



Deliverable 1. INCEPTION REPORT

FORMATIVE EVALUATION OF YOUTH AND LEARNING INNOVATION WITH A SPECIAL FOCUS ON THE AFRICAN DRONE AND DATA ACADEMY (ADDA)

Evaluation commissioned by
UNICEF Malawi

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ACRONYMS

ACRONYM	MEANING
ADDA	African Drone and Data Academy
CDR	Community Development Resilience
CO	Country Office
CP	Country Programme
CPD	Country Programme Document
CSOs	Civil Society Organizations
DCA	Department of Civil Aviation
DoDMA	Department of Disaster Management Affairs
EQs	Evaluation Questions
ERG	Evaluation Reference Group
ET	Evaluation Team
EWS	Early Warning Systems
FGDs	Focus Group Discussions
GIS	Geographic Information Systems
HQ	Headquarter
IC	Informed Consents
KIIs	Key Informant Interviews
LDCs	Least Developed Countries
M&E	Monitoring & Evaluation
MACRA	Malawi Communications Regulatory Authority
MCO	Malawi Country Office
MUST	Malawi University of Science and Technology
MW2063	Malawi 2063 vision
NCHE	Malawian National Council of Higher Education
NCST	National Commission for Science and Technology
NEET	Not in education, employment, or training
NGO	Non-Governmental Organization
OECD	Organisation for Economic Co-operation and Development
QAS	Quality Assurance System
QDA	Qualitative Data Analysis
REKM	Research, Evaluation and Knowledge Management Section
RO	Regional Office
RPA	Remotely Piloted Aircraft
SAT	Scalability Assessment Tool
SDG	Sustainable Development Goals
SP	Sector Programming
STEM	Science, Technology, Engineering and Mathematics
T4D	Technology for Development

ACRONYM	MEANING
TL	Team Leader
ToC	Theory of Change
TOR	Terms of Reference
TWG	Technical Working Group
UAV	Unmanned aerial vehicle
UN	United Nations
UNEG	United Nations Evaluation Group
UNICEF	United Nations Children's Fund
UNSDCF	United Nations Sustainable Development Cooperation Framework
WASH	Water sanitation and hygiene
YLIP	Youth and Learning Innovation Portfolio

1. INTRODUCTION

This inception report corresponds to the **first deliverable** (DEL1), of the **Formative Evaluation of Youth and Learning Innovation with a special focus on the African Drone and Data Academy (ADDA)**, commissioned by the **Innovation Unit of the UNICEF's country office of Malawi**.

The purpose of the Inception Report is to **provide a comprehensive plan for the evaluation**, outlining the **methodology and tools for data collection and analysis**, as well as the **evaluation matrix**. Additionally, the report includes details about **quality assurance arrangements**, and proposes the identification and analysis of **measures taken to address potential risks**. The **temporal scope** of the evaluation will encompass the period from **2019-2023**, resulting in a total duration of around four years.

After the award of the contract, the Evaluation Team (ET) carried out an **initial document review** and preparatory work, which allowed for the integration of the requirements of the Terms of Reference (TOR) and the technical proposal into a **detailed plan of action** to carry out the evaluation. The evaluation team has then engaged in **prior consultations** with several members of UNICEF staff team and collaborators, mainly from the Innovation Unit, the Research, Evaluation and Knowledge Management Section, the Community Development and Resilience (CDR) team, the Education Section and the Malawi University of Science and Technology (MUST), among others. These bilateral meetings were crucial in enhancing the evaluation team's comprehension of the context and the specific work carried out by each group engaged in the program. Moreover, they provided an **opportunity to identify the needs and expectations** of each section for the evaluation. By engaging in these consultations and meetings, the evaluation team has obtained **valuable initial insights and perspectives from key stakeholders**.

As part of the research and consultation with UNICEF during the inception phase, the ET completed a focused **evaluability appraisal** to verify which areas of the evaluation fully or partially meet the preconditions for conducting a robust assessment. This has informed how the evaluation should be designed to be as **reliable and useful** as possible, given the data availability, the context, the type of information the evaluation is expected to convey, and the resources required.

As such, the **Inception Phase** has allowed the evaluation team to familiarise itself with the **content, scope, challenges, and opportunities** of UNICEF Youth and Learning Innovation Portfolio and in particular of the ADDA program and its context. As a result, the **scope, evaluation questions, design and methodology** have been further refined.

2. CONTEXT OF THE EVALUATION

2.1. Youth employment in Malawi

Malawi, situated in southeastern Africa, is a landlocked country with a population of **20 million people**. The country's annual population growth rate stands at 2.6 per cent, which poses both opportunities and challenges for its development.

Over the past three decades, Malawi has witnessed an **economic expansion**. However, in recent years the average living standards of its citizens have faced setbacks. Several factors have contributed to this, including **high inflation, global economic recessions, health emergencies** like the COVID-19 pandemic and Cholera outbreaks.

Malawi has also witnessed firsthand the impacts of **climate change and climate variability**, which leads to an increased frequency of devastating **climate shocks**, such as erratic rainfall, droughts, prolonged dry spells, and strong winds. The changing climate has significantly affected the various sectors of the economy including health, water, energy, transport, education, forestry, wildlife and infrastructure. One of the most affected sectors in Malawi is the agriculture sector. Agricultural productivity diminishes¹ with rising temperatures (see Figure 1), fluctuating rainfall (see Figure 2), frequent natural disasters and climate shocks, which in turn has a immense impact for an economy where **80 per cent of the population works in agriculture**². The contribution of agriculture as the main source of income of a household in Malawi declined from 70% to below 50% between 2010 and 2019; in addition the report from the World Bank shows that the probability of a household being poor increases by 14 percentage points after experiencing a climate shock and that household income from agriculture decreases 17 percent-age points after a flood³.

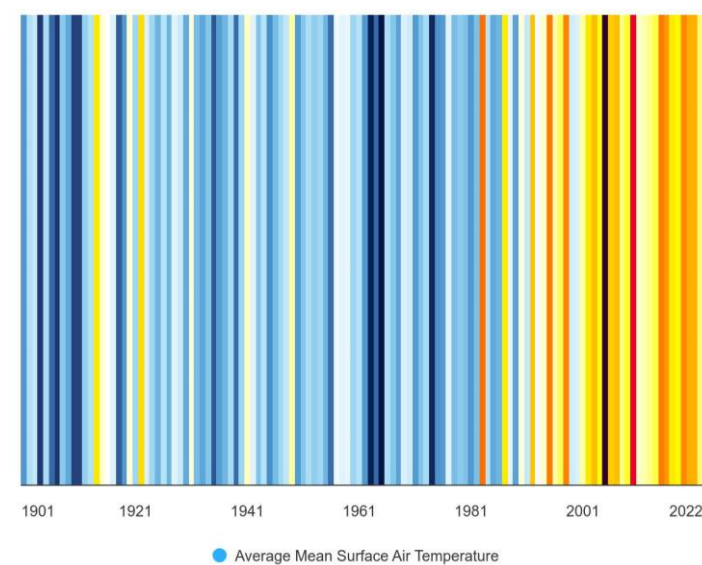


Figure 1 – Observed Annual Average Mean Surface Air Temperature in Malawi [1901 – 2022] (World Bank Data)⁴

¹ World Bank (2022) “Escaping Poverty in Malawi Requires Improved Agricultural Productivity, Climate Resilience, and Structural Transformation - <https://www.worldbank.org/en/news/feature/2022/11/17/escaping-poverty-in-malawi-requires-improved-agricultural-productivity-climate-resilience-and-structural-transformation>

² <https://www.worldbank.org/en/country/malawi/overview>

³ World Bank Group (2022) “Malawi | Poverty Assessment Poverty Persistence in Malawi: climate shocks, low agricultural productivity and slow structural transformation” - <https://documents1.worldbank.org/curated/en/099920006302215250/pdf/P174948072f3880690afb70c20973fe214d.pdf>

⁴ Malawi Climate Knowledge Portal – World Bank Data - <https://climateknowledgeportal.worldbank.org/country/malawi>

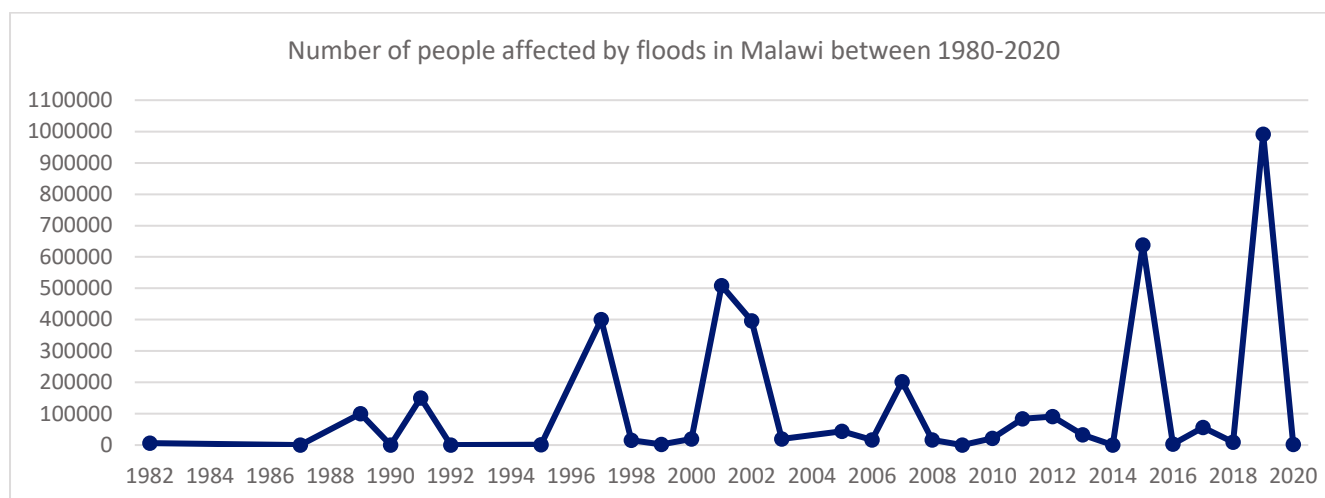


Figure 2 - Number of people affected by floods in Malawi between 1980-2020⁵

Poverty remains a pressing issue in Malawi, with **50.7 per cent of households living below the poverty line** of \$2 per day as of 2020-2021⁶. The burden of poverty is particularly acute in rural areas, where more than 82 per cent of the population resides. Addressing rural poverty and bridging the urban-rural development gap is crucial for achieving more equitable growth and sustainable development, as well as improving the overall well-being of the population.

Across the African continent countries are experiencing unprecedented demographic changes and it is estimated that by 2030 Africa will be home to more than a quarter of the world's population under 25, which will account for 60% of the total population of the continent⁷. Similarly to its neighbors, Malawi's population is predominantly young, with approximately 42.5 per cent of children (age 0-14)⁸ and 21 per cent of youth (age 15-24)⁹. Malawi has the potential to benefit from its youthful demographic, as the working-age population is larger than the dependent population. Malawi's youthful population can play a pivotal role in the country's development, particularly **through innovation**. Institutional reforms, enabling policies, private sector commitments and international cooperation will be key in building a strong foundation for the current and future workforce, which will undoubtedly have to focus on technology adoption that enhances both productivity and employment opportunities¹⁰.

Improving **access to quality education and technical skills** is essential to harness this potential. The creative energy and adaptability of young people can drive **entrepreneurship and technological advancement**. By fostering a **culture of innovation** and providing support for startups and small businesses, Malawi can tap into the potential of its youth to create jobs and stimulate economic growth.

Despite its youthful demographic the level of **youth unemployment, underemployment, and employment in economically marginal work** remains a challenge for the country. In 2020, **19.4 per cent of youth were not in education, employment, or training (NEET)**. This issue has always been more pronounced among the female population, with **24.9 per cent being NEET compared to 13.7 per cent among males** (see Figure 3 below). Additionally, most youth are employed in the two lowest skill tiers of employment, even those who have completed

⁵Based on data from World Bank Climate Change Knowledge Portal -

<https://climateknowledgeportal.worldbank.org/country/malawi/vulnerability#:~:text=Historical%20Hazards&text=From%201979%20to%202008%2C%202%2C596,many%20parts%20of%20the%20country.>

⁶ Malawi Répartition par âge - Population (indexmundi.com)

⁷ The World Economic Forum (2019) "Why the skills gap remains wider in Africa" - <https://www.weforum.org/agenda/2019/09/why-the-skills-gap-remains-wider-in-africa/>

⁸ Malawi Country Profile – World Bank Data - <https://data.worldbank.org/country/malawi>

⁹ OECD, Youth Inclusion Project – Malawi, <https://www.oecd.org/dev/inclusive-societies-development/malawiyouth.htm#:~:text=Malawi's%20population%20is%20largely%20youthful,a%20median%20age%20of%20>

<https://www.oecd.org/dev/inclusive-societies-development/malawiyouth.htm#:~:text=Malawi's%20population%20is%20largely%20youthful,a%20median%20age%20of%20>

¹⁰ Human Capital and productive Employment Creation : Addressing Africa's Skills Gap (2023) Economic Commission for Africa (ECA) -

<https://knowledgehub-sro-na.uneca.org/wp-content/uploads/2023/04/Human-Capital-and-Productive-Employment-Creation-Addressing-Africas-Skills-Gap-2023.pdf>

secondary and tertiary education. This sheds light on a mismatch between the skills of the youth and the demands of the labour market. According to the World Economic Forum high-skilled employment accounts for only 6% of total employment on average in Africa (excluding North Africa), compared to the global average of 24%¹¹. The current and future nature of work is changing due to technological progress, digitalization as well as climate change and demographic changes.

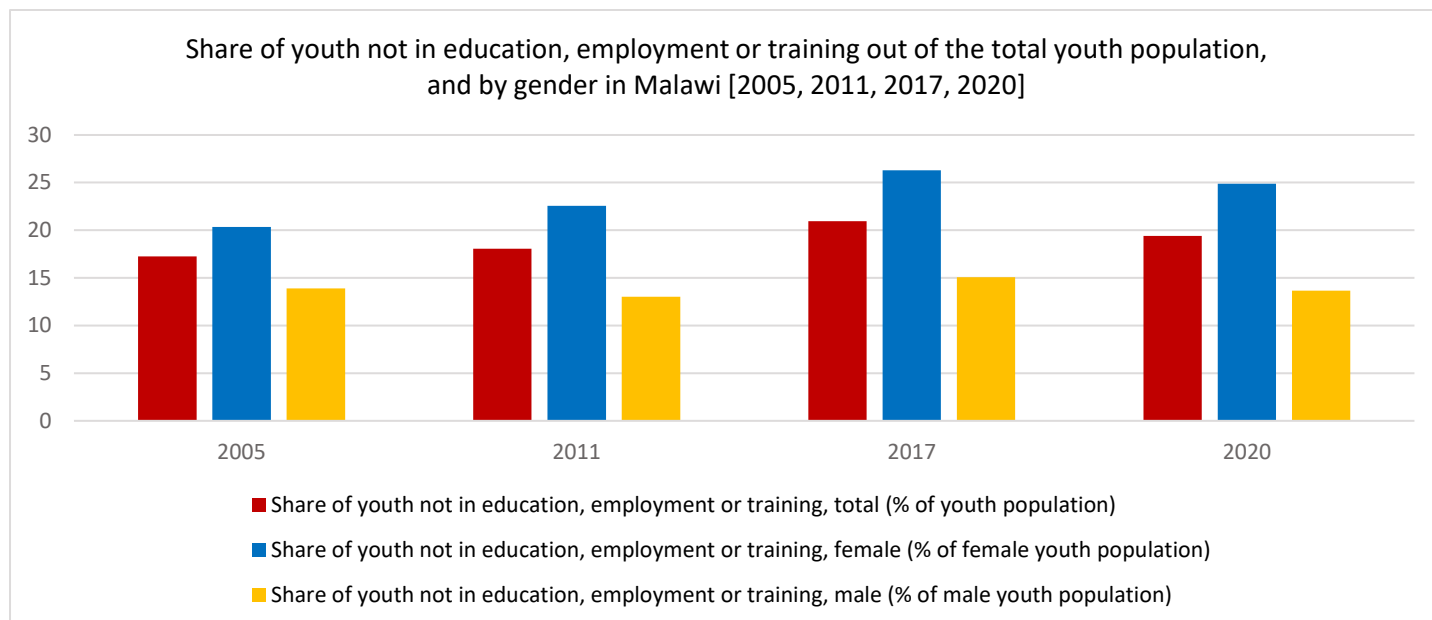


Figure 3 - Share of youth not in education, employment or training out of the total youth population, and by gender in Malawi [2005, 2011, 2013, 2017, 2020] - based on World Bank data.

Malawi faces a complex set of challenges, including **economic instability, poverty, climate change and youth unemployment**. Facing those challenges will require collaborative efforts to provide the necessary education, training and support systems to equip youth with the skills and resources they need to drive positive change in Malawi's economy and society.

The Government of Malawi has put forward ambitious plans to reduce poverty and accelerate growth, particularly through the "**Malawi 2063**" (MW2063) vision documents¹², which has set-up **three priority pillars** for a national inclusive economic growth: 1) a productive, commercialized, and diversified agricultural sector, 2) a strong manufacturing sector driven by vibrant agriculture and mining sectors, and 3) the development of urban centers and tourism hubs across the country. However, climate change will make it harder for Malawi to reach its ambitious development vision. The document notes the importance of developing systems to increase resilience and integrate disaster risk reduction and financing into planning and sustainable development; where climate change adaptation, mitigation, technology transfer and capacity building will have to be at the forefront.¹³

MW2063 also highlights the importance of pursuing a **youth-centric vision**, "*youths be central in defining their destiny and contributing towards its realization. The economic empowerment of the youth would thus cause a significant shift in the economic transformation of the country.*" **Human Capital Development** is one of the top four enablers that the government categorize as the top drivers that will accelerate the pace of the achievement of the vision. By **investing in education**, which emphasizes **critical thinking, problem-solving, and digital literacy**, Malawi can **empower its youth to become innovators and entrepreneurs**. Encouraging **public-private partnerships** and

¹¹ The World Economic Forum (2017) The Future of Jobs and Skills in Africa Preparing the Region for the Fourth Industrial Revolution - https://www3.weforum.org/docs/WEF_EGW_FOJ_Africa.pdf

¹² Malawi's vision – an inclusively wealthy and self-reliant National – Malawi 2063 - <https://npc.mw/wp-content/uploads/2021/02/MW2063-VISION-FINAL.pdf>

¹³ Malawi Country climate and Development Report – World Bank (October 2022) - <https://openknowledge.worldbank.org/server/api/core/bitstreams/bbcae1ac-127f-5219-a490-c80012bfea8f/content>

creating an enabling environment for **technology and innovation** can further boost youth-led initiatives and job creation.

2.2. Strengthening 21st Century skills for the youth

More and more solutions have emerged from the science and technology sector using **frontier technology**. Among them, **drones, data and artificial intelligence** are leapfrog technologies that allow more informed and agile development response and potentially accelerate economic growth in the region.

Drones have been piloted in Malawi on short-term basis and it is now known that they have **positive impact on development and humanitarian contexts**¹⁴. There is a need for **long-term financial sustainability drone interventions** coupled with the need to address humanitarian and developmental challenges like health, poverty and natural disasters. These multifaceted challenges have created the need for new solutions around **social innovation and science & technology**. The types of innovations can include: (1) **digital innovation**; (2) **program/model/approach innovation**; but also (3) **innovative financial models**; (4) **physical and product innovation**; and (5) **frugal innovations** – simple products or services that are dramatically lower in cost, outperform alternatives and can be scaled up through adoption by people who do not need special expertise or equipment. These types of innovation can be applied to drone interventions in Malawi to ensure their long-term **sustainability, effectiveness, and scalability**, addressing the humanitarian and developmental challenges faced by the country.

As such, initiatives which focuses on the skills required for students to master in preparation for success in a rapidly changing, digital society, can serve as an example to **strengthen 21st century skills**¹⁵ for the youth in Malawi and abroad (see Figure 4).

Teaching the youth how to construct and pilot drones, collect and make sense of data and apply such technologies to solve national problems like

assessing natural disaster risks and enhancing vaccine delivery, it showcases how harnessing the potential of the younger populations can chart a path towards sustainable development.



Figure 4 - 21st century skills/ Image: World Economic Forum, New Vision for Education (2015)

14 - Summative evaluation of the impact of using drones on population health & other outcomes. 2021 002 Evaluation commissioned by UNICEF Malawi.

15 - 21st century skills comprise skills, abilities, and learning dispositions that have been identified as being required for success in 21st century society and workplaces by educators, business leaders, academics, and governmental agencies.

2.3. The Youth and Social Innovation Portfolio (UNICEF Innovation Unit)

UNICEF works, **for and with children and young people**, to promote innovative solutions to solve challenging problems by leveraging digital and frontier technology. **UNICEF Country Programme (CP)** has a large innovation portfolio made of **47 initiatives** that fall under different categories (see graph below).

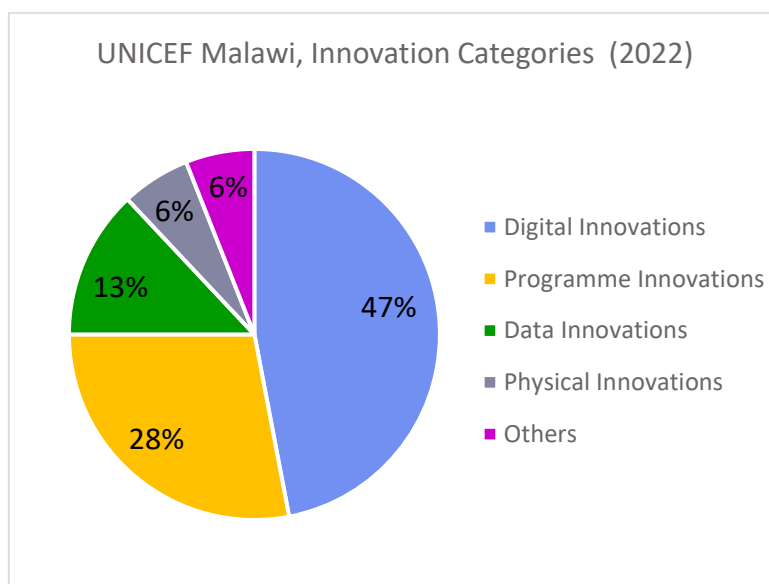


Figure 5 - UNICEF Malawi Innovation Categories (2022)¹⁶

In the latest 2022 report that evaluated the cooperation between the government of Malawi and the UNICEF country programme, it was highlighted that the innovation programme suffered from a **lack of a strong institutional architecture and a clear innovation governance framework**. In response, the Country Office set up an **innovation unit** to mobilize innovation capacity internally.

