the
availability of Information, Educational and Communication (IEC) materials that were provided. The project also developed Standard Operational Procedures (SOP) and Rapid Response and Referral Mechanism for Child Marriage Survivors (CMS).

**Finding 4:** The intervention complemented ongoing initiatives in Malawi and Zambia to rescue girls from child marriage, by ensuring that once rescued, the girls have the necessary support towards their education. The initiative has addressed the mobility challenges that girls were encountering in travelling long distances to school. The IBSA Project has also managed to develop the capacity of institutions to implement legislation on ending child marriage and school re-entry policies were strengthened and the enforcement of child marriage laws and marriage registration in Malawi and Zambia was enhanced.

| Output 1.2 | Local authorities including law enforcement agencies are aware of the current legislation and of good practice on enforcing this legislation |

The notable achievements under this output include a messages matrix was produced on child marriages and on sexual violence against women and girls. The project worked with community-based opinion groups, including churches, mosques; initiation counsellors, and traditional leaders to enhance their capacity in Malawi. In Zambia, The project successfully helped build capacities in understanding policies and legislation in ending child marriages in the country. This was done when national policies and legislation relating to child marriage were reviewed with 22 stakeholders in attendance comprising government representatives, legal experts, civil society, traditional and religious leaders. This resulted in the development of a Training of Trainers (TOT) Manual on laws that mitigate early child marriages. The TOT Manual was used to train 21 district committee members from Mpushungu (10) and Chama (11) to improve their understanding on laws pertaining to ending child marriages.

Further, the project supported 52 advocacy initiatives in Zambia, including road shows (10); community and school drama activities (24); and community radio programmes (18) in order to strengthen civic and formal institutions that advocate for the prevention of child marriages. In addition, in Zambia alone, over 8,000 posters with 8 different messages on ending child marriage were printed. In Malawi, IEC materials that were developed and disseminated include 1000 stickers, 500 posters, and 1500 leaflets. The IEC materials complemented other project efforts to enhance knowledge on ECM and GBV.

**AUC Liaison**

Civic and formal institutions that advocate for the prevention of early marriages strengthened.

The project supported the participation of child marriage survivors, beneficiaries, community and global champions against child marriage in AU and UN advocacy events. In particular, 6 IBSA project beneficiary young advocates and survivors of child marriage from Malawi (3) and Zambia (3), participated in the consultation meeting to Review the AU Campaign to End Child Marriage 5 Year Strategic Plan (2019 – 2023) held in South Africa, Johannesburg from 16-19 December 2019. This accorded them an opportunity to share their experiences and lessons
learnt with the project teams promoting South-South learning. The fact that the girls were on the Panel with the AU Goodwill Ambassador, Traditional and Faith based leaders and UN team has promoted their own self-confidence. The girls are now seen as models of success in their respective schools.

The evaluation found that the voices of survivors and beneficiaries from Malawi and Zambia informed the AU multi-stakeholder consultative forum on the draft AU Strategic Plan for the 2nd phase of the continental Campaign to End Child Marriage (2019-2023). Further, the Project also enabled UN Women’s participation and successful advocacy for the inclusion of “Gender and Social Norms” as key areas of focus in the AUC ECM Strategic Plan.

**Finding 5:** The intervention ensured the participation of child marriage survivors and representation of their voices in regional policy platforms. It also contributed towards the development of the AUC Early Child Marriage Strategic Plan (2019-2023).

Evidence on good practices and lessons learn from Malawi and Zambia shard at SADC, continental and global levels by AU, Malawi, Zambia and UN Women

This AUC Liaison component was aimed at supporting the AUC in the development of knowledge products such as policy briefs, status reports and regional studies on child marriage for dissemination among policy makers and other stakeholders. The following achievements have been registered under this component:

i. UN Women supported the AU Campaign on Ending Child Marriage to further develop a Website ([http://www.aucecma.org](http://www.aucecma.org)) to provide a one-stop knowledge hub and repository of laws, policies and knowledge products that enhances AU and partners efforts to carry out regional advocacy for ending child marriage. The new features of the website include: video Conferencing of up to 100 participants that allows recording; upgraded web-speed that decreases the loading time; support sharing of videos and audio; and provide for subscription for the campaign’s newsletter. The website provides an opportunity for South-South learning in a more cost-effective and sustainable manner. Various efforts are being made to publicize the website is being publicized through the Facebook ([https://www.facebook.com/OurGirlsAfrika](https://www.facebook.com/OurGirlsAfrika)) and Twitter handle ([https://twitter.com/OurGirlsAU](https://twitter.com/OurGirlsAU)).

ii. UN Women developed a policy brief analyzing the emerging lessons from the implementation of the IBSA funded child marriage projects in Malawi and Zambia. The policy paper provides proposals for accelerated actions and key take-aways from the project in the two countries that can inform initiatives in other AU Member States. The
Policy Brief is being disseminated among Member States through the AU Ending Child Marriage Campaign and UN Women Africa Website.

iii. UN Women has developed a policy paper on the Intersectionality of Gender Equality, Women’s Empowerment (GEWE) and HIV/AIDS in Africa that highlights key gender inequality factors such as Sexual and Gender Based Violence and Harmful Traditional Practices including child marriage as key drivers of the AIDS epidemic in Africa. The policy paper will serve as an advocacy tool to inform other AU policies and initiatives on HIV including AIDS Watch Africa experts’ sessions and other continental platforms.

iv. UN Women has developed a Compendium of Marriage Laws in Africa from 55 AU Member States. This is part of its contribution towards the AU Campaign to End Child Marriage. The Compendium provides evidence which is essential in advocacy work for the campaign to ensure that marriage laws are harmonized across the AU member states to eliminate the problem of child marriage.

v. The project has developed an ending child marriage animation video, which is also a very useful advocacy resource on ending child marriage in Africa.

Finding 6: The project has developed a range of knowledge products which have contributed towards enhancing the regional advocacy for ending child marriage within the overall framework of AU Campaign on Ending Child Marriage.

OUTCOME 2: FAVOURABLE SOCIAL NORMS, ATTITUDES, AND BEHAVIOURS TOWARDS INVESTING IN CHILD MARRIAGE SURVIVOR’S EDUCATION TO PREVENT VAWG ADOPTED.

| Output 2.1 | Respectful relationships and gender equality at individual and community levels championed. |

This output was concerned with promoting respectful relationship and gender equality at individual and community levels. The project registered a number of achievements under this output. In Malawi, 693 community members (481 females and 212 males) and 120 traditional leaders and faith leaders have been trained on gender relations, gender-related laws and harmful social norms that perpetuate violence against women and girls and child marriage. In Zambia, 592 traditional and community members were trained. Apart from teaching community members on harmful social norms, the leaders have become aware of other support structures within their communities that must be used to reinforce safe practices for girls. There is increased engagement of groups, such as mother groups by the leaders on issues concerning girls. Through these trainings, religious leaders were challenged to review the roles which they play in promoting child marriages through officiating marriages without setting age limits. Through the orientations, the leaders pledged to review the Church/Mosque based sessions that at times appear to promote male dominance through teachings that emphasize on male leadership over women. A quote below from an initiation counsellor illustrates this issue further:
"The project has assisted us to be aware of the harmful cultural practices that fuel child marriage. It has been an eye-opener for us. We are now incorporating the issues that we have been trained on in our boys' initiation activities. This will ensure that these harmful practices are uprooted from our society" (Initiation Counsellor, FGD with Community Structures, Dedza District, Malawi).

We also have a quote from a religious leader in Zambia who has used his position as a Reverend toward sensitization on child marriage:

One of the areas we are working on is to encourage young girls to get back to school. We have been sensitising the girls against child marriages and its dangers. We are further addressing the economic impact of child marriages,” (Religious Leader interviewed during a field visit in Chama, Zambia)

Community champions who are working to eliminate child marriage were trained under the project (75 champions in Zambia and 40 in Malawi). These champions were trained in life skills, sexual and reproductive health and rights and gender related laws. These trainings have assisted them in taking a lead in changing people's attitudes towards child marriage. Further, in Zambia, the project successfully helped build capacities in understanding policies and legislation in ending child marriages in the country. This was done when national policies and legislation relating to child marriage were reviewed with 22 stakeholders in attendance comprising government representatives, legal experts, civil society, traditional and religious leaders. This resulted in the development of a Training of Trainers (TOT) Manual on laws that mitigate early child marriages. The TOT Manual was used to train 102 district committee members from Mpulungu (52) and Chama (50) to improve their understanding on laws pertaining to ending child marriages.

**Finding 7:** The project has trained traditional and faith leaders to understand gender relations, render-related laws and how harmful social norms perpetuate violence against women and girls, including child marriage.

| **Output 2.2** | Programmes addressing child marriages developed and integrated into formal and non-formal education. |

This output focused on the development of child marriage programmes and integrating them into the formal and non-formal education. A number of key achievements under this output have been noted in this evaluation.

In Malawi, 80 PTA members (39 women; 41 men) were capacitated in GBV and Girls Education aimed at checking the behaviour of the girls as well as monitoring school attendance. The involvement of the PTA was aimed at involving teachers in the campaign with the aim to check on the behaviour of girls and also take part in monitoring school attendance especially for the child marriage survivors that returned to school. Further, trainings with 80 girl and boy motivators on life skills, sexual and reproductive health and rights and gender related laws in Dedza and Salima districts were conducted. Through these orientations boys and girls as motivators were challenged to take up the responsibility of influencing their fellow youth towards making safe decisions regarding their sexuality. Boys and girls who were drawn from both the faith community and from the community youth networks were empowered with
information and skills to enable them to make positive influence on their peers. Coming out of
the orientations, most girls and boys acknowledged the lack of information on how they could
deal with social as well as religious norms that put pressure on them and force them into
harmful experiences such as marriages. One girl who got married expressed her own
transformation of attitude and determination to go back to school.

In Zambia, the project trained 55 CMS (30 in Mbulungu and 25 in Chama) as community
champions/mentors in ending child marriages and they provide support to school
councillor/guidance teachers. According to consultations done the Community Champions (CC)
meet with other pupils at least twice a week after class has ended to share experiences on the
disadvantages of child marriages. The CC are role models to other girls both at school and in the
community. 45 female mentors were trained in Chama District. This is as shown by this quote
from a community champion from Mbulungu District:

“I was asked by the Madam and the Head teacher at the school to become a community
champion because of the difficulties I faced in trying to get money to feed my children and
also go back to school, but now this problem has been resolved by the IBSA scholarship. As
community champions, we were trained in the issues of child rights, poverty and human
rights. We meet with other girls 2 days in a week and I talk to them about the
disadvantages and the difficulties that come with early marriages. I also talk to them
about child rights, poverty and human rights – the things we were taught during our
training in Mbulungu. The good thing about being a community champion is that I share
my experiences with the other girls and they learn from it.” (Grade Nine female learner,
Community Champion, Chizamba Village, Chama District, Zambia).

The UN Women provided technical support for the review of life skills training materials and
development of a Draft Life Skills Training Manual for Child Marriage Survivors. The manual is
for use by IBSA Project Team and reference on the training of CMS and their households. The
trainees were 22 government and non-governmental technical members of staff constituting 12
women and 10 men. Further, 115 civic leaders (63 women and 52 men) in Mbulungu and 145
(76 females and 69 males) civic leaders in Chama Districts were sensitized to ensure that the
multi-sectoral approach was implemented in ending child marriages. The civic leaders were
head persons, Parent Teacher Association (PTA) members, the church, school guidance and
counselling teachers and civic leaders like counsellors. The result of the training was the
development of district mentorship programs that are being implemented by both the civic
leaders, mentors and CCs.

Finding 8: The evaluation has found that the project has built the capacities of various groups,
including child marriage survivors, community champions, mentors, civic leaders and
government staff, among others in understanding policies and legislation in ending child
marriages in the

OUTCOME 3: ACCESS TO QUALITY ESSENTIAL SERVICES FOR CHILD MARRIAGE
SURVIVORS EXPANDED
Output 3.1 | Capacity of service providers to deliver quality, coordinated essential services for child marriage survivors strengthened.

This output was aimed at strengthening the capacity of service providers to deliver quality and coordinated essential services for CMS. The following achievements were recorded under this output:

In Malawi, a total of 120 service providers from Dedza (34 women and 26 men) and Salima (36 women and 24 men) were oriented on the SOPs and Guidelines on survivors of child marriage. Monitoring and referral systems in Dedza and Salima were revamped and 40 participants reached on SOPs and guidelines in each district – Dedza (23 men and 17 women) and Salima (25 men and 15 women). This intervention resulted in the following: ease of identification of cases; an increase in reported cases on child marriages – initially people would just watch and do nothing; and increase awareness amongst community members of the roles and responsibilities of various groups in ending GBV.

Finding 9: The project has contributed to the ease of identification of child marriage cases; an increase in reported cases of child marriages; and increased awareness amongst community members of the roles of various groups in ending GBV, in general and child marriage.

Output 3.2 | Capacities of child marriage survivors to understand and exercise their rights to quality essential services

This output focused on building capacity of CMS themselves to demand their rights to quality essential services. In line with this output the project registered a number of achievements. In Malawi, a Life Skills Manual was developed and disseminated in Salima and Dedza District of Malawi. The manual has played a significant role in guiding Life Skills orientation for the Mother groups who follow up on the child marriage survivors. Sixty mothers were trained in life skills orientation – 30 in each district. Following this training, the Mother Groups introduced a monitoring schedule that observes the behaviours of the child marriage survivors and offers them guidance whenever necessary. The mother groups also organize for home visits to the survivors’ households to ensure that the girls are given the support they need by their families. A quote below from a member of the Mothers’ Group shows how useful the training has been to her:

“The training that was provided to us has helped us to be able to provide life skills to our girls. After the training, I am now able to provide proper guidance to the girls, as well as their parents. This has made my voluntary work very interesting and I am seeing positive results already. In one household, for example, the parent was not supportive of the child marriage survivor. But now, after my intervention, the mother is supporting her by taking care of her child while she is in school” (Member of Mothers’ Group, FGD with Community Structures, Dedza District, Malawi).

In Zambia, a Life skills manual was also developed and it was used to train 75 child marriage survivors on life skills and they have since used their acquired knowledge to protect and
improve themselves and other vulnerable girls as well as CMS. Further, UN Women ESARO supported the development of Standard Operating Procedures (SOPs) and Referral Pathways which are improving and guiding the provision of uniform quality essential services for CMS in Zambia. The process involved studying the current referral system in both Chama and Mpulungu, identifying the gaps and proposing effective referral pathways for CMS. Involved in the development of the SOPs and Referral Pathways were relevant government ministries, UNICEF, UNDP and the Gender Technical Group. Further, 22 members of the IBSA Project District Multi-sectoral Committees were trained in the operationalization of the SOPs and Referral Pathways and in the use of legislation that would enhance or inhibit child marriages in the country.

Further, the project set up life-skills clubs, also known as IBSA clubs in learning institutions (14 schools in Malawi and 35 schools in Zambia). All project beneficiaries (720 girls in Malawi and in 1,223 girls in Zambia) participated in the life skills trainings to build their self-esteem and confidence to resist negative peer pressure to avoid entering into early marriages or getting pregnant.

In addition, in Zambia, the UN Women included the Sexual Reproduction Health and Rights (SRHR) as one of the activities that was undertaken in the IBSA Project. This was not included in the original design of the project. The Ministry of Health has a health desk corner at health centres where both girls and boys can be attended to. The schools formed clubs through which SRHR issues are being addressed. One of the major issues being addressed through this platform is the prevention of pregnancies among the girls. This is as explained by the following quotation:

“One of the things we are also doing, as I said the district committees are multisectoral, there is Ministry of Health in there and they are actually talking to the girls on sexual reproductive health. What has been said is we should bring all the girls together, not only the ones we are supporting but also the ones that are not being supported by IBSA because we need to prevent pregnancies.” (KII UN Women, Lusaka, Zambia).

**Finding 10:** The life skills trainings that were provided to project beneficiaries, which included CMS, through the life skills clubs have built their self-esteem and confidence to resist negative peer pressure to avoid entering into early marriages or getting pregnant. The capacity built has enabled the CMS to be able to demand quality essential services from duty bearers.

4.2.1 Unexpected Results

There were a number of unexpected results from the implementation of the intervention that the evaluation has identified. These include:
i. The fact that the intervention focused on providing educational support to girls who were rescued from child marriage negatively affected the morale of the other girls who were not part of the programme. Girls who came from similar poor backgrounds but had not dropped out of school felt that the project was “rewarding” girls who had dropped out of school while not providing any incentives to girls who have persevered and remained in school. The quote below from Malawi illustrates this point:

“The project is trying to address a few issues. But, the causal effects are more than what we are getting. For example, let’s say there is a girl child that is well behaved, comes from a poor family where they cannot afford to pay her school fees but is not pregnant because maybe she is very obedient, such kind of a girl will not get any support from the program. This is so because the project only focuses on those poor young girls that are failing to go school because they are pregnant or in early marriages” (Government stakeholder, FGD, Dedza District, Malawi).

Similar concerns were raised in Zambia, as the quote below shows:

“In as much as we are happy about the IBSA Project because they have helped us take our girls back to school, we are also worried about the girls who are vulnerable and do not necessarily have babies. They now think that it is okay to get pregnant so that they too can access the bicycle, books and even school fees for themselves.” (FGD with parents, Mpulungu, Zambia).

