TERMS OF REFERENCE

WFP ETHIOPIA END TERM EVALUATION OF SCHOOL FEEDING PROGRAM EVALUATION IN AFAR AND SOMALI REGION (2013 – 2016)

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1. Introduction

1. These Terms of Reference (ToR) are for an activity evaluation of the school feeding programme that has been implemented by WFP in Afar and Somali regions. The evaluation is commissioned by WFP Ethiopia country office and will cover the period from 2013 to 2016.
2. The ToRs were prepared by WFP Ethiopia based upon an initial document review and consultation with stakeholders and following a standard template. The purpose of the Tor is twofold. Firstly, it provides key information to the evaluation team and helps guide them throughout the evaluation process; and secondly, it provides key information to stakeholders about the proposed evaluation.

2. Reason for the evaluation

3. The reasons for the evaluation being commissioned are presented below.

2.1 Rationale

4. The current USDA MGD support to the school feeding in the Afar and Somali regions that covered FY2013-2016 will come to an end in June 2016. This end of project evaluation is therefore being undertaken at this time to assess the extent of the contribution of the USDA MGD funded activities to equity in access to primary education, contribution towards stabilizing attendance for both boys and girls, and narrowing the gender gap in primary education in Afar and Somali regions.
5. This evaluation also comes at a critical time in WFP's engagement with the government in developing a national school meal program. As such a rigorous evaluation will help to determine the definite lessons of the project in the two regions and use the findings in strategic planning for school feeding during the design of WFP's support to school feeding program in the two pastoralist regions of the country.

2.2 Objectives

6. This evaluation serves the dual objectives of accountability and learning:
7. **Accountability** – The evaluation will rigorously assess and provide evidence on the performance and results of the MGD school feeding operation. As such, the final evaluation will assess the results of the project against the following objectives: 1) Increase enrollment and attendance in the two regions to achieve the government target of 100% enrollment, 2) Improve management capacity of school health and nutrition programs 3) improve school infrastructure and the effectiveness of a participatory planning tool called Children in Local Development (CHILD) in contributing to school environment improvement and community engagement in schools improvement in the pastoralist community.
8. The evaluation will also assess and provide evidence on the extent to which the different activities planned under the agreed intermediate results have contributed to achieve increased use of health and dietary practices of school age children in Afar and Somali region. The full list of results identified by WFP's school feeding program is included in the attached commitment document.

9. **Learning** – The evaluation will determine the reasons why certain changes occurred or not to draw lessons, derive best practices and lessons learned. It will provide evidenced-based findings to inform operational and strategic decision-making. Findings will be actively disseminated to main stakeholders and lessons will be incorporated into relevant lesson sharing systems including in the design of new school feeding programs interventions.

2.3 Evaluation stakeholders and users

10. A number of stakeholders both inside and outside of WFP have interests in the results of the evaluation and some of these will be asked to play a role in the evaluation process. Table 1 below provides a preliminary stakeholder analysis, which should be deepened by the evaluation team as part of the Inception phase.

11. Accountability to affected populations, is tied to WFP's commitments to include beneficiaries as key stakeholders in WFP's work. As such, WFP is committed to ensuring gender equality and women's empowerment in the evaluation process, with participation and consultation in the evaluation by women, men, boys and girls from different groups.

12. The primary users of this evaluation will be:
   - The WFP Ethiopia Country Office and its partners in decision-making, notably:
   - The federal Ministry of Education acted as the principal government point of contact for the project, implementation and strategic consultations with WFP.
   - At the federal level, the Planning and Resource Mobilization Directorate is responsible for the overall coordination functions, reporting and liaising as well as monitoring of the operation.
   - The Ministry of Finance and Economic Development leads the major coordination mechanisms for interventions under United Nations Assistance Framework (UNDAF) and is contact point for coordination, planning, budget allocation, finance transfer and reporting through its regional and woreda structures.
   - The Regional Education Bureaus of Afar and Somali are managing the food distribution, implementation of complementary capacity development activities and monitoring and reporting.
   - At school level, the school directors, food management committee and Child[1] planning teams (where applicable) are the main actors in the program implementation.
   - Given the core functions of the Regional Bureau (RB), the RB is expected to use the evaluation findings to provide strategic guidance, programme support, and oversight.
   - WFP HQ may use evaluations for wider organizational learning and accountability.
   - OEV may use the evaluation findings, as appropriate, to feed into evaluation syntheses as well as for annual reporting to the Executive Board.

Table1: stakeholders and interest in the evaluation

Stakeholders	Interest in the Evaluation and likely uses of evaluation report to this stakeholder
INTERNAL STAKEHOLDERS	

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[1] CHILD is an acronym for Children in Local development. It is CHILD is Community- led participatory planning approach that aimed to transform school to the local development center in their community. The approach is aimed to improve the school premises, community ownership of education and to make environmental improvements that support the FFE activity as well as improve the awareness of environmental sustainability of children and their families. The concept is further developed to the planning tool to build the planning capacity of the education sector at the grassroots level to integrate children education in to development program.