The responsibility of the **Innovation Unit** is to **facilitate innovation work across the CP pillars** and other components, for which an **innovation strategy** has been devised. The Unit is also in the process of finalizing a **Governance Framework** which will provide structure and detailed processes for the effective implementation of the strategy and is set to be operationalized at the beginning of 2024. The new strategy aims for innovations to be more **programme-led** (and supported by the Innovation Unit), it also seeks to streamline the number of initiatives and prioritize them according to the three key innovation portfolios. The process of streamlining the initiative is underway, the new list of initiatives is being finalized by the Innovation Unit who seeks to reduce the total number of initiatives from 47 to approximately 20 in order to allocate more effectively the resources available. The innovation and T4D strategy for the Malawi Country Office for 2024-2028 was organized as follows:

16 - Ref: "Evaluation of the Government of Malawi and UNICEF Country Programme of Cooperation 2019-2023" – 21/12/2022, Universalia

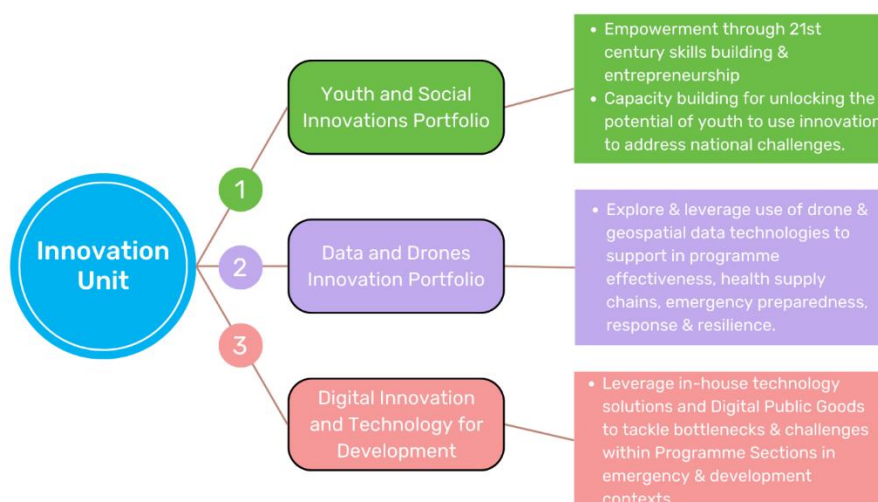


Figure 6 - Description of cross-cutting Innovation portfolios ¹⁷

Within the first portfolio, “**Youth and Social Innovations**”, which will be our **main focus of interest for this project**, we can highlight projects such as the **Covid-19 Youth Innovation Challenge**¹⁸. UNICEF partnered with the Segal Family Foundation and the Social Impact Incubator Malawi via the online learning platform Cartedo to launch this challenge in order to support Malawian youth design solutions to the pandemic¹⁹. More than 1,700 youth aged 14 to 35 participated in the Challenge.

It is worth noting that **innovation is cross-cutting**, meaning that a project can be under different portfolios. This is the case for **African Drone and Data Academy (ADDA) initiative**, that is both in the first and second portfolio for Data and Drones Innovation.

In general, Innovation constitutes a **vehicle of change** and is relevant to every sector including education, nutrition, child protection, social policy, wash, emergency preparedness and response, among others.

Through these innovative and cross-cutting initiatives, UNICEF Malawi seeks to harness the expertise of its staff and network by allowing a certain level of flexibility all the while prioritizing and scaling-up its most impactful projects.

2.4. The African Drone and Data Academy (ADDA) initiative in Malawi

Within the portfolio described above, UNICEF and the Government of Malawi are spearheading the use of drones and data for development and humanitarian purposes. In June 2017, they opened the **first drone testing corridor** worldwide as a **technology-friendly environment for local and international drone companies to test their solutions**. Since then, UNICEF, with its partners, has been using drones for a wide range of different applications in Malawi – from **delivering medical commodities to collecting aerial imagery for predictive analytics**.

To seize the opportunities offered by drone and data technology, it quickly appears that not only Malawi but also the whole African continent **lacked qualified and skilled personnel needed**. To respond to the skills deficit, UNICEF established the first **African Drone and Data Academy (ADDA)** officially launched on January 13, 2020. Funded by UNICEF and implemented by the [Virginia Polytechnic Institute and University \(Virginia Tech\)](https://www.virginia.edu/), this first-of-its-kind educational effort aimed at **providing African youth with drone, data, and entrepreneurship skills to strengthen the drone ecosystem for more effective humanitarian response and to respond to development needs in health**,

¹⁷ Ref: “Draft Malawi Country Office Innovation and T4D Strategy 2024-2028” 10/2023, UNICEF

¹⁸ Innovation in the Malawi UNICEF country office “Matching Today’s Challenges with Tomorrow’s Solutions” <https://www.unicef.org/malawi/innovation->

¹⁹ “By youth and for youth: Designing solutions to the pandemic” <https://wdo.org/by-youth-for-youth-designing-solutions-to-the-pandemic/>

agriculture and the environment among others. More specifically, Virginia Tech developed the curriculum that combines **theoretical and practical methods** (combining online and presential trainings based in Malawi) for making, testing, and flying drones in addition to analyzing data from drone imagery. The first Certificate Of Drone and Data Technology Level 1 (CDDT 1) is an online program conducted over the course of five to six weeks, open to citizens of African countries. The first level focuses more on theoretical aspects of aeronautical engineering, regulation and GIS processing. After the students complete the first level they can continue to the second level (CDDT 2) which incorporates more practical aspects such as building drones, doing flight manoeuvres and flight tests. The CDDT 2 takes place in-person in Malawi over the course of five weeks²⁰.

Initially implemented over four years, Virginia Tech has been partnering with the **Malawi University of Science and Technology (MUST)** to ensure that the accreditation of the certificate and master's degree is of international standards and approved and recognized by the Government of Malawi and the Malawi Department of Civil Aviation. Additionally, in 2022, the Academy, in conjunction with MUST, has been evolving to adapt the curriculum **to build local capacity and a favorable ecosystem** so that sustainable business models for using drones and data for development can emerge. Finally, ADDA has transitioned to local custodianship from 2023 in that MUST is the lead implementer of the academy in order to ensure **local ownership, knowledge transfer and cost reduction**.

ADDA was initially led by **UNICEF Innovation Unit** but as it also holds a strong educational component it also received support from **UNICEF Education Section**, especially considering that one of the objectives of the programme is to **impart 21st Century skills to young people**. The **UNICEF Community Development and Resilience team** has also collaborated with the Innovation Unit with regards to ADDA, particularly around the use of drones in emergencies.

In conclusion, the ADDA has injected *"energy and innovation into multiple social sectors through its cadre of young entrepreneurial professionals who have become agents of positive change throughout the region"*²¹. So far, a total of **3.473 students have enrolled out of which 1.337 have graduated** from the available five courses, **55% of them being females**. Altogether, the ADDA alumni span **31 African countries**. This is also attested to by the fact that over **10 start-up companies** have been developed as a direct result of graduation from ADDA, and they are delivering services in a wide range of sectors^{22,23}.

Finally, some initiatives under ADDA program, have been recently implemented or are about to be implemented and are relevant to be highlighted:

- Operationalization of the **Incubation Centre** (2024) that will focus on entrepreneurship and skills building agenda.
- **The ADDA Junior Academy** that focuses on adolescents from 12-18 years old and that aims at enhancing their interest in STEMs and creative thinking.

Additionally, we can mention the future organisation of the **Youth Innovation and Stakeholder Engagement**, together with the Ministry of Education (public and private sector) aimed at creating an enabling environment to scale up youth innovation efforts, including activities like ADDA, across sectors and agencies.

²⁰ <https://www.adda.outreach.vt.edu/courses.html>

²¹ *How Malawian youth with 21st-century skills are creating a more climate-resilient future*, Unicef, 2023.

²² Youth Empowerment and Social Innovation, Stakeholder Engagement Concept Note: Scaling up the impacts of African Drone and Data Academy (ADDA) , Developed by: Postar Chikaoneka, Programme Specialist (ADDA) at UNICEF Malawi Country Office

²³ ADDA graduate start-up - Wind Ride Aeros - <https://www.unicef.org/innovation/stories/adda-memory-sadira>

3. PURPOSE OF THE EVALUATION

3.1 Main objectives of the evaluation

The primary purpose of the formative evaluation is to **measure if and to what extent the key interventions are contributing to achieving planned outcome results and what changes could be done to maximize the outcomes and effectiveness of the Youth and Learning Innovations portfolio**. The evaluation conducted will aim at assisting UNICEF Malawi Country Office and its partners and stakeholders in **strategic learning and decision-making on the Youth and Learning Innovation portfolio, focusing on ADDA** by informing the programme for early course corrections and programme improvement in the 2024- 2028 country programme cycle.

Additionally, this evaluation is part of the evidence-generation exercises supporting the transition-to-scale phase of ADDA Malawi commencing in 2024. ADDA is envisioned to be more strategically aligned with both the **Human Capital Development Pillar** of the first phase of the **Malawi Implementation Plan (MIP 1) for Vision 2063** and **UNICEF new CPD's key country outcomes**, by contributing to the definitive approach to strengthening Science, Technology, Engineering, Mathematics (STEM) and innovation as a core strategy on improving the quality of learning²⁴.

Among other things, the evaluation team will:

- generate evidence that will inform the continuity, sustainability (financial and program) and/or scalability of activities under the Youth and Learning Innovation portfolio.
- formulate recommendations on how to drive Youth Innovation and 21st century skills building through ADDA and beyond ADDA.
- assess the contribution of ADDA towards improving the lives of children and young people in Malawi through the innovative application of drone technology.

The specific objectives of this evaluation are as follows:

- a) To assess the relevance, effectiveness, coherence, efficiency and sustainability of the Youth and Learning Innovation portfolio, with a specific lens on ADDA, for young people and children in Malawi;
- b) To gauge ADDA's contribution in providing direction and supporting UNICEF MCO, the Government, and other stakeholders' multi-hazard preparedness and response to emergencies and disasters;
- c) To assess the contribution of ADDA and relevant Youth and Learning Innovation activities to the achievement of goals and strategic objectives as outlined by the Theory of Change proposed by the team in the Annex C, based on the documents provided by the office for evaluation purposes (no comprehensible programme ToC was developed during ADDA's establishment);
- d) To examine and analyze the current external ecosystem around ADDA and Youth and Learning Innovation portfolios (public and private partners and social innovation scene);
- e) To identify specific bottlenecks and refinements needed to enhance the impact of ADDA and Youth and Learning Innovation portfolio;
- f) To document lessons to inform systematic evidence-based planning of Youth and Learning Innovation portfolio's strategy, partnerships and activities in the Least Developed Countries (LDC's) in Africa (using ADDA in Malawi as an example);

24 - Youth Empowerment and Social Innovation, Stakeholder Engagement Concept Note: Scaling up the impacts of African Drone and Data Academy (ADDA) , Developed by: Postar Chikaoneka, Programme Specialist (ADDA) at UNICEF Malawi Country Office

g) To provide recommendations for the cornerstones of an effective resource mobilization toolkit for ADDA taking into account global funding and programme support trends.

The evaluation will play an important part in supporting ADDA's learning and scale-up objectives:

- **Strategic Learning:** to inform and influence UNICEF and the ADDA programme implementation team to adapt and improve programme delivery. The evaluation will thus inform the implementation of the UNICEF Malawi Country Programme 2024-2028. It will also inform the implementation of the UNICEF Malawi Country Innovation Strategy which has been discussed between the Innovation Unit and the Programme Sections with inputs from the Regional Office. It will additionally inform the organization's orientation towards innovation as a strategy to accelerate youth empowerment, learning outcomes as well as solving persistent issues more quickly and effectively for children in Malawi and the wider region and in the least developed economies in general. The findings from this evaluation will be communicated to government, policy makers, partners, donors, service providers and will be placed in the public domain and/or published on UNICEF websites;
- **A Scalability Assessment:** analyzing and synthesizing findings to generate evidence that will inform the continuity, sustainability and/or scalability of activities under the Youth and Learning Innovation portfolio, a key portfolio under the Innovation Section in the next country programme cycle. UNICEF would also like to receive recommendations on how to drive Youth Innovation and 21st century skills building through ADDA and beyond ADDA. The evaluation will test the extent to which the programme's interventions have established the pre-conditions for scaling up;
- **Review, unpack and test the validity of the current ToC and its underlying assumptions** Evaluators will thoroughly examine the reconstructed ToC (as provided in in Annex C) and will assess project contribution to achieving expected outcomes. Throughout the evaluation process, assumptions will be assessed and validated. As explained in Annex C the ToC includes 3 primary domains that will be assessed:
 - The first strategic domain revolves around providing education and capacity building mainly through ADDA programme. This comprehensive approach aims to contribute to increase the experiential learning, skills and employment opportunities of post graduate students and entrepreneurs, including girls, on drone technology and analysis of geospatial data (Outcome 1).
 - The second strategic domains centers on strengthening institutionalization seeking to fortify the institutional capacity of local training institutes, ensuring the long-term and sustainable deployment of drone technology (Outcome 2).
 - The third strategic domain centers on facilitating an innovative commercial service, with a specific focus on ADDA and other projects within the Youth and Learning Portfolio. The scope extends to innovative services in areas such as climate change, health emergencies, and COVID-19 response.**Short Report and Policy brief:** a short summary of the evaluation with all the key aspects related to programme improvement and policy direction.

3.2 Stakeholder analysis

While the stakeholder list provided in the Terms of Reference is extensive, the evaluation team undertook some further work on the **stakeholder 'map'** during the inception phase, including discussions with UNICEF management and programme staff in a process of identification, confirmation and detailing.

The following key stakeholders were interviewed during the inception phase to:

- Get a complete overview of ADDA's main achievements, constraints and challenges;
- Complement the stakeholder mapping in preparation for the data collection phase;
- Better understand the evaluation's expectations and scope.
- Understand learning priorities.

Table 1 - Stakeholders consulted during the inception phase

Stakeholder type	Office/ Institution	Positions
UNICEF MALAWI	Innovation Team / UNICEF Malawi Country Office (MCO)	Innovation Specialist
	Programme Specialist	Sustainable Innovation and Development Specialist (Former project manager for ADDA)
	Innovation Team / UNICEF Malawi Country Office (MCO)	Innovation Specialist Drones and Data; Managing the Drone and Data Portfolio
	Humanitarian Assistance and Resilience / UNICEF Malawi Country Office (MCO)	Chief Community Development and Resilience (CDR)
	UNICEF Malawi / CDR Team	<ul style="list-style-type: none"> - Emergency Specialist - Social Behaviour Change Manager - Local Governance and Decentralization Program Specialist - Junior Emergency Information Management Associate
	UNICEF Malawi / Education Team	<ul style="list-style-type: none"> - Chief Education
	UNICEF Malawi Leadership	<ul style="list-style-type: none"> - Deputy Representative/ Responsible of Programs
UNICEF REGIONAL OFFICE	UNICEF Regional Office/ Eastern and South African Unit/ Innovation Team	<ul style="list-style-type: none"> - Regional ADDA Manager / Impact YOMA (Youth Market) Lead
ACADEMIA	Malawi University of Science and Technology & ADDA	<ul style="list-style-type: none"> - Vice Chancellor - Senior Lecturer in Sciences & ADDA Coordinator

The stakeholder mapping process has focused on:

- Ensuring completeness of the list of stakeholders, as a way of bringing a further level of triangulation to the evaluation's findings. This process is ongoing.
- Ensuring categorisation by type of stakeholder.
- Ensuring correctness of the stakeholder map – including addressing duplication of names or missing names.
- Ensuring a cross-section of stakeholders, including a gender balance. This process will continue throughout the field research phase.
- Gathering all appropriate contact details and constraints, to facilitate the evaluation's enquiry processes during the field research phase. Given this complexity, it is likely these processes will continue throughout field work.

The full list of stakeholders provided by UNICEF and expanded during the inception phase is available in [ANNEX D: LIST OF STAKEHOLDERS](#) proposed for contact through the evaluation which will be further updated through the data collection phase. The categorisation of types of stakeholders are defined in the stakeholder list as follows:

Table 2 - Stakeholders and Roles

TYPE OF STAKEHOLDER AND DESCRIPTION	CATEGORY OF STAKEHOLDER	STAKEHOLDER ROLES
UNICEF MALAWI Innovation Unit Education Unit CDR Unit Health Unit Programme Planning and Monitoring	UNICEF - Primary entity	<ul style="list-style-type: none"> - Strategic planning and guidance for sector - Technical and operational support to primary duty-bearers - Contracting and oversight of implementation support agencies - Assist in securing finance for the sector. - Advocacy for sector investment

TYPE OF STAKEHOLDER AND DESCRIPTION	CATEGORY OF STAKEHOLDER	STAKEHOLDER ROLES
WASH Team Disaster Risk Reduction Nutrition Unit UNICEF REGIONAL OFFICE		<ul style="list-style-type: none"> - Strengthening the evidence-based response - Strengthen intersectoral nature of programming
GOVERNMENT COUNTERPARTS Ministry of education DoDMA (GoM, Department of Disaster Management Affairs) Central Government Department of Civil Aviation Emergency Operations Ministry of Transport and Public Works Department of Climate Change and Meteorological Services Department of Water Resources Department of Science, Technology and Innovation Ministry of Health President's Office of Innovation and Creativity etc.	Public Sector - Primary entity Duty-bearer	<ul style="list-style-type: none"> - Responsible for coordination of education policies, school curricula, teacher training, and educational standards - Responsible for improving and safeguarding the quality of lives of Malawians especially those that are vulnerable to and affected by disasters and for coordinating and directing the implementation of disaster risk management programmes in Malawi. - To regulate and facilitate the development of a safe efficient, effective and sustainable air transport industry in Malawi.
ADDA IMPLEMENTING TEAM Instructors	Academia - Primary entity Duty-bearer	<ul style="list-style-type: none"> - In charge of the provision of the trainings for national and international students.
ACADEMIA Virginia Tech Malawi University of Science and Technology Furman University MUBAS?	Academia - Primary entity – Duty-bearer	<ul style="list-style-type: none"> - Program founder (Virginia Tech) - Leader of the implementation of ADDA - Curriculum Design - Accreditation of the certificate and master's degree
DONORS GIZ ARM	Other UN Agencies, donor partners and international organisations - Secondary entity Duty bearers	Project funding
UN AGENCIES AND OTHER INTERNATIONAL ORGANISATIONS UNDP ²⁵ FAO WFP ²⁶ World Bank ICRC USAID ²⁷	Other UN Agencies, donor partners and international organisations - Secondary entity Duty bearers	UN Agencies and international organizations involved in similar initiatives and in entrepreneurship programs in the country.
STUDENTS AND GRADUATES BENEFICIARIES Students and graduates Parents and family Communities	Students & Parents and Care Givers Primary entity Secondary entity	Direct beneficiaries, users of the skills post training.

²⁵ UNDP Growth Accelerator supports drone initiatives - <https://www.undp.org/malawi/news/growth-accelerator-malawi-cohort-6-officially-unveiled>

²⁶ UN agencies working with drones in Malawi - [https://reliefweb.int/report/malawi/drone-images-help-farmers-predict-crop-yields-malawi#:~:text=The%20UN%20agencies%20involved%20in,World%20Food%20Programme%20\(WFP\).](https://reliefweb.int/report/malawi/drone-images-help-farmers-predict-crop-yields-malawi#:~:text=The%20UN%20agencies%20involved%20in,World%20Food%20Programme%20(WFP).)

²⁷ UN agencies and international organization working with drones in Malawi - <https://www.unicef.org/innovation/AfricanDroneAcademy>

TYPE OF STAKEHOLDER AND DESCRIPTION	CATEGORY OF STAKEHOLDER	STAKEHOLDER ROLES
	– Rights holders	
PRIVATE SECTOR National and international companies Start-ups	Private Sector – Secondary entity Duty bearers	<ul style="list-style-type: none"> - Users of ADDA’s services - Entrepreneurs (ex ADDA’s graduates) - Start-ups such as Globhe, Wingcopter, Swoop Aero etc. - Companies that collaborate/partner with ADDA

4. SCOPE OF THE EVALUATION

Programmatically, this evaluation will focus on the ADDA programme. However, **1) the key Youth and Learning Innovation activities contributing to educational outcomes and that aim to support and enhance the skills of young people**, piloted and implemented by UNICEF between 2019 and 2023 will also be reviewed as well as **2) UNICEF Programs collaborating with young people to drive innovation for their communities** **3) UNICEF Programs and initiatives with collaborative dynamics with ADDA** and that have an impact on other relevant sectors (environment and climate change, humanitarian aid, agriculture etc).

With the agreement of the UNICEF, the following projects will be considered (non-exhaustive):

Covid-19 Youth Innovation Challenges	Innovation programs contributing to education's outcomes for young people (besides ADDA)
Innovation/21st Century Skills Building	
Junior Academy	Programs collaborating with young people to drive innovation for communities
Humanitarian Drone Testing Corridor and Humanitarian Drone Medical Delivery	
Rapid Drone Response Unit	
Flood Modeling (aerial imagery collection for flood modelling and early warning systems in Northern Malawi)	

Geographically, the evaluation team will mainly work in **Thyolo** (at Malawi University of Science and Technology) and **UNICEF Country Office in Lilongwe**, however, overall, the evaluation will have a **national and multi-country scope** as the ADDA students and graduates come from Malawi and other countries in the region.

The **temporal scope** of the evaluation will encompass the period from **2019-2023**, resulting in a total duration of around four years.

Finally, the evaluation will assess **relevance, coherence, effectiveness, efficiency, and sustainability** of UNICEF's relevant interventions in Malawi. Although the analysis will cover the UNICEF units and portfolios (Innovation Unit, Education Unit, Youth and Learning Innovation Portfolio, Drone and Data Portfolio, Technology for development and digital innovation technology Portfolio, Disaster Risk Reduction, CDR team, WASH, among others) it will try to also identify crosscutting aspects of ADDA interventions.

5. USERS OF THE EVALUATION

The evaluation will have **multiple users** who will benefit from the findings and recommendations of the evaluation, including the following: (i) UNICEF management and staff working in education, innovation, drones and data, disaster risk reduction, climate change, WASH etc.; (ii) other UNICEF offices in neighbouring countries; (iii) National higher education institutions; (iv) Government, ministries and their partners; among others. Users and uses of the evaluation are further detailed in the following table.

Table 3 - Evaluation intended Users and Uses

USERS OF EVALUATION	INTENDED USE OF THE EVALUATION
Primary	
<p>UNICEF MALAWI: Innovation Unit, Education Unit, CDR team, Health Unit, Programme Planning and Monitoring, WASH Team, Disaster Risk Reduction, among others.</p>	<ul style="list-style-type: none"> • Measure and understand how ADDA is contributing to achieving the planned outcome results, and what changes can be done to maximize the outcomes and effectiveness. • Understand how ADDA contributes to UNICEF’s Country Programme and overall country office outcomes. • Assess how and to what extent the programme is aligned with UNICEF’s vision, strategy, programming, and other sections’ needs. • Establish linkages to global UNICEF Strategies and Programmes. • Assess the impact of the programme on the personal growth of the participants, their communities, and the country. • Ensure ADDA is aligned with government goals and needs. • Understand how ADDA contributes to government priorities. • Understand how partners assess ADDA’s impact in Malawi and how they see the students contributing to SDG, drone delivery, mapping sector etc. • Improve the Theory of Change and implications for Education, Innovation, Disaster Risk Reduction, Health, Country Programming (CP) and Sector Programming (SP). • Assess the emergency preparedness and response capacity of ADDA and provide recommendations on how to streamline and strengthen it. • Provide insights and recommendation on the potential of scaling-up of ADDA in the country and beyond. • Provide insights and recommendation on the sustainability of such a program and more specifically on possible financing/funding options and partnerships. • Provide evidence and advocate for the benefits of strengthening 21st century skills and mobilizing resources to sustain and scale-up initiatives such as ADDA. • Through the assessment of ADDA and its collaborative dynamics with other projects provide recommendations for the YLIP on how to drive the youth innovation agenda in Malawi. • Provide insights and recommendation on how to make the program more inclusive and accessible for the most marginalized persons.
<p>UNICEF REGIONAL OFFICE AND OTHER UNICEF COUNTRY OFFICES THAT ARE EXPLORING IMPLEMENTING PROGRAMMES LIKE ADDA:</p>	<ul style="list-style-type: none"> • Document lessons learned and best practices to inform systematic evidence-based planning of YLIP’s strategy, partnerships and activities in the Least Developed Countries (LDC’s) in Africa. • Mainstream good practices identified during the evaluation into the next

USERS OF EVALUATION	INTENDED USE OF THE EVALUATION
CO Ethiopia, CO South Africa, CO Nepal, CO Ivory Coast, CO Nigeria, etc.	phase of ADDA in Malawi and future ADDA programmes in other countries.
ACADEMIA: Malawi University of Science and Technology, Virginia Polytechnic Institute and State University, Furman University, potential partners from other national and international education institutions.	<ul style="list-style-type: none"> • Advocate for increased investment in the sector, including national budget reallocation and fundraising efforts from donors. • Learn from best practices and create cross-learning and knowledge sharing incentives for other institutions. • Evaluate areas of improvement; assess whether the current training curriculum responds to national priorities and needs. • Assess how the transfer of ownership from UNICEF to MUST will be perceived, and what potential impact it might have. • Assess what the primary challenges and bottlenecks are for local custodianship of ADDA and explore ways to overcome them. • Provide insight on how to expand partnerships with other national and international academic institutions. • Provide insight on sustainability strategies that are context specific to Malawi.
GOVERNMENT OF MALAWI: Central Government Department of Civil Aviation, Ministry of Education, DoDMA, Emergency Operations Centre team, Ministry of Transport and Public Works. Department of Climate Change and Meteorological Services Department of Water Resources Department of Science, Technology and Innovation Ministry of Health President's Office of Innovation and Creativity	<ul style="list-style-type: none"> • Strengthen cross-sector participation and understanding of convergent cross-sectoral planning and implementation of unmanned aerial vehicle policies across various ministries. • Influence programme design and implementation, support advocacy and increased engagement of potential donors. • Improve ADDA implementation, advocacy and fund-raising efforts, especially for interventions at the community level. • Build on the lessons learned during the evaluation to strengthen the advocacy strategy with technical partners, territorial and devolved administrations. • Provide direction and support to government counterparts on ADDA's contribution to multi-hazard preparedness and response to emergencies and disasters, as well as agriculture, environmental protection, medical supply delivery etc. • Provide recommendations on the ways in which ADDA can be mainstreamed, how it can be sustained and incorporated into the government budgetary priorities and school curriculum. • Key use-cases (beyond preparedness/response agriculture, environmental protection etc) in the sectors where UNICEF has a mandate. • Gather documented evidence to show the impact of this kind of initiative.
Secondary	
SECONDARY AUDIENCES: Schools, pedagogical institutes, and other service providers.	<ul style="list-style-type: none"> • Inform institutions regulations, policies, planning, and programming on areas of collaboration with UNICEF for local capacity development and context-specific programme implementation strategies. • Share insights about the anticipated improvements and refinements of UNICEF ADDA programming in Malawi. • Advocate for increased investment in 21st century skills building and frontier technology, with a special focus on the advantages of starting from an early age. • Improve community-level framework conditions for ADDA.