However, consultations with the girls themselves in Zambia showed that there was a mismatch between the perception of parents and that of the beneficiary girls. It was reported that most of the beneficiary girls are happy with involving child marriage survivors as mentors because they are able to learn from them the challenges of child marriages based on their life experiences. Getting information from CMS assist the girls to make better life choices and avoid getting into child marriages.

ii. Another issue that was raised was that when rescuing the girl from a child marriage the project was only concerned with offering support to the girl and ensuring that she returns to school. Nothing was being done to the boy, even though he is also under the age of 18. A range of stakeholders, including community leaders, religious leaders and district government officials felt that the boys should also be encouraged and supported to go back to school.

**Finding 11:** The main unexpected results of the project was that the provision of educational support to girls who CMS negatively affected the morale of the other school girls who were not part of the programme. Further, the exclusion of boys as direct beneficiaries led to an unhealthy relationship between boys and girls in the project schools.

### 4.2.2 Main Enabling Factors

The evaluation noted that there were a number of factors that contributed positively towards achieving the planned outcomes. These include:
i. The implementing partners in Malawi (MIAA and MAGGA) are already well established and experienced in implementing interventions that address GBV and child marriages. The Malawi Interfaith AIDS Association has well set-up local structures from the national level, district level and community level\(^{12}\) which comprise traditional leaders, faith leaders and traditional counsellors. These structures were instrumental in undertaking advocacy work to ensure full community involvement in eliminating and preventing child marriage. Similar, the Malawi Girls Guides Association (MAGGA) used its long-term experience to identify girl mentors who provided the much-needed life skills training to child marriage survivors using its safe space model. It also used its long-term experienced to coordinate the provision of education support (tuition; school supplies and bicycles) to the beneficiaries in the two districts of Malawi.

ii. In both Malawi and Zambia, the intervention was implemented in communities where the traditional leaders are already determined to end child marriage. The project therefore enjoyed a lot of support from the local leadership in communities where community by-laws on child marriage were already in place. Further, the district multi-sectoral committee in Zambia played an important role in ensuring the success of project implementation.

iii. As the UN entity on gender equality and the empowerment of women, the role of UN Women in mobilizing various stakeholders, especially government departments to be part of the initiative contributed significantly to the achievement of the project's purpose. UN Women enjoys excellent working relationship with key government institutions in both Malawi and Zambia, such as the Ministry of Gender, and the Ministry of Education, as well as the other UN entities, including UNICEF and UNFPA, which work towards the elimination of child marriages. It was therefore relatively easy for the project to work with these government departments.

iv. The existing good working relationship between UN Women and the AU Commission was another important enabler for the AU liaison component of the project.

v. The experience of the Ethiopia Liaison Office in generating policy briefs and papers including on ending child marriage has contributed to the notable knowledge management related results. The Compendium of Marriage Laws is an example that attests to the collaboration between UN Women and AUC in the generation of key data. The IBSA Fund supported the development of the abridged and reader friendly version of this compendium.

**Finding 12:** The main enabling factors include the capacity and experience of the implementing partners; support from traditional leaders where the interventions were implemented; the ability of UN Women to mobilize stakeholders; and the experience of the Ethiopia Liaison office in generating knowledge products for advocacy.

---

\(^{12}\) MIAA has the National Interfaith AIDS Committee at the national level; District Interfaith AIDS Committee at the district level, and Zonal Interfaith AIDS Committee at the community level.
4.2.3 Hindering Factors

The evaluation identified a number of factors that negatively affected project implementation. These include:

i. Exclusion of boys as beneficiaries made the project not to enjoy the much-needed support from boys and other stakeholders.

ii. The project was only implemented for a one year period because it was a pilot. The limited duration of the project meant that most of the investments that the project has done at the community were yet to show impact.

iii. Coordination between the two implementing partners in Malawi (MIAA and MAGGA) was low. This negatively affected the project implementation, as the quote below indicates:

   "Although MIAA and MAGGA were implementing the same UN Women Project we were working in isolation. We never had any joint planning or review meeting. We did not know what our partner was doing in the community. There was no forum to share experiences and best practices" (KII with MAGGA Project Officer, Malawi).

iv. In Zambia, the gassing incidents that occurred throughout the country posed security concerns. Project activities could not be implemented as planned as there was need to wait for security situation to be restored.

v. In Malawi, the project was implemented during political instability during which there were widespread campaigning activities and several demonstrations in preparation for court-sanctioned fresh presidential elections which took place on 23rd June 2020. This rendered the environment unsafe and unpredictable for smooth implementation of activities. Therefore, at times implementing partners had to wait for safer days to implement activities.

vi. Covid-19 pandemic affected project implementation in a great way. Most activities could not be implemented as planned because of restrictions in movements and gatherings in all the implementing countries. For example, under the AUC Liaison component, an activity to "support high political leadership of Malawi and Zambia (AUC champion to End Child Marriage and the AUC Goodwill Ambassador on Ending Child Marriage and the Special Rapporteur on early marriage within SADC summits, AU summits and UNGA in sharing best practices" did not take place because of the COVID-19 pandemic.

---

13 Zambia experienced chemical spraying of poisonous substances on households by unknown criminals. These criminal acts occurred around February 2020.
Further, schools in Malawi and Zambia were closed for a long time during the project implementation period due to COVID-19 pandemic. This meant that although students were provided with scholarships and other education support they were not able to attend classes, although attendance was only for upper classes in Zambia.

vii. For the AU component implemented through the Ethiopia liaison office it was noted that the funds that were allocated to that activity was inadequate to make meaningful impact within the short duration of project implementation. In particular, in a one-year period, one would not expect the results to show the impact/change on lives of women and girls. This is mainly because regional policy development and implementation processes require long-term strategic engagement to make impact at national and community levels.

The quote below, from a key informant, demonstrates this issue further:

“The liaison component had a budget of US$90,000 only. The resources were limited. There were many opportunities that we would have leveraged but we couldn’t because of limited funds. There is need to make an intensive investment to have meaningful impact across Africa.” (Key Informant)

viii. Still on the AUC Liaison component, it was reported that UN Women senior leadership involvement with the AUC was minimal at the implementation stage, even though the leadership was highly involved at the design stage. UN Women's high-level engagement at senior leadership level with the AU at project design as well as key implementation stages, including as part of the project governance structures of the project, could have ensured the full engagement of the AU and ownership of the results thereof.

ix. A clearly defined working method for use by project offices could have significantly enhanced the seamless inter-office cooperation and implementation of regional activities that hinged on progress and context in Malawi and Zambia.

x. The implementation of such quick impact project focusing on advocacy, communications and knowledge management initiatives had to be pegged to relevant AU opportunities and planned activities. Delays in AU processes, including due to COVID 19 and its impact on policy related regional initiatives, affected the timely delivery of planned interventions.

**Finding 13:** The main hindering factors include implementing the intervention in the midst of the COVID-19 pandemic; limited implementation duration; the exclusion of boys as project beneficiaries; political instability in Malawi during the court sanctioned elections re-run, and the gassing incidents in Zambia. The AU Liaison component was negatively affected by a limited budget; and the COVID-19 pandemic which made some of the targeted policy advocacy platforms not take place.
4.2.4 Unintended Effects

The intervention has created animosity between some boys and girls in the project’s targeted schools. It was noted that most boys are less willing to work together with girls in school-related activities. The boys feel side-lined since most of the school bursaries target girls. For example, in one project school in Salima District in Malawi, besides the UN Women project bursaries, there were two other bursary programmes run by UNICEF, Campaign for Female Education (CAMFED). Almost every female student was being supported by these bursaries. The boys, on the other hand, were having great difficulties to pay their tuition fees because there was no single education support programme that targeted boys. Discussions with boys in an FGD sheds more light into this issue:

“If you have a girlfriend here at your school and you are having challenges in paying your school fees you may end up dropping out of school completely, while the girl continues with her education because she is being supported. While at home you may decide to just impregnate the girlfriend because you are being pained that she is able to go to school while you are not.” (FGD with boys, Salima District, Malawi).

This feeling was also shared among the girls who were part of the project.

“We would love the project to include boys. Boys are facing a lot of challenges to the point that here at Thavite Community Day Secondary School we have less male students because most of them are facing challenges paying their tuition fee. Now they make comments that they will impregnate us because we are getting support and they are not. Some propose to girls who have benefitted from the project so that they can use the calculators and ride the bicycle together because they both travel long distances to school”. (FGD with beneficiary girls, Salima District, Malawi).

There is a misconception by some community members that the project is only targeting girls who have dropped out of school or are married, and that for one to access such educational support there is need to fall pregnant or get married first. The quote below from an FGD with girl mentors in Malawi sheds more light on this issue:

“Yes, some girl confronted me to ask that I understand that the girls who have been selected to be part of the project are those that dropped out of school or have babies. Should I also get pregnant or drop out of school first so that next time I should also be selected? I am very interested in school but my parents are farmers and it is hard for them to pay school fees. So I told my mom that I have a boyfriend and am thinking that he should just get me pregnant so that when the project is starting next time I should be a part of it.” (FGD with Girl Mentors, Dedza District, Malawi).

A government stakeholder that was consulted during the evaluation also highlighted the need to ensure that the project is not seen as only supporting girls who dropped out of school, while leaving out those that face significant challenges in accessing their education but are still in school. The quote below illustrates this issue further:

“There is a need to put both boys and girls into consideration when implementing these projects. We also needed to target poor girls who were not pregnant or in any marriage so that they should know that hard work pays. For example, let’s say there are two girls, one
walks 8 Km on foot just to go to school and also appears on the best top ten students but struggles to find school fees, whereas the other girl is given a bicycle to use as a means of transport just because she is pregnant. The first girl will feel demotivated. So, that is a very important factor to be put under consideration so that there should be an equal chance for both boys and girls that are working hard in school to benefit from the program” (FGD with Government Stakeholders, Dedza District, Malawi).

**Finding 14:** The evaluation found that the intervention has created animosity between some boys and girls in the project’s targeted schools, making boys less willing to work together with girls in school-related activities. Further, there was a misconception by some community members that the project is only targeting girls who have dropped out of school or are married, and that for one to access such educational support there is need to fall pregnant or get married first.

### 4.3 Efficiency

#### 4.3.1 UN Added Value to this Area of Work

UN Women was strategically positioned to lead this intervention in Malawi (through UN Women Malawi Country Office), in Zambia (through UN Women ESARO) and in Ethiopia (though UN Women Ethiopia). UN Women’s work is grounded in a rights-based approach and it has a long-standing relationship with the women’s movement, gender-equality advocates, women’s groups and organizations as well as national women’s machineries. Further, UN Women is the convener on gender equality within the UN system and it is able to bring together partners in the fight against child marriage. At the AU level, the role of UN Women as a gender equality entity in contributing to the overarching framework – the AU Campaign on Ending Child Marriage – was critical. UN Women was well positioned to provide evidence and key messages on the gender implications of child marriage in Africa.

#### 4.3.2 Management Structure

The evaluation assessed the extent to which management structure of the project supported efficiency for programme implementation.

**Zambia:**

The management of IBSA fund was done by the UN Women Program Manager in ESARO based in Nairobi with the support of a Programme Assistant and a Programme Specialist from Zambia. At the national level working with the coordinating ministry at national level, the Ministry of Gender and the Multisectoral District Committee (MDC) at the district level. Although the project had a lean implementation team, the roles and responsibilities at both the national and district level were clearly defined. There were challenges in how the funds were supposed to be disbursed. Ideally, finances were supposed to be disbursed directly to the MDC through the
Ministry of Community Development and Social Services (MCDSS). The District Administration and District Commission were responsible for monitoring usage of the project funds. Then the role of the Ministry of Gender (MoG) was to receive the funds from UN Women for onward transmission to the MCDSS. The role of MoG was to provide policy and implementation oversight of the project by district staff.

Malawi:

The IBSA Project was located within the EVAW Component of the UN Women Malawi Country Office. The EVAW Component is managed by a Team Lead. Below the Team Lead, there was a dedicated Programme Associate who was tasked with the day-to-day running of the project, including coordinating with Ministry of Gender, Ministry of Youth, Ministry of Education officials; district council officials (from the 2 districts where the project was implemented); and the implementing partners (MAGGA and MIAA). In order to enhance efficiency in project implementation, another Programme Associate was seconded to the implementing partner, MAGGA, to provide technical support to the two implementing partners. She was responsible for coordinating field activities; assisting the partners with paperwork that was associated with getting support from UN Women. Other elements of the project, such as monitoring and evaluation; finance, and ICT were managed by UN Women MCO staff who were not necessarily on the IBSA Project payroll.

The selection of the implementing partners – MAGGA and MIAA – was another element that promoted efficiency in the implementation of the project activities in Malawi. MAGGA is an organization that has a track record of working with girls in Malawi and it has developed its own model – the safe space model – that was very useful for this intervention. MIAA, on the other hand, has a long-term experience of working with faith leaders, traditional leaders and other community structures. MIAA was therefore a perfect fit to be involved in the implementation of the intervention in order to realize the project’s theory of change. For both these organizations, they already had existing structures and did not have to hire additional staff to work on this IBSA Project.

At the district level, the project worked with a focal person within the Ministry of Gender, Ministry of Education, and Ministry of Youth. These were government staff that were dedicated to the project to ensure efficiency in project implementation.

Ethiopia

The Ethiopia Liaison component was directly implemented by UN Women in supporting selected AU initiatives that align with the project objectives. The UN Women Liaison to the AUC and UNECA was responsible for all the activities, including the management of the project funds. Given the small nature of the funds, it was not practical for the AU to be a recipient and implementer at the same time. However, the fact that AU has not been, for example part of the design and implementation stages, to a large extent including at highest leadership level, might have affected the project’s efficiency.

4.3.3 Financial Management

Financial management refers to the budgeting, accounting, internal controls, funds flow, financial reporting and auditing by which UN Women and the implementing partners received
project funds, allocated them, recorded and reported on their use. The evaluation noted that good financial management practices were complied with in all the respective offices. The Ministry of Gender had proper financial structures in place and followed all the required procedures as per Government requirements. The Liaison Office in Ethiopia of UN Women also managed the funds with the support of their financial managers in place.

It was noted that before the implementing partners (MIAA and MAGGA) were recruited to implement the intervention in Malawi, all due diligence processes were done. Funds for the project in Malawi was managed by UNDP Malawi and funding for project activities was channelled directly to the implementing partners. Further, any payment to service provider was paid directly from UNDP to the service provider. Procurement of project equipment (such as tablets) followed all the competitive bidding processes. It was also noted that for any activity that was not budgeted for, a request with justification had to be submitted to the regional office and clearance had to be obtained before undertaking the expenditure. For example, before an office to act as a ‘safe space for girls’ had to be constructed at TA Mwanza (Salima, Malawi), clearance for the expenditure had to be obtained. This is an example of good financial management practice.

Table 5: Expenditure Status

<table>
<thead>
<tr>
<th>Country Office</th>
<th>Funds Received US$</th>
<th>Cumulative Expenditure as at 31st Dec 2020 (US$)</th>
<th>Advances to Implementing Partners (US$)</th>
<th>Encumbrance (US$)</th>
<th>Funds Balance</th>
<th>Delivery</th>
<th>Utilization</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESARO Zambia</td>
<td>433,737.00</td>
<td>408,908.10</td>
<td>14,880.41</td>
<td>8,550.00</td>
<td>1,398.49</td>
<td>94.28%</td>
<td>99.68%</td>
</tr>
<tr>
<td>Malawi</td>
<td>433,399.00</td>
<td>430,972.97</td>
<td>1,331.70</td>
<td>689.07</td>
<td>405.26</td>
<td>99.44%</td>
<td>99.91%</td>
</tr>
<tr>
<td>Ethiopia</td>
<td>96,214.00</td>
<td>89,839.76</td>
<td>0.00</td>
<td>6,374.19</td>
<td>0.05</td>
<td>93.37%</td>
<td>100.00%</td>
</tr>
<tr>
<td>IBSA project Sept 30-2020</td>
<td>963,350.00</td>
<td>929,720.83</td>
<td>16,212.11</td>
<td>15,613.26</td>
<td>1,803.80</td>
<td>96.51%</td>
<td>99.81%</td>
</tr>
</tbody>
</table>

Table 5 shows the expenditure status at the end of the implementation period (31st December 2020). The data show that in all the three countries utilization of funds was 99.8% by the end of the project period. This demonstrates that the project had a good burn rate.