WFP Ethiopia Country Office	It has a direct stake in the evaluation WFP Ethiopia CO are primary stakeholders what an interest in learning from experience to inform decision-making. It is also called upon to account internally as well as to its beneficiaries, partners for the performance and results of its operation.
WFP Regional Bureau Nairobi (RB)	Responsible for both oversight of COs and technical guidance and support, the RB management has an interest in an independent account of the operational performance as well as in learning from the evaluation findings to apply this learning to other country offices.
WFP HQ	WFP will be users of the finding with an interest in the lessons that emerge from evaluations, particularly as they relate to WFP strategies, polices, thematic areas, or delivery modality with wider relevance to WFP programming.
Office of Evaluation (OEV)	OEV has a stake in ensuring that decentralized evaluations deliver quality, credible and useful evaluations respecting provisions for impartiality as well as roles and accountabilities of various decentralized evaluation stakeholders as identified in the evaluation policy.
WFP Executive Board (EB)	The WFP governing body may be users of the evaluation with an interest in being informed about the effectiveness of WFP operations. This evaluation will not be presented to the EB but its findings may feed into annual syntheses and into corporate learning processes.
EXTERNAL STAKEHOLDERS	
Government Federal Ministry of Education, Federal Ministry of Finance and Economic development, Regional Education Bureau, Regional Finance and Economic Development Bureau	The Government is a primary stakeholders and user of the evaluation with direct interest in knowing whether WFP activities in the country are aligned with its priorities, harmonized with the action of other partners and meet the expected results. Issues related to capacity development, handover and sustainability will be of particular interest.
Beneficiaries (school directors, food management committees, child planning teams, student, school community)	The beneficiaries are both the schools (including the management structures), the students (boys and girls) and their families. They are primary stakeholders, providers of information and users of the evaluation who will have the right to know whether their voice and views are reflected correctly in the report. The beneficiaries should not only serve as data providers but need to be treated as a main stakeholder and need to be consulted throughout the process. The outcome will also help the community to understand what the role of the community in the program was and how their engagement will further be strengthened.

Donor (USDA)	This program is funded by USDA and they are primary stakeholders and users of the evaluation with an interest in knowing whether their funds have been spent efficiently and if WFP's work has been effective and contributed to the agreed results.
United Nation Country Team (UNCT)	The School feeding program is part of UNDAF, the UNCT has therefore an interest in ensuring that WFP operation is effective in contributing to the UN concerted efforts.
Civil Society Organizations	Some NGOs like Save the Children are recently engaged in school feeding seeking technical support from the program, so the outcome of this evaluation will provide evidence base information for effective implementation or design of their program in these region.

3. Context and subject of the evaluation

3.1 Context

13 With a total population of about 90 million people growing at a rate of 2.6% per annum, Ethiopia is the second most populous nation in Africa. Around 84% of the Ethiopian population lives in rural areas and are mostly engaged in small scale agriculture and pastoralist activities.

14 During the past decade, Ethiopia has implemented successive national plans to accelerate economic growth, with focused efforts on poverty reduction resulting in an average of 11% economic growth. Ethiopia also managed to reduce population living under poverty from 38.7 percent in 2004/05 percent to 26 percent in (GTP/Annual Progress Report 2012/2013). However, the economic growth is slowing down compared to the last decade with the most recent data, for 2012/13, revealing a GDP growth rate of 9.7 per from 11% GDP in year 2011. The major reason for slowing down of the economic growth is because of the shortfall in the performance of agriculture and industry[2].

15 In the education sector, the government has continued to expand access to achieve universal primary education in line with the Education for All (EFA) goals by using different strategies including expansion of primary schools (including ABE) from 11,000 in 1996 to 32,048 in 2014. Primary school enrolment was boosted from 3.7 million in 1999 to 18 million in 2013/2014. Ethiopia has made progress in the Net Enrolment Rate (NER) for primary schools (Grades 1–8), from 22 per cent in 1994 reaching 92.6 per cent in 2013/2014[3]. At national level, 21.4% of pupils enrolled in grade 1, in 2005 E.C (2012/13)[3] have left school before reaching

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[2] National human development report 2014 ,Ethiopia
[3] Education annual abstract EC 2006 (2013/2014)

grade 2 in 2006 E.C (2013/14). Many boys and girls, particularly in emerging regions and pastoralist areas drop out of school at early grades mainly because of poverty. About 3 million primary age children remain out of school. (ESDP IV). The significant number of out of school children are from emerging regions where most pastoralist and semi-pastoralist in Ethiopia are located (UNICEF, 2012). Further, the education and training Policy was developed in 1994 and strengthened through a multiyear Education Sector Development Program (ESDP). Since the first phase (1997), the country has registered progressive achievements in general education, technical and vocational education and higher education sectors.