USERS OF EVALUATION	INTENDED USE OF THE EVALUATION
UN AND OTHER INTERNATIONAL PARTNERS	<ul style="list-style-type: none"> • Advocate for increased investment in 21st century skills building including international organization and other partners. • Raise awareness on the contributions made by UNICEF’s ADDA Programme to the overall UN programming in Malawi. • Provide evidence of successful interventions, such as ADDA, for which increased funding is needed to sustain, improve or scale-up. • Provide insight on potential intersections between ADDA and initiatives led by other development agencies, including UN agencies, and advocate for greater collaboration. • For Donors: Learn and ensure accountability towards their constituencies on their support to UNICEF’s ADDA and YLIP more generally, in order to make informed strategic decisions on possible future continuation of support.
RIGHTS HOLDERS AND DUTY BEARERS	<ul style="list-style-type: none"> • Increase awareness of UNICEF’s areas of work related to youth, learning and innovation activities in Malawi, as well as the opportunities for meaningful engagement in setting priorities for programming activities and initiatives that relate to them. • Gather documented evidence to show the multilevel impact of this kind of initiative. • Share feedback based on personal experiences, which will lead to the identification of best practices/areas for improvement and recommendations.

6. EVALUATION CRITERIA AND QUESTIONS

The following table describes the **proposed questions included in the TOR according to each criterion, the changes proposed by the evaluation team, as well as the reasons behind those changes**. The evaluation questions are structured in accordance with **OECD-DAC criteria**.

Table 4 - Comments to the Evaluation Questions and Suggested Additions and Reorganisation

EVALUATION CRITERIA	QUESTIONS INCLUDED IN THE TOR	CHANGES	REASON FOR CHANGES
RELEVANCE	1 To what extent ADDA and its programmes are in line with the government's relevant policies and programmatic priorities for the innovation agenda in Malawi? How well does the ADDA fit into the national policies, government priorities and UNICEF programme priorities in Malawi?	1. To what extent ADDA and its programmes design and implementation are in line with the government's relevant policies and programmatic priorities for the innovation agenda in Malawi? How well does the ADDA fit into the national policies, government priorities and UNICEF programme priorities in Malawi?	Provided some changes to cover not only design and implementation of the project
	2 To what extent are the activities undertaken as part of UNICEF Malawi's Youth and Learning Innovation portfolios particularly ADDA relevant to the national priorities and the needs of young people, both boys and girls, including those with disabilities and other vulnerabilities, in Malawi?	2. Propose to delete this question	This question will be answered responding to question number 1 and 3 of the ToR
	3 How well did the programmes' executions meet the needs of young people, both boys and girls, including those with disabilities and other vulnerabilities, in Malawi?	3. Modified: How well did the programmes' design and executions meet the needs of young people, both boys and girls, including those with disabilities and other vulnerabilities, in Malawi?	The question has been modified to also analyse the design of the programme
COHERENCE	4 How good are the synergies and interlinkages among the ADDA partners (both UN and government) on this and other related programmes? Were the various internal and external coordination mechanisms established relevant to the specifics of ADDA? What are the major challenges of coordination and why did they occur among the partners? Are there any aspects of the ADDA that conflict with other UNICEF programmes?	4. Modified: How good are the synergies and interlinkages among the ADDA partners (UN, government, private sector and academia) on this and other related programmes? Were the various internal and external coordination mechanisms established relevant to the specifics of ADDA? What are the major challenges of coordination and why did they occur among the partners? Are there any aspects of the ADDA that conflict with other UNICEF programmes?	We wanted to add universities as well and private sector.
	5 What is the role and relationship of ADDA with other actors 'interventions? What is the extent of partnership, coordination, and complementarity with the interventions of the Malawi government and other relevant actors? Are there any aspects	5. Added subquestion: What were the strengths and gaps in achieving coherence and adding value while avoiding duplication of efforts in the domain of use of drones to support emergencies in the country? Added subquestion: To what extent UNICEF Malawi and	Questions added to further enrich collected data to help in the analysis

EVALUATION CRITERIA	QUESTIONS INCLUDED IN THE TOR	CHANGES	REASON FOR CHANGES
	<p>of operation that conflict with the interventions of one-UN programming or other actors?</p>	<p>its partners collaborate and work effectively together? To what extent could UNICEF Malawi lead the innovation agenda in the country while considering other partners' work on the same? How well were partnerships established with the UN, government, and private sector to strengthen innovations in the country? Added subquestion: To what extent current drone regulations facilitate effective delivery of drone-focused educational courses/trainings and certificates in Malawi”?</p>	
	<p>6 What were the strengths and gaps in achieving coherence and adding value while avoiding duplication of efforts in the domain of use of drones to support emergencies in the country?</p>	<p>6. Included as a subquestion</p>	<p>Included as a subquestion of question number 5 of the ToR</p>
<p>EFFECTIVENESS</p>	<p>7 What actual outcome level results were achieved against planned results as outlined in the results matrix and against key performance indicators? Were there any differentiated results across groups e.g. women, girls, boys, adolescent and youth, persons with disabilities, refugee children, urban/rural etc.?</p>	<p>7. Added subquestion: What processes have enabled or hindered the achievement of outcomes? Is the program designed to be inclusive and accessible? Added subquestion: How satisfied or dissatisfied were the beneficiaries (i.e. graduates, both males and females) with the support they received under this project? How successful they were in using it for career development? Were there any differentiated results across groups e.g. women, girls, boys, adolescent and youth, persons with disabilities, refugee children, urban/rural etc.? Added Subquestion: What factors affect the pace and quality of implementation, and how can these be mitigated Added subquestion: What type of skills/competencies the graduates (and other stakeholders) think were missing (or wish that it was added to the ADDA curriculum)?</p>	<p>Questions added to further enrich collected data to help in the analysis.</p>
	<p>8 To what extent does ADDA contribute to equipping young people, both boys and girls, including those with disabilities and other vulnerabilities in Malawi and the African region with necessary technical skills in strengthening the drone ecosystem for more</p>	<p>8. Added subquestion: to what extent are the intervention(s) scalable? What were the key drivers and barriers?</p>	<p>Scalability question added.</p>

EVALUATION CRITERIA	QUESTIONS INCLUDED IN THE TOR	CHANGES	REASON FOR CHANGES
	effective and equitable humanitarian and development response in respective countries?		
9	To what extent was the programme able to develop local capacities in the sector and how did these contribute to the achievement of outcome-level results?	9. No change proposed	
10	What processes have enabled or hindered the achievement of outcomes? Did the programme also include any provisions for young people with disabilities	10. Included as a subquestion	This question will be included as a subquestion of question number 7 of the ToR
11	What evidence is available to ascertain that the activities are effectively implemented?	11. Deleted question	This question is implicit in the whole evaluation process as effectiveness and other evaluation questions can only be answered based on evidence
12	How satisfied or dissatisfied were the beneficiaries (i.e. graduates, both males and females) with the support they received under this project? How successful they were in using it for career development? Were there any differentiated results across groups e.g. women, girls, boys, adolescent and youth, persons with disabilities, refugee children, urban/rural etc.?	12. Included as a subquestion	This question will be included as a subquestion of question number 7 of the ToR
13	To what extent UNICEF Malawi and its partners collaborate and work effectively together? How well do UNICEF Malawi Innovation Unit and the programme sections collaborate and work together?	13. Moved first question to coherence and moved second question in efficiency	First question relates more into the coherence section. Second question is more related to efficiency
14	To what extent could UNICEF Malawi lead the innovation agenda in the country while considering other partners' work on the same? How well were partnerships established with the UN, government, and private sector to strengthen	14. Added as a question in coherence section (number 5)	The question is more related to the coherence criteria

EVALUATION CRITERIA	QUESTIONS INCLUDED IN THE TOR	CHANGES	REASON FOR CHANGES
	innovations in the country?		
EFFICIENCY	15 Have the ADDA programme activities been executed on time, in expected quantity and quality standards?	15. No change proposed.	
	16 Have resources (funds, human resources, time, expertise, etc.) been allocated strategically to achieve the intended outcomes?	16. Added subquestion: What are the most suitable arrangements regarding appropriate resource requirements – time, human, financial, technical and support services? Added subquestion: To what extent has the allocation of resources by UNICEF in the programs been appropriate to the beneficiaries, including both boys and girls and the marginalized youth? Added subquestion: How efficient was UNICEF in providing the required support to partner organizations/departments; How efficient were the procurement processes? To what extent partnership modalities were adequate and efficient?	Questions added to further enrich collected data to help in the analysis.
	17 To what extent has the allocation of resources by UNICEF in the programs been appropriate to the beneficiaries, including both boys and girls and the marginalized youth?	17. Added as a subquestion	Subquestion of question number 16 of the ToR
	18 How efficient was UNICEF in providing the required support to partner organizations/departments?	18. Added as a subquestion of question number 16 of the ToR	WE have put together these two questions as they can be responded together
	19 How efficiently have time and resources been managed to achieve outputs?	19. Deleted question	This question is very similar to question number 16 and 17
	20 What factors affect the pace and quality of implementation, and how can these be mitigated	20. Included as a subquestion of question number 7 of the ToR in effectiveness criteria	This question will be included as a subquestion of question number 7 of the ToR
	21 Was the program implemented most efficiently compared to alternatives (cost analysis)?	21. No change proposed	
22 What are the most suitable arrangements regarding appropriate resource requirements – time, human, financial, technical and support services?	22. Added as a subquestion of question number 16 of the ToR	It's very related to question number 17	

EVALUATION CRITERIA		QUESTIONS INCLUDED IN THE TOR	CHANGES	REASON FOR CHANGES
	23		23. Added question: How well do UNICEF Malawi Innovation Unit and the programme sections collaborate and work together?	This question has been moved from effectiveness to efficiency as its more appropriate to be answered here
ORIENTATION OF IMPACT	24	To what extent in which ways the Youth and Learning outcomes can be attributed to the programme?	24. No change proposed	
	25	In what ways has the program been successful in empowering young people, both boys and girls and the marginalised, including those with disabilities, in Malawi?	25. Added subquestion: How many young people, girls and boys, and children with disabilities and other vulnerabilities, have benefitted (and in what way) so far from the ADDA programme? Has the intervention contributed to equitable participation/ reach and benefits to various groups, including those from vulnerable settings?	Questions added to further enrich collected data to help in the analysis.
	26	To what extent has the ADDA impacted access to drone technology and related data for average Malawian youth for entrepreneurship in the field?	26. No change proposed	
	27	How many young people, girls and boys, and children with disabilities and other vulnerabilities, have benefitted (and in what way) so far from the ADDA programme? Has the intervention contributed to equitable participation/ reach and benefits to various groups, including those from vulnerable settings?	27. Included as a subquestion Added Question: Were there any unintended (positive or negative) effects of the intervention(s)?	We find that this question is related to question number 24 of the ToR
SUSTAINABILITY	28	How conducive is the political, economic, and technological environment to continue with the ADDA programme and intended results?	28. No change proposed	
	29	How effectively has the ADDA programme built national ownership and capacity?	29. No change proposed	
	30	To what extent can the benefits of the ADDA programme continue after the funding ceases?	30. Added subquestion: Which capabilities, investments, partners and management systems would need to be improved or introduced in order to ensure sustainable impacts?	Questions added to further enrich collected data to help in the analysis.

EVALUATION CRITERIA	QUESTIONS INCLUDED IN THE TOR	CHANGES	REASON FOR CHANGES
		<p>Added sub question: What strategies for sustainability have been adopted and how effective these have been?</p> <p>Added subquestion: What are the key bottlenecks to sustain and scale up the outcomes of this programme? How to overcome them?</p> <p>Added subquestion: Which capabilities, investments, partners and management systems would need to be improved or introduced in order to ensure sustainable impacts?</p> <p>Added subquestion: To what extent has the programme complemented and contributed to the work of other stakeholders in the sector?</p>	
31	What strategies for sustainability have been adopted and how effective these have been?	31. Included a subquestion	Added a subquestion of question number 29 of the ToR
32	Which capabilities, investments, partners and management systems would need to be improved or introduced in order to ensure sustainable impacts?	32. Included as a subquestion	Added a subquestion of question number 29
33	What are the key bottlenecks to sustain and scale up the outcomes of this programme? How to overcome them?	33. Included a subquestion	Added as a subquestion of question number 29 of the ToR
34	In which ways has the learning from ADDA and Youth and Learning Innovation activities been integrated with UNICEF programming to ensure long-term, sustainable and scaling up of similar programmes?	<p>34. Questions added based on scalability assessment tool (SAT):</p> <p>Is the model credible (credibility)?</p> <p>How observable are the model's results?</p> <p>How relevant is the model to potential adopters?</p> <p>Relative advantage: Does the model have relative advantage over existing practices?</p> <p>How easy is the model to transfer and adopt?</p> <p>How testable is the model?</p> <p>Is there a sustainable source of funding?</p>	

After careful consideration of the overarching evaluation questions, the evaluation team has tried to **reduce evaluation questions and have added some of the questions proposed in the ToR as a sub questions**. The evaluation matrix ([ANNEX B: EVALUATION MATRIX](#)) will include other evaluation sub questions proposed to each evaluation question. These sub-questions have been developed to encompass the essential dimensions identified as pertinent to each evaluation question. By aligning with these dimensions, the design of the sub-questions ensures a comprehensive examination of the subject matter.

It is crucial to highlight that the **final evaluation questions (EQs) and sub-questions outlined in this report have been closely linked to the Theory of Change (ToC)**. This linkage is accompanied by clear rationale and hypotheses, aimed at providing well-founded and evidence-based answers. By connecting the EQs and sub-questions to the ToC, the evaluation process aims to offer valuable insights and substantiated conclusions.

The inclusion of the sub-questions in the evaluation matrix serves as a strategic approach to address specific aspects of the evaluation's scope. By adopting this systematic framework, the evaluation team aims to gather comprehensive and focused data, ensuring a thorough analysis of UNICEF's contributions through Youth and Learning Innovations portfolio.

7. EVALUATION APPROACH AND METHODOLOGY

The evaluation follows a **theory-based approach** and make explicit the program's underlying theories and assumptions at the forefront of the evaluation process to help provide guidance and structure for the analysis. The theory-based approach will provide the basis to assess whether the **overall preliminary Theory of Change** of the on piloting ADDA is sound and coherent, as well as sufficiently comprehensive and systemic. It allows to analyse the core factors that did (and may continue to) affect the achievement of the programme's objectives. It also allows to investigate the interplay between **internal and external factors** that have helped, or not, bring about change to better understand the context from which outcomes have emerged and thus facilitate the identification of what contribution UNICEF and the various partners have actually provided to enable students to acquire essential 21st century skills, through the learning and building and piloting drones, understanding geographic information systems (GIS) skills, analysing drone data in a practical manner, and upon graduation applying these skills to solve various problems and face current social, environmental and economic challenges (e.g. digitalization, climate change, emergency response etc).

The theory-based approach aims to understand how the results reported within the ADDA project were achieved, which changes had happened as anticipated – and where change had not happened as planned. The preliminary ToC (included in **ANNEX C: THEORY OF CHANGE**) will be **revised and assessed against progress**, and along the evaluation the ET will seek validation from the main key stakeholders and evaluation users to ensure that the process is as participatory as possible. For that, the evaluation team will **revisit the assumptions and risks posited in the TOC** to help identify the bottlenecks and shortcomings. While the theory-based evaluation (as opposed to the impact evaluation) will rely exclusively on **monitoring and research data which is expected to be mostly qualitative**, the evaluation team will, as far as possible, draw on **quantitative data sources such as secondary institutional data** (from MUST or Virginia Tech) **or data from beneficiary survey to inform its analysis**.

The evaluation will focus on **lessons learned and good practices** and will try to identify and understand the possible barriers and challenges to accelerate the results of the ongoing implementation of ADDA interventions. The evaluation will thus inform the implementation of the UNICEF Malawi Country Programme 2024-2028. It will also inform the implementation of the UNICEF Malawi Country Innovation Strategy which has been discussed between the **Innovation Unit and the Programme Sections** with inputs from the **Regional Office**. It will additionally inform the organization's orientation towards innovation as a strategy to accelerate youth empowerment, learning outcomes as well as solving persistent issues more quickly and effectively for children in Malawi and the wider region and in the least developed economies in general.

A key objective of our evaluation is to generate evidence that will inform the sustainability and, **and scalability of activities under the Youth and Learning Innovation portfolio**, a key portfolio under the Innovation Section in the next country programme cycle.

Our approach to assessing the **scalability of interventions** is cross-cutting and incorporates all strands of our evaluation framework. Our recommendations for scaling interventions will be informed by our assessments of the relevance, effectiveness, impact, sustainability and efficiency (value for money) of interventions. The scale-up assessment will assess the extent to which the programme's interventions have established the pre-conditions for scaling up. This includes an assessment of the extent to which observed outcomes of the interventions might be scalable, and any challenges and/or enabling factors that might influence the feasibility and success of scale-up. It will also provide recommendations to ensure that resources can be realigned and mobilised to support replication. To do this, we will use both qualitative and quantitative research with stakeholders to assess ongoing challenges, enabling factors and the extent to which the changes anticipated have a sufficient constituency of support behind them to enable resources to be realigned and mobilised to support their continuity, replication and/or scalability. Across the strands of the evaluation, we will look for evidence of pre-conditions for scalability,

as informed by the **Scalability Assessment Tool (SAT)**. This tool helps to decide whether scaling up is a viable option, make assessments on how hard or easy that process may be, and identify ways to improve the scalability of interventions. It has seven key criteria:

1. **Credibility:** Is the model credible?
2. **Observability:** How observable are the model's results?
3. **Relevance:** How relevant is the model to potential adopters?
4. **Relative advantage:** Does the model have relative advantage over existing practices?
5. **Easy adoption:** How easy is the model to transfer and adopt?
6. **Testability and adaptability:** How testable is the model?
7. **Affordability:** Is there a sustainable source of funding?

This is a **formative evaluation** designed to **inform the development or improvement of future programming**. The formative approach intends to understand to what extent the interventions have been implemented and how they have been implemented, highlighting what has worked and what has not. This analysis will thus lead to the identification of the actual degree of synergy and complementarity among stakeholders and sectors, shedding light on the strengths and weaknesses emerging from the services and interventions of ADDA and other activities implemented. The findings, conclusions and recommendations from this evaluation will be communicated to government, policy makers, partners, donors, service providers and will be placed in the public domain and/or published on UNICEF websites.

The evaluation will follow a **mixed methods design**, which will allow the evaluation team to collect a wide array of diverse data from different sources. Mixing qualitative and quantitative methods ensures that a variety of perspectives is taken into consideration, which is fundamental in this multi-sectoral evaluation exercise. The primary data sources will be based on the evaluation questions included in the evaluation matrix presented in ANNEX B: EVALUATION MATRIX and related indicators.

Theory of change (ToC)

As mentioned above, the evaluation includes a **theory-based and utilisation focused approach**. As requested by the ToR, the **Theory of Change (ToC) of ADDA**, including its interactions with the **Youth and Learning Portfolio**, has been reconstructed based on the logic framework developed by the Country Office and the review of the available documentation of ADDA project and other projects related to the Youth and Learning Portfolio. (See [ANNEX C: THEORY OF CHANGE](#)).

With the draft, the ET has tried to draw out (make explicit) the **rationale, assumptions and risks** along the various pathways implied in UNICEF's Logic Model. The ongoing interrogation of the 'working TOC' aims to assess whether the **overall logic of ADDA and its interactions with other projects** is sound and coherent, whether it is sufficiently comprehensive and systemic, whether it is inclusive of all children, and to what extent it contributes to gender equality and/or gender transformative change. The ET will pay specific attention to the interplay between internal and external actors and factors that have helped, or not, bring about change. This in turn will assist identification of what can be considered as a reasonable assessment of the contributions made by UNICEF to change. The TOC will also help us identify any unintended changes (which may be positive or negative). We have also identified key risks within the TOC and will assess the overall approach to risk management/ mitigation actions during the evaluation.

The reconstructed ToC will be revised and assessed against progress, and along the evaluation the ET will seek validation from the main key stakeholders and evaluation users (UNICEF, Governments, academia, students, partners, etc.) to ensure that the process is as participatory as possible.

Equity - Gender and Social Inclusion – and a gender transformative lens

The evaluation will incorporate a **human right, disability, gender equality and equity-based approach** based on the UNEG guidelines and UNICEF guidelines and protocols²⁸. This means that the ET's approach will emphasise the rights, the participation and empowerment of women, girls and the most vulnerable groups in an equal way, to achieve results for everyone. We will assess the extent to which **social inclusion, human rights, disability-inclusive and gender equality-based approach has been incorporated in design and programming to meet the specific needs and interests of boys and girls, women and men**. The evaluation will specifically examine how far the interventions identified the different challenges faced by groups with various identities (sex, ethnicity, socio-economic status, disability etc.). For example, we will look at the extent to which projects were informed by a robust gender and inclusion analysis and was this analysis followed through the implementation cycle and monitoring and evaluation – and to what extent did the ADDA project challenge gender stereotypes and harmful norms – and promote opportunities, empowerment, and equal benefits to all girls and boys and all women and men.

Gender-transformative programming actively examines, questions and changes rigid gender norms and imbalances of power that disadvantage girls and women over boys and men. It aspires to **tackle the root causes of gender inequality and reshape unequal power relations**; it moves beyond individual self-improvement among girls and women towards redressing the power dynamics and structures that serve to reinforce gendered inequalities²⁹. To understand the extent to which UNICEF's actions were gender transformative we will look at how well they were able to engage and incorporate young girls into the programme to change the way they are taught, so that unjust gendered norms and attitudes are challenged through the programme.