Finding 15: The evaluation found that UN Women was strategically positioned to lead this intervention in Malawi (through UN Women Malawi Country Office and Zambia (through UN Women ESARO). The management structure of the project supported efficiency for programme implementation. At the AU level, the fact that AU was, for example part of the design and implementation stages, minimally included at highest leadership level, might have affected the project’s efficiency. The project adhered to good financial management practices.
4.4 Sustainability

4.4.1 Capacity to Ensure Sustainability of Efforts and Benefits

In its one year of implementation, despite the various challenges, including the COVID-19 pandemic (see Section 4.2.3), the project has built the capacity of various groups to be able to take action to eliminate child marriages within their communities. Table 6 shows a summary of some of the key capacity development initiatives undertaken under the project, which promote project sustainability:

**Table 6: Capacity Development Initiatives Undertaken by the IBSA Project**

<table>
<thead>
<tr>
<th>Target Group</th>
<th>Capacity Developed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girl mentors (30 in Malawi; 20 in Zambia)</td>
<td>How to impart life skills training to girls and child marriage survivors</td>
</tr>
<tr>
<td>Community activists (40 in Malawi; Community champions (105 in Zambia)</td>
<td>Vocational skills training (tailoring) so that they can also impart this skill to child marriage survivors and other girls who have dropped out of school.</td>
</tr>
<tr>
<td>Service providers for child marriage survivors (community victim support unit; community policing forums, community action groups, PTA) (31 in Zambia; 120 in Malawi)</td>
<td>Trained on how to provide quality essential services to child marriage survivors.</td>
</tr>
<tr>
<td>Mother Groups</td>
<td>Trained in life skills and counselling</td>
</tr>
<tr>
<td>Faith and community women leaders</td>
<td>Trained on gender-related laws and power relations</td>
</tr>
<tr>
<td>Community bursary committees (2 in Malawi; 2 in Zambia)</td>
<td>Community Committees were oriented on bursary management and governance.</td>
</tr>
<tr>
<td>Parents-Teachers’ Association (PTA) members</td>
<td>Trained in gender-based violence in and cultural norms with particular focus on the school environment.</td>
</tr>
<tr>
<td>Community structures (Village development committees; youth groups; Interfaith AIDS Committee; school management committees; community activists, etc)</td>
<td>Capacity on gender-related laws; gender equality; children's rights; women empowerment; GBV and ending child marriages, and formulation of Action Plans.</td>
</tr>
</tbody>
</table>
| Government staff (Ministry of Gender, Ministry of Home Affairs, Ministry of Education, Ministry of Community Development and Social Services, Ministry of Youth & Sport, Ministry of Health, Ministry of Labour and Social Security, Ministry of Justice, Ministry of Traditional and Cultural Affairs) | Capacities of institutions to implement legislation on ending child marriage and school re-entry policies were strengthened through a training of 120 MoGCDSW staff (80) and traditional leaders (40) from the targeted districts on child rights and enforcement of child marriage laws and marriage registration. The project assisted to institutionalize provisions for addressing gender equality, children's rights and women empowerment by supporting the development of training manuals and SOPs for use by the beneficiary organizations and communities e.g. GBV Training of
The various capacity development initiatives that have targeted different project stakeholders including the CMS themselves (as Table 6 shows) have imparted knowledge and skills on the elimination of child marriage. These skills will continue to be utilized well beyond the life of the IBSA Project.

**Finding 16:** The evaluation found that it developed the capacity of various community structures, faith and traditional leaders, as well as service providers to deliver quality coordinated essential services to CMS. Traditional and faith leaders were trained to promote favourable social norms, attitudes and beliefs.

### 4.4.2 Accountability and Oversight Systems Established.

The evaluation notes that there were several aspects of the project that would ensure that the benefits of the intervention are secured for the rights holders. These include:

i. The use of existing community structures (such as the village development committees, the mother groups, the school management committees; the youth groups, community activists, community bursary committees, etc) and the engagement of traditional leaders in the movement of eliminating child marriage will ensure that the benefits of the intervention will be secured for the rights holders beyond this pilot phase.

ii. The involvement of key government stakeholders (Ministry of Gender; Social Welfare; Youth; and Education) at the central and district levels is an important way of ensuring sustainability.

iii. Strengthening the existing laws and community by-laws on child marriage.

iv. The use of child marriage survivors as girl mentors (Malawi) or champions (Zambia) is a sustainable way of ensuring that the identified child marriage survivors can acquire life skills that would assist them to make informed decisions about their lives even after IBSA Project funding. This is so because the mentors/champions are resident within the communities and they have been empowered to play this important role through the IBSA Project.

v. Capacity building: UN Women built capacity in its implementing partners at district and local level by having a district cadre of TOT that will continue to train communities on gender equality, children's rights, women empowerment, GBV and ending child marriages. Those trained as trainers included civic leaders, traditional leaders and guidance teachers. These combination of trainees are influential in their communities and hence were targeted for training. Training of CC is a sustainable way to ensure that role models are there for other young women to learn on the benefits of education and dangers of early marriages.
vi. Partnerships: UN Women facilitated the networking and partnerships among the national and local stakeholders. They enhanced potential and already existing coordination efforts among them. One such partnership is with Dynatech Limited Co., where by, the IBSA fund project in Zambia partnered with Dynatech for sustainability of the IBSA families.

"We are teaching families and women how to be financially sound and to re-invest the money from the sale of honey so that they are financially independent," explained Dytech Limited co-founder, Patrick Mapalo.

vii. The project assisted to institutionalize provisions for addressing gender equality, children’s rights and women empowerment by supporting the development of training manuals and SOPs for use by the beneficiary organizations and communities e.g. GBV Training of Trainers Manual, Training of Trainers (TOT) Manual on laws that mitigate early child marriages

viii. The UN Women provided a platform, through the AU Liaison component, from where different key stakeholders shared experiences and learned from each other both at national level and regional level.

4.4.3 Sustainability Challenges

However, at the same time there are factors that are likely to negatively affect the sustainability of the project’s achievements. These sustainability challenges include:

- **Household poverty**: For as long as households in communities where the CMS come from remain poor and without sustainable income generating activities, there is always a likelihood that the CMS will not be able to complete their education and probably end up being married again. Hence, it is cardinal that such households are assisted with skills training so that in the long term they can be able to use their skills to engage in income generating activities. The quotes below sheds more light on this issue:

  "The project seems not to be addressing the root cause of the problem, which is poverty. Most cases of child marriages are due to poverty as girls want to escape poverty in their own households. The provision of scholarships and bicycles to the girls, without economically empowering the household means that the remaining girls within the household may also end up in child marriages. This needs to be looked into seriously” (KII with Chief Education Officer, Salima District, Malawi).

  There is need to target the families from where the girls are coming with a package of interventions. The package can include parenting skills, means of a livelihood, and direct cash transfers for vulnerable households. This will be a sustainable way to address this problem (KII with Deputy Director of Child Affairs, Ministry of Gender, Malawi).

Similar sentiments were raised in Zambia, as the quote below indicates:
“There is need to implement interventions that target the households from which the survivor of child marriage is coming. This will be a sustainable way of addressing the problem” (FGD with parents, Mpulungu, Zambia).

- **Provision of scholarships and bicycles:** While the provision of tuition fees, school materials and bicycles are essential to enable the child marriage survivors and other girls to remain in school, community members and stakeholders may not be able to sustain this initiative without external support. As soon as the project phases out, the beneficiaries will have no source of support. The quotes below from Malawi and Zambia illustrate this point:

  “What will happen to the girls who are receiving this support once UN Women goes? How will their families continue to support their education? They already failed to support that’s why the children ended up in marriages. This intervention should empower the family to be able to support the girls with school needs. They can provide livestock to the families. They can provide fertilizer to the families. They will be able to produce and use the money to support the girls” (FGD with community structures, Dedza District, Malawi).

- **Support for male learners as well:** To ensure sustainable way of eliminating the problem of child marriage, there is need to extend the support to male learners as well. It was widely acknowledged in all the communities that were visited in the two countries, that boys also face a lot of challenges to access education. These include lack of school fees and learning material, and long distances to schools. The intervention should therefore extend to boys, as well, since they are part of the problem and need to be part of the solution.

- **Need to provide support to educational facilities as well:** Discussions with primary and secondary schools that were part of the project, including the school management committees showed that the intervention should have extended its support to the education facilities as well. The quote below illustrates this point:

  “This intervention needs to look at the problem holistically. In secondary schools we have a huge problem of textbooks. For example, in my class we only have two textbooks for 64 students. Even though the girls have been given tuition fees, learning material and bicycles for them to be in school, but the school has no teaching material, how will they learn? Textbooks should be provided to the learners as well. CAMFED provides textbooks to all the girls who are on its bursary. This addresses the shortage of textbooks in our schools” (KII with Head Teacher, Salima District, Malawi).

- **Need to provide an incentive to parents who are looking after the children when the girls are in school.** It was noted during this evaluation that the success of the intervention depends on the willingness of parents and/or caregivers to look after the child of the child marriage survivor for the girl to return and remain in school. To ensure sustainability of this initiative, there is need to incentivize the women who are looking after the children when their daughters have returned to school.
• **Need for provision of vocational skills training to child marriage survivors who cannot return to school.** The evaluation noted that there are some child marriage survivors who are not capable of returning to school considering their age and the low class that they last attended. To ensure sustainability of this intervention, such beneficiaries should be provided with vocational skills training. At the moment, only a few girl mentors in Malawi were provided with tailoring skills. This should be extended to all beneficiaries who are not able to return to school.

• **The evaluation noted that, in Malawi, the bursaries were implemented without collaboration with the district bursary committees.** The involvement of such a committee that is led by the District Social Welfare Office (DSWO) is important for sustainability, as would be able to incorporate the project beneficiaries into other bursaries once the IBSA Project phases out.

**Finding 17:** The evaluation found several elements that negatively affected project sustainability. The inability of the project interventions to directly focus on household poverty, which is the key driver of child marriage; provision of bicycles and scholarships that communities cannot sustain without external support; lack of support to male learners; lack of material support to school facilities where the beneficiaries are learning; and the lack of provision of vocational skills training to CMS who cannot return to school.

### 4.5 Consistency

On consistency, the evaluation assessed the extent to which other interventions (particularly policies) supported or undermined the project intervention, and vice versa. The review of various policies from Malawi and Zambia has shown that the intervention was consistent with various policy frameworks for gender equality, women empowerment and the elimination of child marriage in the two countries.

In Malawi and Zambia, just like in many of countries in Africa, one of the key drivers of child marriage is harmful traditional, social, and cultural practices. The IBSA Project worked with traditional and religious leaders to challenge the harmful social norms and practices that make the practice acceptable in society. In line with the National Strategies on Ending Child Marriage in Malawi and Zambia, the project has facilitated a positive change in the cultural norms, attitudes and behaviours, beliefs and practices that support and promote child marriage. Through social advocacy, empowerment and engagement of various community stakeholders, including traditional leaders, religious leaders and community gate keepers, the project has contributed towards transformation of social and cultural practices that promote child marriage.

The evaluation also analysed the synergies and interlinkages between the IBSA Project and other interventions carried out by the UN Women/government. The evaluation has noted that through the involvement of the Ministries of Gender at the centre of the intervention in both Malawi and Zambia, the project ensured that there were synergies between the intervention and other initiatives on eliminating child marriage.
The evaluation noted that there was strong interlinkage between the IBSA Project and the Spotlight Initiative in Malawi. The Spotlight Initiative, a joint programme aimed at eliminating violence against women and girls, is the single largest targeted investment in eradicating such abuses that Malawi has ever seen. The Spotlight Initiative is implemented by UN Women, UNICEF, UNDP and UNFPA. One of the outcomes under the Spotlight Initiative in Malawi is prevention of harmful practices and transforming gender social norms that perpetrate violence against women and girls. The Spotlight Initiative, just like the IBSA Project, is coordinated by the Ministry of Gender in Malawi. This ensured that there was synergy with other interventions that address the problem of violence against women and girls (VAWG), in general, and child marriage, in particular.

The evaluation also found that the IBSA Project was consistent with other interventions addressing the problem of child marriage in Malawi and Zambia, and across the continent. It was noted that in both Malawi and Zambia, there are various CSOs that are implementing similar interventions, including CAMFED, Plan International, World Vision and Save the Children, among others. Although these CSOs are also taking significant strides in addressing the problem of child marriage, opportunities for sharing lessons and experiences with the IBSA Project were not available during the one year of the implementation of the pilot project. Forums for sharing lessons and experiences were not available due to COVID-19 pandemic. Nevertheless, the IBSA intervention was highly consistent with interventions being undertaken by CSOs that all contribute towards the National Strategy on Ending Child Marriage in Malawi and that of Zambia.

Finding 18: In line with the National Strategies on Ending Child Marriage in Malawi and Zambia, the project has facilitated a positive change in the cultural norms, attitudes and behaviours, beliefs and practices that support and promote child marriage. Through the involvement of the Ministries of Gender at the centre of the intervention in both Malawi and Zambia, the project ensured that there were synergies between the intervention and other initiatives on eliminating child marriage. The IBSA Project was consistent with other interventions addressing the problem of child marriage in Malawi and Zambia, and across the continent.

4.6.1 Integration of Human Rights Approach and Gender Equality Principles in Implementation

The evaluation also assessed the integration of "human rights" and "gender equality" in the IBSA Project. This is critical to assess whether there were synergies and overlap between these mutually reinforcing concepts, including the understanding that gender equality is both a human right, but also a dimension of development in its own right. Also, human rights are inclusive of, but not limited to, gender related human rights14. The evaluation noted that the intervention followed a human rights-based approach to development, which obligates the organization to work to realize the rights of girls and women, as well as those of boys and men. However, in both Malawi and Zambia the scholarships were not extended to male learners, who also face difficult circumstances to access education.

---

4.6.2 Human Rights and Development Effectiveness Principles

Inclusion/Non-discrimination

The intervention primarily targeted survivors of child marriage who were provided with support towards their education, including the provision of bicycles to address the challenge of travelling long distances to school. The interventions also reached out to other school-going girls from poor families with tuition fee, bicycles and other school-related needs. The various community structures, such as the mother groups, religious leaders, traditional leaders, etc that were part of the intervention in both Malawi and Zambia included women. In Malawi, in particular, the intervention was implemented in two communities – TA Mwanza (Salima District) and TA Kachindamoto (Dedza District). In both these communities, the traditional authority are female with a track record of leading the fight against child marriage. There was active participation of stakeholders, beneficiaries, duty-bearers and rights-holders.

Dynamics of Power in Relationships

The evaluation assessed the extent to which the IBSA Project has changed the dynamics of power in relationships between different groups. This was achieved through Outcome 2 of the Project: “Favourable social norms, attitudes, and behaviours towards investing in child marriage survivor’s education to prevent VAWG adopted”. Output 2.1 was on ‘Respectful relationships and gender equality at individual and community levels championed’. Under this output, the IBSA Project conducted trainings on life skills, sexual and reproductive health and rights and gender related laws in Malawi and Zambia, targeting boys and girl motivators, civic leaders, and community champions, among others. Through these trainings, participants were challenged to take up the responsibility of influencing their fellow youth towards making safe decisions regarding their sexuality. Boys and girls who were drawn from both the faith community and from the community youth networks were empowered with information and skills to enable them to make positive influence on their peers. Coming out of the orientations, most girls and boys acknowledged the lack of information on how they could deal with social as well as religious norms that put pressure on them and force them into harmful experiences such as marriages.

**Finding 19**: The evaluation found that the intervention followed a human rights-based approach to development, which obligates the organization to work to realize the rights of girls and women, as well as those of boys and men, even though scholarships were not extended to male learners due to the nature of the intervention. Through various trainings targeting boys, girls, community and faith leaders, as well as various community structures, the IBSA Project has changed the dynamics of power in relationships between different groups.

4.7. South-South Cooperation

The project was implemented with support from the India, Brazil and South Africa Facility for Poverty and Hunger Alleviation (IBSA Fund). The IBSA Fund is a unique initiative to enhance South-South cooperation for the benefit of nations of the South. This fund facilitates the
execution of human development projects to advance the fight against poverty and hunger in developing countries. The IBSA Fund has four objectives:

i. To alleviate poverty and hunger in nations of the South;

ii. To develop best practices in the fight against poverty and hunger by facilitating the execution of replicable and scalable projects in interested countries of the global south;

iii. To pioneer and lead by example the South-South cooperation agenda;

iv. To build new partnerships for development.

4.7.1 Contribution towards Principles of South-South Cooperation.

According to the United Nations Office for South-South Cooperation (UNOSSC), South-South cooperation is a broad framework of collaboration among countries of the South in the political, economic, social, cultural, environmental and technical domains. Involving two or more developing countries, south-south cooperation can take place on a bilateral, regional, intraregional or interregional basis. Through south-south cooperation, developing countries share knowledge, skills, expertise and resources to meet their development goals through concerted efforts.

The guiding principles of South-South Cooperation (SSC) include:

(i) SSC is rooted in solidarity among peoples and countries of the South that contributes to their national well-being, their national and collective self-reliance and the attainment of internationally agreed development goals, including the 2030 Agenda for Sustainable Development.

(ii) The SSC agenda and initiatives must be determined by the countries of the South, guided by the principles of respect for national sovereignty, national ownership and independence, equality, non-conditionality, non-interference in domestic affairs and mutual benefit.

The evaluation assessed the extent to which the results achieved by the project have contributed in promoting the principles of South-South Cooperation. The results of the evaluation show that the IBSA Project contributed towards the principle of solidarity among the countries of the South. The funds from the countries of India, Brazil and South Africa supported UN Women to implement the IBSA Project to address a key development challenge of child marriage in Malawi and Zambia, while also offering lessons for eliminating child marriage across Africa. Using the IBSA Fund the project has contributed towards the attainment of the SDGs, especially SDG 5 (Achieve gender equality and empower all women and girls).

The evaluation has also found that the project has contributed towards the principle of respect for national sovereignty, national ownership and independence. In particular, the evaluation noted that in both Malawi and Zambia, the project was addressing a key development challenge,
in line with the national development agendas. In Malawi, the project has contributed to the National Strategy on Ending Child Marriage (2018-2023). In Zambia, the project was implemented within the framework of the National Strategy on Ending Child Marriage in Zambia (2016-2021). At the AU level, the results of the IBSA Project are being shared to provide best practices and assist member countries in their own initiatives to end child marriage in their respective countries. The evaluation has therefore noted that the IBSA Project has promoted the principles of South-South Cooperation.