16 The two regional states (Afar and Somali), who are the focus of this evaluation, also have made progress over the last three years. Somali region made progress on access to education with net enrolment rate increasing from 61percent in 2010/11 to 75.1 percent in 2011/12, 96.9% in 2012/13 and 117.7% in 2013/14 (education abstract). However the progress is slow in the predominantly pastoralist regions, of Afar with 60.1 per cent NER, falling behind the high national average. Although the progress in Afar compared to Somali region is slow, the improvement is evident with 25% (increase in net enrolment from 2010/11 to 2013/14 of 27% for boys and 24 % girls).

17 Despite the progress that has been achieved during recent years within the education sector, the education sector still faces persistent challenges that, among others, include tradeoffs between access, quality and regional disparities, high dropout rate in almost all levels especially in emerging regions and pastoralist areas mainly because of poverty. The Gender Parity Index for pastoralist index for pastoralist regions is 0.87.1 compared to 0.95.1 for non-pastoralist regions; and 0.93:1 for the national average. There has also been progress in these regions with the dropout rate reducing from 16% (15 percent for girls and 17 percent for boys) in 2012/13 to 9% in 2013/14 nationally.

18 Food insecurity and poverty, though declining remain at high rates, and about 7 million school age children are living in food insecure parts of the country. Malnutrition is a serious public health concern for the country with 44 percent of the children under five stunted. Vitamin A, iron, iodine and zinc deficiencies can be found in many parts of Ethiopia.[4] Malnutrition and hunger also hamper concentration in class and diminish the opportunities to develop the full mental potential of a child.

19 Ethiopia is currently experiencing its worst drought in 30 years according to the United Nations, with levels of acute need across all humanitarian sectors having already exceeded levels seen in the Horn of Africa drought of 2011. As per the Federal Ministry of Education (MoE) of Ethiopia and the UN Office for the Coordination of Humanitarian Affairs (OCHA's) report, the current expanded food insecurity, malnutrition and disrupted livelihoods has greatly affected six regions of the country. As a result, the

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[4] Ethiopia Mini Demographic and Health Survey ,2014

education sector has also been seriously affected disrupting the children's education. As per the rapid assessment conducted by the MOE, Regional Bureau of Education Cluster in August 2015, over 3 million school children, mainly from the poorest quintile of the population are affected by the emergency in six regional states (Afar. Ethiopia Somali, Oromia, Amhara, Tigray, and Southern Nations Nationalities and People (SNNP) and Dire Dawa.

20 Recognizing the gradual spill over impact of the drought on the students in the affected areas Ministry of Education has developed an education in emergency response plan as an integral part of the broader government-led response to the El Niño crisis. The ministry required over US$53 million to provide educational supplies, WASH facilities, school feeding programme, psychosocial support and establish temporary learning spaces to prevent the 3 million children from risk of dropping out of schools. However response from development partners for this plan was almost nil, so the Federal Ministry of Education has allocated US$ 27.5 million to provide school feeding for the 3million children affected by the drought for one semester (February - June 2016). Based on the request of the government, WFP also procured water tankers, feeding materials and educational supplies for Afar and Somali Region from MGD fund for the drought affected school feeding target schools in the regions.

20.1 Subject of the Evaluation

21 WFP in collaboration with the Ethiopian Ministry of Education has been implementing school feeding interventions for 20 years. Over this period, the intervention has successfully contributed to the increase in school enrollment and attendance, the decrease in the gender gap in enrolment and the improved ability of pupils to concentrate in class. The School Feeding intervention in Ethiopia is responding to the government Growth and Transformation Plan (GTP) and Education Sector Development Plan (ESDP IV) strategy of expansion of access and reducing inequalities in access to primary education. The program is also part of the United Nations Development Assistance Framework (UNDAF) 2012-2016 basic social services outcome of improving access to quality education and alleviating short term hunger and malnutrition. School feeding is included in the Social protection policy as social safety net instruments, in the national school health and nutrition strategy as school based health and nutrition interventions and the National Nutrition Programme as one of the initiatives to strengthen nutrition sensitive interventions in the education sector.

22 WFP supported school feeding interventions in Ethiopia aims to assist primary school children to attend school without feeling hungry and at the same time support the communities to effectively plan for a more child-friendly school environment. About 450,000 pupils in the four regions (Afar, Oromia, SNNPR, Somali regions) are currently receiving a third of their kilocalories from the program. Out of these, 263,000 children are in Afar and Somali regions get support from MGD. Whereas, the rest beneficiaries in Oromia and SNNPR received support from other bilateral and private donors.