The evaluation will employ a **comprehensive mixed methods approach** to address the expectations in the TORs. To that effect both primary and secondary sources of data to help generate quantitative as qualitative information will be used. Recognizing the need for rich contextual insights, the evaluation will place a deliberate **emphasis on qualitative methods**. This approach allows for the exploration and documentation of stakeholders' perspectives, offering nuanced causal explanations. Stakeholders' insights, drawn from qualitative information, will be instrumental in shaping strategic decisions for UNICEF Malawi Country Office and its partners in the realm of Youth and Learning Innovation. We are confident that our choice of qualitative methods and tools will complement available quantitative and qualitative data and bring the breadth and depth of insights necessary for a robust evaluation. Data collection methods and tools will be carefully designed to complement each other, facilitating triangulation and ensuring a well-rounded perspective to enhance reliability and validity of the findings. Data collection methods will include desk/literature review, qualitative and quantitative data collection methods and discussions with relevant stakeholders of all relevant age groups selected in a participatory and inclusive manner.

The evaluation approach will remain **participatory, and collaborative** as has been evident from the pre-inception engagements as we aim to promote this in all stages of the evaluation process. To this effect, different members of the UNICEF team have been consulted to understand their interests and expectations which will build on the findings and conclusions and the consequent “co-development” of recommendations. The evaluation team will remain open to feedback throughout the entire process and will strive to maintain an open communication flow with the client.

7.1 Key data sources and data Collection Methods

The evaluation will employ a **mixed methods approach** that best supports the attainment of the ToR objectives using a mixture of primary and secondary sources of data and quantitative as qualitative information.

²⁸ Specifically, UNEG Norms and Standards and Ethical Guidelines, UNICEF's Evaluation Policy, UNEG Guidance on Integrating Human Rights and Gender Equality in Evaluation, UN SWAP Evaluation Performance Indicators, UNICEF Procedure for Ethical Standards in Research, Evaluation, and Data Collection and Analysis, and UNICEF's Evaluation Reporting Standards.

²⁹ UNICEF 2021 <https://www.unicef.org/media/108881/file/Gender-transformative-accelerator-brief-2021.pdf>

Secondary sources – Desk review

The evaluation will incorporate a rigorous **desk review**, providing a foundation of existing knowledge and insights relevant to Youth and Learning Innovations Portfolio. This comprehensive understanding of the current landscape will inform the evaluation process and enhance the depth of analysis. The evaluation team performed a **comprehensive review of documents related to UNICEF support to youth and learning innovations, including the African Drone and Data Academy (ADDA) and project documents and data, as well as other relevant documents**. The identification of documents reviewed was an iterative process, including those identified within the inception phase during a document mapping exercise and others that were later recommended by stakeholders.

The desk review has initially focused on strategy documents of the Youth and Learning Innovations portfolio in order to capture the facets of UNICEF and partners' relevant work in Malawi in this field. The scope of review will continue and will include documents covering the following^[1]:

- National and regional development agendas, Governments' strategies, policies and programmes such as the Malawi 2063 Agenda, 2030 Agenda on Sustainable Development Goals, the African Union 2063 Agenda, national statistics, Laws and Policies related to Youth Development in Malawi such as the National Youth Policy as well as other donors' documents relevant to the scope of the evaluation (national policies, cooperation strategies, sectoral intervention documents, etc).
- Mandate, procedures, financing and monitoring of the UNICEF interventions in Youth and Learning Innovations, including all relevant programming documents (identification and formulation reports, needs assessments reports, log frames, results-based framework including any baseline data, annual reports, joint sector review reports, previous surveys carried out and previous evaluations).
- Program Documents and Reports: UNICEF Global Innovation Strategy and Framework, Program Manuals and Guidelines: Analyzing documents outlining the strategic learning framework, scalability assessments, and ToC. Quarterly and Annual Reports: Reviewing reports that highlight program achievements, challenges, and adaptations over time.
- RAM data, specially focused on beneficiaries reached compared to targets (when available)
- International literature that identifies best practices at both regional and global level that could inspire the current and future implementation of the Youth and Learning Innovations programmes. With the help of UNICEF, possibly providing a full inventory of funded activities, the analysis will serve to get the most precise as possible overview of UNICEF.
- ADDA enrolment data, publications, statistics or media coverage featuring alumni, and ADDA's website (i.e. <https://adda.cired.vt.edu/courses.html>): Extracted from the African Drone and Data Academy (ADDA) database, providing details on the number of participants, their demographics, and areas of specialization to assess the inclusivity and relevance of the program.
- External Ecosystem Analysis: Partnership Agreements with public and private partners to understand the external ecosystem supporting ADDA. Social Innovation Scene Analysis: Investigating the landscape of social innovation in Malawi to identify potential collaborators and opportunities.

The majority of the secondary documentation that has been highlighted have been partly reviewed by the evaluation team and will continue to be accessed in the later stages of analysis and reporting. Secondary data management ethics will be observed by ensuring correct citation is done for all reviewed documents. Further, additional material will be requested throughout the evaluation process, based needs and gaps as discussions continue with stakeholders. The desk review will help to find quantitative and qualitative evidence related to all evaluation questions.

Primary sources

Primary data sources form the **backbone of the evaluation's field research**, involving the direct gathering of information from diverse groups of stakeholders. This approach ensures that the evaluation is rooted in the **voices, experiences, and perspectives of those directly involved or impacted** by the Youth and Learning Innovations program, particularly with a focus on the African Drone and Data Academy (ADDA). Stakeholder engagement ensures that the evaluation is contextually relevant and that findings are triangulated, considering the unique perspectives and nuances of those directly involved in or affected by the program. Our approach to primary data sources and stakeholder engagement prioritizes age, gender and disability inclusivity, recognizing that each stakeholder group contributes a unique and valuable piece to the overall evaluation. By actively involving stakeholders, we not only gather data but also **foster a sense of ownership and co-creation** throughout the evaluation process.

The primary data sources are based on the evaluation questions included in the evaluation matrix and related indicators. The following table provides an **overview of the data collection sources, means of implementation and targeted stakeholder groups**.

Table 5 - Evaluation data collection sources

DATA COLLECTION SOURCES	PURPOSE	METHOD	TARGET GROUP
Online surveys/In person Survey	The survey will be mostly closed questions (yes/no) or multi-choice for ease of analysis and presentation - but with an open section for all comments/views that will be analysed along with the other qualitative data. The survey will include questions related to relevance, coherence, effectiveness, efficiency, sustainability, human rights, gender equality, disability inclusion.	Survey on 21st Century Skills: Administering surveys to ADDA students and graduates to evaluate the impact of the program on their skills and practical applications. Design a survey to collect quantitative data on career paths, industries, and geographic locations of alumni. The survey can be done both online and using local Research Assistants. Where local Research Assistants will be used, the survey will be uploaded in Kobo collect or ODK.	ADDA students and graduates.
Semi structured interviews (in-person Key informant interviews or through online interviews)	Semi-structured interviews will collect qualitative in-depth information on the viewpoints of different key informants regarding all evaluation criteria. Information gathered will serve to address evaluation questions on relevance, efficiency, effectiveness, coherence and sustainability	Interviewees will be selected to represent the whole range of stakeholders, and according to their level of engagement and involvement with the programme.	Program Implementers and Managers, ADDA National Instructors, MUST Instructors (5) Subject Matter Experts in the drone and data industry (2) MOEST (1) DoDMA (1) MoH, MoAIWD (1) and MoLG (1) Department of Civil Aviation in Malawi (1) and District Councils (3 representative), Development partners: UN agencies (2 representative) and other international organizations (1 relevant) Private sector actor (relevant 2 representative) Project management at UNICEF Regional and National/ UNICEF National Office staff (Maximum 5

			relevant ones), Malawi Communications Regulatory Authority (MACRA) (1), National Planning Commission (1) National Commission for Science and Technology (NCST) (1) Teveta (1), National Youth Council of Malawi (1), Malawian National Council of Higher Education (NCHE) (1), University of Malawi College of Medicine) (1) Private Partners and Social Innovation Scene actors (any 2 relevant).
Focus Group Discussions (FGDs)	FGDs will be used –where applicable-to facilitate group discussions and support the generation of more detailed qualitative information.	Participants will be selected according to their level of engagement and involvement with the programme while ensuring due diligence, confidentiality and do no harm). In person and online group consultations i.e. FGDs can be done where practical. More preferred will be in-person FGDs done by local Research Assistants. Where online is possible, we will explore conduct them through Google Groups.	Intended beneficiaries both Junior (6 FGDs 2 per region, 3 female and 3 male only) and Senior ADDA academy (3 FGDs, 2 per region 3 female and 3 male only) i.e the pilot project beneficiaries including. We also propose 3 FGDs for selected mixed parents and guardians of young people and children involved in ADDA programs. The FGDs will be of 10-12 participants who are gender, age inclusive.

A **hybrid modality of primary data collection** is proposed, with in-country field missions/ data collection and virtual consultations with some stakeholders that cannot be interviewed during field mission. In order to ensure a smooth data collection process, the following steps will be taken in each to establish a relationship of trust with key stakeholders.

Online surveys:

- ✓ The evaluation team will commission one online survey through Survey Monkey, that will be sent out by the MUST to the different ADDA students and graduates: It will be mainly conducted online with alternative techniques to collect data from graduates with no internet access.
- ✓ The survey will be dispatched in close coordination with UNICEF management following the appropriate protocols and official requests.
- ✓ In all cases, the evaluation team will establish a deadline before the end of the data collection phase to answer to the survey. Sufficient time for this process will be ensured.
- ✓ The evaluation team will encourage a high response rate by developing a simple and easy to complete questionnaire. In case the number of responses is low, reminders will be sent by the MUST collaboratively with UNICEF staff.
- ✓ The evaluation team will try to ensure geographical representation and gender balance among selected students to participate in the survey.

Semi-structured interviews or Key informant interviews will take place during the field visit as well as online. The organisation of the interviews will be done by the evaluation team with the support of UNICEF staff. The schedules

should be confirmed and ready ahead of the start of the data collection phase and will be shared with the evaluation team.

- ✓ In case additional stakeholders need to be added for interviews, the team leader with UNICEF support, if necessary, will organise them.
- ✓ At the end of the field visit, a short debriefing meeting will be held with the evaluation reference group to report on the data collection process, any possible constraints or challenges encountered.

Focus Group Discussions will take place during the field visits, where applicable and feasible.

- ✓ Focus Groups discussions will be limited to Juniors (6 FGDs, 2 per region, 3 female and 3 male only) and Senior ADDA academy students (6 FGDs, 2 per region, 3 female and 3 male only). We also propose 3 FGDs (one per region) for selected mixed parents and guardians of young people and children involved in ADDA programs.
- ✓ The FGDs participants will be verified by the evaluation team to ensure all due diligence with respect to appropriateness, confidentiality and do no harm.
- ✓ Local consultants will oversee these FGDs.

This is important to highlight that at this moment, the exact modalities of the field mission are not yet fully defined. In collaboration with UNICEF Team, the evaluation team is currently complementing the final list of stakeholders to interview in person. To more as effective as possible, the team will prepare a very detailed agenda organised per group of stakeholders concentrated on 5 to 10 days maximum. Letters of introduction will be provided by UNICEF to facilitate the access to some organisations. The databases to reach students and graduates will be provided by the MUST team, who will also support the team in organising the focus groups in the University. The ethical considerations around the voluntary and informed participation in interviews, survey and focus groups are covered in section 8.5 below.

7.2 Sampling Strategy

The sampling strategy for the stakeholder survey is carefully crafted to ensure a **representative and diverse range of perspectives**. The primary population of interest includes individuals directly involved in the ADDA program, key stakeholders in Youth and Learning Innovation activities, UNICEF personnel, and participants in the COVID-19 youth innovation challenge and the 21st-century skills building program. Stakeholders relevant to each aspect of the evaluation have been identified, such as ADDA students, faculty from collaborating universities, UNICEF staff, participants in innovation challenges, and partners involved in Youth and Learning Innovations. We will ensure representation from diverse perspectives, including different geographical regions, age groups, gender, and levels of involvement with ADDA.

The strategy includes the following elements:

- The main sampling method will be **Qualitative purposive sampling**. The purposive sampling is a non-probability sampling method used when evaluators chose specific people to interview who have specific characteristics, knowledge and experience of particular interest for the evaluation. This will involve selecting individuals who hold pivotal roles in the design, implementation, and management of the Youth and Learning Innovations program, ensuring a targeted representation of decision-makers and key contributors. Given the formative nature and the objectives of the evaluation, and the fact that sampling for proportionality is not the main concern, the use of purposive sampling is considered to be a suitable and appropriate method. All the semi-structured interviews, key informant interviews and the FGDs will largely use purpose sampling of respondents.

- **Snowball sampling**, a purposive sampling technique also known as referral sampling, is used when informants refer evaluators to other informants of interest for the purpose of the evaluation. Snowball sampling was already used systematically for the inception phase interviews. The question “who else do you think we should talk to” was systematically asked at the end of each interview. Given the relatively moderate size of the Youth and Learning Innovations program and provided the evaluation team access to an adequate critical mass of interviewees, snowball sampling will be on good method to guarantee most views are represented especially for the semi structured interviews and key informant interviews.
- **Stratified sampling for the Survey:** This is to ensure proportional representation from each identified stakeholder category. Stratify the population based on key criteria, such as geographical location (urban and rural), participation in specific innovation challenges, roles within UNICEF (partnerships, program implementation, education, innovation, CDR, Health, and Wash team), and involvement with ADDA and Youth and Learning Innovation activities. For graduates, we will divide the alumni into strata based on cohorts, geographical location (rural, urban, in-country and foreign country), courses (CDDT-1, CDDT-2, RPL and case-focused program for Corporates), career paths, such as those working in drone operation companies, social enterprises, leadership roles or started their ventures or involved in drone manufacturing. We will ensure representation from various industries that graduates have entered, including health, agriculture, education, humanitarian, and manufacturing. Randomly select participants from each stratum to ensure representation.
- **Sample size for ADDA alumni:** To consider statistical significance based on the total number of graduates (932), the consultants will use the Fisher`s Formula. We will ensure that the selected participants represent various cohorts, courses, and geographic locations. The quotas for each category will be purposively selected from the calculated sample depending on data and representation focus.

$$n = \frac{z^2 \cdot 1 - p \cdot p}{e^2}$$
 The method is specified as where: **n** is the sample size, **p** is percent of those exposed to the program, **1-p** is complemented of **p**, **z** is the z-value yielding to the desired degree of confidence level, **e** is the error margin Through this we will aim for a representative sample size that reflects the diversity of the alumni base where we will have the probability of success to get the respondents to be estimated at 0.5 and the confidence level is set at 95 per cent with an error margin at 5 .

Now plug these values into the formula:

$$n = (1.96)^2 \cdot 2 \cdot 0.5 \cdot (1 - 0.5) / (0.05)^2 = (1.96)^2 \cdot 2 \cdot 0.5 \cdot (1 - 0.5) / 0.0025$$

Calculating this expression will give us the required sample size (n).

$$n = 384.16$$

The calculated sample size will approximately be 384.16 hence we will target 385 ADDA graduates with the quantitative survey both in person and online.

- Despite earlier considerations described, we will **prioritize graduates** from various courses and cohorts to capture a comprehensive view, including participants from different African countries to account for regional variations within the sample. This approach accounts for the diversity of perspectives within each group and prevents any one group from dominating the survey responses. Within each stratum, employ random sampling techniques to select participants. This randomization ensures that each stakeholder within a category has an equal chance of being included, enhancing the survey's reliability and validity. We will the allocate the quotas of each group from the calculated sample to ensure adequate representation of specific subgroups within larger categories. For example, ensure representation across different age groups, gender, geographic locations, and levels of involvement with the program.

- **Sampling of geographical locations:** Geographically, the evaluation team will mainly work in Thyolo (at Malawi University of Science and Technology) and UNICEF Country Office in Lilongwe, however, overall, the evaluation will have a national scope as the ADDA students come from the entire country. We will prioritize Malawian regions with higher concentrations of graduates, including participants with rural and urban backgrounds to understand the impact of the programs on diverse communities. If possible, we will also include insights from graduates who have ventured outside of Africa for career opportunities to understand the global impact and contributions of ADDA alumni in the drone industry. Where possible, we will engage in observations and field visits for direct exposure to ADDA and relevant Youth and Learning Innovation activities to collect beneficiaries' and partners' feedback and evidence needed to respond to some questions during the in-person survey, key informant interviews and Focus group discussions.
- **Sampling of stakeholders:** the table below includes the selection criteria for identifying the different types of stakeholders to be included in the field research consultations:

Table 6 - Stakeholder categories, selection criteria, and proposed consultations

CATEGORY OF STAKEHOLDER	TYPE OF STAKEHOLDER	LEVEL	DESCRIPTION	SELECTION CRITERIA	N. OF PROPOSED INTERVIEWEES	FORESEEN N. OF SURVEY RESPONDENTS
PRIMARY (INTERNAL)	UNICEF	Regional	UNICEF Regional Office: Innovation Manager at ESAR – formally working at UNICEF Malawi CO for the establishment of ADDA.	Geographical representation and Location: RO, CO Position and relationship with the programme Level of involvement in the programme Gender consideration and availability	1	
PRIMARY (INTERNAL)	UNICEF Country Office in Malawi	National	UNICEF Malawi Leadership: Deputy Representative, Program Implementers and Managers Selected UNICEF Malawi staff, with specific focus on the Education Section: Chief Education & Education specialist; Innovation Team: Former project manager for ADDA & Innovation Specialist (Drones and Data) & Innovation Specialist; CDR Team: Chief CDR) & Emergency Specialist; UNICEF Health Team: Health Specialist) – UNICEF Programme Planning and Monitoring section: (Monitoring Specialist) –UNICEF WASH Team: (Chief WASH)–		6	
PRIMARY (EXTERNAL)	Academia: Malawi University of Science and Technology & ADDA : ADDA National Instructors, MUST Instructors	National	Malawi University of Science and Technology & ADDA: Vice Chancellor & ADDA Coordinator)	Geographical representation and Location, position and responsibility, and relationship with the programme Level of involvement in the programme, Engagement with Youth and Learning Innovations Gender Availability	5	

CATEGORY OF STAKEHOLDER	TYPE OF STAKEHOLDER	LEVEL	DESCRIPTION	SELECTION CRITERIA	N. OF PROPOSED INTERVIEWEES	FORESEEN N. OF SURVEY RESPONDENTS
PRIMARY (EXTERNAL)	ACADEMIA: Virginia Tech and Furman University	International		Geographical representation and Location, position and responsibility, and relationship with the programme Level of involvement in the programme, Engagement with Youth and Learning Innovations Gender Availability	2	
PRIMARY (EXTERNAL)	STUDENTS: Junior ADDA Academy students	National and Local	Junior ADDA Academy students and graduates	Geographical representation and Location, socio-economic status, Engagement with ADDA Program, Age between 12 and 17, Gender, Availability	385 for Survey (at least 40 per cent female) Plus 60 youths in FGDs	
PRIMARY (EXTERNAL)	STUDENTS: ADDA students and graduates	Regional, National and Local	ADDA students and graduates	Geographical location (rural, urban, in-country and foreign country) and courses (CDDT-1, CDDT-2, RPL, case-focused program for Corporates), impact of the programs on different regions and sectors, evolution of career paths and business ventures post-graduation, Gender Availability		
SECONDARY (EXTERNAL)	PARENTS AND CARE GIVERS: Parents and guardians of young people and children involved		Parents and guardians of young people and children involved in ADDA programs. Their perspectives on the impact on their children's lives and their overall experiences are crucial.	Geographical representation and Location, position and responsibility, and relationship with the programme Level of involvement in the programme, Engagement with Youth and Learning Innovations	30 FGD participants	

CATEGORY OF STAKEHOLDER	TYPE OF STAKEHOLDER	LEVEL	DESCRIPTION	SELECTION CRITERIA	N. OF PROPOSED INTERVIEWEES	FORESEEN N. OF SURVEY RESPONDENTS
	in ADDA programs			Gender Availability		
SECONDARY	GOVERNEMENT: Key Government MDAs at national and local authority level: DoDMA, MoH, MoAIWD and MoLG, Ministry of Youth, Sports, and Culture, Department of Civil Aviation in Malawi), local authority includes district councils	Government institutions at national, entity, cantonal and local authority level (i.e. cities and municipalities)	Selected partners with programme staff, subject to their role and function but also based on local requirements and possibilities for contact, i.e., can they be interviewed during the field visit. Government counterparts not available during field visit will be contacted to have an online interview.	Geographical representation (national and local level) Organisation Speciality and seniority Gender Level of involvement with the programme Availability	7	
SECONDARY	GOVERNMENT: Public	Public	Malawi Communications Regulatory Authority (MACRA), National Planning Commission, National Commission for Science and Technology (NCST), Teveta, National Youth Council of Malawi, Malawian National Council of Higher Education (NCHE), University of Malawi College of Medicine), Press Trust,	Geographical representation and Location, position and responsibility, and relationship with the programme Level of involvement in the programme, Engagement with Youth and Learning Innovations Gender Availability	3	
	PRIVATE SECTOR	Private	Tech Companies: (Local drone technology companies or ICT firms; Corporate Sponsors: Companies providing financial support to educational initiatives and innovation projects; Private Educational Institutions: Private schools and colleges	Geographical representation and Location, position and responsibility, and relationship with the programme	3	

CATEGORY OF STAKEHOLDER	TYPE OF STAKEHOLDER	LEVEL	DESCRIPTION	SELECTION CRITERIA	N. OF PROPOSED INTERVIEWEES	FORESEEN N. OF SURVEY RESPONDENTS
			involved in youth innovation; Healthcare Organizations: Private healthcare providers collaborating on health-focused drone initiatives; Agricultural Enterprises: Companies involved in agricultural precision and technology; Drone operators, notably Swoop Aero and Frontier Technology Livestreaming (FTL).	Level of involvement in the programme, Engagement with Youth and Learning Innovations Gender Availability		
	SOCIAL INNOVATION ENTITITES		NGOs focused on youth empowerment, education, and social innovation; Social Enterprises: Entities working on innovative solutions to social challenges, including those related to youth and education; Incubators and Accelerators: Organizations supporting and nurturing social innovation and startups; Innovation Hubs: Centers fostering innovation, technology, and entrepreneurship; Media and Communication Organizations: Outlets covering and promoting social innovation and youth-related initiatives.	Geographical representation and Location, position and responsibility, and relationship with the programme Level of involvement in the programme, Engagement with Youth and Learning Innovations Gender Availability	2	
SECONDARY	Other UN Agencies, donor partners and international organisations engaged in the sector	National	Selected UN Agency and international organisations – it is intended to interview UN Agencies as UNDP that have been involved in the sector, FCDO, UNOPS, ARM (British software company),	Geographical representation and Location: HQ, RO, CO Level of involvement of the UN Agency in the programme Position and relationship with the programme Availability Gender	4	
Total number of stakeholders consulted (approx.)					33	475

The evaluation aims to take a **participatory and inclusive approach** as well as **gender and human rights-based approach** by ensuring that the views of a wide range of stakeholders are included. For this purpose, evaluators will prioritize the inclusion of diverse stakeholders, ensuring a comprehensive representation of perspectives. The following strategies will be employed:

- **Gender Balance:** Aim to survey 40 to 60 percent of respondents from each gender to ensure a fair and balanced representation.
- **Urban and Rural Representation:** Ensure the inclusion of students and government representatives not only from urban areas but also from rural regions. This approach acknowledges the diverse contexts in which the project operates.
- **Regional Diversity:** Seek participation from students and government representatives across different regions of the country to enhance the representativeness of the evaluation. This regional diversity will provide insights into the project's impact in varied geographical settings.
- **Inclusion of Persons with Disabilities:** Consider the inclusion of persons with disabilities, particularly if any students from the ADDA program have disabilities. This ensures that the evaluation process is accessible and accommodates the needs of all participants.
- **Age Diversity:** Strive to include participants from different age groups to capture a broad spectrum of perspectives. This approach recognizes that different age cohorts may experience and perceive the project's outcomes differently.

Evaluators will ensure compliance with ethical guidelines for involving minors in research and evaluation. The evaluation team will use **age-appropriate language and communication methods** to ensure that children can easily understand the purpose of the evaluation and feel comfortable expressing their opinions. We will use **child-friendly data collection tools or creative activities**, that are engaging and accessible to children of different ages.