4.7.2 National Leadership and Ownership

The evaluation was tasked with analysing whether the project was sourced through a demand-driven approach and how the host governments demonstrated their ownership to the project. The IBSA Project was implemented in Malawi and Zambia, which are among African countries where the prevalence of child marriage remains high. The Governments of Malawi and Zambia are committed to support girls to remain in school, avoiding child marriage and delay child bearing until they become adults. The development of National Strategies on Ending Child Marriage in the two countries is a clear sign of the determination to end child marriage. The IBSA Project was implemented in the two countries to support the national strategies on ending child marriage. To ensure ownership of the project, the host governments, through the Ministries of Gender, provided leadership in the project implementation. In Malawi and Zambia, UN Women collaborated with the Ministry of Gender, Children, Disability and Social Welfare; the Ministry of Education, Science and Technology; Ministry of Local Government and Rural Development; and the Ministry of Youth, Sports, Culture and Manpower Development; Ministry of Homeland Security (Police); and the Ministry of Justice (The judiciary) in the implementation of the project. The partnership with these ministries and departments was both at national level as well as at local council level. The involvement of the various ministries promoted ownership of the initiative, which is critical in ensuring that the benefits accruing from the intervention are sustained beyond IBSA funding. For example, central government officials were available in Malawi during key events, such as the handing-over of safe spaces, equipment and bicycles (see Picture 1 and 2).

Picture 1: The Minister of Gender, Zambia handing Over bicycles to a CMS in Zambia

Source: UN Women ESARO Zambia
Picture 2: Symbolic Handover of Bicycles to Beneficiaries

A symbolic presentation ceremony of handing over of safe space to the two TAs this included office space, equipment and bicycles. The ceremony was graced by the UN-Women Country Representative, Clara Anyangwe, central government officials (Director of Chiefs, and Deputy Director of Gender Affairs district council officials, member of parliament, Ward Councillors, representatives of the rights holders of the project and community members.

4.7.3 Mutual Benefit

The evaluation also assessed the extent to which the project supported for mutual benefits through sharing of knowledge, experiences, training, and technology transfer, among others. The evaluation noted that one unique component of the IBSA Project was the liaison with the AU Commission to reposition the outcomes from the project into strategic communication, convening and documentation to share best practice with other developing countries, including member states of the African Union. Through this arrangement, the pilot project has been able to share knowledge and experiences on eliminating child marriage and offering support to child marriage survivors, through a number of platforms, including a dedicated website. This information is available to all developing countries, including India, Brazil and South Africa. However, the evaluation has noted that south-south learning between the project implementers in Malawi and Zambia was very low. The minimal interaction between the

As part of sharing knowledge and experiences, UN Women collaborated with the African Union (AU) Department of Social Affairs (DSA) to organize a consultation meeting to Review the AU Campaign to End Child Marriage 5 Year Strategic Plan (2019 – 2023). This was held in South Africa, Johannesburg from 16th to 19th December 2019. Six IBSA project beneficiary young advocates and survivors of child marriage from Malawi and Zambia participated in the consultative meeting where they shared their experiences and lessons learnt with the project teams promoting South-South learning. The girls who attended the consultation meeting had a
unique experience to be on the Panel with the AU Goodwill Ambassador, traditional and faith based leaders and the UN team.

4.7.4 Equality and Horizontality

The evaluation team also assessed the extent to which the IBSA project utilized mutual exchange between developing countries and the extent to which partners cooperated as peers. The results from the evaluation showed that the project promoted equality and horizontality among partners. One of the key objectives of the IBSA Fund is building new partnerships for development. As a regional project, involving multiple partners, including two local CSOs that were implementing partners in Malawi, the principle of equality of partners was critical.

4.7.5 Complementarity to North-South Cooperation:

We also assessed the extent to which the project served as complementary to North-South cooperation. The evaluation noted that most of the initiatives that are implemented in Malawi and Zambia to address the problem of child marriage come in the form of North-South Cooperation. In particular, local and international CSOs, in collaboration with the government, implement various initiatives to address the problem of child marriage with financial support from development partners, funding agencies and other partners from the North. These initiatives are implemented to complement governments’ efforts to reduce and eliminate child marriage and offer support to survivors of child marriage. The IBSA Project is a South-South initiative that complemented the various North-South initiatives in the two countries. All these initiatives are working towards achieving the same goal of reducing the prevalence of child marriage, in line with the National Strategies on Ending Child Marriage. Further, at the regional level the IBSA Project complemented the North-South cooperation that are operational through the AU Campaign on Ending Child Marriage.

Finding 20: The evaluation found that the IBSA Project has promoted the principles of South-South Cooperation; promoted national leadership and ownership. Further, the Project has supported for mutual benefits through sharing of knowledge, and experiences, training, and technology transfer, even though the learning between Malawi and Zambia was minimal. Further, the IBSA Project complemented the various North-South initiatives in the two countries. All these initiatives are working towards achieving the same goal of reducing the prevalence of child marriage, in line with the National Strategies on Ending Child Marriage for Malawi and Zambia and through the AU Campaign on Ending Child Marriage.
5 CONCLUSIONS

The IBSA Project was a one-year pilot project to eliminate child marriages and offering scholarship to child marriage survivors in Malawi and Zambia. The project was implemented with the financial support of the India, Brazil and South Africa Facility for Poverty and Hunger Alleviation (IBSA Fund), which aims to enhance South-South cooperation for the benefit of the neediest nations of the South. From the findings in the various sections of the report, the following conclusions are made:

Relevance:

xi. The evaluation of the intervention has shown that the project was relevant to the needs of the target population and it was highly aligned with relevant normative frameworks for gender equality and women's empowerment. UN Women had the comparative advantage in undertaking this intervention compared to other UN entities because of its mandate (in line with Findings 1, 2 and 3).

Effectiveness

xii. The interventions under the IBSA Project complemented ongoing initiatives in Malawi and Zambia to rescue girls from child marriage, by ensuring that once rescued, the girls have the necessary support towards their education (in line with Finding 4). However, the long school closure due to COVID-19 meant that although students were provided with scholarships and other education support they were not able to attend classes, thereby rendering the support somehow ineffective (in line with Finding 13).

xiii. The IBSA Project has developed the capacity of institutions to implement legislation on ending child marriage and it has also strengthened school re-entry policies in Malawi and Zambia. This has promoted a favourable environment for child marriage survivors to safely return to school (in line with Finding 4). However, COVID-19 and the limited duration of the project meant that most of the investments that the project has done at the community were yet to show impact (in line with Finding 13).

xiv. The IBSA intervention has promoted the participation of child marriage survivors and has promoted the representation of their voices in regional policy platforms. Through its various knowledge products the IBSA Project has contributed towards enhancing the regional advocacy for ending child marriage within the overall framework of AU Campaign on Ending Child Marriage (in line with Finding 5 and 6). However, a limited budget for the AUC Liaison component, the short time for project implementation and the effects of COVID-19 have negatively affected the extent to which the liaison component has had an impact on the regional advocacy to end child marriage (in line with Finding 13).

xv. The IBSA Project has advanced gender equality and women’s empowerment. By working with traditional institutions (traditional leaders, faith leaders, traditional counsellors, mother groups, etc) to use their transformative power the project has developed favourable social norms, behaviours and attitudes to eliminate child
marriage. Through its activities, the project has repositioned CMS at the centre for a social movement to eliminate child marriage (in line with Finding 7, 8,9, and 10).

xvi. The success of the project towards achieving the overall outcome is attributed to the capacity and experience of the implementing partners; support from traditional leaders where the interventions were implemented; the ability of UN Women to mobilize stakeholders; and the experience of the Ethiopia Liaison office in generating knowledge products for advocacy (in line with Finding 12).

xvii. The lack of understanding on the nature and scope of the intervention by some community members led to some unintended effects. These include the animosity between some male and female learners in some project schools, and the misconception that the project was only targeting girls who had dropped out of school or were married, and that for one to access such educational support there was need to fall pregnant or get married first (in line with Finding 14).

Efficiency

xviii. The project was very efficient in the use of resources to achieve the desired results. In particular, the management structure of the intervention supported efficiency for project implementation and that good financial management practices were complied with in the respective offices. However, at the AU level, the lack of involvement of AU Commission at the design and implementation stages, including at highest leadership level, negatively affected the project’s efficiency (in line with Finding 15).

Sustainability

xix. Although the project has undertaken capacity development initiatives that targeted a range of community structures and stakeholders as a way of promoting sustainability (in line with Finding 16), critical sustainability challenges remained. The inability of the project interventions to directly focus on household poverty, which is the key driver of child marriage; provision of bicycles and scholarships that communities cannot sustain without external support; lack of material support to school facilities where the beneficiaries are learning; and the lack of provision of vocational skills training to CMS who cannot return to school were identified as key sustainability challenges (in line with Finding 17).

South-South Cooperation

xx. The IBSA Project has promoted the principles of South-South Cooperation; promoted national leadership and ownership. The IBSA Project has also complemented the North-South Initiatives at the national level (Malawi and Zambia) and at the regional level (through AUC Liaison). However, the south-south learning between Malawi, Zambia and Ethiopia has been minimal (in line with Finding 20).
# 6 RECOMMENDATIONS

Based on the findings of the evaluation, and the conclusions from the findings, the following recommendations are provided to aid in the design and implementation of future similar interventions.

<table>
<thead>
<tr>
<th>Recommendation</th>
<th>Responsibility</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>UN Women ESARO; UN Women Malawi Country Office</td>
<td>Next intervention</td>
</tr>
<tr>
<td>2</td>
<td>UN Women ESARO; UN Women Malawi Country Office</td>
<td>Next intervention</td>
</tr>
<tr>
<td>3</td>
<td>UN Women ESARO; UN Women Malawi Country Office</td>
<td>Next intervention</td>
</tr>
<tr>
<td>4</td>
<td>UN Women ESARO; UN Women Malawi Country Office</td>
<td>Next intervention</td>
</tr>
<tr>
<td>5</td>
<td>UN Women ESARO</td>
<td>Next intervention</td>
</tr>
<tr>
<td>6</td>
<td>UN Women ESARO</td>
<td>Next intervention</td>
</tr>
<tr>
<td>7</td>
<td>UN Women ESARO; UN Women Malawi Country Office</td>
<td>Next intervention</td>
</tr>
<tr>
<td>8</td>
<td>UN Women Malawi Country Office; UN Women ESARO.</td>
<td>Next intervention</td>
</tr>
<tr>
<td>9</td>
<td>UN Women</td>
<td>Next</td>
</tr>
</tbody>
</table>

**Recommendation 1**: There is need to target the families from where the girls are coming with a package of interventions. The package could include parenting skills, means of a livelihood, and direct cash transfers for vulnerable households. This would assist in addressing the underlying cause of the problem, which is poverty. *(Based on Finding 17; Conclusion ix).*

**Recommendation 2**: Consider extending the education support to male learners as well. This recommendation resonates well with UN principle of "Leave No One Behind". *(Based on Finding 13; Conclusion vii).*

**Recommendation 3**: There is need to promote community awareness of interventions at the start of the project that target girls only to minimize negative and unintended effects. The awareness should provide adequate information on why the intervention is targeting girls only *(Based on Finding 13; Conclusion vii).*

**Recommendation 4**: Consider extending support to educational facilities from where the beneficiaries are learning. Provision of text books and other teaching materials in schools where these are lacking would be essential to ensure that investments made in the girls yield the desired results. *(Based on Finding 17; Conclusion ix).*

**Recommendation 5**: Allocate more resources for liaison work with the AU Commission to maximize impact. This would enable UN Women to target more advocacy platforms, such as SADC Summit, etc. *(Based on Finding 13; Conclusion iv).*

**Recommendation 6**: There is need for senior leadership level collaboration during implementation of liaison work with the AUC. *(Based on Finding 13; Conclusion iv).*

**Recommendation 7**: Promote vocational skills training to child marriage survivors, especially for those that are not able to return to school because of their age and the low class that they last attended. *(Based on Finding 17; Conclusion ix).*

**Recommendation 8**: There is need to ensure that there is a forum for implementing partners to share lessons and undertake joint planning and reviews. This would further promote South-South learning *(Based on Finding 20; Conclusion x).*
management strategies to minimize the disruption of project activities due to global pandemics, such as the ongoing COVID-19 (Based on Finding 13; Conclusion ii, iii, and iv).

| 10 | Future similar projects may need to be designed as multi-year initiatives that can lead to results that are mature (Based on Finding 13; Conclusion iv). | Malawi Country Office; UN Women ESARO; UN Women Ethiopia. |

### 7 LESSONS LEARNED

Based on the evaluation findings presented in the previous sections of the report, the following are the lessons learned:

- **Without a proper mitigation plan,** risks such as a global pandemic, e.g. COVID-19 has the potential to completely disrupt project activities and make the project not to achieve its intended outcomes.

- **In light of the new normal (due to COVID 19), innovative advocacy and outreach efforts through digital media** will need to be utilised as a key strategy for the regional level advocacy work. This requires dedicated resources and investment especially for future regional projects targeting the AU and RECs e.g. SADC.

- **Engagement with local partners facilitates the achievement of results:** In Zambia, the project worked with several partners from national level, district and local levels. At national level the project liaised with the Ministry of Gender, the MDC at district level and traditional leaders at local level. The MDC constituted of actors from different government departments, FBO and CSO. Other stakeholders involved were the District Administration and the District Commissioner. All these were involved for the whole time frame of the project. This is relevant for project continuity, project accountability and learning for all those who are involved in project implementation activities.

- **Engagement with a continental body,** like the AUC, in advocacy work is the best way to share lessons and best practices to stakeholders across the continent, but this requires substantial investment to make an impact. Regional policy development and implementation processes require long-term strategic engagement to make impact at national and community levels.

- **The success of flagship regional initiatives require AU’s ownership and involvement in the program cycle as a success factor.** However, regional intergovernmental processes are resource intensive and hence the need for enhanced financial investment to be able to ensure the substantive engagement of AU to enhance impact.

- **Capacity building is important:** It is important to take time to ensure that project implementers are trained well in advance before the start of a project. This serves the project time when it is time to implement project activities. The training should be tailored
according to the stakeholders/partners capacity needs. UN Women developed tailor-made training for its implementing partners in Mpulungu and Chama (in Zambia). As a result, they were able to obtain the out of them. In addition, the project provided technical support for its partners.

- **Community stakeholders are the first responders to child marriage crises** – their capacity needs to be continuously built as rural areas have low literacy and high poverty.

- **Communities have limited knowledge on gender related laws and their application.** Therefore, there is need to engage more traditional and faith leaders in orientations on the gender related laws and their roles. Further to this, there is need for the project to conduct additional capacity building initiatives for the community activists to establish a more vibrant and effective community response system to violence against women and girls.
**ANNEX 1 – TERMS OF REFERENCE**

**TERMS OF REFERENCE FOR CONSULTANT**

**CONSULTANCY: Evaluation Consultant - End of Project Evaluation for the IBSA PROJECT:**
Eliminating Child Marriages in Malawi and Zambia and Offering Scholarships to Child Marriage Survivors – pilot project

Type of Contract: **International Consultant**

Location: **Home Based**

Duration of Contract: **19 days**

Starting Date: **7 December 2020**

1. **Background Information**

UN Women, grounded in the vision of equality, works for the elimination of discrimination against women and girls, the empowerment of women, and the achievement of equality between women and men as partners and beneficiaries of development, human rights, humanitarian action and peace and security.

UN Women Malawi, Zambia, and Ethiopia offices have been implementing a one-year pilot project on eliminating child marriages and offering scholarship to child marriage survivors. The project was implemented with support from the India, Brazil and South Africa Facility for Poverty and Hunger Alleviation (IBSA Fund), which aims to enhance South-South cooperation for the benefit of the neediest nations of the South.

The project is ending on 31 December 2020 and the three Country Offices, with support from the UN Women Regional Office, intend to conduct an end of project evaluation for purposes of learning, accountability and decision-making. Findings and lessons drawn from the evaluation will be used to inform the design of the next phase of the project and share knowledge to other countries in the Global South. Implementation of the evaluation will be guided by the following key UN Women documents: Evaluation Policy; UNW Global Evaluation Reports Assessment and Analysis System (GERAAS) evaluation quality checklist UNW Evaluation Handbook; UN SWAP EPI; United Nations Evaluation Group (UNEG) Norms and Standards for Evaluation in the UN System and UNEG Ethical Guidelines.

2. **Description of the Project**

The governments of Malawi, Ethiopia and Zambia have been lead champions at continental and global levels in the effort to eradicate child marriage, with demonstrable progress at the national and the community. Malawi has one of the highest rates of child marriage in the world, with approximately 1 in 2 girls married by the age of 18. One of the main challenges to ending child marriage in Malawi is traditional and engrained attitudes that makes the practice accepted across

---

19 http://www.unevaluation.org/document/detail/1914
20 http://www.unevaluation.org/document/detail/102
21 IBSA Project document 2018
the society. Similarly, Zambia has one of the highest child marriage rates in the world with 29% of women aged 20-24 years married by the age of 18.

The overall goal of the project was to contribute to the elimination of child marriage in Malawi and Zambia and offer scholarships to child marriage survivors. Through the project, UN Women intended to contribute to and accelerate implementation of the African and global commitments to ending child marriages as a way of achieving the broader development goals of gender equality, freedom from poverty and creating a just world thereby contributing to the implementation of Agenda 2063 and the Sustainable Development Goals (SDGs), among others. In so doing, the project was designed to promote sharing of experiences and lessons learned through African Union (AU) policy advocacy platforms to enhance South-South Cooperation (SSC) in Africa region from end child marriage programming in Malawi and Zambia. This further contributes to strengthening accountability and efficiency in the efforts to eliminate child marriages.

The theory of change of the project intended to reposition young women and girls who have experienced child marriage at the center of a social movement while leveraging the transformative power of traditional institutions. Through coordination and capacity building of both government and civil society the project was designed to strengthen accountability and efficiency in the efforts to eliminate child marriages.

The following are the key outcomes (results) of the IBSA programme:

i) An enabling legislative and policy environment that promotes access to education by child marriage survivors improved;

ii) Favorable social norms, attitudes and behaviors towards investing in child marriage survivor’s education to prevent VAWG adopted.

iii) Access to quality essential services for child marriage survivors expanded

Based on the above key outcomes, the Consultant will provide technical support in assessing the outcomes of the IBSA pilot project in Zambia and draw lessons from the IBSA fund project in relation to the outcomes of the project.