23 In line with the Education Sector Development Program, the WFP school feeding program in Ethiopia prioritizes the pastoral areas of Afar and Somali regions, where access to education and gender balance continue to lag behind other regions. Afar and Somali regions were selected because they had a low gross enrolment rates of 43.7% and 75.1% respectively in 2011-12 school year and was a concern as it

is affecting Ethiopia's ability to achieve universal primary education and eliminating gender disparity at primary education by the year 2015.

24 USDA, through McGovern-Dole International Food for Education and Child Nutrition Program is supporting school feeding in the two regional states of Afar and Somali with US$28.7 million over a period of three years in support of 234,000 students (x boys and x girls) in 583 primary schools. This accounts for 52% of WFP School Feeding program targeted schools in the country currently. The program provides one hot meal per day for all targeted children, in addition to the school meal, it provides an additional incentive (vegetable oil as a take-home) for girls in the pastoralist regions based on 80% attendance to encourage parents to send their children to school on regular basis. The meal is composed of corn soya blend, vegetable oil and salt which is equivalent to 647 Kcal per day, while the take home ration consists of 8 liters of vegetable oil per semester.

25 The multi-year funding further includes a large capacity building component of about US$1.3million. This funding is used to develop institutional, human and infrastructural facilities. In particular, in the areas of water and sanitation infrastructure improvement, improving the hygiene and sanitation practices in the kitchen, developing school health and nutrition planning and implementation capacity of the education sector, promoting health and hygiene clubs, promoting school gardens, providing energy saving stoves and providing training to improve the food handling and management capacity of the implementing partners.

4 Evaluation Approach

4.1 Scope of the Evaluation

26 The evaluation will cover the whole period of the USDA MGD project from 2013-2016 in Somali and Afar regions. The evaluation will assess the programme's performance & results, the processes of the programme implementation and sustainability of achieved results in the two regions supported with USDA funding. The evaluation's analysis will also be gender disaggregated to clearly outline the different factors affecting or affected by gender dynamics. This will involve a detailed gender analysis.

4.2 Methodology

27 The final evaluation will use the internationally agreed upon criteria: relevance, effectiveness, efficiency, impact and sustainability. Although impact is long-term effect or outcome of an intervention/project, this evaluation should try to single out the contribution of this five-year project in the intervention areas by looking into the counterfactual of what would happen if the project had not been implemented. Any intended or unintended effects/outcomes and the negative and positive consequences due to the intervention project should also be assessed. Impact assessment also serves to meet the dual objectives of evaluation such as lesson-learning and accountability.

28 The methodology proposed should also clearly outline how Gender Equality and Women's Empowerment (GEWE) principles were integrated and addressed in the design, planning and implementation and what results were achieved. The Final Evaluation will take a theory of change approach based on the attached results framework. The evaluation team will be required to develop a Theory of Change for the programme and test whether assumptions made held true and evaluate the

different causal pathways. The evaluation will use mixed methods (quantitative & qualitative) and also triangulate information from different methods and sources in order to enhance the reliability of findings. The bidding consulting firms/companies using their specific expertise and experience will develop and submit a detailed proposal having clear methodology to be employed with the evaluation plan.

29 The quantitative and qualitative data to be used for this evaluation will be collected from a combination of an analytical desk review and primary data collection from representative sample schools from both intervention and non-intervention schools in the two pastoral regions (Afar and Somali). The sample schools from non-intervention schools will be used to establish attribution of results to the MGD programme. Data from comparison and intervention schools will be used to present a counterfactual of what the results would have been without the MGD intervention. In this regard, it will be important for proposals to outline a methodology that will provide robust counterfactual. The proposal should also outline how comparison schools will be selected to ensure that they provide the strongest basis for comparison with reduction of the risk of bias. It is expected that Quasi Experimental Design and Methods may be required to clearly address contribution of MGD project and outline the counterfactual. In the selection of schools as a control/comparison group for the application of the Quasi Experimental Design, the bidding companies should indicate the criteria or the tool to use for reducing selection bias.

30 The bidding consulting firms/companies should provide calculations and justifications for an adequate sample sizes for both intervention and comparison schools that will ensure results are reliable and comparable while putting into consideration financial and time constraints. The sample size should also allow for disaggregation including gender and geographical disaggregation. In line with this, the firms/companies should propose a methodology that provides the most robust findings with the available and generated data and putting into consideration any data gaps. In this effect, 10 percent of the intervention schools out of the 583 intervention schools (58 schools) and also another 58 schools from the non-intervention schools will be included in the samples to cover a total of 116 randomly selected schools for the evaluation data collection. The 116 sample schools from both intervention and non-intervention groups will be distributed to each of the intervention regions (Afar and Somali) by employing probability proportional to size approach. In this case, the region which has large number of schools (intervention and/or non-intervention) will have a bigger sample size.