7.3 Data Analysis Triangulation and Quality Assurance

Special attention will be paid to an **unbiased and objective approach and the triangulation of sources, methods and data**. Of the four basic types of triangulations³⁰, this evaluation will make use of:

- **Data triangulation** by combining the use of primary and secondary sources. Information from secondary sources will be triangulated with data from primary sources.
- **Investigators triangulation** through the engagement of an evaluation team comprising three international members (two seniors and one junior) and two national members (both seniors), each with different backgrounds, qualifications, experience and knowledge.
- **Methodological triangulation** involving document review, interviews with a variety of stakeholders and the administration of an online survey.

The evaluators will conduct an in-depth analysis of all quantitative and qualitative data collected through the different instruments and from different data sources. For this purpose, the **field notes and transcripts** of all interviews will be **transcribed and coded using a Qualitative Data Analysis (QDA) software (Dedoose)** which will allow the evaluation team to **organize, process and analyse data** taken from the different data sources. This will enable the evaluators to organise, identify and describe emerging themes that address each of the evaluation criteria and triangulate with the results of the survey. All processed data will be cleared by the team leader and strategic coordinator to guarantee the highest quality of data. **Triangulation techniques will ensure the reliability of information whilst increasing the validity of findings and conclusions**. In this regard, the evaluation team will cross check whether given information is confirmed across data sources and collection methods used.

³⁰ Denzin, N. (2006). *Sociological Methods: A Sourcebook*. Aldine Transaction. (5th edition).

After data processing, the evaluation team will proceed to **conduct an in-depth analysis of all quantitative and qualitative data**. Data analysis will be conducted taking into account evaluation criteria and questions or assumptions as defined in the evaluation matrix. Data analysis will include the **analysis of the primary data** that will be **compared against the secondary data obtained through the desk review to validate preliminary findings**. This synthesis/ analysis will be drawn together into a **set of coherent findings**, based on the research. Based on these findings, the evaluation team will then **draft its conclusions** to the key evaluation questions and will together with these conclusions **provide a set of lessons learned and recommendations**. The evaluation team's focus will be on providing a report that is of use to stakeholders and that conveys its analysis clearly, including through the use of graphics, and other types of data visualization, as appropriate.

The final evaluation results and recommendations will be presented by the evaluation team to the Innovation Unit and other relevant stakeholders through a power point presentation and remotely after the final evaluation report has been cleared by UNICEF.

7.4 Ethical Considerations and Evaluation Principles

The evaluation abides to the UNICEF relevant **guidance on ethical standards and to the United Nations Evaluation Group (UNEG) Ethical Guidelines for Evaluation**. The Evaluation will be carried out in accordance with ethical issues and considerations from the UNEG. Consequently, NTTDATA is **responsible for safeguarding and respecting ethical considerations at all stages of the evaluation process**. This includes, but is not limited to, **ensuring informed consent, protecting privacy, ethical management of secondary data, respecting the confidentiality and anonymity of participants, ensuring cultural sensitivity, respecting participants' autonomy, ensuring fair recruitment of participants** (including women and socially excluded groups), **and ensuring that research findings do not cause harm to participants or their communities**.

The UNEG ethical standards that will guide the evaluation will include the obligations of evaluators (independence, impartiality, credibility, conflicts of interest, accountability), and the ethical safeguards for participants appropriate for the issues described (respect for dignity and diversity, right to self-determination, fair representation, compliance with codes for vulnerable groups, confidentiality, and avoidance of harm).

The following ethical issues, safeguards, measures and associated risks will be considered from the very beginning of the project implementation:

- **Confidentiality:** The evaluators shall respect people's right to provide information in confidence and make participants aware of the scope and limits of confidentiality. They will ensure that sensitive information cannot be traced to its source so that the relevant individuals are protected from reprisals.
- **Avoidance of Harm:** Evaluations can have a negative effect on their objects or those who participate in them. Therefore, the evaluators shall seek to minimize risks to, and burdens on, those participating in the evaluation; evaluation, without compromising the integrity of the evaluation.³¹

The inception report and data collection tools will be shared with UNICEF who will subject it to an ethical review before proceeding into the data collection phase.

The documentation for ethical clearance will be prepared by the evaluation team in accordance with the requirements of UNICEF and UN guidance, including but not limited to the [UNEG Ethical Guidelines for Evaluation \(2020\)](#) and the [UNICEF Procedure for Ethical Standards and Research, Evaluation and Data Collection and Analysis \(2015\)](#).

³¹ See the UNEG Ethical Guidelines for Evaluation (<http://www.unevaluation.org/document/detail/2866>).

More generally, the evaluation will be guided by the following principles:

- Independence, impartiality, and absence of conflict of interest: the evaluation team members have been chosen for their ability to exercise independent, impartial and unbiased judgment. The absence of conflict of interest has been duly checked. The evaluation team members will be required to report any real or perceived conflicts of interest that may arise during the course of the evaluation. These will be assessed by NTT DATA and addressed appropriately and transparently to UNICEF.
- Competence, accuracy, and reliability: the evaluation will ensure that all evidence is tracked from its source to its use and interpretation. All evaluation questions will be answered through triangulation of quantitative and qualitative data from multiple sources and processed using multiple analytical tools. A comprehensive Evaluation Matrix will be developed to link each evaluation tool, stakeholder and question. All findings and conclusions will be explicitly justified and substantiated, and the recommendations will be based on findings and not biases. The Quality Assurance system of the company will ensure that the team carries out the analysis in line with this principle and will highlight any challenge and constraint for the accuracy of the final deliverables.
- Integrity and transparency: the evaluation team members have been chosen because of their capacity to clearly communicate to different stakeholders the purpose of the evaluation, the criteria applied and the intended use of findings, as well as for their personal integrity and capacity to respect the stakeholders' right to provide information in confidence and respect the vulnerable groups.
- Respect for dignity and diversity, fair representation: the evaluation team members will clearly communicate to different stakeholders the purpose of the evaluation, the criteria applied and the intended use of the findings. Within the evaluation, vulnerable groups, irrespective of their age, gender, disability, racial origin, religion, belief and sexual orientation, will be involved and their rights to protection and safety fully respected. The evaluation team will work with UNICEF to identify vulnerable groups prior to field visits or interviews and encourage their involvement as well as ensure that any participatory processes and evaluation questions are responsive to their needs. The facilitators of the Focus Groups, meetings and interviews will set a tone of informality and openness.
- Reporting and acknowledgement: the evaluation report will document any ethical issues that might have been encountered during the evaluation exercise and how it was addressed. If any incidences of ethical wrongdoings are encountered during the evaluation, these will be reported to NTT DATA who will be responsible for investigating and informing the relevant parties in UNICEF. The evaluation team will document the ethical issues that they may come across during the evaluation exercise. Any observed unethical and violent behaviour towards children will be reported using UNICEF's approved reporting mechanism. Where necessary, a TOLL-free line will be provided to respondents for them to report any perceived abuse or harm in the course of the evaluation.
- Furthermore, all subjects involved in the evaluation will be offered an informed consent agreement, whereas the evaluation team of experts will be required to sign the Pledge of Commitment to Ethical Conduct in Evaluation included in the revised version of the 2020 UNEG Ethical Guidelines.

The informed consents (IC) contain information listed below, as relevant. During the field data collection, the team will collect and store the IC forms in order to be scanned and saved in the NTT DATA's internal server. This will happen when it will be possible to have them signed, otherwise it will obtain a verbal agreement. In any case, copies of the IC will be left with the respondents to the interviews and participants to group discussions on the field.

The issue of confidentiality is presented at the beginning of the process. The evaluators will explain that they will not share anything discussed in research sessions with anyone else outside of the research team.

Potential risks will be addressed as follows:

- By following all UNICEF relevant guidance on ethical standards and the UNEG Ethical Guidelines for Evaluation, the evaluators are committed to ensure that subjects' responses will not be affected by any of the ethical risks, with specific reference to guarantee privacy and confidentiality, anonymity, respect and avoidance of any harm. The respondents will participate by choice and are protected by vows of confidentiality in the group discussions and in the interviews.
- In case of disclosure of risks or abuses, the national referral path is indicated by UNICEF and the evaluators will strictly follow the indications received, by relying on UNICEF for any specific guidance in such cases.
- The evaluation tools included in **ANNEX E: KEY INSTRUMENTS** have been developed in order to guarantee that the evaluation does not request information or opinions where public disclosure will limit future freedoms and access to services.
- The evaluation team will ask written and oral permission to record the conversation of certain interviewees. If permission is granted, the team will record the conversation for internal documentation purposes only. In exceptional cases, if due to technical problems or time constraints it is not possible to obtain prior written consent, consent will be obtained verbally, but always on the basis of a recording. Written consent will be obtained using a physical document for field interviews and using a Google form for online interviews.
- The responses will be voluntary and anonymous, and these conditions will be stipulated in the introduction to the group discussions and to the key informant interviews, thus any risks will be accepted by the respondent, and they may always choose not to participate.
- As above, the involvement of the KIs and participants in the discussions are predicated by assurances of confidentiality. The evaluation team will ensure that these assurances are expressed and maintained.
- The interviewer will note the names, but this information will remain confidential to the evaluation team. The secondary data does not generally contain names, unless of a third-party contribution which has been publicized.
- The names of KIs and participants to the focus groups will be kept separate from the responses. The responses will be included in the evidence collected on the evaluation matrix format which is shared among the team. This is the depository where the evidence will be stored without reference to source unless secondary source.

The informed consent forms are included in **ANNEX G: Informed Consent** to this report.

7.5 Limitations and Evaluability

The following section presents the limitations found by the Evaluation Team along with the mitigation strategies identified.

Table 7 - Risks and mitigation measures

RISKS OF THE EVALUATION	MITIGATION STRATEGIES
Limited availability of documentation related to Youth and Learning Innovation activities at National level	The team will bridge the documentation gap with flexible data primary data collection approaches from various sources. This proactive strategy involves adapting methods to gather relevant information, ensuring a comprehensive understanding of Youth

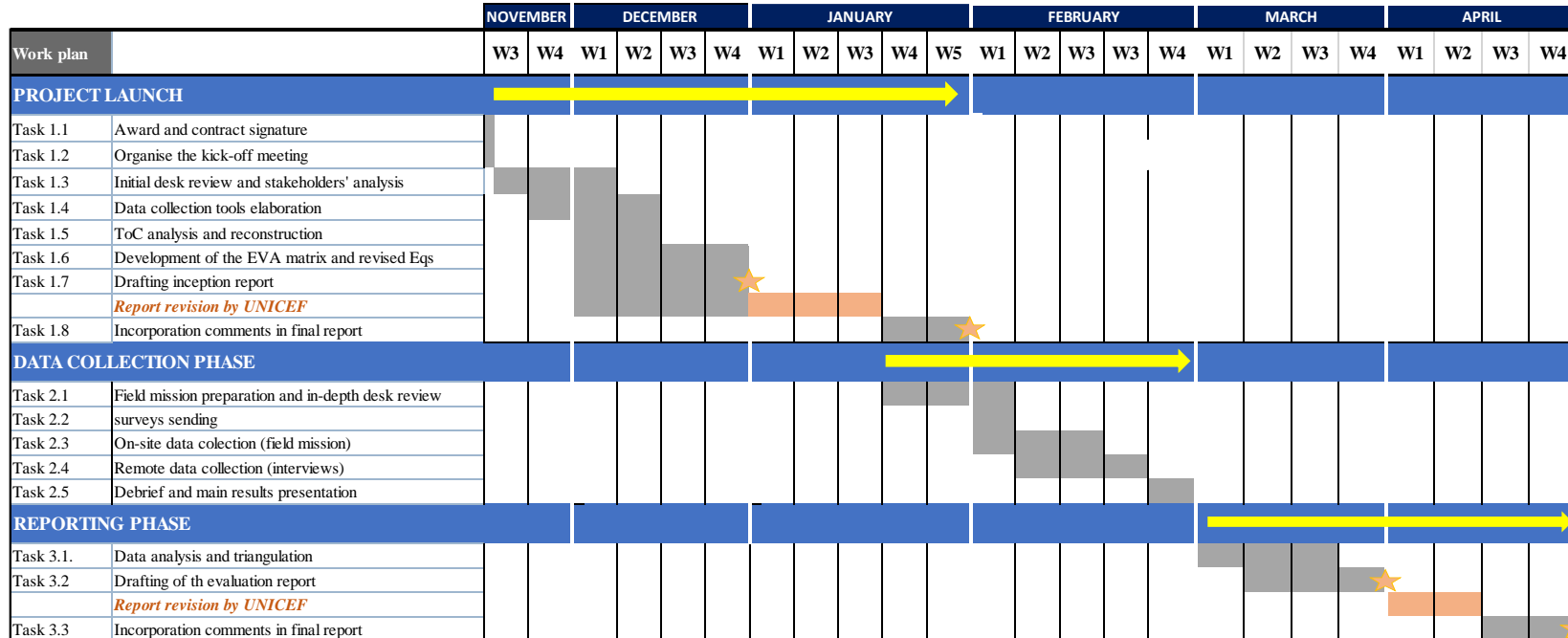
	and Learning Innovation activities despite limited initial documentation.
There is a wide range of stakeholders of different sectors (health, education, WASH, innovation, humanitarian) located at national and district level which increases the complexity of the evaluation	The evaluation team is diverse and has strong competencies in different areas that would help to deal with this complexity. The continuous coordination and communication with UNICEF evaluation manager and the different sectoral leaders will also help to deal with it
Logistical, operational and travel challenges may be experienced depending on the situations in the country (e.g. rains, floods and cholera outbreaks).	To mitigate these, there may be a requirement for remote coordination and/or data collection, implementation of safety measures during field visits, and appropriate study and evaluation design that accounts for the challenges posed by these. The team also plans to have in country research assistants to speed up data collection in view of the potential weather changes.
There is limited availability of statistical data and government data	Primary data collection including the use of a survey, FGD and semi structured interviews/key informant interviews will ensure a participative approach to address diversity (sectors, vulnerabilities)
Available quantitative data may be insufficiently disaggregated to address issues of equity and inclusion	The sampling for primary data will be conducted to capture a representative view of UNICEF's response (sectors, gender, partner profile, geographic area)
ADDA graduates not being located and accessed areas poses challenges in terms of gathering comprehensive data, obtaining feedback, and assessing the long-term impact of the program.	The evaluation team will establish a thorough and updated database, collaborate with alumni networks and MUST, and utilize diverse communication channels. The team will leverage technology for remote engagement and seek support from ADDA coordinators and partners. We will accommodate diverse schedules and time zones when scheduling interviews or surveys. The evaluators will also recruit additional researcher assistants to ensure, remote areas data collection support is available.
While every effort will be made to make the KIIs and FGDs as accessible and inclusive as feasible (tools translated into the local mother tongue and discussions/interviews with an interpreter fluent in that local language), the quality of the primary data may be mediated by the skills of the local team	The evaluation team will identify good and qualified interpreter. The national experts also speak the local language which can also help the rest of the evaluation team, and this will also be supported by local research assistants who also speak the local language.

8. CONDUCT OF THE EVALUATION

8.1 Workplan

The workplan (see Figure 7 below) serves as a structured roadmap and is designed to help the team track the evaluation activities throughout the implementation period. The first phase involves a comprehensive review of the program documentation, the inputs from the preliminary stakeholder interviews, and a literature review to establish a baseline understanding, which is presented in this inception report. Following this, the evaluation team will administer surveys to gather quantitative data on the program’s outcomes and participants’ feedback. In parallel, qualitative data will be collected through focus group discussions and interviews with program beneficiaries and key stakeholders. The data collection and analysis phase will involve both quantitative and qualitative data, employing statistical methods to capture the nuanced insights. The final phase will focus on the evaluation report that will provide a detailed overview of the findings, highlighting the program strengths, areas for improvement, and lessons learned. Regular progress meetings take place every two weeks where interim findings are shared to ensure ongoing collaboration, transparency, and responsiveness to emerging insights.

Figure 7 - Work Plan



8.2 Roles and Responsibilities of the Evaluation Team

Table 8 - Roles and Responsibilities of the Evaluation Team

NAME OF CONSULTANT	RELEVANT EXPERIENCE	ROLE IN THE PROJECT
<p><u>SOFIA GUILLOT</u></p> <p>Strategic coordinator /Senior Expert 1.</p> <p>Areas of expertise: evaluations, United Nations, gender</p> <p><i>Nationality: Spanish (professional proficiency in English and Spanish)</i></p>	<p>Sofia is a senior evaluator and gender specialist with more than 15 years of experience conducting country, regional and global evaluations. She has more than 7 years leading evaluations in the areas of justice, health, education, and gender. She has led different evaluations related to VAC working for UNICEF and International Justice Mission.</p> <p>She has wide experience implementing projects in different countries and continents including Dominican Republic, Bosnia and Herzegovina, Morocco, Tunisia, Nicaragua, Panamá, Colombia, Senegal, Cote d'Ivoire, Angola, or Pakistan, with different international organizations, in particular UN agencies. She is an experienced professional providing strategic support in organizational change processes, with excellent project management skills. She has a remarkable ability to lead interdisciplinary and multicultural teams, fostering collaboration and synergy. Furthermore, Sofia's coaching and negotiation skills are assets that contribute significantly to effective management of projects.</p>	<p>Sofia actively engages in every phase of the evaluation, offering her methodological expertise to ensure the highest standards of quality assurance for all deliverables. She leads the design of the evaluation tools and strategy and participates in the data collection process and in the drafting of all the deliverables. She leads the evaluation team work and distributes the assignments among all.</p>
<p><u>FANNY FOURESTIER</u></p> <p>Project Coordinator, Team Leader and Senior Expert 2.</p> <p><i>Nationality: French (professional proficiency in French, English and Spanish)</i></p>	<p>Fanny has more than 10 years of experience in working as a project manager and senior consultant with all the major international and multilateral organizations and donors of the development sector. She has implemented several projects in all continents, related to private sector and SMEs support, inclusive business and entrepreneurship, sustainability, and gender. She has a wide experience in the use of consulting methodologies and tools (including research and evaluations). She recently led an evaluation for Cities Alliance/UNOPS (as a Team Leader) in Tunisia.</p>	<p>Fanny takes on a pivotal role in overseeing the entire evaluation process and maintains direct communication with the client. Her primary responsibility is to ensure the smooth execution of the evaluation (communication, quality control, risks monitoring, etc). Additionally, Fanny participates in the data collection process and actively contributes to the drafting of all the deliverables associated with the evaluation.</p>
<p><u>ATUSAYE QUITEWELL</u></p> <p>Senior Expert 3.</p>	<p>Expert with over 15 years of professional experience in the development and humanitarian sector, with a focus on technology and innovation. Throughout his career he has worked and spearheaded programme design with his solution-driven and innovative ideas, concepts, approaches,</p>	<p>Atusaye and Anthony's roles will be key in all steps of the project for their wide and complementary knowledge of the local context and of key challenges/opportunities within the sector of interest of</p>

<p>Areas of expertise: innovation, gender</p> <p><i>Nationality: Malawian (professional proficiency in English and Chichewa)</i></p>	<p>and technologies in projects related to climate smart agriculture, food security, social and economic empowerment, livelihoods, gender, social inclusion and protection among others. Mr. Nyondo has also worked with national institutions and academia in Malawi where his focus was research, training as well as acting as a focal point to drive strategic areas of collaboration. Mr. Nyondo is fluent in English and Chichewa; he is currently based in Malawi. He holds a Master of Science in Gender and Development, with a bachelor's degree in agriculture education.</p>	<p>the evaluation. Among other things, they will participate in the identification of key stakeholders and partners to consult, in the data collection phase and field missions, and in data processing and analysis. They are both experienced evaluation experts in their area of expertise.</p>
<p><u>DR ANTHONY MALUNGA</u></p> <p>Senior Expert 4.</p> <p><i>Nationality: Malawian (professional proficiency in English and Chichewa)</i></p>	<p>Expert with 15 years of experience working for international organisations such as the United Nations, Oxfam and GIZ as well as national institutions and academia in Malawi and the region. Through his career he has worked in a wide range of programmes that covered gender, social inclusion, women empowerment, education, child rights and participation, adolescent development, financial innovation in agriculture, among others. He has experience conducting training and in qualitative and quantitative research through his professional experience, his studies and as a lecturer. Dr. Malunga is fluent in English and Chichewa with good knowledge of Sena. He holds a PHD in Development Studies with a focus on Gender mainstreaming in development programmes.</p>	
<p><u>KARIN VALVERDE</u></p> <p>Junior Expert 1</p> <p><i>Nationality: Spanish (professional proficiency in French, English and Spanish)</i></p>	<p>Karin Valverde is an expert with over 4 years of professional experience. Throughout her career, she has honed her project coordination and management skills. Having worked for various UN agencies at field and headquarter level, Ms. Valverde shaped, led and supported a wide array of projects related to maritime, environmental, technological, economic and agricultural issues – from ideation to implementation. She has experience overseeing the coordination and logistics of several large-scale projects, which led her to engage with a variety of high-level stakeholders such as governments, UN and EU institutions, the private sector and civil society actors. She also has experience with contract management, financial monitoring, audit preparations, reporting, content creation as well as as event planning. She is fluent in English, French and Spanish and she holds a Double Master in Economic Development and Growth.</p>	<p>Karin will support the evaluation team transversally according to the needs of each step of the project. She will support the organization of meetings and field missions, schedule the agenda for interviews and collaborate to the data collection and processing.</p>

8.3 Governance of the Evaluation

The evaluation will be implemented by our team under the overall management and supervision of the UNICEF Innovation Unit of Malawi and the Monitoring and Evaluation Officer, who acts as Evaluation Manager.

Further, an Evaluation Reference Group, comprising UNICEF staff, will be appointed to ultimately provide the overall supervision and quality assurance of the evaluation and relative reports, thus being duly involved during all the implementation of this evaluation exercise.

Evaluation Processes

The design, implementation, and analysis and reporting processes are intended to facilitate evaluation use through the following:

- UNICEF engagement and senior stakeholder engagement in evaluation design, including inputs into the Inception Report and final agreement with the way forward as per the Inception Report
- Oversight by an Evaluation Reference Group
- Consultations with a wide range of duty-bearers and rights-holders in a number of implementation environments
- UNICEF procedures to agree to the recommendations and explicitly indicating the way forward
- UNICEF procedures to disseminate evaluation key findings, conclusions, lessons learned and recommendations.
- UNICEF procedures to disseminate the full evaluation report.

Quality Assurance process

The **Quality Assurance System (QAS)** will intervene step-by-step providing the most appropriate type of quality support according to the phase of the process and the activity taking place. Our quality assurance will directly ensure that the evaluation team follows the OECD/DAC, the UNEG Norms and Standards and Ethical Guidelines, UNICEF's Evaluation Policy, the Geros Quality Standards, the UNEG Guidance on Integrating Human Rights and Gender Equality in Evaluation, the UN SWAP Evaluation Performance Indicator, UNICEF Procedure for Ethical Standards in Research, Evaluation, and Data Collection and Analysis, and UNICEF's Evaluation Reporting Standards.

Our quality control is an ongoing process throughout the entire process of the evaluation and will be run in full coordination with UNICEF. Solid and reliable quality assurance of the main deliverable of the evaluation – the Final Evaluation Report, is imperative. However, quality control goes far beyond the various reports: our quality assurance approach considers that ensuring quality is an incremental process. If required, corrective measures will be taken by the Team Leader at the earliest possible stage to avoid the accumulation of quality deficiencies that may be hard to remedy at a later stage.

As an entire whole, our quality control covers therefore various inter-related dimensions, including:

- Adherence to UNEG norms and standards and with UNICEF Evaluation Policy for development evaluation;
- Process organisation within the evaluation team and applied methodologies according to best professional standards;
- Timeliness and reliability of service delivery;
- Stakeholder and client relationship management;
- Ongoing assessment of (potential) quality defects and timely execution of mitigation measures in coordination with the Client;
- Independent and impartial process;
- Robustness of the methodological process illustrated in the inception report and then implemented during the field and reporting phase, and, thus, robustness of the analysis and relevant findings;

- Completeness of the study in response to the needs of the client.