3- Purpose of the Evaluation

The overall objective of the evaluation is to assess outcome results and lessons learned from the implementation of the project. The evaluation will contribute to accountability, learning and decision-making and inform design of the new phase of the project. It will also contribute in knowledge sharing to other countries in the Global South. This is a project specific evaluation to be conducted at the end of the intervention’s life cycle. Main key users of the evaluation are UN Women, the IBSA Fund, UN Women Partners, and donors.

In line with UN Women Evaluation Policy, the final evaluation report together with the UN Women management response will be disclosed publicly on the UNW ‘Global Accountability and Tracking of Evaluation Use (GATE) System’ at http://gate.unwomen.org

---

22 DHS 2018
Objectives of the Evaluation

The main objective of the evaluation is to assess outcomes and draw lessons from the IBSA fund project in relation to the intended for outcomes of the project.

Reporting to the Regional Programme Manager, EVAW and the Regional Evaluation Specialist, the consultant will work to provide answers to evaluation questions detailed under key evaluation criteria and identify what lessons have been learnt, good practices and innovations that can be used to support gender equality and human rights in future projects.

The project interventions will be assessed based on criteria of relevance, effectiveness, efficiency, impact, coherence, and sustainability as below. It will also assess the project using the selected evaluation questions related to principle of South-South cooperation. The evaluation questions will also have to be streamlined to fit into each country specific interventions and contexts.

Evaluation Criteria

Relevance

- Was the project relevant to the needs of the target population?
- To what extent is the intervention relevant to the needs and priorities as defined by beneficiaries?
- To what extent is the intervention aligned with relevant normative frameworks for gender equality and women’s empowerment?
- What are UN Women’s comparative advantage in this area of work compared with other UN entities and key partners?

Effectiveness

- To what extent has UN Women contributed to achieving the expected changes?
- To what extent are the expected outputs and outcomes achieved and how did UN Women contribute towards these?
- What unexpected results (positive and negative) have been achieved? For who?
- What are the main enabling and hindering factors to achieving planned outcomes?
- To what extent is gender equality and women’s empowerment advanced because of the intervention?
- What are the unintended effects, if any, of the intervention?

Efficiency

- What was UN Women’s added value to this area of work?
- To what extent does the management structure of the intervention support efficiency for programme implementation?
- How well have resources and risks been managed to ensure results?

• Can the offices demonstrate that they comply with good financial management practice?
• What are UN Women’s comparative advantage compared with other UN entities and key partners?
• How can UN Women improve the efficiency of implementing the project in future?

Sustainability
• To what extent is capacity developed to ensure sustainability of efforts and benefits?
• How will the benefits of the intervention be secured for rights holders (i.e. what accountability and oversights systems were established)?

Consistency
• To what extent did other interventions (particularly policies) support or undermine the project intervention, and vice versa.
• What were synergies and interlinkages between the intervention and other interventions carried out by the UN Women/government, as well as the consistency of the intervention with the relevant international norms and standards to which UN Women/government adheres?
• How consistent were the project intervention with other actors’ interventions in the same context?

Gender Equality and Human Rights
• How have human rights approach and gender equality principles are integrated in implementation?
• To what extent has gender and human rights considerations been integrated into the programme design and implementation?
• To what extent have the projects been implemented according to human rights and development effectiveness principles: Participation/empowerment; Inclusion/non-discrimination; National accountability/transparency.
• To what extent have the projects changed the dynamics of power in relationships between different groups?

South-Cooperation
• To what extent the results achieved by the project contributed in promoting the principles of South-South cooperation?
• National Leadership and Ownership: Was the project sourced through a demand-driven approach? How did the host governments demonstrate their ownership to the project?
• Mutual Benefit: To what extent the project supported for mutual benefits through sharing of knowledge, experiences, training, technology transfer, among others? Are there mutual gains?
• Equality and Horizontal: What extent the project utilized mutual exchange between developing countries? What extent partners cooperate as peers; consider each other as equals and their relationship as horizontal (nonhierarchical)?
• Complementarity to North-South Cooperation: what extent the project served as complementary to North-South cooperation?
4- Scope of the Evaluation

The evaluation will be a combined single assessment of all IBSA initiatives in Zambia, Malawi, and Ethiopia. The evaluation will cover the period between September 2019 to December 2020.

UN Women intends to recruit an international consultant to work with the national consultant in Zambia. The international consultant (team leader) will be responsible for conducting interviews with relevant staff and partners in Malawi and Ethiopia including the AU and producing a consolidated final evaluation report covering the three countries.

5- Evaluation Design

The approach will be formative (forward-looking). The evaluation will be gender-responsive and it will apply mixed-methods (quantitative and qualitative data collection methods and analytical approaches) to account for complexity of gender relations and to ensure participatory and inclusive processes that are culturally appropriate. The key principles for gender-responsive evaluation at UN Women are: 1) National ownership and leadership; 2) UN system coordination and coherence with regard to gender equality and the empowerment of women; 3) Innovation; 4) Fair power relations and empowerment; 5) Participation and inclusion; 6) Independence and impartiality; 7) Transparency; 8) Quality and credibility; 9) Intentionality and use of evaluation; and 10) Ethics.

The following key phases remain to be implemented

- Conduct: data collection and analysis
- Reporting: Presentation of preliminary findings, draft, and final reports
- Use and follow up: Management response, dissemination of the report, and follow up to the implementation of the management response.

Methodology

The approach will be gender-responsive and highly participatory to ensure all stakeholders are consulted as part of the evaluation process. The methods should include a wide range of data sources, participatory tools for consultation with stakeholders and a plan for inclusion of survivors of gender based violence, girls that dropped from early marriages and individuals and groups who are vulnerable and/or discriminated against in the consultation process.

The evaluation team will be expected to do the following:

- Use a wide range of data sources (for example documents, institutional information systems, financial records, field information, consult beneficiaries, staff, NGOs, UN, AUC, experts, government officials and community groups)
- Data collection methods and analysis: conduct interviews, focus group discussions and if possible, surveys as data collection method and identify most significant change case study that will address gender equality and human rights issues; the evaluator will elaborate on the final rationale for selection and their limitations.
- Suggest a plan for inclusion of girls, women, individuals, and groups who are vulnerable and/or discriminated against in the consultation process and a plan for translation, as necessary.
- Detail a plan on how protection of participants and respect for confidentiality will be guaranteed, mitigated against, and addressed.
• Specify a sampling frame (area and population represented, rationale for selection, mechanics of selection, limitations of the sample) and specify how it will address the diversity of stakeholders in the intervention.
• Specify measures to ensure data quality, reliability and validity of data collection tools and methods and their responsiveness to gender equality and human rights.
• The preliminary evaluation findings should be validated through a debriefing workshop with Evaluation Management and Evaluation Reference groups at the end of the primary data collection stage.

<table>
<thead>
<tr>
<th>Deliverable</th>
<th>Time frame for submission</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data collection</td>
<td>9 working days</td>
</tr>
<tr>
<td>The deliverable consists in the presentation of initial findings drawn from the data collection phase.</td>
<td></td>
</tr>
<tr>
<td>Preliminary Report and revision</td>
<td>5 days after completion of field work</td>
</tr>
<tr>
<td>A consolidated final evaluation report (incorporating findings from Malawi, Zambia, and Ethiopia) report approved by the Evaluation Management Group.</td>
<td>5 days after reception of UN Women comments</td>
</tr>
</tbody>
</table>

| Total                                                                      | 19 Working Days                           |

6. Management of the evaluation
An Evaluation Management Committee is set up to manage the Evaluation, including quality control and adherence to the UN Women Evaluation Quality Standards and Norms described in the GERAAS. Composed of the UNW-ESARO Regional Evaluation Specialist, the UNW-ESARO Designated Evaluation Manager and the EVAW Advisor, the EMG reviews, provides feedback and approves evaluation deliverables. The independent evaluation team will be responsive to and supported on a day-to-day basis by the UNW-ESARO Designated Evaluation Manager.

An Evaluation Reference Group is also set up to provide feedback on the evaluation products and facilitate the dissemination and use of the evaluation report. The Evaluators will collaborate with the Project Management to convene and coordinate meetings with the Evaluation Reference Group (ERG).

The procedures for report approval will be as follows in consecutive order:
1. The consultant will prepare a draft evaluation report and present the preliminary findings to the Evaluation Reference Group and the Evaluation Management Group.
2. The Consultant will the incorporating any comments deemed appropriate and providing a compliance note explaining what changes were (or not) made. He/she will submit the report in track changes along with the compliance check list to the Evaluation Manager.
3. A consolidated final evaluation report (incorporating findings from Malawi, Zambia, and Ethiopia) upon meeting the GERAAS quality standards, as appreciated by the Evaluation Reference Group and the Evaluation Management Group. In order to qualify as final, a given report must have been approved by the Evaluation Management Group.
4. After verification, the EMG will either issue another request for amendment or certify that the report complies with the UN Women - GERAAS, the UN Norms and Standards and UNEG ethical guidelines;
5. The Evaluation Manager will then initiate payment approval processes.
7- Expected Deliverables

- The preliminary report and consolidated final report.

8- Qualifications, Skills, Experience, and competencies

Education:

- Minimum a master’s degree, in any social science, preferably including gender, youth, evaluation or social research.

Experience:

- Minimum 10 years of planning, programming, reviews and evaluation experience, in development programs related to human rights, gender and results-based management.
- Research experience in women’s human rights with knowledge and experience in the design and planning of research approaches and research methodologies.
- Experience and knowledge of issues concerning women’s human rights and gender equality; Gender Based Violence experience is an added advantage.
- Familiarity and good understanding of gender and GBV contextual issues in East and Southern Africa.
- Demonstratable experience in producing well written and analytical reports.

Core Values:

- Respect for Diversity
- Integrity
- Professionalism

Core Competencies:

- Awareness and Sensitivity Regarding Harmful Practices such as Gender Based Violence and Child Marriage
- Accountability
- Creative Problem Solving
- Effective Communication
- Inclusive Collaboration
- Stakeholder Engagement
- Leading by Example

Please visit this link for more information on UN Women’s Core Values and Competencies: https://www.unwomen.org/-/media/headquarters/attachments/sections/about%20us/employment/un-women-values-and-competencies-framework-en.pdf?la=en&vs=637

Functional Competencies:

- Demonstrates commitment to human development principles and values;
- Displays cultural, gender, religion, race, nationality and age sensitivity and adaptability;
- Shares knowledge and experience;
- Demonstrates excellent communication skills;
- Provides helpful feedback and advice; and
- Knowledgeable about issues of human rights, gender, statistics and policy research in general;
- Good quantitative and qualitative data analysis skills
Language Requirements:

• Fluency in spoken and written English is required.

UNWOMEN is committed to achieving workforce diversity in terms of gender, nationality and culture. Individuals from minority groups, indigenous groups and persons with disabilities are equally encouraged to apply. All applications will be treated with the strictest confidence.

ANNEXES

ANNEX 1 - Report Outline
The evaluation report must be structured as follows
I. Title and opening pages
II. Executive summary
III. Background and purpose of the evaluation
IV. Programme/object of evaluation description and context
V. Evaluation objectives and scope
VI. Evaluation methodology and limitations
VII. Findings
VIII. Conclusions
IX. Recommendations
X. Lessons learned

ANNEXES:
Annexes should include, if not present in the body of the report:

• Terms of reference
• Evaluation matrix
• List of interviewees;
• List of site visits;
• Data collection instruments (such as surveys or interview questionnaires)
• List of documentary evidences

Other appropriate annexes could include additional details on methodology, copy of the results chain, information about the evaluators;
ANNEX 2 - Ethical code of conduct

To ensure the credibility and integrity of the evaluation process and following United Nations Evaluation Group (UNEG) Ethical Guidelines, the Consultants will be required to commit to the Code of Conduct for Evaluation (see http://www.unevaluation.org/papersandpubs/), specifically to the following obligations:

- Independence: Evaluators shall ensure that independence of judgment is maintained, and that evaluation findings and recommendations are independently presented.
- Cultural Sensitivity/Valuing diversity: Demonstrating an appreciation of the multicultural nature of the organization and the diversity of its staff. Demonstrating an international outlook, appreciating differences in values and learning from cultural diversity.
- Impartiality: Evaluators shall operate in an impartial and unbiased manner and give a balanced presentation of strengths and weaknesses of the policy, program, project or organizational unit being evaluated.
- Conflict of Interest: Evaluators are required to disclose in writing any past experience, which may give rise to a potential conflict of interest, and to deal honestly in resolving any conflict of interest which may arise.
- Honesty and Integrity: Evaluators shall show honesty and integrity in their own behaviour, negotiating honestly the evaluation costs, tasks, limitations, scope of results likely to be obtained, while accurately presenting their procedures, data and findings and highlighting any limitations or uncertainties of interpretation within the evaluation.
- Competence: Evaluators shall accurately represent their level of skills and knowledge and work only within the limits of their professional training and abilities in evaluation, declining assignments for which they do not have the skills and experience to complete successfully.
- Accountability: Evaluators are accountable for the completion of the agreed evaluation deliverables within the 45 days timeframe and budget agreed, while operating in a cost-effective manner.
- Obligations to Participants: Evaluators shall respect and protect the rights and welfare of human subjects and communities, in accordance with the UN Universal Declaration of Human Rights and other human rights conventions. Evaluators shall respect differences in culture, local customs, religious beliefs and practices, personal interaction, gender roles, disability, age and ethnicity, while using evaluation instruments appropriate to the cultural setting. Evaluators shall ensure prospective participants are treated as autonomous agents, free to choose whether to participate in the evaluation, while ensuring that the relatively powerless are represented.
- Confidentiality: Evaluators shall respect people’s right to provide information in confidence and make participants aware of the scope and limits of confidentiality, while ensuring that sensitive information cannot be traced to its source.
- Avoidance of Harm: Evaluators shall act to minimize risks and harms to, and burdens on, those participating in the evaluation, without compromising the integrity of the evaluation findings.
- Accuracy, Completeness and Reliability: Evaluators have an obligation to ensure that evaluation reports and presentations are accurate, complete and reliable. Evaluators shall explicitly justify judgments, findings and conclusions and show their underlying rationale, so that stakeholders are in a position to assess them.
- Transparency: Evaluators shall clearly communicate to stakeholders the purpose of the evaluation, the criteria applied and the intended use of findings. Evaluators shall ensure that stakeholders have a say in shaping the evaluation and shall ensure that all documentation is readily available to and understood by stakeholders.
• Omissions and wrongdoing: Where evaluators find evidence of wrong-doing or unethical conduct, they are obliged to report it to the proper oversight authority.

• The evaluator will have the final judgment on the findings, conclusions and recommendations of the evaluation report, and the evaluator must be protected from pressures to change information in the report. If the evaluator identifies issues of wrongdoing, fraud or other unethical conduct, UN Women procedures must be followed and confidentiality be maintained. The UN Women Legal Framework for Addressing Non-Compliance with UN Standards of Conduct defines misconduct and the mechanisms within UN Women for reporting and investigating it.

For more information, please refer to: UN Women Evaluation Consultants Agreement Form, UNEG Ethical Guidelines and Code of Conduct for Evaluation in the UN system should be provided.