31 Therefore, the quantitative and qualitative data which require for answering the evaluations criteria/questions and for purpose of triangulations will be collected from the 116 randomly sampled schools. The evaluation team should clearly outline through an evaluation matrix, what questions will be answered using which methods and source of information. This will be developed during the inception stage and agreed on by all stakeholders.

32 In addition to the data that will be collected at the school level, it is also expected that the selected evaluation team to collect data from relevant, regional-level stakeholders for filling data gaps and also for the purpose of triangulations of information from various sources. The evaluation will also use the baseline data to compare the evaluation results before and after the intervention. If data from a baseline

are not available or find to be poor quality, the selected evaluation team should collect retrospective data for establishing baseline values for the indicators that should be used for assessing changes as a result of the intervention project. The evaluation should ensure gender analysis and well integrate into the methodology.

33 Overall, the bidding consulting companies are expected to present the proposed detailed methodology for the evaluation in its respective proposals. In addition, it is also open to the firm to come up with alternative and cost effective evaluation methodology that will enable to find reliable results and also forward sound evidence based recommendations that may inform future programming , reprogramming and policy formulations. The methodology should put into consideration realities on ground including geographical constraints, data gaps and time constraints and ensure that they offer a realistic and robust methodology that will provide the necessary evidence to draw evidence based conclusions and draw lessons from the programme.

34 The bidding companies are expected to expound on the specific approach and methodology that will be used to answer all the evaluation questions below. Additionally, the consultant should expound on how the comparison between intervention and comparison schools will be undertaken and the issues that they foresee will need to be controlled for and how these will be controlled for. Gender analysis should be part of the analysis of all the relevant evaluation questions. These factors should all be expounded in the proposal and inception report particularly in the evaluation matrix. The consultant may also propose additional questions that may be relevant for a holistic evaluation of the school feeding programme.

4.3 Evaluation Criteria and Questions

Relevance

- To what extent were interventions appropriate to the needs of boys, girls, and parents of school-age children?
- To what extent were interventions aligned with relevant national policies, including sectoral policies and strategies?
- To what extent were interventions coherent with WFP strategies, policies and normative guidance?
- To what extent were the interventions aligned with the needs of other key stakeholders?

Efficiency

- To what extent did the project attain peak pipeline performance?
- What were the complementarities between the programmes interventions and interventions of relevant humanitarian and development partners as well as with other WFP country office interventions in the country? How did these complementarities contribute to savings and efficiency?
- Did the interventions within the programme offer the best Value for Money for WFP?
- To what extent were project management practices and tools adequate to implement the project?
- Were project resource adequate and available on time to implement the activities as planed?
- What are the main lessons learned in terms of future similar projects?

- What are some of the key best practices from this project?

Effectiveness

- What are the main expected and unexpected results of the program?
- To what extent has this program achieved the planned outcomes and objectives on?
  - Alleviating short term hunger and retaining boys and girls in school
  - Promoting essential package interventions and school infrastructure at school
  - Strengthening the government's capacity of planning and implementing school feeding
  - Increasing attentiveness and learning
  - Promoting school health and nutrition interventions in primary school for boys and girls
  - Improving access to and equity of education for primary school boys and girls particularly for children from rural areas of emerging regions and underserved areas.
- Did the assumptions and the Theory of Change hold true?
- To what extent did internal and external factors and processes that contributed to the changes and results achieved?
  - **Internal factors** (within WFP's control): the processes, systems and tools in place to support the operation design, implementation, monitoring/evaluation and reporting; the governance structure and institutional arrangements (including issues related to staffing, capacity and technical backstopping from RB/HQ); the partnership and coordination arrangements; etc.
  - **External factors**: the external operating environment; the funding climate; external incentives and pressures and overall sustainability of the programme.
- To what extent is the country taking ownership of the programme? (e.g. demonstrated commitment and contribution to the programme);
- What is the national readiness to implement the programme? (e.g., demonstrated capacity at central and sub-national levels to manage the programme?

Impact

- What are the changes that the intervention attributed/contributed to? Results before and after intervention.
- Counterfactual – what those outcomes would be in the absence of the intervention project?
- Cause – effect relationships of key results – What are the impact pathways?
- What are the intended and unintended results/outcomes?
- What are the negative and positive consequences of the intervention?

Sustainability

- To what extent will the GoE be able to mobilize and sustain funding for school feeding for the Afar and Somali regions?
- To what extent has the programme prepared the Ethiopian Government and the education system to ensure that they can continue school feeding in the Afar and Somali region without / beyond USDA/WFP funding?

- To what extent will household food security for school going boys and girls be sustained beyond / without USDA/WFP funding?