We pledge to formulate useful recommendations, by making a clear distinction between strategic recommendations and suggestions regards their implementation. Aiming at conducting a utilisation-focused evaluation, we give special importance to the “co-development” of recommendations, which implies a process of dialogue and joint reflection with UNICEF and the main stakeholders while drafting the recommendations themselves.

For each conclusion in its final version, the following elements are subject to ex post verification: it is based on the findings of the evaluation and based on sufficient evidence; it expresses a judgement on the assessed intervention; it is expressed in a balanced and fair way.

For each recommendation, the following elements are verified: it is linked to at least one conclusion; it relates to the challenges identified during the inception phase of the evaluation; it seems realistic; the recommendations are not too many and are prioritised.

The QAS will be specifically performed at three levels:

- The **Team Leader** (TL), Ms. Fanny Fourestier, as main officer responsible for the quality of the deliverables, will act as the main focal point between the team members and will ensure that each team member is completely aware of the tasks to be performed, and able to provide high standard inputs on the basis of her guidance.
- The **Strategic Coordinator** (EM), Sofia Guillot, will be the supervisor figure and will act in the capacity of “certification of the quality process” following the pattern of an ISO system, ensuring that all agreed steps of the quality process are enforced, and all building blocks have to be put in place. Her direct participation in the evaluation, including during the elaboration of the tools and the data collection process, will facilitate her tasks.
- **All members of the team** will review the quality of the final outputs as well as supervise the quality of the whole process. Before the submission of the reports to UNICEF, a time will be left to ensure that all members of the team will revise the coherence of the document and the contributions provided by the other consultants.

To summarize on the quality of the evaluation deliverables, the key steps of the quality assurance will include: (i) Document consolidation by Team Leader; (ii) Coordination by the Strategic Coordinator; (iii) Quality Assurance control by the whole team; (iv) Final proof reading and editing.

ANNEXES

ANNEX A: Documents consulted (provided by UNICEF)

TITLE	AUTHOR	TYPE	YEAR
Establishment of the African Drone and Data Academy	UNICEF	ToR	2018
African Drone and Data Academy	Sheibenreif, Michael	Letter	2018
ADDA Needs Assessment	UNICEF	Assessment report	2018
ADDA Needs Assessment 2	UNICEF	Assessment report	2018
Proposal to the One Foundation for assistance through the supplementary budget- Ireland	Power, Peter; Sheibenreif, Michael; Wedenig, Johannes	Project proposal	2018
African Drone Academy- ONE Foundation	Wedenig, Johannes	Letter	2018
African Drone & Data Academy- Project proposal as part of the wider ecosystem	UNICEF	Project proposal	2019
Drone ecosystem funding proposal	UNICEF	Funding proposal	2019
Research Proposal: Comparative Drone Study to Evaluate Differences Between the Use of “Multi-Purpose” Drones and “Logistics-Only” platforms	Sheibenreif, Michael; Wedenig, Johannes	Research proposal	2019
African Drone Data Academy	UNICEF	Result framework	2019
Proposal to the One Foundation for assistance through the supplementary budget	Power, Peter; Tsi Fon, Venatius; Wedenig, Johannes	Project proposal	2019
Proposal to the One Foundation for assistance through the supplementary budget	Power, Peter; Tsi Fon, Venatius; Wedenig, Johannes	Project proposal	2019
African Drone Data Academy	UNICEF	Result framework	2019
Overview- Drone ecosystem	Sheibenreif, Michael; Wedenig, Johannes	Overview	2019
Proposal to the Swedish National Committee for assistance through supplementary budget	Tsi Fon, Venatius; Wedenig, Johannes	Project proposal	2019
ADDA Approval	Hastings, L. Jailosi	Authorization	2019
Country Programme Full Approved Report	UNICEF	End-year assessment	2019
Country Programme Full Approved Report	UNICEF	End-year assessment	2020
Drones and data for children in Eastern and Southern Africa - and beyond	Dell'Arciprete, Nicola; Sheibenreif, Michael	Concept note	2021
African Drone & Data Academy (ADDA) Launch and its Inaugural Class	UNICEF	Final report	2021
Country Programme Full Approved Report	UNICEF	End-year assessment	2021
Summative evaluation of the impact of using drones on population health and other outcomes	Chigwedere, Edward	Summative evaluation	2021
Skills and employability for young people in Eastern and Southern Africa	Rana, Abhiyang Jung; Davis, Kimberly Joanna; Dell'Arciprete, Nicola	Investment case	2022
Evaluation of the government of Malawi and UNICEF country programme of cooperation 2019-2023	Mvulirwenande, Silas; Dyke, Elizabeth; Amery, Hussein; Tembo, Martin; Kachika,	Evaluation	2022

	Tinyade; Alemayehu, Beement; Therrien, Drina		
Country Programme Full Approved Report	UNICEF	End-year assessment	2022
Youth Empowerment and Social Innovation, Stakeholder Engagement Concept Note: Scaling up the impacts of African Drone and Data Academy	Chikaoneka, Postar	Concept note	2023
Real-Time Evaluative Review of UNICEF's emergency response to cholera and floods	Turashvili, Mzia	Final report	2023
Evaluation of the government of Malawi and UNICEF country programme of cooperation 2019-2023	UNICEF	Evaluation report	2023
ADDA Post disaster assessment	African Drone and Data Academy	Assessment	2023
Drone response Cyclone Freddy after action review	UN Malawi	After action review	2023
How Malawian youth with 21st-century skills are creating a more climate resilient future	Omol, Shadrack; Tsi Fon, Venatius; Nishi, Mitsuki	Success story	N.d.
Consultancy services for establishment of the African Drone and Data Academy in Malawi	Van Crowder, L; Riley, Trudy M.; Muller, Jessica	Technical application	N.d.
The African Drone and Data Academy as a hub to hone 21st century skills for climate-resilient societies in Malawi and beyond	UNICEF	Investment case	N.d.
Malawi Country Office Innovation and T4D Strategy	UNICEF	Strategy report	N.d.
The Drone Ecosystem	Fendrich, Sophie; Sheibenreif, Michael; Wedenig, Johannes	Overview/explanation	N.d.
Consultancy services for establishment of the African Drone and Data Academy in Malawi	Van Crowder, L; Riley, Trudy M.; Muller, Jessica	Technical application	N.d.

ANNEX B: EVALUATION MATRIX

The following evaluation matrix is proposed to guide the evaluation. It reflects the proposed changes to a subset of evaluation questions included in the ToR, and an adaptation of the evaluation matrix format indicated. 'EQs' refers to evaluation questions, with the main evaluation question included in joined columns, and the second column refers to specific sub questions linked to the main evaluation question in the first column. Indicators have been added to measure and assess these questions. They provide quantifiable or qualitative measures that allow for comparisons, tracking progress over time, and determining the degree of achievement or success. The final two columns are 'data collection methods', which specify the methods to be employed to measure against the evaluation questions, 'and 'data analysis' that indicates how the data will be processed and aggregated.

EQS	SUB QUESTIONS	INDICATORS	DATA COLLECTION METHODS	DATA SOURCES	DATA ANALYSIS
RELEVANCE					
Q1: 1. To what extent ADDA and its programmes design and implementation are in line with the government's relevant policies and programmatic priorities for the innovation agenda in Malawi? How well does the ADDA fit into the national policies, government priorities and UNICEF programme priorities in Malawi?	<ul style="list-style-type: none"> To what extent do UNICEF's ADDA and its programmes align with the overarching goals and objectives outlined in government strategies, policies and priorities for the innovation agenda? How well do UNICEF's ADDA and its programmes address the specific challenges and needs identified in government strategies and policies in the innovation domain? 	<ul style="list-style-type: none"> Degree of alignment between the goals and objectives of ADDA and its programmes and those outlined in government strategies and policies. Documentation of how UNICEF's ADDA interventions have been tailored or adapted to fit within the legal, regulatory, and cultural contexts of the country. Extent to which sectors of UNICEF programs selected for the evaluation are consistent with the relevant priorities set in national, cantonal and local policy frameworks. 	<ul style="list-style-type: none"> Document Review Individual and group interviews with key informants representing UNICEF CO, UNICEF, Govt 	<ul style="list-style-type: none"> UNICEF staff Government officials ADDA implementing team Academia 	<ul style="list-style-type: none"> Qualitative content analysis³² ToC analysis Gender-sensitive analysis

³² Documents, consultation/interview notes and qualitative data collected will be analyzed to identify common trends as well as diverging patterns for each of the EQs.

EQS	SUB QUESTIONS	INDICATORS	DATA COLLECTION METHODS	DATA SOURCES	DATA ANALYSIS
<p>EQ2. How well did the programmes' design and executions meet the needs of young people, both boys and girls, including those with disabilities and other vulnerabilities, in Malawi?</p>	<ul style="list-style-type: none"> ▪ To what extent has UNICEF conducted analyses of the context and identified specific needs of young people, both boys and girls, including those with disabilities and other vulnerabilities, in Malawi when designing ADDA and its programmes? ▪ How well did the design of the programme address equity, inclusiveness, and the specific needs of needs of young people, both boys and girls, including those with disabilities and other vulnerabilities? ▪ To what extent were the target beneficiaries involved in the design and planning of ADDA? ▪ To what extent ADDA interventions include specific strategies or programs to address the unique needs and challenges faced by marginalized and disadvantaged groups, aiming to reduce equity gaps? 	<ul style="list-style-type: none"> ▪ Specific strategies in place to reach marginalized and vulnerable groups, including young people, both boys and girls, including those with disabilities and other vulnerabilities,, and mitigate disparities in access and participation. ▪ The extent to which the design of the programme addresses equity gaps and inclusiveness. ▪ Degree of innovation and adaptability in the design to cater to the specific needs of the target population. ▪ Extent to which results data provide evidence that UNICEF identified and targeted the most vulnerable based on various dimensions, including geographic, age, gender, disability, ethnicity, economic status. ▪ Systematic mechanism exists for collecting, acting on and responding back to feedback from programme participants/stakeholders. ▪ Perceptions/level of satisfaction of stakeholders consulted regarding the extent to which the project meets the 	<ul style="list-style-type: none"> ▪ Documentary review ▪ Individual and group interviews with key informants representing, UNICEF CO, UNICEF, Gov ▪ Survey to students ▪ FGD 	<ul style="list-style-type: none"> ▪ UNICEF staff ▪ Government officials ▪ ADDA implementing team ▪ Academia ▪ Students 	<ul style="list-style-type: none"> ▪ Qualitative content analysis ▪ Context analysis ▪ Survey results analysis

EQS	SUB QUESTIONS	INDICATORS	DATA COLLECTION METHODS	DATA SOURCES	DATA ANALYSIS
		needs of women, marginalized groups			
COHERENCE					
EQ3. How good are the synergies and interlinkages among the ADDA partners (both UN, government and university) on this and other related programmes? Were the various internal and external coordination mechanisms established relevant to the specifics of ADDA? What are the major challenges of coordination and why did they occur among the partners? Are there any aspects of the ADDA that conflict with other UNICEF programmes?	<ul style="list-style-type: none"> What actions did UNICEF undertake to ensure alignment with other ADDA partners interventions in the country? What challenges or conflicts were found? What mechanisms or platforms were established to facilitate coordination and information sharing between UNICEF and partners in the context of ADDA? To what extent UNICEF Malawi and its partners collaborate and work effectively together? How does the Youth and Learning Innovations portfolio, particularly ADDA, synergize with other innovation portfolios such as Drones and Data Innovation and Digital Innovation, and what opportunities exist for cross-portfolio collaboration to maximize the impact of innovative solutions? 	<ul style="list-style-type: none"> Extent to which coordination mechanisms have been set up and actions undertaken to improve coordination and complementarity with the work of ADDA partners engagement. Frequency and effectiveness of information sharing mechanisms established between UNICEF and ADDA partners to exchange knowledge, experiences, and best practices. Partner perceptions regarding the extent of coordination and effective work with UNICEF Malawi. Extent to which different portfolios maintain an effective coordination 	<ul style="list-style-type: none"> Document Review Individual and group interviews with key informants representing UNICEF CO, UNICEF, Govt at national, entity and municipal level. 	<ul style="list-style-type: none"> UNICEF staff Government Academia 	<ul style="list-style-type: none"> Qualitative Content analysis ToC analysis Survey results analysis
EQ4. What is the role and relationship of ADDA with other actors 'interventions? What is	<ul style="list-style-type: none"> What were the strengths and gaps in achieving coherence and adding value while avoiding duplication of 	<ul style="list-style-type: none"> Number of joint initiatives undertaken by UNICEF in collaboration with external partners indicating shared 	<ul style="list-style-type: none"> Document Review Individual and group interviews with key 	<ul style="list-style-type: none"> UNICEF staff Other UN agencies staff 	<ul style="list-style-type: none"> Qualitative Content analysis

EQS	SUB QUESTIONS	INDICATORS	DATA COLLECTION METHODS	DATA SOURCES	DATA ANALYSIS
<p>the extent of partnership, coordination, and complementarity with the interventions of the Malawi government and other relevant actors? Are there any aspects of operation that conflict with the interventions of one-UN programming or other actors?</p>	<p>efforts in the domain of use of drones to support emergencies in the country?</p> <ul style="list-style-type: none"> ▪ To what extent could UNICEF Malawi lead the innovation agenda in the country while considering other partners' work on the same? ▪ How has stakeholder engagement been facilitated especially with other UNICEF teams and external partners, to ensure a multi-sectoral and consistent approach in addressing youth empowerment and learning challenges through innovations? ▪ To what extent could UNICEF Malawi lead the innovation agenda in the country while considering other partners' work on the same? How well were partnerships established with the UN, government, and private sector to strengthen innovations in the country? ▪ To what extent current drone regulations facilitate effective delivery of drone-focused educational courses/trainings and certificates in Malawi? 	<p>efforts and mutual alignment of goals.</p> <ul style="list-style-type: none"> ▪ Evidence of joint planning processes involving UNICEF and external partners to develop comprehensive and integrated strategies, reflecting alignment of priorities and objectives. 	<p>informants representing UNICEF CO, UNICEF, Govt at national, entity and municipal level.</p>	<ul style="list-style-type: none"> ▪ Government ▪ Academia ▪ Private sector 	

EQS	SUB QUESTIONS	INDICATORS	DATA COLLECTION METHODS	DATA SOURCES	DATA ANALYSIS
EFFECTIVENESS					
EQ5. What actual outcome level results were achieved against planned results as outlined in the results matrix and against key performance indicators? Were there any differentiated results across groups e.g. women, girls, boys, adolescent and youth, persons with disabilities, refugee children, urban/rural etc.?	<ul style="list-style-type: none"> ▪ What processes have enabled or hindered the achievement of outcomes? ▪ Did the programme also include any provisions for young people with disabilities? ▪ How satisfied or dissatisfied were the beneficiaries (i.e. graduates, both males and females) with the support they received from ADDA? ▪ How successful they were in using it for career development? Were there any differentiated results across groups e.g. women, girls, boys, adolescent and youth, persons with disabilities, refugee children, urban/rural etc.? ▪ What factors affect the pace and quality of implementation, and how can these be mitigated? ▪ How did UNICEF monitor and evaluate the effectiveness of its contributions in achieving the intended results? ▪ Were there any challenges or barriers encountered in implementing UNICEF's 	<ul style="list-style-type: none"> ▪ Results as reported in the periodic RAM surveys. ▪ Availability and use of disaggregated data and analysis that responds to 'no child or young people is left behind' aims. ▪ Extent to which outputs of the ADDA project have been achieved and extent to which outputs have contributed to achieve outcomes, according to the measurement of defined indicators. ▪ Extent to which different Stakeholders are satisfied with results achieved differentiated by gender ▪ Challenges and Limitations for effective implementation identified. ▪ Level of influence of external factors (political, social economic etc.) on achievement (or not) of outcomes ▪ Level of influence of internal factors (quantity, quality, timeliness of delivery etc.) on achievement (or not) of outputs and contribution to outcomes 	<ul style="list-style-type: none"> ▪ Document Review (including RAM) ▪ Individual and group interviews with key informants ▪ Contribution analysis. ▪ Survey to students ▪ FGD 	<ul style="list-style-type: none"> ▪ UNICEF staff ▪ Government ▪ Academia ▪ Private sector ▪ Students 	<ul style="list-style-type: none"> ▪ Qualitative and quantitative Content analysis ▪ ToC analysis

EQS	SUB QUESTIONS	INDICATORS	DATA COLLECTION METHODS	DATA SOURCES	DATA ANALYSIS
	<p>contributions and how were they addressed?</p> <ul style="list-style-type: none"> ▪ Were there positive/negative unintended outcomes? Could they have been foreseen and managed? (<i>risks</i>) ▪ What are the major factors influencing the achievement (or not) of the ADDA programme? (eg external factors - political, social economic etc., internal factors – quantity, quality, timeliness of delivery etc.) What influence did these factors have on achievement (or not) of ADDA outcomes? 	<ul style="list-style-type: none"> ▪ Extent to which mitigation measures have been established to ensure effective implementation. ▪ Extent to which the project has been adequately monitored and monitoring has guided decision-making <p>Extent to which external factors have influenced the achievement (or not) of the ADDA programme.</p>			
<p>EQ6. To what extent does ADDA contribute to equipping young people, both boys and girls, including those with disabilities and other vulnerabilities in Malawi and the African region with necessary technical skills in strengthening the drone ecosystem for more effective and equitable humanitarian and development response in respective countries?</p>	<ul style="list-style-type: none"> ▪ What measures has UNICEF taken to ensure equal access and participation of boys and girls in its interventions? ▪ How has UNICEF worked within the project to challenge and transform gender stereotypes and norms to ensure learning? ▪ To what extent UNICEF ADDA interventions contributed to gender equality and/or gender transformative change ▪ What type of skills/competencies the graduates (and other 	<ul style="list-style-type: none"> ▪ Number of students with improved knowledge and skills on drone technology and geospatial data analysis ▪ Perception of students regarding relevance and useability and quality of training received. 	<ul style="list-style-type: none"> ▪ Document Review (including RAM) ▪ Individual and group interviews with key informants ▪ Survey to students ▪ FGD 	<ul style="list-style-type: none"> ▪ UNICEF staff ▪ Academia ▪ Students 	<ul style="list-style-type: none"> ▪ Qualitative and quantitative Content analysis. ▪ ToC analysis. ▪ Gender and Social Inclusion analysis. ▪ Survey results analysis.

EQS	SUB QUESTIONS	INDICATORS	DATA COLLECTION METHODS	DATA SOURCES	DATA ANALYSIS
	stakeholders) think were missing (or wish that it was added to the ADDA curriculum)?				
<p>EQ7: To what extent was the programme able to develop local capacities in the sector and how did these contribute to the achievement of outcome-level results?</p>	<ul style="list-style-type: none"> ▪ How effectively did UNICEF ADDA interventions collaborate with local communities, civil society organizations, and relevant local stakeholders to address equity-based challenges, ensuring their active participation and involvement? ▪ Has ADDA contributed to strengthen institutional capacity of local training institutes to ensure a long term and sustainable deployment of drone technology? 	<ul style="list-style-type: none"> ▪ Extent to which the project has involved and get engaged local communities. ▪ Extent to which the project has engaged with local training institutions and institutes to ensure a sustainable drone deployment. 	<ul style="list-style-type: none"> ▪ Document Review (including RAM) ▪ Individual and group interviews with key informants representing UNICEF CO, UNICEF, Govt at national, Academia, NGOs, UN agencies and international development actors. ▪ Survey to students ▪ FGD 	<ul style="list-style-type: none"> ▪ UNICEF staff ▪ Government partners ▪ Academia 	<ul style="list-style-type: none"> ▪ Qualitative and quantitative Content analysis ▪ ToC analysis ▪ Gender analysis ▪ Survey results analysis
EFFICIENCY					
<p>EQ8. Have the ADDA programme activities been executed on time, in expected quantity and quality standards?</p>	<ul style="list-style-type: none"> ▪ Were UNICEF's interventions implemented within the planned timeframe, meeting the specified milestones and targets? ▪ Have the activities and deliverables of the ADDA program met the predefined quality standards? ▪ How efficiently have time and resources been 	<ul style="list-style-type: none"> ▪ Extent to which activities were implemented within the specified timeframes. ▪ Perception of stakeholders regarding timing and quality ▪ Timeliness of risk identification and reporting. ▪ Percentage of risk mitigation strategies successfully implemented. 	<ul style="list-style-type: none"> ▪ Document Review (including RAM) ▪ Individual and group interviews with key informants ▪ FGD 	<ul style="list-style-type: none"> ▪ UNICEF staff ▪ Government partners ▪ Academia ▪ Students 	<ul style="list-style-type: none"> ▪ Qualitative content analysis ▪ Expenditures analysis ▪ Monitoring data analysis

EQS	SUB QUESTIONS	INDICATORS	DATA COLLECTION METHODS	DATA SOURCES	DATA ANALYSIS
	<p>managed to achieve outputs?</p> <ul style="list-style-type: none"> Did UNICEF have robust monitoring and evaluation mechanisms in place to track the progress and effectiveness of intervention implementation, enabling timely course correction and resource optimization? 				
<p>EQ9. Have resources (funds, human resources, time, expertise, etc.) been allocated strategically to achieve the intended outcomes?</p>	<ul style="list-style-type: none"> To what extent were resources (financial, human, and material) effectively allocated and utilized in UNICEF's interventions, minimizing waste and optimizing their use to achieve desired outcomes? What are the most suitable arrangements regarding appropriate resource requirements – time, human, financial, technical and support services? How effectively did UNICEF collaborate and engage with government and other partners in the planning, implementation, and monitoring of interventions to promote efficiency and address potential inefficiencies? 	<ul style="list-style-type: none"> Extent to which financial resources are sufficient to achieve the programme's intended results within its timeframe. Extent to which human resources are sufficient to achieve the programme's intended results within the timeframe. Extent to which technical capacity of UNICEF is sufficient to achieve programme's intended results. Programme's activities are implemented within the timeframe. Resource allocation: Proportion of resources (financial, human, technical) allocated to the implementation. 	<ul style="list-style-type: none"> Documents Review (including Training content, RAM and Annual Reports) Individual and group interviews with key informants representing UNICEF CO, UNICEF, Govt at national, Academia, NGOs, UN agencies and international development actors. 	<ul style="list-style-type: none"> UNICEF staff Government partners Academia 	<ul style="list-style-type: none"> Qualitative content analysis

EQS	SUB QUESTIONS	INDICATORS	DATA COLLECTION METHODS	DATA SOURCES	DATA ANALYSIS
	<ul style="list-style-type: none"> ▪ To what extent has the allocation of resources by UNICEF in the programs been appropriate to the beneficiaries, including both boys and girls and the marginalized youth? ▪ How efficient were the procurement processes? 	<ul style="list-style-type: none"> ▪ Percentage of resources (financial, human, and material) specifically allocated to support equity-focused interventions 			
<p>EQ 11: How well do UNICEF Malawi Innovation Unit and the programme sections collaborate and work together?</p>	<ul style="list-style-type: none"> ▪ To what extent have the sections of UNICEF collaborated with each other in joint planning, implementation, and monitoring of ADDA and related projects to ensure a comprehensive and integrated approach and move forward the agenda of the young and learning portfolio? ▪ What coordination mechanisms or structures were established within UNICEF to facilitate communication, information sharing, and joint decision-making between the different programmatic sections? ▪ To what extent did the programmatic sections of UNICEF align their goals and outcomes to promote integration and synergy in 	<ul style="list-style-type: none"> ▪ Frequency and attendance of intersectoral meetings or working groups where leaders from different programmatic sections come together to discuss joint planning, coordination, and integration efforts. ▪ Number of joint training sessions or capacity-building initiatives conducted across programmatic sections, demonstrating efforts to enhance collaboration and cross-sectoral knowledge. ▪ Percentage of staff members from different programmatic sections involved in joint project teams or working groups, indicating active participation and collaboration. ▪ The existence of common monitoring and evaluation frameworks and indicators 	<ul style="list-style-type: none"> ▪ Documents Review ▪ Individual and group interviews 	<ul style="list-style-type: none"> ▪ UNICEF staff ▪ Government partners ▪ Academia 	<ul style="list-style-type: none"> ▪ Qualitative and quantitative ▪ Content analysis