ANNEX 3 - LINKS


• UN Women Evaluation Consultants Agreement Form https://unw-gate.azurewebsites.net/resources/docs/SiteDocuments/UNWomen%20CodeofConductforEvaluationForm-Consultants.pdf

• UNEG Norms and Standards for Evaluation in the UN System http://www.unevaluation.org/document/detail/1914

## ANNEX 2: EVALUATION MATRIX

<table>
<thead>
<tr>
<th>OECD-DAC EVALUATION CRITERIA</th>
<th>EVALUATION QUESTION</th>
<th>SCOPE AND METHODOLOGY</th>
<th>DATA SOURCES</th>
</tr>
</thead>
</table>
| Relevance                   | 1.1 Was the project relevant to the needs of the target population? | We assessed the extent to which the project addressed the needs of child marriage survivors and other stakeholders, including religious and traditional leaders, that are championing the elimination of child marriage in Malawi and Zambia | Secondary data: Project reports and other UN Women documents  
Primary data: Key informant interviews and focus group discussions with beneficiaries, and other stakeholders. |
|                             | 1.2 To what extent is the intervention relevant to the needs and priorities as defined by beneficiaries? | The evaluation assessed the alignment of the IBSA Project interventions with international, regional and national legal and policy frameworks and conventions | Secondary data: Review of project documents; review of international, regional and national (Malawi/Zambia) legal and policy frameworks. |
|                             | 1.3 To what extent is the intervention aligned with relevant normative frameworks for gender equality and women’s empowerment? | We assessed the extent to which the mandate of UN Women supported the implementation of the intervention. We analysed the comparative advantage that UN Women has over other UN entities in leading initiatives to eliminate child marriages and provide support to child marriage survivors | Secondary data: Review of UN Women documents, including its mandate.  
Primary data: Key informant interviews UN Women programme staff, and other key stakeholders. |
|                             | 1.4 What are UN Women’s comparative advantage in this area of work compared with other UN entities and key partners? | We analysed the endline values of the indicators for the project outcome and outputs, and compared them with the baseline values, and the targets. The analysis allowed the evaluation team to determine the extent to | Secondary data: Review of results framework and end of project reports from Malawi; Zambia and Ethiopia.  
Primary data: Key informant interviews and |
<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
<th>Data Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>outputs and outcomes achieved and how did UN Women contribute towards these?</td>
<td>which the project was able to meet its targets. Using qualitative data (Key informant interviews and FGDs), the evaluation assessed the extent to which UN Women and its implementing partners contributed towards these achievements.</td>
<td>focus group discussions with beneficiaries, UN Women staff; implementing partners in Malawi (MAGGA and MIAA).</td>
</tr>
<tr>
<td>2.3 What unexpected results (positive and negative) have been achieved? For who?</td>
<td>For each project output, the evaluation assessed whether there were unintended results that have been achieved, and the factors behind those results. It also the various stakeholder groups that are affected by the unintended results.</td>
<td>Secondary data: Project reports and other UN Women documents. Primary data: Key informant interviews and focus group discussions with beneficiaries, and other stakeholders.</td>
</tr>
<tr>
<td>2.4 What are the main enabling and hindering factors to achieving planned outcomes?</td>
<td>We assessed the positive internal and external factors (enablers) that contributed towards achieve the planned outcomes. We also analysed the negative internal and external factors that affected the project.</td>
<td>Secondary data: Project reports and other UN Women documents. Primary data: Key informant interviews and focus group discussions with beneficiaries, and other stakeholders.</td>
</tr>
<tr>
<td>2.5 To what extent is gender equality and women’s empowerment advanced because of the intervention?</td>
<td>We analysed the contribution of the intervention to the advancement of gender equality and women empowerment in Malawi, Zambia; and across Africa through the UN Women liaison work with the African Union Commission.</td>
<td>Secondary data: Project reports and other UN Women documents. Primary data: Key informant interviews and focus group discussions with beneficiaries, UN Women, and other stakeholders.</td>
</tr>
<tr>
<td>2.6 What are the unintended effects, if any, of the intervention?</td>
<td>The evaluation assessed whether there were unintended effects of the project, and the factors behind those results. It also the various stakeholder groups that are affected by the unintended effects.</td>
<td>Secondary data: Project reports and other UN Women documents. Primary data: Key informant interviews and focus group discussions with beneficiaries, and other stakeholders.</td>
</tr>
<tr>
<td>Efficiency 3.1 What was UN Women’s added value</td>
<td>We analysed the comparative advantage that UN Women has over other UN entities</td>
<td>Secondary data: Project reports and other UN Women documents</td>
</tr>
<tr>
<td>3.1 To what extent does the management structure of the intervention support efficiency for programme implementation?</td>
<td>We analysed the management structure for the project in Malawi, Zambia and UN Women ESARO to assess how it contributed to the efficiency of project implementation.</td>
<td><strong>Primary data:</strong> Key informant interviews with project staff.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>3.2 To what extent does the management structure of the intervention support efficiency for programme implementation?</td>
<td>We analysed the management structure for the project in Malawi, Zambia and UN Women ESARO to assess how it contributed to the efficiency of project implementation.</td>
<td><strong>Secondary data:</strong> Project reports and other UN Women documents.</td>
</tr>
<tr>
<td>3.3 How well have resources and risks been managed to ensure results?</td>
<td>We analysed utilization of resources against project results. We assessed the burn rate for the project in each of the 3 countries.</td>
<td><strong>Secondary data:</strong> Project reports and other UN Women documents.</td>
</tr>
<tr>
<td>3.4 Can the offices demonstrate that they comply with good financial management practice?</td>
<td>The evaluation analyzed the financial management practice that was used in the project in each of the 3 countries.</td>
<td><strong>Primary data:</strong> Project financial reports.</td>
</tr>
<tr>
<td>3.5 What are UN Women’s comparative advantage compared with other UN entities and key partners?</td>
<td>We analysed the comparative advantage that UN Women has over other UN entities in leading initiatives to eliminate child marriages and provide support to child marriage survivors.</td>
<td><strong>Secondary data:</strong> Project reports and other UN Women documents.</td>
</tr>
<tr>
<td>3.6 How can UN Women improve the efficiency of implementing the project in future?</td>
<td>Based on the assessment of efficiency analysis, the evaluation analyzed ways of improving on the efficiency future similar interventions.</td>
<td><strong>Secondary data:</strong> Project reports and other UN Women documents.</td>
</tr>
</tbody>
</table>
| Sustainability | 4.1 To what extent is capacity developed to ensure sustainability of efforts and benefits? | We assessed the extent to which capacity for various stakeholder groups was built during the life of the project as a way to ensure sustainability. | **Secondary data:** Project reports and other UN Women documents. | **Primary data:** Key informant interviews and focus group discussions with beneficiaries, and other stakeholders.
| Consistency | 4.2 How will the benefits of the intervention be secured for rights holders (i.e. what accountability and oversight systems were established)? | The evaluation assessed the benefits accruing to child marriage survivors, other girls that were on IBSA scholarship, various community structures, etc and how these will be sustained beyond the life of the project. | Secondary data: Project reports and other UN Women documents  
Primary data: Key informant interviews and focus group discussions with beneficiaries, and other stakeholders. |
| --- | --- | --- | --- |
| | 5.1 To what extent did other interventions (particularly policies) support or undermine the project intervention, and vice versa. | We analyzed the context within which the intervention was implemented in Malawi, Zambia and Ethiopia. We reviewed how the intervention was supporting the various national policies on ending child marriage. | Secondary data: Project reports and other UN Women documents  
Primary data: Key informant interviews and focus group discussions with beneficiaries, and other stakeholders. |
| | 5.2 What were synergies and interlinkages between the intervention and other interventions carried out by the UN Women/government, as well as the consistency of the intervention with the relevant international norms and standards to which UN Women/government adheres? | We analysed the linkages between the IBSA interventions and other flagship projects and initiatives on ending child marriages | Secondary data: Project reports and other UN Women documents  
Primary data: Key informant interviews and focus group discussions with beneficiaries, and other stakeholders. |
| Gender Equality and Human Rights | 5.3 How consistent were the project intervention with other actors’ interventions in the same context? | The evaluation analyzed the relationship between the intervention with other similar interventions implemented by other UN entities, CSO and other stakeholder to determine the degree of consistency. | Secondary data: Project reports and other UN Women documents  
Primary data: Key informant interviews and focus group discussions with beneficiaries, and other stakeholders. |
| | 6.1 How have human rights approach and gender equality principles are integrated in implementation? | Using the UNEG (2011) Integrating Human Rights and Gender Equality in Evaluation – Towards UNEG Guidance, the evaluation | Secondary data: Project reports and other UN Women documents  
Primary data: Key informant interviews and focus group discussions with beneficiaries, and other stakeholders. |
<table>
<thead>
<tr>
<th>6.2 To what extent has gender and human rights considerations been integrated into the programme design and implementation?</th>
<th>assessed the extent to which gender and human rights principles were integrated in the IBSA Project.</th>
<th>focus group discussions with beneficiaries, and other stakeholders.</th>
<th><strong>Secondary data:</strong> Project reports and other UN Women documents</th>
<th><strong>Primary data:</strong> Key informant interviews and focus group discussions with beneficiaries, and other stakeholders.</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.3 To what extent have the projects been implemented according to human rights and development effectiveness principles: Participation/empowerment; Inclusion/non-discrimination; National accountability/transparency.</td>
<td>Using the UNEG (2011) <em>Integrating Human Rights and Gender Equality in Evaluation – Towards UNEG Guidance</em>, the evaluation assessed the extent to which the project has changed the dynamics of power in relations between different groups within the communities.</td>
<td>Secondary data:** Project reports and other UN Women documents</td>
<td><strong>Primary data:</strong> Key informant interviews and focus group discussions with beneficiaries, and other stakeholders.</td>
<td><strong>Secondary data:</strong> Project reports and other UN Women documents</td>
</tr>
<tr>
<td>6.4 To what extent have the projects changed the dynamics of power in relationships between different groups?</td>
<td>The evaluation used the United Nations Office for South-South Cooperation (UNOSSC), South-South cooperation framework to analyse the extent to which the IBSA Project promoted the principles of South-South Cooperation.</td>
<td><strong>Secondary data:</strong> Project reports and other UN Women documents</td>
<td><strong>Primary data:</strong> Key informant interviews and focus group discussions with beneficiaries, and other stakeholders.</td>
<td><strong>Secondary data:</strong> Project reports and other UN Women documents</td>
</tr>
<tr>
<td>South-South Cooperation</td>
<td>7.1 To what extent the results achieved by the project contributed in promoting the principles of South-South cooperation?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ANNEX 3: DATA COLLECTION INSTRUMENTS

A3.1 FGD GUIDE WITH PROJECT BENEFICIARIES

EVALUATION OF IBSA PROJECT

INSTRUCTIONS

1. This FGD guide must be administered amongst carefully selected beneficiaries in the intervention TAs.
2. Please administer the guide only with the consent of all the discussants. Inform the respondents that the interview is voluntary and their identity will remain anonymous. If for some reason, any of the respondents is not comfortable to participate, s/he is very allowed to do so.
3. Please record all the deliberations during the discussions. Where there is need for clarification, please ask the discussant to do so through the facilitator.
4. Thank the discussants for their participation as you begin discussion and end.

INTRODUCTION: Good morning/afternoon. My name is _____________. I have been sent by UN Women to undertake an evaluation of the IBSA Project. You have been selected to participate in this study because you were beneficiary of the programme. We would therefore like to hear your views about the project and how it has been implemented in this community. Everything that we will talk about will be confidential. Your participation is voluntary and there are no monetary or material rewards associated with your participation. Would you be willing to take part in these discussions? We thank you for accepting to be part of these discussions.

Number of Participants:.........................
GVH:............................................. TA:............................................. District:.........................
Date:........../........./2020... Starting Time:............... Ending Time:.........................

Background

1. What has been your experience as beneficiaries of IBSA Project?
2. Why was the project introduced? What necessitated the need for the project in your community?
3. In what way has the project addressed these problems?
4. How were the project beneficiaries identified? Do you think the process of selecting beneficiaries was transparent and fair?
### Relevance and Appropriateness

5. How satisfied were you with the services provided by the project in terms of timeliness, quality and relevance to your needs?
6. To what extent is the intervention relevant to the needs and priorities as defined by beneficiaries?
7. To what extent is the intervention aligned with relevant normative frameworks for gender equality and women's empowerment?

### Efficiency and Effectiveness

8. What has the project achieved during its implementation?
9. What unexpected results (positive and negative) have been achieved? For who?
10. What are the main enabling and hindering factors to achieving planned outcomes?

### Impact and Effectiveness

11. To what extent is gender equality and women's empowerment advanced because of the intervention?
12. Were there unintended results arising from the project?
13. What would you say are some benefits created by the project beyond its intended objectives?
14. How should the programme be improved in future? What elements should be removed or included in the programme in future?

---

**END OF FGD, PLEASE THANK THE RESPONDENTS**
A3.2: KEY INFORMANT INTERVIEW GUIDE WITH RELEVANT GOVERNMENT STAFF

KEY INFORMANT INTERVIEW GUIDE WITH GOVERNMENT STAFF

INTRODUCTION: Good morning/afternoon. My name is _______________. I have been sent by UN Women to undertake an evaluation of the IBSA Project. You have been selected to participate in this study because you were beneficiary of the programme. We would therefore like to hear your views about the project and how it has been implemented in this community. Everything that we will talk about will be confidential. Your participation is voluntary and there are no monetary or material rewards associated with your participation. Would you be willing to take part in these discussions? We thank you for accepting to be part of these discussions.

IDENTIFICATION

i) Name: ...........................................District........................Organization.................................
ii) Position...........................................Length in the Position...............Years
iii) Contact Phone: .................................................................

Introduction

1. How was the relationship between your organization and the UN Women IBSA Project, implemented by MAGGA / MIAA?
2. What was the role of your organization in the project?
3. How was the selection of the beneficiaries done?
4. How easy or difficult did the project beneficiaries find the project’s processes?
5. How did your office coordinate with UN Women, MAGGA/MIAA on the beneficiary selection?

Project Relevance and Coherence

6. To what extent was the IBSA Project relevant and the most appropriate intervention to address the needs of the beneficiaries?
7. Did the Project respond to the local needs and priorities of the beneficiaries?
8. How well was the coordination of the project with other service providers in the district?
9. Were there any coordination challenges? How were these addressed? Probe coordination with Min of Gender, Malawi police, Ministry of Education, traditional leaders, other NGOs, etc.
10. What has the project achieved during its implementation?
11. What are the main enabling and hindering factors to achieving planned outcomes?
12. Are there unexpected outcomes (positive or negative) that have occurred during the life of the project?
13. How was the value for money achieved in the implementation of various interventions by the implementing partners (MAGGA and MIAA)?
14. Were there other alternative ways that could have produced the same results in a cost effective manner?
15. Were the activities executed and objectives achieved within their proposed timeframe?
16. Were the interventions undertaken by UN Women the most efficient way of dealing with issues that affected the project beneficiaries?
17. What are the major lessons learned regarding efficiency that are important for future programming?

**IMPACT AND SUSTAINABILITY**

18. To what extent was gender equality and women’s empowerment advanced because of the intervention?
19. What are the unintended effects, if any, of the intervention?
20. To what extent did the Project contribute to capacity development and the strengthening of local institutions?
21. What unintended outcomes are recognized if any?
22. What real difference has the project made to the beneficiaries?

**Sustainability**

23. To what extent is capacity developed to ensure sustainability of efforts and benefits?
24. How will the benefits of the intervention be secured for rights holders (i.e. what accountability and oversight systems were established)?
25. What are the major lessons learnt regarding implementation arrangement which was used?

**THANK YOU FOR YOUR PARTICIPATION**
A3.3: KEY INFORMANT INTERVIEW GUIDE WITH UN WOMEN / IMPLEMENTING PARTNERS

KEY INFORMANT INTERVIEW GUIDE WITH GOVERNMENT STAFF

INTRODUCTION: Good morning/afternoon. My name is _________________. I have been sent by UN Women to undertake an evaluation of the IBSA Project. You have been selected to participate in this study because you were beneficiary of the programme. We would therefore like to hear your views about the project and how it has been implemented in this community. Everything that we will talk about will be confidential. Your participation is voluntary and there are no monetary or material rewards associated with your participation. Would you be willing to take part in these discussions? We thank you for accepting to be part of these discussions.

IDENTIFICATION

iv) Name: 
........................................................................................................ritt..................................Organization..............................

.....
v) Position....................................Length in the Position...............Years

vi) Contact Phone: ..............................................................

-------------------------------------------------------------------------

Introduction

1. How was the IBSA Project conceived?
2. What was the role of your organization in the project?
3. How was the selection of the beneficiaries done?
4. How easy or difficult did the project beneficiaries find your processes?
5. How was the coordination between UN Women and the implementing partners (MAGGA and MIAA) in the beneficiary selection?

Relevance and Coherence

6. To what extent was the IBSA Project relevant and the most appropriate intervention to address the needs of the beneficiaries?
7. Did the Project respond to the local needs and priorities of the beneficiaries?
8. How well was the coordination of the project with other service providers in the district?
9. Were there any coordination challenges? How were these addressed? Probe coordination with Min of Gender, Malawi police, Ministry of Education, traditional leaders, other NGOs, etc.
10. To what extent did other interventions (particularly policies) support or undermine the project intervention, and vice versa.
11. What were synergies and interlinkages between the intervention and other interventions carried out by the UN Women/government, as well as the consistency of the intervention with the relevant international norms and standards to which UN Women/government adheres?

12. How consistent were the project intervention with other actors’ interventions in the same context?

13. What has the project achieved during its implementation?

14. What are the main enabling and hindering factors to achieving planned outcomes?

15. Are there unexpected outcomes (positive or negative) that have occurred during the life of the project?

16. How was the value for money achieved in the implementation of various interventions by the implementing partners (MAGGA and MIAA)?

17. Were there other alternative ways that could have produced the same results in a cost effective manner?

18. Were the activities executed and objectives achieved within their proposed timeframe?

19. Were the interventions undertaken by UN Women the most efficient way of dealing with issues that affected the project beneficiaries?

20. What are the major lessons learned regarding efficiency that are important for future programming?

### Efficiency

21. To what extent are the expected outputs and outcomes achieved and how did UN Women contribute towards these?

22. What unexpected results (positive and negative) have been achieved? For who?

23. What are the main enabling and hindering factors to achieving planned outcomes?

24. To what extent does the management structure of the intervention support efficiency for programme implementation?

25. How well have resources and risks been managed to ensure results?

26. Did the project (including the implementing partners) comply with good financial management practice?

27. What are UN Women’s comparative advantage compared with other UN entities and key partners in the implementation of this intervention?

28. How was the value for money achieved in the implementation of various interventions by the implementing partners (MAGGA and MIAA)?

29. Were there other alternative ways that could have produced the same results in a cost effective manner?

30. Were the activities executed and objectives achieved within their proposed timeframe?

31. Were the interventions undertaken by UN Women the most efficient way of dealing with issues that affected the project beneficiaries?

32. What are the major lessons learned regarding efficiency that are important for future programming?

### Impact

33. To what extent was gender equality and women’s empowerment advanced because of the intervention?

34. What are the unintended effects, if any, of the intervention?
35. To what extent did the Project contribute to capacity development and the strengthening of local institutions?
36. What unintended outcomes are recognized if any?
37. What real difference has the project made to the beneficiaries?

**Sustainability**
38. To what extent was capacity developed to ensure sustainability of efforts and benefits?
39. How were the benefits of the intervention secured for rights holders (i.e. what accountability and oversight systems were established)?
40. What are the major lessons learnt regarding implementation arrangement which was used?