4.4   Data Availability

34. The evaluation will review and use all available secondary data which are related to the program such as Standard Projects reports, previous evaluation, monitoring reports, baseline reports, and UNDAF reports and special reports. In addition the project log-frame (see annex 3); the corporate and project specific indicators will be reviewed. The government EMIS and policy documents; and other UN agency documents will be reviewed as the data sources for the evaluation.

The bidding consulting companies/firms should be precautious that there should be data gaps and also the available secondary data to be poor quality for indicating its strategies for remedial in its respective proposals as well as proposing alternative ways or methods that will enable to fill data gaps or improving the quality of available secondary data.

Some of the cited examples of data gaps and poor quality that the bidding consulting firms/companies should be precautious and should devise strategies or select appropriate methods for remedies are:

- Limited or unreliable datasets in the schools and government EMIS (Education Management Information System)
- Limited quality of baseline data
- Some of the data are only available in local languages
- High staff turnover resulting in limited institutional memories
- Lack of data for some of the indicators during the baseline stage.
- Difficulty of quantifiably measuring some of the indicators.
- Missing some of the key indicators in the log-frame for measuring results.
- Poor quality of monitoring and progress reports - Output and outcome data
- Lack of assumptions and risks in the project document or results framework

4.5   Quality Assurance

35. Office of Evaluation, Evaluation Quality Assurance System (EQAS) defines the quality standards expected from this evaluation and sets out processes with in-built steps for quality assurance, templates for evaluation products and checklists for the review thereof. It is based on the UNEG norms and standards and good practice of the international evaluation community (DAC and ALNAP) and aims to ensure that the evaluation process and products conform to best practice and meet OEV's quality standards. EQAS does not interfere with the views and independence of the evaluation team.

36. The evaluation team should be assured of the accessibility of all relevant documentation within the provisions of the directive on disclosure of information. Refer to WFP Directive (#CP2010/001) on Information Disclosure.

37. At the start of the evaluation, the Country Office will orient the evaluation manager on EQAS and share related documents. EQAS should be systematically applied to this evaluation and the evaluation manager will be responsible to ensure that the evaluation progresses in line with its process steps and to conduct a rigorous quality control of the evaluation products ahead of their submission to WFP. The evaluation team should also refer to and utilize the checklist for writing inception reports and the quality checklist for the evaluation report to ensure that the reports submitted meet the technical criteria.

38. The CO in close collaboration with the Regional Bureau Nairobi (RBN) will use the WFP quality assurance checklist for its decentralized evaluations which includes checklists for feedback on quality for each of the evaluation products. These will be applied to the different products of the evaluation to ensure the quality of the evaluation process and outputs. In addition, a post-hoc quality assessment of the final decentralized evaluation report will be conducted by OEV.

39. Concerning the quality of data and information and evaluation products, the evaluation team should systematically check accuracy, consistency and validity of collected data and information and acknowledge any limitations/caveats in drawing conclusions using the data. If the expected standards are not met, the evaluation team will, at its own expense, make the necessary amendments to bring the evaluation products to the required quality level.

5   Phases and Deliverables

40. The following deliverables are expected from the evaluation team:

Preparation: This phase is carried out by the evaluation manager. The main objectives of the EM include managing evaluation processes and budgets from preparation and design through to completion to ensure the production of independent, credible evidence that meets high professional standards in line with UN norms and standards and codes of conduct for evaluation in the UN system, embodied in WFP's DEQAS.

41 **Inception report**: This report focuses on methodological and planning aspects and will be considered the operational plan of the evaluation. This report will be prepared by the evaluation team leader before going to the field. It will present the evaluation methodology; the sampling technique; evaluation matrix showing how each question will be answered; data collection tools and sources of data. It will also present the division of tasks amongst team members as well as a detailed timeline for the evaluation mission and for stakeholders' consultation. The inception report will provide the CO and the evaluation team with an opportunity to verify that they share the same understanding about the evaluation and clarify any misunderstanding at the outset.

42 **Evaluation outputs**: The evaluation outputs and deliverables of this evaluation will include:

  i.   Inception report which will include evaluation matrix and detailed data collection tool, to be presented to the Ethiopia CO prior to the commencement of the primary data collection.

ii. An evaluation report to be presented to WFP. The report will present the findings, conclusions and recommendations of the evaluation. Findings should be evidence-based and relevant to the evaluation objectives. Data will be disaggregated by sex and the evaluation findings and conclusions will highlight differences in results of the feeding and non-feeding schools on basic result indicators. There should be a logical flow from findings to conclusions and from conclusions to recommendations. Recommendations will be limited in number, actionable and targeted to the relevant users. These will form the basis of the WFP management response to the evaluation.

iii. A presentation of the main findings of the evaluation before WFP Ethiopia country office, the Government of Ethiopia, USDA and other relevant stakeholders also to be completed. The first draft of the evaluation report will be presented to the stakeholders at a validation workshop and will be worked into the final report to reflect comments made during the workshop.

iv. Evaluation brief – A two-page brief of the evaluation will summarize the evaluation report and serve to enhance dissemination of its main findings.