EQS	SUB QUESTIONS	INDICATORS	DATA COLLECTION METHODS	DATA SOURCES	DATA ANALYSIS
	addressing the needs of young people?	adopted by different programmatic sections to assess the integrated interventions' outcomes and impact.			
ORIENTATION TO IMPACT					
EQ 12: To what extent in which ways the Youth and Learning outcomes can be attributed to the programme?	<ul style="list-style-type: none"> To what extent have participating youth acquired new skills relevant to their personal and professional development through ADDA? Which specific components of the program are believed to have the most significant impact on youth and learning outcomes? Are there testimonials or qualitative data that highlight specific instances of positive change? 	<ul style="list-style-type: none"> Perceptions of selected stakeholders regarding ADDA contribution to outcomes 	<ul style="list-style-type: none"> Documents Review Individual and group interviews FGD Survey 	<ul style="list-style-type: none"> UNICEF staff Government Academia Students 	<ul style="list-style-type: none"> Qualitative and quantitative Content analysis Survey results analysis
EQ 13: In what ways has the program been successful in empowering young people, both boys and girls and the marginalised, including those with disabilities, in Malawi?	<ul style="list-style-type: none"> How many young people, girls and boys, and children with disabilities and other vulnerabilities, have benefitted (and in what way) so far from the ADDA programme? Has the intervention contributed to equitable participation/ reach and benefits to various groups, including those from vulnerable settings? 	<ul style="list-style-type: none"> Perceptions of students regarding the impact on ADDA on young people boys and girls. Extent to which the program has reach the most vulnerable, including those with disabilities. 	<ul style="list-style-type: none"> Document Review (including RAM) Individual and group interviews Survey to students FGD 	<ul style="list-style-type: none"> UNICEF staff Government Academia Students 	<ul style="list-style-type: none"> Qualitative and quantitative Content analysis ToC analysis Gender analysis Survey results analysis

EQS	SUB QUESTIONS	INDICATORS	DATA COLLECTION METHODS	DATA SOURCES	DATA ANALYSIS
EQ 14: To what extent has the ADDA impacted access to drone technology and related data for average Malawian youth for entrepreneurship in the field?	<ul style="list-style-type: none"> To what extent the ADDA programme has facilitated entrepreneurial activities? 	<ul style="list-style-type: none"> Number of projects or programme ideas using drone technology for monitoring and service delivery which are incubated at the local institute. Extent to which students have improved their access to drone technology and related data to become entrepreneurs in the field. 	<ul style="list-style-type: none"> Document Review (including RAM) Individual and group interviews with key informants Survey to students FGD 	<ul style="list-style-type: none"> UNICEF staff Government Academia Students Private sector 	
SUSTAINABILITY					
EQ15. <i>How conducive is the political, economic, and technological environment to continue with the ADDA programme and intended results?</i>	<ul style="list-style-type: none"> What are the key barriers and bottlenecks towards achieving sustainability? What systems/mechanisms does UNICEF have in place to systematically and in a timely way identify bottlenecks? What are the existing policy gaps or inconsistencies that hinder the sustainability program? What are the financial limitations and constraints that hinder the sustainability of the intervention? 	<ul style="list-style-type: none"> Existence of gaps or inconsistencies in Malawi policies and regulations that have an impact on ADDA. Levels of integration of ADDA priorities within broader national development plans. implementation and enforcement of ADDA related policies and regulations. financial resources allocated to ADDA programs and services. 	<ul style="list-style-type: none"> Documents Review Individual and group interviews Survey to students. FGD 	<ul style="list-style-type: none"> UNICEF staff Government Academia Students 	<ul style="list-style-type: none"> Qualitative content analysis TOC analysis Survey results analysis
EQ16. <i>How effectively has the ADDA programme built national ownership and capacity?</i>	<ul style="list-style-type: none"> To what extent has the ADDA program engaged with key national and local stakeholders? To what extent has the program facilitated the allocation of financial and 	<ul style="list-style-type: none"> Perceptions of stakeholders around the government's level of commitment to supporting ADDA following UNICEF's engagement. The existence of policy statements or official 	<ul style="list-style-type: none"> Document Review (including RAM) Individual and group interviews with key informants representing 	<ul style="list-style-type: none"> UNICEF staff Government Academia Students Private sector 	<ul style="list-style-type: none"> Qualitative content analysis ToC analysis Survey results analysis

EQS	SUB QUESTIONS	INDICATORS	DATA COLLECTION METHODS	DATA SOURCES	DATA ANALYSIS
	<p>human resources from national sources?</p> <ul style="list-style-type: none"> ▪ Are there plans or mechanisms in place for the gradual handover of responsibilities to national entities? 	<p>endorsements by government institutions/ministries demonstrating their commitment to ADDA, influenced by UNICEF support.</p> <ul style="list-style-type: none"> ▪ Financial resources allocated by government institutions/ministries to ADDA initiatives. ▪ utilization of available resources for ADDA interventions. ▪ Amount and Quality of training and professional development opportunities for government personnel to own ADDA. 	<p>UNICEF CO, UNICEF, Govt at national, Academia, NGOs, UN agencies and international development actors.</p>		
<p>EQ 17. To what extent can the benefits of the ADDA programme continue after the funding ceases?</p>	<ul style="list-style-type: none"> ▪ To what extent has UNICEF's support and advocacy efforts influenced government institutions/ministries to enhance their commitment towards supporting ADDA? ▪ What specific actions or initiatives has UNICEF undertaken to strengthen the partnership with government institutions/ministries and foster their commitment to further support ADDA? ▪ In what ways has UNICEF facilitated resource mobilization efforts and encouraged government institutions/ministries to 	<ul style="list-style-type: none"> ▪ Types of measures taken to support the Government in sustaining ADDA without UNICEF's support. ▪ Number of supportive policies or legal frameworks developed or revised by government institutions/ministries with UNICEF's support to further support use of drones. ▪ Number of joint initiatives or partnerships established between UNICEF and government institutions/ministries to support implementation and 	<ul style="list-style-type: none"> ▪ Document Review (including RAM ▪ Individual and group interviews with key informants representing UNICEF CO, UNICEF, Govt at national, Academia, NGOs, UN agencies and international development actors. 	<ul style="list-style-type: none"> ▪ UNICEF staff ▪ Government ▪ Academia ▪ Students ▪ Private sector 	<ul style="list-style-type: none"> ▪ Qualitative content analysis ▪ ToC analysis ▪ Survey results analysis

EQS	SUB QUESTIONS	INDICATORS	DATA COLLECTION METHODS	DATA SOURCES	DATA ANALYSIS
	<p>commit additional resources to ADDA?</p> <ul style="list-style-type: none"> ▪ What strategies for sustainability have been adopted and how effective these have been? ▪ What are the key bottlenecks to sustain and scale up the outcomes of this programme? How to overcome them? ▪ Which capabilities, investments, partners and management systems would need to be improved or introduced in order to ensure sustainable impacts? ▪ What are other potential collaborative opportunities in the region for scaling ADDA's initiatives in alignment with UNICEF's innovation goals? 	<p>use of drones, indicating collaborative efforts.</p> <ul style="list-style-type: none"> ▪ Existence of regular communication channels and platforms between UNICEF and government institutions/ministries to exchange knowledge and coordinate actions related to implementing and use of drones' technology. 			
<p>EQ 18: In which ways has the learning from ADDA and Youth and Learning Innovation activities been integrated with UNICEF programming to ensure long-term, sustainable and scaling up of similar programmes?</p>	<ul style="list-style-type: none"> ▪ How has the knowledge gained from ADDA and Youth and Learning Innovation activities been documented and disseminated within UNICEF? ▪ Are there comprehensive reports, case studies, or knowledge-sharing platforms that capture key insights and lessons learned? 	<ul style="list-style-type: none"> ▪ Number of components identified as scalable from ADDA and Youth and Learning activities. ▪ Number of successful pilots or small-scale implementations. 	<ul style="list-style-type: none"> ▪ Document Review (including RAM) ▪ Individual and group interviews with key informants ▪ Survey to students ▪ FGD 	<ul style="list-style-type: none"> ▪ UNICEF staff ▪ Government ▪ Academia ▪ Students 	<ul style="list-style-type: none"> ▪ Qualitative content analysis ▪ ToC analysis ▪ Survey results analysis

EQS	SUB QUESTIONS	INDICATORS	DATA COLLECTION METHODS	DATA SOURCES	DATA ANALYSIS
	<ul style="list-style-type: none"> <li data-bbox="434 245 853 443">▪ Have specific components or interventions from ADDA and Youth and Learning activities been identified as highly scalable within the UNICEF context? <li data-bbox="434 448 853 611">▪ Have there been mechanisms in place for the exchange of best practices and lessons learned with national counterparts? 				

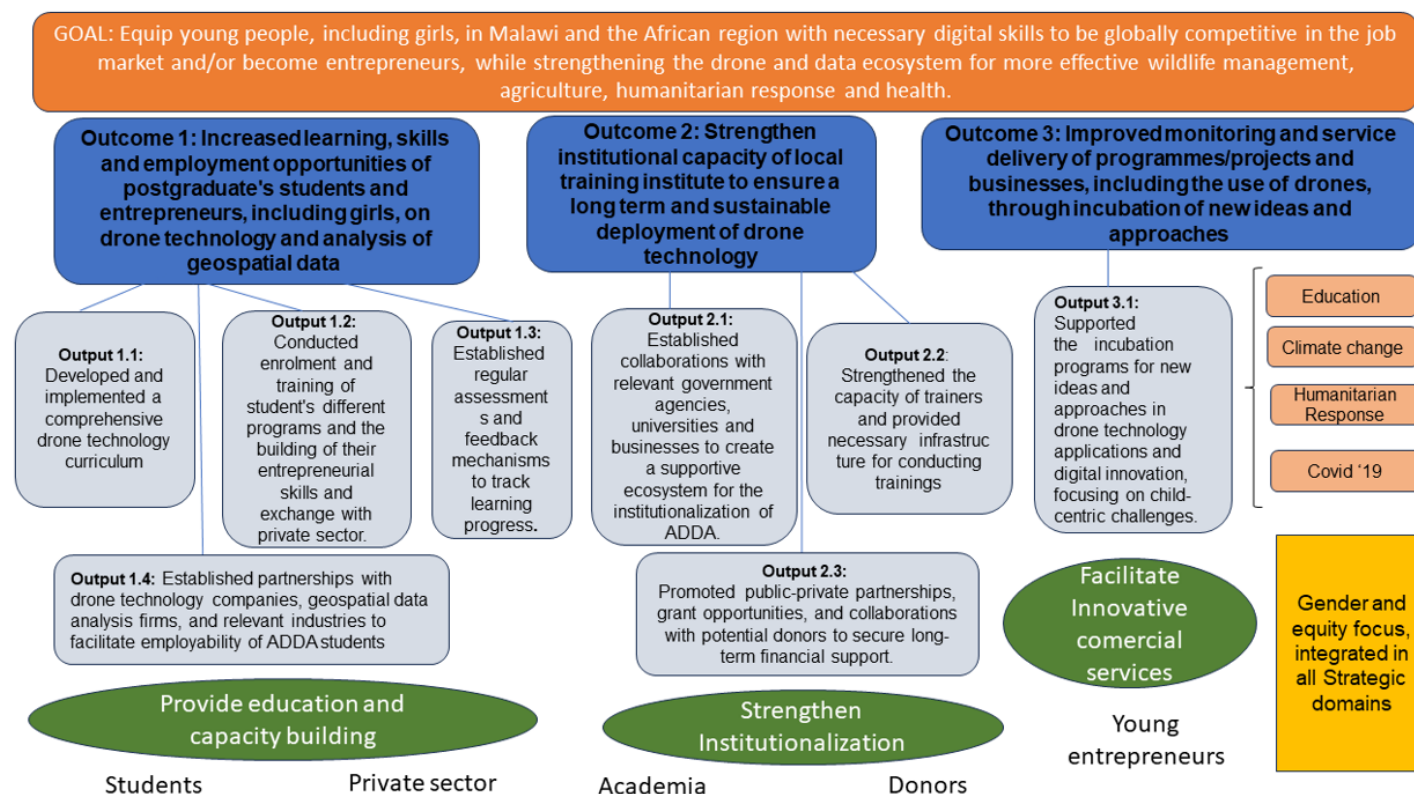
ANNEX C: THEORY OF CHANGE

Introduction

The Theory of Change (ToC) to guide the evaluation was summarised in the main section of the Inception Report. Here further details are offered. The reconstruction of the ToC has taken into consideration ADDA framework but also includes the work undertaken by the Youth and Learning Portfolio that works beyond ADDA. The ToC has included the ultimate goal of the project that already includes its outcomes and outputs and specifies that the overall high-level impact for the interventions is *“Equip young people, including girls, in Malawi and the African region with necessary digital skills to be globally competitive in the job market and/or become entrepreneurs, while strengthening the drone and data ecosystem for more effective wildlife management, agriculture, humanitarian response and health.”*

Overview

The constructed TOC provides causal pathways of change and includes the main assumptions and risks. The ToC is based on the evaluation questions and on discussions with UNICEF Malawi. However, as stated in the methodological framework, this initial proposal needs to be further discussed with the country office in the following phases of the evaluation.



The ToC serves as a guiding roadmap throughout this document, providing a clear pathway to achieve the desired impact. It underscores the significance of various strategic domains including the need to provide education and capacity building of young students, including girls, strengthen institutionalization of the academic sector and the facilitation of innovative commercial services. The holistic approach involves engaging diverse stakeholders such as students, academia, private sector, young entrepreneurs and also donors, to cultivate an environment that empowers young people to be competitive and enter the job market.

The first strategic domain resolves around providing **education and capacity building** mainly through ADDA programme. It aims to support the development of a comprehensive drone technology curriculum (output 1.1), the enrollment and training of students in different programs and the enhancement of their entrepreneurial skills

(output 1.2). It aims to also establish regular assessments and feedback mechanisms to track learning progress (output 1.3) and establish partnerships with private sector to facilitate employability of students (output 1.4). This comprehensive approach aims to contribute to increase the experiential learning, skills and employment opportunities of post graduate students and entrepreneurs, including girls, on drone technology and analysis of geospatial data (Outcome 1).

The second strategic domains centers on **strengthening institutionalization seeking** collaborations with relevant government agencies, universities and businesses to create a supportive ecosystem for the institutionalization of ADDA (output 2.1). It also targets the enhancement of trainers capacity and the provision of the necessary infrastructure for conducting trainings (output 2.2). Additionally, it strives to foster public-private partnerships, grant opportunities, and collaborations with potential donors to secure long-term financial support for ADDA (output 2.3). These efforts are designed to fortify the institutional capacity of local training institutes, ensuring the long-term and sustainable deployment of drone technology (Outcome 2).

The third strategic domain concentrates on **facilitating an innovative commercial service**, with a specific focus on ADDA and other projects within the Youth and Learning Portfolio. This involves supporting incubation programs for new ideas and approaches in drone technology applications, particularly addressing child-centric challenges to enhance monitoring and service delivery in various programs, projects, and businesses, including the use of drones. The scope extends to innovative services in areas such as climate change, health emergencies, and COVID-19 response.

The Theory of Change underscores a commitment to inclusivity, acknowledging gender and equity gaps within its strategic framework. It recognizes the significance of addressing these issues to ensure equal opportunities and rights for all children and youth in Malawi.

The assumptions identified that make evidence of the statements about how certain factors or conditions will contribute to achieving the desired outcomes, are the following. However, they will need to be further discussed with UNICEF),

- **Technology Adoption:** Stakeholders are open to adopting drone technology for innovative problem-solving.
- **Educational Interest:** There is a demand for learning and skills development in the field of drone technology among postgraduate students and entrepreneurs.
- **Institutional Collaboration:** Local training institutes are willing to collaborate and build capacity for sustained drone technology deployment.
- **Programmatic Impact:** Improved monitoring and service delivery using drones will positively impact children, including the most vulnerable.

In addition, the ToC identifies that the effective implementation of the program is subject to various challenges and potential barriers, including:

- **Technology Resistance:** Misconceptions may arise due to concerns about privacy, safety, or a lack of understanding of the positive impact of drones. Public perception and fear of job displacement or misuse of technology could hinder acceptance.
- **Limited Institutional Cooperation:** Local institutions may lack the resources, expertise, or interest to actively support and take ownership of the drone technology project.
- **Resistance to change and skepticism** about the project's benefits may hinder collaboration.
- **Financial Concerns affecting sustainability:** Challenges in securing public-private partnerships may arise due to a lack of interest from potential private partners or conflicting goals. Grant applications may be competitive, and the project might face difficulties in meeting the stringent requirements.

ANNEX D: LIST OF STAKEHOLDERS

	Name	Institution	Position	Email	Date of interview	Comments
1.	Gerritz Maritz	UNICEF Malawi Leadership	Deputy Representative	gmaritz@unicef.org	22/12/2023 at 11:00 am	
2.	Simon Jan Molendijk	UNICEF Malawi Education Team	Chief Education	sjmolendijk@unicef.org	20/12/2023 at 11:00 am	
3.	Postar Chikaoneka	UNICEF Malawi Innovation Team	Former project manager for ADDA	p.chikaoneka@gmail.com	30/11/2023 at 04:00 pm	
4.	Tautvydas Juskauskas	UNICEF Malawi Innovation Team	Innovation Specialist Drones and Data	tjuskauskas@unicef.org	29/11/2023 at 04:00 pm	
5.	Mitsuki Nishi	UNICEF Malawi Innovation Team	Innovation Specialist	mnishi@unicef.org	28/11/2023 at 03:00 pm	
6.	Michael Scheibenreif	UNICEF Regional Office	Innovation Manager at ESAR – formally working at UNICEF Malawi CO for the establishment of ADDA	mscheibenreif@unicef.org	06/12/2023 at 11:00 am	
7.	Bhawna Vajpai	UNICEF Malawi CDR Team	Chief CDR	bmvajpai@unicef.org	05/12/2023 at 01:00 pm	
8.	Estere Tsoka	UNICEF Malawi CDR Team	Emergency Specialist	etsoka@unicef.org		
9.	Mathias Kafunda	UNICEF Malawi CDR Team	Local governance and decentralization program specialist	mkafunda@unicef.org		
10.	Chippo Mchenga	UNICEF Malawi CDR Team	Junior emergency information management associate	cmchenga@unicef.org		
11.	Sanju Bhattari	UNICEF Malawi CDR Team	Social behaviour change manager	sbhattarai@unicef.org		

12.	Address Malata	Malawi University of Science and Technology & ADDA	Vice Chancellor	amalata@must.ac.mw	12/12/2023 at 12	
13.	Chkondi Chisenga	Malawi University of Science and Technology & ADDA	ADDA Coordinator	cchisenga@must.ac.mw	12/12/2023 at 13	
14.	Mustsinzi Heinrich Rukundo	UNICEF Malawi Education Team	Education Specialist	mhrukundo@unicef.org	Pending	
15.	Bejoy Nambir	UNICEF Health Team	Health Specialist	bnambiar@unicef.org	Pending	
16.	Chifundo Kanjala	UNICEF Programme Planning and Monitoring section	Monitoring Specialist	ckanjala@unicef.org	Pending	
17.	Mougabe Koslengar	UNICEF WASH Team	Chief WASH	mkoslengar@unicef.org	Pending	
18.	Kevin Kocherberger	Virginia Tech		kbk@exchange.vt.edu	Pending	
19.	Alexander DC Mtambo		Instructor	alexander@globhe.com	Pending	
20.	Professor Suresh Muthukrishnan	Furman University	ADDA Curriculum creator	suresh.muthukrishnan@furman.edu	Pending	
21.	Keren Asaba	UNICEF - ADDA global team		kasaba@unicef.org	Pending	
22.	Denise Soesilo	UNICEF - ADDA global team		dsoesilo@unicef.org	Pending	
23.		Chief of Health section				
24.		Chief of section on nutrition,				

25 .		Chief Country Programm e				
26 .		Chief WASH section				
27 .						
28 .						

ANNEX E: KEY INSTRUMENTS

A. Survey tool to ADDA students and graduates

To receive as much answers as possible, the decision has been made to keep the survey as simple and straight forward as possible. Complementary information will be collected during the data collection process and through the interviews and focus groups during the field mission.