**Gender Equality and Human Rights**
41. To what extent was gender and human rights considerations integrated into the programme design and implementation?
42. To what extent has the project been implemented according to human rights and development effectiveness principles: Participation/empowerment; Inclusion/non-discrimination; National accountability/transparency.
43. To what extent has the project changed the dynamics of power in relationships between different groups?

**South-South Cooperation (SSC)**
44. Was the project sourced through a demand-driven approach? How did the host governments demonstrate their ownership to the project?
45. To what extent did the project support mutual benefits through sharing of knowledge, experiences, training, technology transfer, among others? Are there mutual gains?
46. To what extent the project utilize mutual exchange between developing countries? What extent partners cooperate as peers; consider each other as equals and their relationship as horizontal (non-hierarchical)?
47. To what extent has the project served as complementary to North-South cooperation?

**THANK YOU FOR YOUR PARTICIPATION**
## ANNEX 4: ALIGNMENT OF THE PROJECT TO POLICY AND LEGAL FRAMEWORKS

### Alignment of the Project to Legal/Policy Frameworks

<table>
<thead>
<tr>
<th>Level</th>
<th>Legal/Policy Frameworks/Conventions</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>International</td>
<td>UN Sustainable Development Goals</td>
<td>Sustainable Development Goal No. 5 (<em>Achieve gender equality and empower all women and girls</em>) addresses the problem of child marriage. In particular, <strong>Target 5.3 of the Sustainable Development Goals</strong>, which calls on governments to eliminate all harmful cultural practices, such as child, early and forced marriage and female genital mutilation (FGM). Reducing the rate of child marriage will also support the achievement of many of the other SDGs, including Goals 1 (no poverty), 2 (zero hunger), 4 (quality education), 8 (economic growth), 10 (reduced inequalities) and 16 (peace, justice and strong institutions).</td>
</tr>
<tr>
<td></td>
<td>Universal Declaration on Human Rights</td>
<td><strong>Article 16 of The Universal Declaration on Human Rights</strong> states that men and women of full age have the right to marry and find a family, and are entitled to equal rights as to marriage, during marriage and at its dissolution. Furthermore, it says that marriage shall be entered into only with the free and full consent of intending parties.</td>
</tr>
<tr>
<td></td>
<td>UN Convention on the Rights of the Child (CRC)</td>
<td>In particular, the CRC recognizes that children are entitled to human rights in their own right. It clearly stipulates that the child, by reason of his physical and mental immaturity, needs special safeguards and care, including appropriate legal protection, before as well as after birth.</td>
</tr>
<tr>
<td></td>
<td>Convention on the Elimination of All Forms of Discrimination against Women</td>
<td><strong>Article 16(1) of the Convention on the Elimination of All Forms of Discrimination against Women</strong> states that men and women have equal rights to enter into a marriage, that they have the same right to freely choose a spouse, and to enter into marriage only with their free and full consent. Further, Article 16(2) clearly addresses the vice of child marriage by stating that the betrothal and marriage of a child shall have no legal effect, and that all necessary action, including legislation, shall be taken to specify a minimum age for marriage.</td>
</tr>
<tr>
<td>Human and Peoples’ Rights</td>
<td>guarantees comprehensive rights to women including the right to take part in the political process, to social and political equality with men, improved autonomy in their reproductive health decisions, and an end to FGM. In particular, the Maputo Protocol calls on State Parties to ensure that women and men enjoy equal rights and are regarded as equal partners in marriage.</td>
<td></td>
</tr>
<tr>
<td>--------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>The African Charter on the Rights and Welfare of the Child</td>
<td>The African Charter on the Rights and Welfare of the Child (ACRWC) is a regional human rights treaty adopted in 1990 and which came into force in 1999. It sets out rights and defines principles for the status of children. Article 21 of the ACRWC provides for the protection of children against harmful social and cultural practices. In particular, Article 21(2) states that child marriage and the betrothal of girls and boys should be prohibited and that effective action, including legislation, should be taken to specify the minimum age of marriage to be 18 years and make registration of all marriages in an official registry compulsory.</td>
<td></td>
</tr>
</tbody>
</table>
# ANNEX 5: PROJECT RESULTS FRAMEWORK WITH OUTPUT INDICATORS

<table>
<thead>
<tr>
<th>Result statements</th>
<th>Indicators</th>
<th>Baseline</th>
<th>Overall Project Target</th>
<th>Target for Reporting Year</th>
<th>Progress on Reporting Quarter</th>
<th>RAG Rating</th>
<th>Comments on variations</th>
</tr>
</thead>
<tbody>
<tr>
<td>ETHIOPIA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Output 1.2: Evidence on good practices and lessons learnt from Malawi and Zambia shared at SADC, continental and global levels by AU, Malawi, Zambia and UN Women</td>
<td>Number of documented best practices shared at global, continental and regional platforms through South-South Cooperation</td>
<td>0</td>
<td>1 Study on emerging lessons for ending child marriages programs in Malawi and Zambia in the implementation of the AU Campaign to ECM</td>
<td>1</td>
<td>1 study</td>
<td>1 website</td>
<td>1 website</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MALAWI</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Output 1.2: Ministries of Education in Malawi and Zambia are implementing re-entry policies, to support re-entry of affected girls and boys back to school.</td>
<td>Number of girls re-enrolled into primarily schools supported financially</td>
<td>0</td>
<td>725 girls in Malawi)</td>
<td>720</td>
<td>700 girls across 14 schools and 20 young women have been supported with scholarships and school enablers such as 520 bicycles, notebooks, pens, mathematical instruments, and scientific calculators.</td>
<td>1 website</td>
<td>1 website</td>
</tr>
<tr>
<td>Output 2.1: Young women and girls are</td>
<td>Number of young women and girl's role models and</td>
<td>0</td>
<td>100</td>
<td>100</td>
<td>32 young women identified as mentors</td>
<td>1 website</td>
<td>1 website</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Result statements</td>
<td>Indicators</td>
<td>Baseline</td>
<td>Overall Project Target</td>
<td>Target for Reporting Year</td>
<td>Progress on Reporting Quarter</td>
<td>RAG Rating</td>
<td>Comments on variations</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td>----------</td>
<td>------------------------</td>
<td>----------------------------</td>
<td>-------------------------------</td>
<td>------------</td>
<td>----------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>empowered to be powerful role models and agents of change in their own communities</td>
<td>Champions identified to set examples, mentoring and advocacy on ECM</td>
<td></td>
<td></td>
<td></td>
<td>and community role models</td>
<td></td>
<td>were able to only reach 32 young women as mentors</td>
</tr>
<tr>
<td>Number of communities with role models</td>
<td>0</td>
<td>20</td>
<td>20</td>
<td>5 communities with role models</td>
<td></td>
<td></td>
<td>Due to COVID restrictions, we were able to reach only 5 community role models</td>
</tr>
<tr>
<td>Number of advocacy initiatives undertaken by religious and traditional leaders</td>
<td>0</td>
<td>20</td>
<td>20</td>
<td>1 advocacy initiative- 80 Spouses of Pastors and Sheikhs, Female Chiefs, traditional Counselors capacitated on advocacy for favorable social norms</td>
<td></td>
<td></td>
<td>The one advocacy campaign brought together the various religious and traditional leaders (80 in total) giving the needed impact required.</td>
</tr>
</tbody>
</table>

**ZAMBIA**

Output 1.1: Capacities of institutions to implement legislation on ending child marriages and school re-entry policies strengthened.

| Number of Laws relating to Child Marriage | 0 | All laws relating to child marriage | 6 | Completed. 6 laws related to child marriage |
| Number of Laws Harmonized | 0 | All laws relating to child marriage | 6 | 15 Laws reviewed |
| Number of Ministry Staff trained on enforcement of | 0 | 20 | 20 | 22 | Target surpassed due to high interest in this training and |

77
<table>
<thead>
<tr>
<th>Result statements</th>
<th>Indicators</th>
<th>Baseline</th>
<th>Overall Project Target</th>
<th>Target for Reporting Year</th>
<th>Progress on Reporting Quarter</th>
<th>RAG Rating</th>
<th>Comments on variations</th>
</tr>
</thead>
<tbody>
<tr>
<td>legislation on Child Marriage:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Institutions implementing Child Marriage Legislation</td>
<td></td>
<td>0</td>
<td>7</td>
<td>7</td>
<td>8 Institutions Ministry of Gender, Ministry of Home Affairs, Ministry of Education, Ministry of Community Development and Social Services, Ministry of Youth &amp; Sport, Ministry of Health, Ministry of Labour and Social Security, Ministry of Justice, Ministry of Traditional and Cultural Affairs</td>
<td></td>
<td>upon request by the district committee</td>
</tr>
<tr>
<td>Output 1.2: Civic and formal institutions that advocate for the prevention of early marriages strengthened.</td>
<td>Number of Advocacy initiatives supported.</td>
<td>0</td>
<td>15</td>
<td>15</td>
<td>52 advocacy initiatives conducted through road shows (10), community and school drama activities (24), and community radio programmes (18)</td>
<td></td>
<td>The number was surpassed due to the high interest towards advocacy initiatives.</td>
</tr>
<tr>
<td>Number of IEC materials developed and disseminated</td>
<td></td>
<td>0</td>
<td>N/A</td>
<td>25</td>
<td>8,000 posters with 8 different messages printed, 12 roll ups printed with four different messages, 12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Result statements</td>
<td>Indicators</td>
<td>Baseline</td>
<td>Overall Project Target</td>
<td>Target for Reporting Year</td>
<td>Progress on Reporting Quarter</td>
<td>RAG Rating</td>
<td>Comments on variations</td>
</tr>
<tr>
<td>-------------------</td>
<td>----------------------------------------------------------------------------</td>
<td>----------</td>
<td>------------------------</td>
<td>-----------------------------</td>
<td>-------------------------------</td>
<td>------------</td>
<td>------------------------</td>
</tr>
<tr>
<td></td>
<td>Traditional and Religious Leaders Action Plan on Ending Child Marriage Developed</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1 action plan developed</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Output 2.1:</strong> Respectful relationships and gender equality at individual and community levels championed.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Number of Trainer of Trainers on respectful relationships and gender equality trained.</td>
<td>0</td>
<td>1</td>
<td>50</td>
<td>102 (52 Mpulungu and 50 Chama)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Number of Community Champions working to eliminate child marriage</td>
<td>0</td>
<td>60</td>
<td>75</td>
<td>75 community champions were trained. 40 in Mpulungu and 35 in Chama</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Percentage of Trainer of Trainers who have trained others.</td>
<td>0</td>
<td>24</td>
<td>48</td>
<td>56 trainers were able to train 125 community workers in GBV, 75 community workers in understanding legislation, 330 child marriage survivors in mentorship skills and 56 in Standard operating procedures and referral</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Result statements</td>
<td>Indicators</td>
<td>Baseline</td>
<td>Overall Project Target</td>
<td>Target for Reporting Year</td>
<td>Progress on Reporting Quarter</td>
<td>RAG Rating</td>
<td>Comments on variations</td>
</tr>
<tr>
<td>-------------------</td>
<td>------------</td>
<td>----------</td>
<td>------------------------</td>
<td>---------------------------</td>
<td>--------------------------------</td>
<td>------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td></td>
<td>Number of Community Champions mentored on eliminating child marriage</td>
<td>0</td>
<td>60</td>
<td>75</td>
<td>105 Community champions have been trained and are helping with mentorship of child marriage survivors and are also acting as role models in preventing child marriages</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Number of Youths trained on how to frame and articulate policies</td>
<td>0</td>
<td></td>
<td>50</td>
<td>55</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Output.2.2:</strong> Programmes addressing early child marriages developed and integrated into formal and non-formal education.</td>
<td>Number of learning materials on gender-based violence developed/revised:</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1 Training of trainers manual on Gender Based Violence</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Number of PTAs and Students learning sessions on gender-based violence against women and children</td>
<td>0</td>
<td>15</td>
<td>35</td>
<td>46 schools reached.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Both Mpulungu and Chama implemented this activity beyond the IBSA schools as it is also housed under the Ministry of Education through which all schools are anchored.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Result statements</td>
<td>Indicators</td>
<td>Baseline</td>
<td>Overall Project Target</td>
<td>Target for Reporting Year</td>
<td>Progress on Reporting Quarter</td>
<td>RAG Rating</td>
<td>Comments on variations</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------</td>
<td>----------</td>
<td>------------------------</td>
<td>----------------------------</td>
<td>-------------------------------</td>
<td>------------</td>
<td>----------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Output 3.1:</strong> Capacities of service providers to deliver quality, coordinated essential services for child marriage survivors strengthened.</td>
<td>Guidelines on essential services provision for child marriage survivors developed/revised</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td>High interest in attending the training and using guidelines for child marriage</td>
</tr>
<tr>
<td></td>
<td>Percentage of trained service providers using the guidelines</td>
<td>0</td>
<td>10%</td>
<td>20%</td>
<td>50% from each district committee were trained and using the guidelines</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Referral system in place</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Number of Service providers trained</td>
<td>0</td>
<td>16</td>
<td>16</td>
<td>31 -10 from Mpopungu, 11 from Chama and 10 from the MoG</td>
<td></td>
<td>Exceeded expectations due to the high interest in numbers for this training including from the MoG.</td>
</tr>
<tr>
<td><strong>Output 3.2:</strong> Capacities for child marriage survivors to understand and exercise their rights to quality essential services enhanced.</td>
<td>Number of life-skills learning materials for child marriage survivors developed/revised</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Number of trainer of trainers trained on life skills for child marriage:</td>
<td>0</td>
<td>40</td>
<td>-</td>
<td>50 trained in Life skills in Chama (25) and Mpopungu (30)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Result statements</td>
<td>Indicators</td>
<td>Baseline</td>
<td>Overall Project Target</td>
<td>Target for Reporting Year</td>
<td>Progress on Reporting Quarter</td>
<td>RAG Rating</td>
<td>Comments on variations</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>----------</td>
<td>------------------------</td>
<td>-----------------------------</td>
<td>-------------------------------</td>
<td>------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>Percentage of TOTs training others: Target: 24%</td>
<td>0</td>
<td>20%</td>
<td>24%</td>
<td>24% trained</td>
<td></td>
<td>Green</td>
<td>Exceeded expectation due to high interest in the TOT training</td>
</tr>
<tr>
<td>Number of life-skills clubs for child marriage in learning institutions</td>
<td>0</td>
<td>20</td>
<td>35</td>
<td>35 life-skills clubs set up in all IBSA schools</td>
<td></td>
<td>Green</td>
<td>Exceeded overall target due to the high interest in establishing life-skills clubs</td>
</tr>
</tbody>
</table>
ANNEX 6: HUMAN INTEREST STORY – MALAWI.

Going to School Now Made Easy: My Bicycle, My Education

On 24th and 25th August 2020, UN Women handed over safe spaces at TA Kachindamoto in Dedza and TA Mwanza in Salima. The safe space constitutes an environment where government service providers, community leaders, CSOs men and women, girls and boys are working together to end child marriages and other forms of abuse. An environment where girls are enabled to go back to school.

Eliza Patrick is one of the 720 girls who has been motivated, encouraged, and enabled to go back to school. Eliza dropped out of school when she was in form two and went into marriage at the age of 16. She did this because she could not get the school support she required from her single mother. She wanted to escape the suffering that she was experiencing. When she became pregnant and gave birth the situation changed in her marriage. Now with her own child, the poverty was much greater than before and much more painful. Mother group members and Child Protection Worker approached her to leave the child with its grandmother and go back to school.

In her own words, Eliza said, “When my mother agreed to raise the baby, I decided to join my friends who were going back to school even though we had to walk a long distance. School fees had not been easy to get. Despite all these I was determined to remain in school. I am grateful to the TA Mwanza, all the leaders, MAGGA and UN Women for coming together to assist us in our education”.

Eliza pledged her commitment to remain in school until she successfully reaches completion. She called upon her friends to take care of the bicycle for it guarantees their presence in a classroom where they must be at their age, for the attainment of education. Eliza Patrick comes from TA Mwanza in Salima and she is now in form 3 at Mbirira CDSS.
My name is Chabala Sylvia. I am 17 years old in this year 2020.

In my childhood, I used to stay with my two parents. Mr Chabala Mathews and Mrs Chabala Melody Mulilo until grade 7 in 2016. By August 2016, my father was jointly charged and imprisoned with chief Tafuna- Raphael Sikazwe and other indunas. By then my father was the secretary of the fore-said acting chief Tafuna. By the time I wrote my grade 7 examinations in November 2016, I was living under a single parent family. When results came, I made it to grade eight.

In 2017, life without my father became challenging. My mother managed to send me to secondary school in grade 8 under difficult conditions. In term two 2017, the school administration sent me back home for failure to pay school user fees within the first week of opening. After staying at home for some days, my mother managed to source for funds and sent me back to school.

School life in grade 8 became difficulty on my part because I could not afford common school requirements such as soap, lotion, snacks and other important toiletries. I started admiring my colleagues who were a bit comfortable and had all what they wanted for daily living. It is the same peers who advised me to have a boyfriend if I were to make it in life. With their advice in mind I was proposed by a non-schooling boy and I agreed to be having sexual affairs with him. The boy cheated to marry me and started demoralizing me in my educational desires.

In due course of grade 8 term two, I became pregnant for the same boy at the age of 14. I could not make up with the misery I caused upon myself, hence I dropped out of school. My mother tried to pressurize the same boy to take me as wife, but the boy and his family refused and condemned this in all terms because we were too young to take up marriage.

Life during pregnancy became tougher than before because I was never at peace with my mother. God saw me through, and I delivered a baby girl. I forced myself to go back to school while staying with my angry mother but she had lost interest, and that the child I had added more salt to my mother’s wound because she was subjected to two difficult problems at once.