Table 2: Activity timeline by evaluation phase

Activities	Date	Responsible
PHASE 1 – PREPARATION • Floating bid, Identification, and recruitment of the evaluation company • Provide Introductory briefing on the program and expectations, requirements for the evaluation and provide background materials for the evaluation team • Desk review, initial consultation, drafting of the Inception Package (including methodology and evaluation mission planning) • Develop data collection instrument, (developing questionnaire including , household questionnaire on the community understanding of the value of education) • Develop and finalize the sampling frame and design for programme and non-program(a comparison group)beneficiaries • Quality Assurance of the Inception Package • Preparation of the evaluation mission (including setting up meetings, arranging field visits, etc)	April – July, 2017	WFP WFP Evaluation team Evaluation team Evaluation team WFP Evaluation team
Phase II: Field work • Data collection (quantitative and qualitative data)	October – November, 2017	Evaluation team

• Interviews with key internal and external stakeholders, project site visits, etc		
Phase III – REPORTING • Data cleaning and analysis • Evaluation Report drafting • Quality Assurance of draft Evaluation Report • Stakeholders comments on Evaluation Report • Revision of the Evaluation Report • Final Evaluation Report • Evaluation brief	November – December, 2017	Evaluation team Evaluation team WFP Evaluation team Evaluation team Evaluation team Evaluation team
Phase IV - Dissemination of Report Final evaluation dissemination and follow up	January 2018.	WFP

6. Organization of the Evaluation

6.1 Evaluation conduct

43. A company that has experience with WFP program evaluation will be identified through Long Term Agreement (LTA) by the Country Office to independently manage and conduct the evaluation.

44. The company will provide an Evaluation Team (ET) in line with the LTA. To ensure an impartial and objective evaluation, the WFP staff should not be part of the evaluation team or participate in meetings with external stakeholders. The Evaluation team should also not have been involved in the design or implementation of the subject of evaluation or have any other conflict of interest. Further, they will act impartially and respect the code of conduct for the evaluation.

6.2 Evaluation Management

45. The evaluation will be managed by Evaluation Manager who will be part of the evaluation team but not part of WFP CO. The responsibilities of the EM will include:
    a. Act as the contact point in WFP for the evaluation team leader throughout the evaluation process
    b. Convene on behalf of the chair, the evaluation reference group and evaluation committee and provide secretariat services
    c. Consolidate library of information needed for the evaluation before start of inception
    d. Lead he development of a Communication and Learning Plan
    e. Take responsibility for the administrative and logistical needs of the evaluation
    f. Organize and facilitate evaluation team orientation meetings
    g. Coordinate with the evaluation team to Prepare field site visit schedules in line with the requirements set out in the inception report and organize meetings (including a briefing and debriefing) and site visits;
    h. Comment on and quality assures the evaluation products in compliance with DEQAS
    i. Share inception and evaluation report with the outsourced Quality Support Advisory service (DE QS) for feedback on the quality from an evaluation perspective

j. Provide systematic and constructive feedback to the evaluation team leader on the basis of his/her review and of the feedback from the DE QS.

k. Share the final draft inception and evaluation report with the Evaluation Reference Group and relevant stakeholders to review and comment on the drafts.

l. Collate all comments received on inception and evaluation report in a matrix

m. Submit quality assured inception and evaluation report for approval of the CD/DCD

n. Facilitate/support the development of a management response and dissemination of the evaluation report and its findings with all evaluation stakeholders.

46. Evaluation Manager may be an Ethiopian national or an international in which chase s/he will be home-based and will remotely manage the evaluation following the WFP DEQAS and in close consultation with the WFP CO evaluation focal person.

6.3 Evaluation Conduct

47. The evaluation team will conduct the evaluation under the direction of the evaluation team leader in close collaboration with the WFP Evaluation Focal point. The team will be hired by the company following agreement with the CO on its composition.

6.4 Team composition.

48. The evaluation team is expected to include 3 members, including the team leader and 2 national evaluators. It should include women and men of mixed cultural backgrounds and nationals of Ethiopia. The estimated number of days is expected to be in the range of 60 for the team leader; 40 for the national evaluators.

49. Team competencies: The team will be multi-disciplinary and include members who together include an appropriate balance of expertise and practical knowledge in:

- Statistical analysis
- School feeding
- Safety nets/social protection
- School health and Nutrition
- Capacity development
- Gender analysis

50. Experience with evaluating FFE projects or other comprehensive school feeding projects a plus

- All team members should have strong analytical and communication skills; evaluation experience and familiarity with the country or region.