BACKGROUND INFORMATION

0.1 Please provide the following personal Information

- Country of origin
- Region
- City
- District
- Where are you currently located? (Country/Region)
- Do you currently reside in an urban or rural area?
 - ✓ Urban
 - ✓ Rural

0.2 Please select the appropriate age group:

- 18-24
- 25-34
- 35-44
- 45-54
- 55 and above

0.3 Gender: How do you identify your gender?

- Male
- Female
- Non-binary
- Prefer not to say

0.4 Educational Background: What is your highest level of education completed?

- Junior Primary (standard 1-4)
- Senior Primary (standard 5-8)
- Junior Secondary (form 1-2)
- Senior Secondary (form 3-4)
- Higher/tertiary education
- Technical/vocational education
- Other (specify)

0.5 Professional Background: Which best describes your current professional or student background?

- STEM (Science, Technology, Engineering, and Mathematics)
- Business/Entrepreneurship
- Social Sciences
- Other (please specify)

0.6 In what ways have you participated/ or you are participating in any ADDA programs or courses?

- I am currently taking one training
- I have finished one
- I am about to start one

- I haven't participated yet

0.7 If yes, please specify the course(s) you have/ you are participating in. (Select all that apply)

- Certificate in Drone and Data Technology (CDDT-1) – Level 1 – Online (5 weeks)
- Certificate in Drone and Data Technology (CDDT-2) – Level 2 – In-person (6 weeks)
- Certificate in Remotely Piloted Aircraft Technology (RPAT) – Online and self-paced
- Certificate in Data Visualization and Cartography (DVAC) – Online and self-paced
- Remotely Piloted Aircraft Technology (RPAT) - Remote Piloting Licence (RPL) – (3 weeks)

0.8 If you have participated in ADDA programs, did you successfully graduate and receive certification?

- Yes
- No

0.9 In which year did you graduate from the African Drone and Data Academy (ADDA)? (Select the relevant year)

- 2019
- 2020
- 2021
- 2022
- 2023

ADDA PROGRAMME QUESTIONS

1. How satisfied are you with the overall experience of the ADDA programme you have participated in?

- Very satisfied
- Satisfied
- Dissatisfied
- Very dissatisfied
- Don't know / Refusal

2. Which format of ADDA programs do you prefer or find most convenient? (Select all that apply)

- Online courses
- In-person courses
- Self-paced courses
- A combination of online and in-person
- No preference
- Don't know / Refusal

3. What specific aspects of the program(s) contributed to your satisfaction or dissatisfaction? Feel free to choose one or more options:

- Curriculum Content:
- Practical Training:
- Industry Collaboration:
- Mentorship Programs:
- Technical Support:
- Flexibility:
- Networking Opportunities:
- Course Duration:
- Facilities and Equipment:
- Other (please specify):
- Don't know / Refusal

4. To what extent you think the ADDA programme meets the needs of young people to become globally competitive in the job market and/or become entrepreneurs?
 - Extremely Well
 - Well
 - Neutral
 - Needs improvement
 - Ineffective
5. To what extent do you feel that ADDA programs have contributed to your acquisition of 21st-century skills, including drone construction, piloting, GIS skills, and practical drone data analysis?
 - Significantly contributed
 - Moderately contributed
 - Minimally contributed
 - Not contributed at all
 - Don't know / Refusal
6. Have you applied the skills learned from ADDA programs to real-world problem-solving or projects?
 - Yes
 - No
- 6.1 If yes, please select in which type of projects :
 - Developed a drone-based crop monitoring system for precision agriculture.
 - Implemented GIS skills for mapping and analyzing natural disaster risks in a local community.
 - Implemented GIS skills for urban planning projects
 - Utilized drone data for environmental impact assessment
 - Applied skills in medical logistics by using drones for delivering essential supplies to remote areas.
 - Designed and executed a project using drone technology to assess wildlife conservation efforts
 - Applied skills in medical logistics using drone technology
 - Other (please specify)
 - Don't know / Refusal
7. Which specific aspects of the ADDA programs do you think could be improved to enhance their effectiveness?
 - Curriculum Content: Enhancing the content of the courses for a more comprehensive learning experience.
 - Practical Training: Increasing hands-on and practical training opportunities.
 - Industry Collaboration: Strengthening collaboration with industry professionals for real-world insights.
 - Mentorship Programs: Implementing mentorship programs to support individual career development.
 - Technical Support: Improving access to technical support and resources for better learning outcomes.
 - Flexibility: Providing more flexible learning options to accommodate diverse student needs.
 - Networking Opportunities: Increasing opportunities for networking within the industry.
 - Course Duration: Adjusting the duration of certain courses for better pacing.
 - Facilities and Equipment: Upgrading facilities and equipment for a more conducive learning environment.
 - Other (please specify)
 - Don't know / Refusal
8. To what extent do you think ADDA programs have equipped you with skills that are adaptable to emerging trends in the drone and data technology industries?
 - Highly adaptable
 - Moderately adaptable
 - Minimally adaptable
 - Not adaptable at all
 - Don't know / Refusal

9. How effective do you think ADDA is in gathering feedback from youth participants to improve its programs and address any challenges they may face?
- Highly effective
 - Moderately effective
 - Not very effective
 - Not effective at all
 - Don't know / Refusal

10. Have you engaged with industry professionals or organizations in the drone and data technology sectors after completing ADDA programs?
- Actively engaged
 - Somewhat engaged
 - Limited engagement
 - No engagement
 - Don't know / Refusal

Please mention the professional body and or organizations: _____

- 10.1 If yes, in which industries have you or other ADDA graduates been actively engaged or employed after completing the program? (Select all that apply)
- Health
 - Civil protection
 - Environmental protection
 - Agriculture
 - Education
 - Humanitarian
 - Technology Business/Entrepreneurship
 - Other (please specify)
 - Don't know / Refusal

- 10.2 If yes, how did your ADDA education contribute to establishing connections and collaborations in the industry?
- Facilitated strong connections
 - Moderately facilitated connections
 - Limited facilitation
 - No facilitation
 - Don't know / Refusal

- 10.3 How effective do you think ADDA programs have been in preparing you for the job market and career advancement in the drone and data technology sectors?
- Highly effective
 - Somewhat effective
 - Not very effective
 - Not effective at all
 - Don't know / Refusal

11. Have you started or been involved in entrepreneurial ventures related to drone technology or data or other entrepreneurial activities after completing ADDA?
- Yes
 - No

- 11.1 If yes, how has ADDA's support and curriculum contributed to your entrepreneurial journey, if applicable?
- Significantly contributed

- Moderately contributed
- Limited contribution
- No contribution
- Don't know / Refusal

11.2 If yes, please select the option that best describes your experience:

- Started my own drone-related business
- Collaborated with others to launch a drone technology start-up
- Founded a social enterprise utilizing drone technology
- Engaged in agricultural precision services using drones
- Established a business in manufacturing or servicing drones
- Contributed to a data analytics venture based on drone data
- Other (please specify)
- Don't know / Refusal

12. Have you faced any challenges in pursuing post-graduation opportunities in the drone and data technology fields?

- Yes
- No

12.1 If yes, please select the option that best describes the challenges you've encountered:

- Difficulty in securing employment in the desired field
- Lack of industry-specific networking opportunities
- Limited access to resources and funding for personal projects
- Challenges related to adapting to evolving technologies
- Other (please specify)
- Don't know / Refusal

13. To what extent has the ADDA impacted the accessibility of drone technology and related data for the youth in Malawi, particularly in terms of fostering entrepreneurship in this field??

- Significantly increased access
- Moderately increased access
- Slightly increased access
- No impact on access
- Don't know / Refusal

14. Do you think ADDA should expand its outreach to schools to introduce drone technology and data applications to children?

- Yes
- No
- Unsure

15. What potential benefits or challenges do you foresee in implementing ADDA programs in school settings?

a) Potential Benefits b) Potential Challenges If you selected "Potential Benefits," please specify:

If you selected "Potential Challenges," please specify:

16. Would you be interested in participating in future ADDA programs or courses?

- Very interested
- Interested
- Neutral
- Not very interested

- Not interested at all
- Don't know / Refusal

16.1 If yes, are there specific types of programs or topics you would like to see in future offerings? Yes (please specify) _____

17. How would you rate ADDA's contribution to equipping young people, both boys and girls, including those with disabilities and other vulnerabilities in Malawi and the African region with necessary technical skills in strengthening the drone ecosystem?

- Highly effective
- Moderately effective
- Not very effective
- Not effective at all
- Don't know / Refusal

17.1 How inclusive do you think ADDA is in terms of encouraging and supporting the participation of female youth in its programs?

- Highly inclusive
- Inclusive
- Not very inclusive
- Not inclusive at all

17.2 How inclusive do you think ADDA is in terms of encouraging and supporting the participation of people with disability in its programs?

- Highly inclusive
- Inclusive
- Not very inclusive
- Not inclusive at all

17.3 In your view, has the exposure to drone technology and data applications through ADDA played a role in challenging or reinforcing gender stereotypes in STEM fields?

- Challenged stereotypes positively
- Maintained existing stereotypes
- Reinforced stereotypes
- Not applicable

18. To what extent does ADDA provide career guidance and mentorship to help youth navigate their paths in the drone and data technology sectors?

- Extensively
- Moderately
- Limited
- There is no mentorship or guidance

18.1 If yes, how has the career guidance and mentorship contributed to your post-graduation experience? (Select all that apply)

- Positive networking opportunities
- Mentorship and guidance
- Collaboration on projects
- Access to job opportunities
- Skill-sharing and knowledge exchange
- Other (please specify)
- Don't know / Refusal

19. Are you interested in collaborating with other ADDA alumni for potential projects, research, or initiatives?
- Very interested
 - Interested
 - Not very interested
 - Not interested at all
 - Don't know / Refusal

B. Qualitative tool for key interviews and focus groups

Qualitative Questions		Respondents/Stakeholders
Question No.	Relevance	
1	To what extent ADDA`s programme design was in line with the government`s relevant policies and programmatic priorities for the innovation agenda in Malawi?	UNICEF Innovation Unit/Malawi Government
2	To what extent ADDA`s implementation are in line with the government`s relevant policies and programmatic priorities for the innovation agenda in Malawi?	MUST/UNICEF Innovation Unit
3	How well do UNICEF's ADDA and related projects address the specific challenges and needs identified in government strategies and policies in the innovation domain?	Malawi Government/MUST/Unicef Innovation Unit
4	How well did ADDA`s design and implementation meet the needs of young people, both boys and girls in Malawi?	MUST/UNICEF Innovation Unit Parents and Students (FGDs)
5	How well did ADDA`s design and implementation and executions meet the needs of youths with disabilities and other vulnerabilities in Malawi?	MUST/UNICEF Innovation Unit Parents and Students (FGDs)
Coherence		
6	To what extent ADDA and other UNICEF projects have created synergies and interlinkages with projects partners, for example (linkages of UN, government, private sector, and academia) ? To what extent these partnerships have helped to strengthen innovations in the country?	UNICEF/UN Agencies/INGOs/Private sector/ MUST/Academia
7	Comment on whether the various internal and external coordination mechanisms established were relevant to the specifics of ADDA and other related projects?	UNICEF/UN Agencies/INGOs/Private sector/ MUST/Academia
8	What are the major challenges of coordination among the ADDA partners and those of other related projects and why did they occur?	UNICEF/Innovation UNIT/Private sector/ MUST/Academia/
9	Are there any aspects of ADDA and any of the related projects that conflict with other UNICEF programs? What efforts were there to address these if any?	UNICEF Innovation UNIT/ UNICEF Country office/UNICEF Regional
10	What were the strengths achieving coherence and adding value while avoiding duplication of efforts in the domain of use of drones to support emergencies in the country? What were the gaps in achieving coherence and adding value while avoiding duplication of efforts in the domain of use of drones to support emergencies in the country?	UNICEF Country office/Drones/UNICEF Countr office and beyond/MUST/Malawi Gvt-DODMA
11	To what extent could UNICEF Malawi lead the innovation agenda in the country while considering other partners` work on the same?	UNICEF Innovation Unit/ UNICEF Country office/Drones/UNICEF Country office

Effectiveness		
12	To what extent ADDA has contributed to improve learning and skills of postgraduate's students and entrepreneurs, on drone technology and analysis of geospatial data?	UNICEF Country and Regional office/Drones/ MUST/Academia
13	Has ADDA contributed to strengthen institutional capacity of local training institutes to ensure a long term and sustainable deployment of drone technology?	UNICEF Country and Regional office/Drones/ MUST/Academia/Government
14	What processes have enabled or hindered the achievement of outcomes in the programme? How challenges could be mitigated?	UNICEF Innovation Unit/ UNICEF Country office/Drones/UNICEF Country office/MUST/Academia
15	What differences in results existed across groups e.g. women, girls, boys, adolescent and youth, persons with disabilities, refugee children, urban/rural etc.?	UNICEF Innovation Unit/ UNICEF Country office/Drones/UNICEF Country office Parents and Students (FGDs)
Efficiency		
16	How timely was the execution of the ADDA and other projects activities? Did the program met the predefined quality standards? Comment on whether the activities were done in expected quantity and quality standards?	UNICEF Innovation Unit/ UNICEF Country office/Drones/UNICEF Country office/GVT/ Parents and Students (FGDs)
17	How strategic were the resources such as (funds, human resources, time, expertise, etc.) been allocated to achieve the intended outcomes? To what extent has the allocation of resources by UNICEF in the programs been appropriate to the beneficiaries, including both boys and girls and the marginalized youth? (probe on each of the elements)	UNICEF Innovation Unit/ UNICEF Country office/Drones/UNICEF Country office/GVT/Academia Parents and Students (FGDs)
18	Comment on how suitable was the arrangements regarding appropriate resource requirements – such as time, human, financial, technical and support services? Was such arrangement properly done in the delivery of the programme?	UNICEF Innovation Unit/ UNICEF Country office/Drones/UNICEF Country office/GVT/Academia
19	How has the implementation and quality of the program activities and results been monitored and assessed throughout the execution ?	UNICEF Innovation Unit/ UNICEF Country office/Drones/UNICEF Country office/GVT
20	Comment on how good was UNICEF in providing the required support to partner organizations/departments? What was happening to ensure efficient support to partners?	UNICEF Innovation Unit/ UNICEF Country office/Drones/UNICEF Country office/GVT/ Academia
21	To what extent have the different sections of UNICEF collaborated with each other in joint planning, implementation, and monitoring of ADDA and other related projects to ensure a comprehensive and integrated approach and move forward the agenda of the young and learning portfolio? Please provide example of coordination mechanisms established	UNICEF Innovation Unit/ UNICEF Country office/
Orientation of impact		
22	To what extent ADDA and related projects have contributed to providing young people with the necessary digital skills to be globally competitive in the job market and/or become entrepreneurs? Has the intervention contributed to equitable participation/ reach and benefits to various groups, including those from vulnerable settings?	UNICEF Country and Regional office/Drones/ MUST/Academia/Government/Private sector Parents and Students (FGDs)

23	To what extent has the ADDA impacted access to drone technology and related data for average Malawian youth for entrepreneurship in the field? What are other key youth learning and innovation outcomes that you are particularly happy about?	Country office/Drones/UNICEF Country office/GVT/ Parents and Students (FGDs)
24	What can you say in as far as programme implementation versus costs involved is concerned for ADDA and others? Would you say the programme was implemented most efficiently cost wise in comparison to other areas the resources could have been used for?- explain and provide data/information (Additional information may be generated from financial records)	UNICEF Innovation Unit/ UNICEF Country office/Drones
Sustainability		
25	How conducive is the political, economic, and technological environment to continue with the ADDA programme, other related projects and its intended results? (Probe for economic, political and technological environment)	Country office/Drones/UNICEF Country office/GVT/ Parents and Students (FGDs)
26	How effective has the ADDA programme built national ownership and capacity? Are there plans or mechanisms in place for the gradual handover of responsibilities to national and local institutions?	Country office/Drones/UNICEF Country office/GVT/ Parents and Students (FGDs)
27	To what extent can the benefits of the ADDA programme continue after the funding ceases? What specific actions or initiatives has UNICEF undertaken to strengthen the partnership with government institutions/ministries and foster their commitment to further support ADDA?	Country office/Drones/UNICEF Country office/GVT/
28	What strategies for sustainability and scalability have been adopted and how effective these have been?	Country office/Drones/UNICEF Country office/GVT/
29	What are the key bottlenecks to sustain and scale up the outcomes of this programme? How to overcome them?	Country office/Drones/UNICEF Country office/GVT/
30	Which capabilities, investments, partners and management systems would need to be improved or introduced in order to ensure sustainable impacts?	Country office/Drones/UNICEF Country office/GVT/Academia
31	In which ways has the learning from ADDA and Youth and Learning Innovation activities been integrated with UNICEF programming to ensure long-term, sustainable and scaling up of similar programmes? Have there been mechanisms in place for the exchange of best practices and lessons learned within UNICEF which have also been shared with national counterparts?	Country office/Drones/UNICEF Country office/GVT/Academia

ANNEX F: UNICEF relevant guidance on ethical standards

- UNICEF Procedure for Ethical Standards in Research, Evaluation, Data Collection and Analysis
- Guidance Document of the Protection of Human Subjects' Safety
- Guidance Document for the Protection of Human Subjects' Identities
- Guidance Document for Protection of Research Data
- Guidance Document for Informed Consent
- Criteria for Ethical Review Checklist
- Informed Consent Form Example
- PSEA Guidance and Toolkit for UNICEF and Partners

ANNEX G: Informed Consent

Informed Consent for Key Informant Interviews with adults

Hello, my name is [*data collector's name*], and I work with the company NTT DATA for UNICEF.

We are conducting a **formative evaluation of the Youth and Learning Innovations portfolio with a special focus on the African Drone and Data Academy (ADDA)**. For this reason, we have purposively selected individuals directly involved in the ADDA programme or who are interested parties.

You are one of the selected individuals therefore we would very much appreciate your participation in this study. Participation involves an interview with you about your experiences with the activities implemented or the fields addressed in the framework of the Programme.

Your participation will take about 45-60 minutes.

The information you provide will be strictly **confidential** and never connected to you. We will put information from you together with information from other people in this study. No one will be able to tell what information came from you. When we report on this research, we will not use your name, and no one will know what answers you gave.

In case of disclosure of risks or abuses, the national referral path is indicated by UNICEF and the evaluators will strictly follow the indications received, by relying on UNICEF for any specific guidance in such cases.

With your permission, I will audiotape and take notes during the interview. The recording is to accurately record the information you provide and will be used for transcription purposes only. If you choose not to be audiotaped, I will take notes instead. If you agree to being audiotaped but feel uncomfortable or change your mind for any reason during the interview, I can turn off the recorder at your request. Or if you don't wish to continue, you can stop at any time.

Only the evaluators in the team will have access to this information, and all information will be stored safely under the care of the team leader and not shared with anyone else.

Your participation in this study may not benefit you directly, but it may benefit others. Your responses may improve UNICEF's and Government of Malawi work and understanding about ways to provide better services.

Your participation in this study is voluntary. If you don't want to be in the study, it is okay. If you want to be in the study now and change mind later, that is okay too. You can decide not to answer any question and can stop at any time. Your decision about whether to participate or to answer any questions will not affect any benefits or services you receive. If you choose to participate, we ask you to answer the questions honestly, so that we can understand your experience and thoughts.

We do not see any risks in your participation. However, if you have any concerns regarding the way the interview was conducted, or any other concern regarding your participation in this study, please contact Mitsuki Nishi at mnishi@unicef.org.

Before you say yes or no to being in this study, we will answer any questions you may have. If you join the study, you can ask me questions at any time.

You may also contact the evaluation team at the following contacts if you have any questions or concerns.

Anthony Malunga, National Consultant at jeckmalunga@gmail.com or +265 994 05 96 69, also in local language;
Atusaye Nyondo, National Consultant at atusayenyondo@yahoo.com or +265 888 67 84 90;
Fanny Fourestier, Team Leader at fanny.fourestier@gmail.com or +34 653 74 72 32;

Do you have any questions now?

Do you understand everything I have explained?

Do you agree to participate in this interview?

Signature and date

Informed Consent for Focus Group Discussions / Group Interviews for adults

Hello, my name is [*data collector's name*], and I work with the company NTT DATA for UNICEF.

We are conducting a **formative evaluation of the Youth and Learning Innovations portfolio with a special focus on the African Drone and Data Academy (ADDA)**. For this reason, we have randomly selected individuals involved in the activities of the ADDA Programme and also individuals who are interested parties.

Since you are one of the selected participants, we would very much appreciate your participation in this study. Participation involves your inclusion in a group discussion with other people about your experiences with the activities implemented or in general the fields addressed in the framework of the Programme.

Your participation in the group discussion will take about 60-90 minutes.

The information you provide will be strictly **confidential** and never connected to you. We will put information from you together with information from other people in this study. No one will be able to tell what information came from you. When we report on this research, we will not use your name, and no one will know what answers you gave. On the same line, I kindly ask you not to share with others what you will hear from the people who take part in this group discussion.

In case of disclosure of risks or abuses, the national referral path is indicated by UNICEF and the evaluators will strictly follow the indications received, by relying on UNICEF for any specific guidance in such cases.

With your permission, I will audiotape and take notes during the discussion. The recording is to accurately record the information you provide and will be used for transcription purposes only. If you choose not to be audiotaped, I will take notes instead when you talk. If you agree to being audiotaped but feel uncomfortable or change your mind for any reason during the interview, I can turn off the recorder at your request. Or if you don't wish to continue, you can stop at any time.

Only the evaluators in the team will have access to this information, and all information will be stored safely under the care of the team leader, and not shared with anyone else.

Your participation in this study may not benefit you directly, but it may benefit others. Your responses may improve UNICEF's and Malawi Government work and understanding about ways to provide better services to people like you.

Your participation in this study is voluntary. If you don't want to be in the study, it is okay. If you want to be in the study now and change mind later, that is okay too. You can decide not to answer any question and can stop at any time. Your decision about whether to participate or to answer any questions will not affect any benefits or services you receive. If you choose to participate, we ask you to answer the questions honestly, so that we can understand your experience and thoughts.

We do not see any risks in your participation. However, if you have any concerns regarding the way the interview was conducted, or any other concern regarding your participation in this study, please contact Mitsuki Nishi at mnishi@unicef.org.

Before you say yes or no to being in this study, we will answer any questions you have. If you join the study, you can ask me questions at any time.

You may also contact the evaluation team at the following contacts if you have any questions or concerns.

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Atusaye Nyondo, National Consultant at atusayenyondo@yahoo.com or +265 888 67 84 90;
Fanny Fourestier, Team Leader at fanny.fourestier@gmail.com or +34 653 74 72 32;

Do you have any questions now?

Do you understand everything I have explained?

Do you agree to participate in this focus group discussion?

Signature and date

Informed Consent for Survey for adults

Hello, my name is [*data collector's name*], and I work with the company NTT DATA for UNICEF.

We are conducting a **formative evaluation of the Youth and Learning Innovations portfolio with a special focus on the African Drone and Data Academy (ADDA)**. For this reason, we have randomly selected individuals involved in the activities of the ADDA Programme and also individuals who are interested parties.

Since you are one of the selected participants, we would very much appreciate your participation in this study. Participation involves your inclusion in a survey about your experiences with the activities implemented or in general the fields addressed in the framework of the Programme.

Your participation to the survey will take about 30 minutes.

The information you provide will be strictly **confidential** and never connected to you. We will put information from you together with information from other people in this study. No one will be able to tell what information came from you. When we report on this research, we will not use your name, and no one will know what answers you gave.

In case of disclosure of risks or abuses, the national referral path is indicated by UNICEF and the evaluators will strictly follow the indications received, by relying on UNICEF for any specific guidance in such cases.

Only the evaluators in the team will have access to this information, and all information will be stored safely under the care of the team leader, and not shared with anyone else.

Your participation in this study may not benefit you directly, but it may benefit others. Your responses may improve UNICEF's and Malawi Government work and understanding about ways to provide better services to people like you.

Your participation in this study is voluntary. If you don't want to be in the study, it is okay. If you want to be in the study now and change mind later, that is okay too. You can decide not to answer any question and can stop at any time. Your decision about whether to participate or to answer any questions will not affect any benefits or services you receive. If you choose to participate, we ask you to answer the questions honestly, so that we can understand your experience and thoughts.

We do not see any risks in your participation. However, if you have any concerns regarding the way the survey was conducted, or any other concern regarding your participation in this study, please contact Mitsuki Nishi at mnishi@unicef.org.

Before you say yes or no to being in this study, we will answer any questions you have.

You can also contact the evaluation team at the following contacts if you have any questions or concerns.

Anthony Malunga, National Consultant at jeckmalunga@gmail.com or +265 994 05 96 69, also in local language;
Atusaye Nyondo, National Consultant at atusayenyondo@yahoo.com or +265 888 67 84 90;
Fanny Fourestier, Team Leader at fanny.fourestier@gmail.com or +34 653 74 72 32;

Do you have any questions now?

Do you understand everything I have explained?

Do you agree to participate in this survey?

Signature and date

Informed Consent for parents / guardians of children below 18 years (junior candidates)

Hello, my name is [data collector's name], and I work with the company NTT DATA for UNICEF.

We are conducting a **formative evaluation of the Youth and Learning Innovations portfolio with a special focus on the African Drone and Data Academy (ADDA)**. For this reason, we have randomly selected individuals involved in the activities of the ADDA Programme and also individuals who are interested parties.

Your child, ... is one of the selected persons and we would very much appreciate his participation in this study. Participation involves his/her participation in a survey/interview about his/her experiences with the activities implemented or in general the fields addressed in the framework of the project.

His/her participation to the survey/interview will take about 30 minutes.

The information he/she provides will be strictly **confidential** and never connected to him/her. We will put the information he/she shares together with information from other people in this study. No one will be able to tell what information came from him/her. When we report on this research, we will not use his/her name, and no one will know what answers he/she gave.

In case of disclosure of risks or abuses, the national referral path is indicated by UNICEF and the evaluators will strictly follow the indications received, by relying on UNICEF for any specific guidance in such cases.

Only the evaluators in the team will have access to this information, and all information will be stored safely under the care of the team leader, and not shared with anyone else.

The participation in this study may not benefit your child directly, but it may benefit others. His/her responses may improve UNICEF's and Malawi Government work and understanding about ways to provide better services to young people.

The participation of your child in this study is voluntary. He/she can decide not to answer any question and can stop at any time. His/her decision about whether to participate or to answer any questions will not affect any benefits or services he/she receives.

We do not see any risks in his/her participation. However, if on behalf of your child, you have any concerns regarding the way the survey/interview was conducted, or any other concern regarding your child's participation in this study, please contact Mitsuki Nishi at mnishi@unicef.org.

We will be pleased to answer any questions you have.

You can also contact the evaluation team at the following contacts if you have any questions or concerns.

Anthony Malunga, National Consultant at jeckmalunga@gmail.com or +265 994 05 96 69, also in local language;
Atusaye Nyondo, National Consultant at atusayenyondo@yahoo.com or +265 888 67 84 90;
Fanny Fourestier, Team Leader at fanny.fourestier@gmail.com or +34 653 74 72 32 ;

Do you have any questions now?

Do you understand everything I have explained?

Do you authorise your child to participate in this survey/interview?

Signature and date

ANNEX H: Terms of Reference



Annex Terms of Reference.pdf

ANNEX I: Research Ethics Review Document



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