My elder sister Chabala Prudence Mwenya, whom I still stay with, became a solution and my refuge. She took me to her home in Kapatu and sent me to school in grade 9 in the year 2018. I wrote my
final junior secondary exams in November 2018 and only managed to pass in five subjects. My sister re-entered me under external in 2019. I made it and qualified for grade 10. This impressed my sister. My sister’s family shifted to Chinakila in December 2019, so I was part of them to the new location.

The passing of my external exams increased on my sister’s expenditure as she had her own children to take to secondary school. In early 2020 I started pushing her so that I may start my grade ten. She firstly resisted and complained of taking care of both the baby and I. at one point she totally refused to take up the responsibility of taking care of the baby and facilitate payment of school fees. This troubled me a lot.

With God’s grace, I got information that IBSA had come to sponsor girls who had dropped out of school due to pregnancies or early marriages, so I rushed to see the head teacher for Chinakila Day secondary school-Mr Sikazwe Boston Posa. I narrated all my shortcomings and the head teacher re-entered me under sponsorship from IBSA. By February I was back to school and learning was normal though interrupted by the abrupt closure of schools on 20th march due to COVID-19 pandemic.

In August 2020 we were called back for collection of school uniforms, shoes, stockings, and books. We were also assured that we are now under sponsorship by IBSA with support from government and the UN women. I now have greater ambitions to complete school, occupy a better social position in society and keep my child well. Now, I will be instrumental as an agent of change to end child marriages and pregnancies because I feel for myself and others, particularly that in my family of 7 children no one has made it educationally.

With the help of IBSA, UN women and the government of Zambia, I have no doubt over my educational fulfillment and that I will remain focused because there is nothing profitable that I gained in having early sexual indulgent. The act brought more harm than good in all areas of my life.

With all my heart I say thank you to our sponsors. Let your sponsorship be a long term and be sustained for betterment of our lives and to see us through in life.”

THANK YOU ONCE MORE.
ANNEX 8: LIST OF DOCUMENTS REVIEWED BY THE EVALUATION TEAM

1. UN Women Evaluation Policy;
2. UNW Global Evaluation Reports Assessment and Analysis System (GERAAS) evaluation quality checklist UNW Evaluation Handbook;
3. UN SWAP EPI;
5. UNEG Ethical Guidelines
6. UN Women Programme and Operations Policies and Procedures
7. UN Women Handbook for Monitoring and Evaluating for Results
8. IBSA Original Proposal to the Donor
9. IBSA Results Framework
10. IBSA Quarterly Report Quarter 1
11. IBSA Quarterly Report Quarter 2
12. IBSA Quarterly Report Quarter 3
13. UN Women Malawi Country Office End of Project Report, December 2020
14. Progress Reports from Malawi Interfaith AIDS Association (MIAA)
15. Progress Reports from Malawi Girl Guides Association (MAGGA)
16. Past Evaluation Reports in GERAAS with good ratings
17. Steering Committee Meeting Minutes
18. IBSA Project Outputs: Policy Brief; Compendium of Child Marriage Laws in Africa, etc.

27 http://www.unevaluation.org/document/detail/1914
## ANNEX 9: LIST OF PEOPLE CONSULTED

<table>
<thead>
<tr>
<th>Name</th>
<th>Institution</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tikkikel Tadele Alemu</td>
<td>UN Women Ethiopia</td>
<td>Liaison Specialist</td>
</tr>
<tr>
<td>Amen Deneke</td>
<td>UN Women Ethiopia</td>
<td>Liaison Officer</td>
</tr>
<tr>
<td>Nena Thundu</td>
<td>AU Commission (Dept of Social Affairs)</td>
<td>Policy Officer</td>
</tr>
<tr>
<td>Zebib Kavuma,</td>
<td>UN Women ESARO</td>
<td>Deputy Regional Director,</td>
</tr>
<tr>
<td>Kagwiria Mbogori,</td>
<td>UN Women ESARO</td>
<td>Programme Advisor, EVAW</td>
</tr>
<tr>
<td>Casper Merkel</td>
<td>UN Women ESARO</td>
<td>Evaluation specialist</td>
</tr>
<tr>
<td>Evelyn Oginge</td>
<td>UN Women ESARO</td>
<td>Programme Assistant, EVAW.</td>
</tr>
<tr>
<td>Annie Sampa-Kamwendo, Zambia</td>
<td>UN Women ESARO</td>
<td>Program Specialist, UNW Zambia</td>
</tr>
<tr>
<td>Francis Matita</td>
<td>UN Women Malawi</td>
<td>M&amp;E Officer</td>
</tr>
<tr>
<td>Modesta Simango</td>
<td>UN Women Malawi</td>
<td>Consultant</td>
</tr>
<tr>
<td>Lloyd Hamela</td>
<td>Ministry of Gender, Children and Social Welfare</td>
<td>Deputy Director (Child Affairs)</td>
</tr>
<tr>
<td>Ulemu Kusapali</td>
<td>MIAA</td>
<td>Head of Programmes</td>
</tr>
<tr>
<td>Hanif Nkhundende</td>
<td>MIAA</td>
<td>MEL Officer</td>
</tr>
<tr>
<td>Khamza Ziyabu</td>
<td>MAGGA</td>
<td>Programs Coordinator</td>
</tr>
<tr>
<td>Madalitso Maonga</td>
<td>MAGGA</td>
<td>District Coordinator</td>
</tr>
<tr>
<td>Alinafe Mahembani</td>
<td>MAGGA</td>
<td>Project Officer</td>
</tr>
<tr>
<td>Lisnet Kathyole</td>
<td>Dedza District Council</td>
<td>Gender Officer</td>
</tr>
<tr>
<td>Sithembile Shawa</td>
<td>Dedza District Council</td>
<td>Social Welfare Assistant</td>
</tr>
<tr>
<td>Yohane Bilesi</td>
<td>Dedza District Council</td>
<td>Director of Administration</td>
</tr>
<tr>
<td>Twesa Mwamliam</td>
<td>Dedza District Council</td>
<td>Youth Officer</td>
</tr>
<tr>
<td>Fyness Samalia</td>
<td>Salima District Council</td>
<td>Gender Officer</td>
</tr>
<tr>
<td>Dr. Annie Chizengo</td>
<td>Salima District Council</td>
<td>Chief Education Officer</td>
</tr>
<tr>
<td>Tiyamike Siyeni</td>
<td>Salima District Council</td>
<td>Social Welfare Officer</td>
</tr>
<tr>
<td>Sara Nyirenda</td>
<td>Salima District Council</td>
<td>Police Officer</td>
</tr>
</tbody>
</table>
## List of Informants in Zambia

### Key Informant Interviews

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Rank</th>
<th>Organization</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Annie Sampa</td>
<td>Programme Specialist</td>
<td>UN Women</td>
<td>Lusaka</td>
</tr>
<tr>
<td>2.</td>
<td>Ernest Lungu</td>
<td>Assistant Director</td>
<td>Ministry of Gender</td>
<td>Lusaka</td>
</tr>
<tr>
<td>3.</td>
<td>Katele Kalale</td>
<td>DEBS</td>
<td>Ministry of General Education</td>
<td>Chama</td>
</tr>
<tr>
<td>4.</td>
<td>Wezi Ziba</td>
<td>Reverend</td>
<td>Church of Africa Presbyterian</td>
<td>Chama</td>
</tr>
<tr>
<td>5.</td>
<td>George Mwenya</td>
<td>Inspector/VSU Coordinator</td>
<td>Victim Support Unit, Police Service</td>
<td>Chama</td>
</tr>
<tr>
<td>6.</td>
<td>Roger Kumwenda</td>
<td>Head Teacher</td>
<td>Kamphemba Basic School</td>
<td>Chama</td>
</tr>
<tr>
<td>7.</td>
<td>Reggie Nyirenda</td>
<td>Senior Headman</td>
<td></td>
<td>Chama</td>
</tr>
<tr>
<td>8.</td>
<td>Justine Muhaga</td>
<td>Headman</td>
<td></td>
<td>Chama</td>
</tr>
<tr>
<td>9.</td>
<td>Ireen Nguni</td>
<td>Community Champion</td>
<td>Kamphemba Basic School</td>
<td>Chama</td>
</tr>
<tr>
<td>10.</td>
<td>Milambo Chinga</td>
<td>Guidance Teacher</td>
<td>Chama Boarding School</td>
<td>Chama</td>
</tr>
<tr>
<td>11.</td>
<td>Rogers Nkumwenda</td>
<td>Head Teacher</td>
<td>Kamphemba Basic School</td>
<td>Chama</td>
</tr>
<tr>
<td>12.</td>
<td>Sophia Botha</td>
<td>Chairperson</td>
<td>District Women’s Association (DWA)</td>
<td>Chama</td>
</tr>
<tr>
<td>13.</td>
<td>Genious Ngulube</td>
<td>Civic Leader</td>
<td></td>
<td>Chama</td>
</tr>
<tr>
<td>15.</td>
<td>Agnes Makasa</td>
<td>DAPHFP</td>
<td>Ministry of Health</td>
<td>Chama</td>
</tr>
</tbody>
</table>

### Focus Group Discussion: Multi-Sectoral District Committee, Chama

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Rank</th>
<th>Organization</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Stephen Mulenga</td>
<td>District Administration Officer</td>
<td>Chama District Administrative Office</td>
<td>Chama</td>
</tr>
<tr>
<td>2.</td>
<td>Joyce Mulenga</td>
<td>Teacher</td>
<td>Ministry of General Education</td>
<td>Chama</td>
</tr>
<tr>
<td>3.</td>
<td>Genious Ngulube</td>
<td>Councillor</td>
<td></td>
<td>Chama</td>
</tr>
<tr>
<td>4.</td>
<td>Wezi Ziba</td>
<td>Reverend</td>
<td>Church of Africa Presbyterian</td>
<td>Chama</td>
</tr>
<tr>
<td>5.</td>
<td>Agnes Makasa</td>
<td>DAPHFP</td>
<td>Ministry of Health</td>
<td>Chama</td>
</tr>
<tr>
<td>6.</td>
<td>George Mwenya</td>
<td>Inspector – Victim Support Unit</td>
<td>Police Service</td>
<td>Chama</td>
</tr>
<tr>
<td>7.</td>
<td>Thomas Banda</td>
<td>Acting DCDD</td>
<td></td>
<td>Chama</td>
</tr>
<tr>
<td>Names</td>
<td>Grade</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------</td>
<td>-------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Exildah Nawakwi</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Lillian Ngandu</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Violet Namwala</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Focus Group Discussion: CMS Kamphemba Basic School, Chama

<table>
<thead>
<tr>
<th>Name</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Tione Phiri</td>
<td>9</td>
</tr>
<tr>
<td>2. Ireen Nguni</td>
<td>9</td>
</tr>
<tr>
<td>3. Joyee Kauli</td>
<td>9</td>
</tr>
<tr>
<td>4. Glory Munyenjembe</td>
<td>8</td>
</tr>
<tr>
<td>5. Sarah Nyimbiri</td>
<td>9</td>
</tr>
<tr>
<td>6. Rosemary Nguni</td>
<td>9</td>
</tr>
<tr>
<td>7. Jennifer Goma</td>
<td>9</td>
</tr>
<tr>
<td>8. Mercy Lungu</td>
<td>9</td>
</tr>
<tr>
<td>9. Beauty Mvula</td>
<td>9</td>
</tr>
</tbody>
</table>

Focus Group Discussion: Parents/Guardians, Chama

<table>
<thead>
<tr>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Sara Nyireda</td>
</tr>
<tr>
<td>2. Macknes Luhanga</td>
</tr>
<tr>
<td>3. Sophia Botha</td>
</tr>
<tr>
<td>4. Annie Jere</td>
</tr>
<tr>
<td>5. Rachel Lungu</td>
</tr>
<tr>
<td>6. Given Lungu</td>
</tr>
<tr>
<td>7. Keniard Chavula</td>
</tr>
<tr>
<td>8. Agracious Mwanza</td>
</tr>
</tbody>
</table>
### Focus Group Discussion: Parents/Guardians, Chama

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Siminita Chipga</td>
<td>SNR Headman Chitimbwa</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Edward Sikazwe</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Matborn Makombwe</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Catherine Nakazwe</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Davis Sikazwe</td>
<td>Headman Matero Village</td>
</tr>
<tr>
<td>7.</td>
<td>John Tafuna</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Pegg Monga</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Queen Chipeta</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Lucy Mazimba</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Emmanuel Ng’andu</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Ewice Nakazwe</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Idah Kateule</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>Christina Napemba</td>
<td></td>
</tr>
</tbody>
</table>

### Key Informant Interviews

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Rank</th>
<th>Organization</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Amos Simutowe</td>
<td>DEBS</td>
<td>Ministry of General Education</td>
<td>Mpulungu</td>
</tr>
<tr>
<td>2.</td>
<td>Kaziya Lani</td>
<td>Head Teacher</td>
<td>Mpulungu Secondary School</td>
<td>Mpulungu</td>
</tr>
<tr>
<td>4.</td>
<td>Enock C.Shipeleke</td>
<td>Assistant Program Officer</td>
<td></td>
<td>Mpulungu</td>
</tr>
<tr>
<td>No.</td>
<td>Name</td>
<td>Rank</td>
<td>Organization</td>
<td>District</td>
</tr>
<tr>
<td>-----</td>
<td>-----------------------------</td>
<td>-----------------</td>
<td>----------------------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>1.</td>
<td>Rita Mwanza</td>
<td>District Officer</td>
<td>DEBS</td>
<td>Mpulungu</td>
</tr>
<tr>
<td>2.</td>
<td>Allan M. Mukuni</td>
<td>Pastor</td>
<td>Faith Based Organization</td>
<td>Mpulungu</td>
</tr>
<tr>
<td>3.</td>
<td>Justine Lukwesa</td>
<td>Inspector/VSU Coordinator</td>
<td>Victim Support Unit, Police Service</td>
<td>Mpulungu</td>
</tr>
<tr>
<td>4.</td>
<td>Ken Mbambo</td>
<td>District Health Social Welfare</td>
<td>Ministry of Health</td>
<td>Mpulungu</td>
</tr>
</tbody>
</table>

Focus Group Discussion: CMS Chitimbwa Day School, Mpulungu

<table>
<thead>
<tr>
<th>Name</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sandra Nafukwe</td>
<td>10</td>
</tr>
<tr>
<td>Loydah Nachilima</td>
<td>8</td>
</tr>
<tr>
<td>Memory Nakazwe</td>
<td>11</td>
</tr>
<tr>
<td>Preven Chipeta</td>
<td>10</td>
</tr>
<tr>
<td>Mwaleti Mwambazi</td>
<td>10</td>
</tr>
<tr>
<td>Zifya Moonga</td>
<td>8</td>
</tr>
<tr>
<td>Daisy Chipeta</td>
<td>8</td>
</tr>
<tr>
<td>Melty Nakazwe</td>
<td>8</td>
</tr>
<tr>
<td>Janet Nakazwe</td>
<td>8</td>
</tr>
<tr>
<td>Masega Nguni</td>
<td>8</td>
</tr>
<tr>
<td>Delsista Chagufi</td>
<td>8</td>
</tr>
<tr>
<td>Chilomba Nakazwe</td>
<td>11</td>
</tr>
</tbody>
</table>
Focus Group Discussion: CMS Niamukolo Basic School, Mpulungu

<table>
<thead>
<tr>
<th>Name</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Florence Manyengwe</td>
<td>8</td>
</tr>
<tr>
<td>Dorah Wakazwe</td>
<td>8</td>
</tr>
<tr>
<td>Anna Mugala</td>
<td>8</td>
</tr>
<tr>
<td>Rose Lukwesa</td>
<td>8</td>
</tr>
<tr>
<td>Patricia Namwata</td>
<td>8</td>
</tr>
<tr>
<td>Chansa Mutale</td>
<td>8</td>
</tr>
<tr>
<td>Grace Chifunda</td>
<td>8</td>
</tr>
<tr>
<td>Fanny Ngoma</td>
<td>8</td>
</tr>
<tr>
<td>Olive Ngwira</td>
<td>8</td>
</tr>
<tr>
<td>Cedina Mwimazi</td>
<td>8</td>
</tr>
</tbody>
</table>

Focus Group Discussion: Parents/Guardians, Chama

<table>
<thead>
<tr>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simwita Chipeta</td>
</tr>
<tr>
<td>Edward Sikazwe</td>
</tr>
<tr>
<td>Mayborn Makombwe</td>
</tr>
<tr>
<td>Catherine Nakazwe</td>
</tr>
<tr>
<td>Davis Sikazwe</td>
</tr>
<tr>
<td>Edward Sikazwe</td>
</tr>
<tr>
<td>Johns Tafuna</td>
</tr>
<tr>
<td>Peggy Moonga</td>
</tr>
<tr>
<td>Queen Chipeta</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>10</td>
</tr>
<tr>
<td>11</td>
</tr>
<tr>
<td>12</td>
</tr>
<tr>
<td>13</td>
</tr>
<tr>
<td>14</td>
</tr>
</tbody>
</table>
ANNEX 10: PICTURES FROM IBSA PROJECT

An IBSA Project Beneficiary Receiving Her Bicycle in Malawi

Child Marriage Survivors from Malawi and Zambia attended the Review the AU Campaign to End Child Marriage 5 Year Strategic Plan (2019 – 2023) held in Johannesburg, South Africa, from 16-19 December 2019.
IBSA IEC materials from Zambia.
ZAMBIA PHOTOS OF VARIOUS EVENTS: HAND OVER CEREMONY OF BICYCLES AND IBSA CONSULTATIVE MEETING HELD ON 25 SEPTEMBER 2020