- The Team leader will have technical expertise in one of the technical areas listed above and demonstrated experience in leading similar evaluations. S/he will also have expertise in designing methodology, data collection tools and undertaking systematic qualitative and quantitative analyses. She/he will also have leadership and communication skills, including a track record of excellent writing and presentation skills.

- Her/his primary responsibilities will be: i) defining the evaluation approach and methodology; ii) guiding and managing the team during the evaluation process; iii) leading the evaluation mission and representing the evaluation team in meetings with stakeholders; iv) drafting and revising, as required, the inception package, and evaluation report in line with EQAS;

- The team members will bring together a complementary combination of the technical expertise required and have a track record of written work on similar assignments.
- Team members will: i) contribute to the design of the evaluation methodology in their area of expertise based on a document review; iii) conduct field work; iv) participate in team meetings and meetings with stakeholders; v) contribute to the drafting and revision of the evaluation products in their technical area(s)

7. Roles and Responsibilities of WFP Stakeholders

7.1 The WFP CO

a- The Ethiopia CO **Management (Director or Deputy Director)** will take responsibility to:

  o Assign a WFP internal Evaluation Manager for the evaluation.
  o Compose the internal evaluation committee and the evaluation reference group (see below).
  o Approve the final ToR, inception and evaluation reports.
  o Ensure the independence and impartiality of the evaluation at all stages, including establishment of an Evaluation Committee and of a Reference Group.
  o Participate in discussions with the evaluation team on the evaluation design and the evaluation subject, its performance and results with the Evaluation Manager and the evaluation team
  o Organise and participate in at least two separate debriefings, one internal and one with external stakeholders
  o Oversee dissemination and follow-up processes, including the preparation of a Management Response to the evaluation recommendations

b- Evaluation Manager:

  o Manages the evaluation process through all phases including drafting this TOR
  o Ensure quality assurance mechanisms are operational
  o Consolidate and share comments on draft TOR, inception and evaluation reports with the evaluation team
  o Ensures expected use of quality assurance mechanisms (checklists, quality support
  o Ensure that the team has access to all documentation and information necessary to the evaluation; facilitate the team's contacts with local stakeholders; set up meetings, field visits; provide logistic support during the fieldwork; and arrange for interpretation, if required.
  o Organise security briefings for the evaluation team and provide any materials as required

c- An internal Evaluation Committee is an internal committee that will be formed as part of ensuring the independence and impartiality of the evaluation. The composition of the committee and their specific ToRs will be determined in line with WFP guidance before inception. The team will ideally be chaired by the DCD and have the evaluation manager and relevant progamme officer as a minimum. Overall responsibilities will include but not be

limited to reviewing evaluation deliverables (ToR, inception report, draft and final evaluation reports by providing input to evaluation process and commenting on evaluation products). They will also be responsible for submitting the final documents for approval to the chair of the committee.

d- **An evaluation reference group** will be a joint internal and external working group that will support a credible, transparent, impartial and quality evaluation process. Their primary responsibility will be reviewing and commenting on evaluation TOR and draft IR and ER and acting as experts in an advisory capacity, without management responsibilities.

The group will be chaired by the DDC and membership will include the evaluation manager, relevant M&E focal points, relevant technical unites, field office representatives, RB M&E and or technical area representatives, external stakeholders such as government, donors, other UN agencies and CSOs and other stakeholders as relevant. The exact participants will be determined before inception and will comprise of both internal and external stakeholders from WFP CO and RB, Government Partners, Donors, CSO representatives and other partners. They will review the evaluation products as further safeguard against bias and influence.

7.2 **The Regional Bureau** management will take responsibility to:

- The M&E officer or the Regional Evaluation Officer will be the focal point for this evaluation.
- Participate in discussions with the evaluation team on the evaluation design and on the evaluation subject as relevant.
- Provide comments on the draft TOR, Inception and Evaluation reports
- Support the Management Response to the evaluation and track the implementation of the recommendations.

7.3 **Relevant WFP Headquarters divisions** will take responsibility to:

- Discuss WFP strategies, policies or systems in their area of responsibility and subject of evaluation.
- Comment on the evaluation TOR and draft report.

7.4 **Other Stakeholders (Government, NGOs, UN agencies)** will be part of the Evaluation Reference Group and will provide inputs into the evaluation and also provide comments on the deliverables as key partners and contributors to the programme.

7.5 **The Office of Evaluation (OEV).** OEV will advise the Evaluation Manager and provide support to the evaluation process where appropriate. It is responsible to provide access to independent quality support mechanisms reviewing draft inception and evaluation reports from an evaluation perspective. It will also ensure a help desk function upon request from the Regional Bureaus.

8. Communication and Budget

8.1   Communication

51. To enhance the learning from this evaluation, the evaluation team should place emphasis on transparent and open communication with key stakeholders. These may for example take place by ensuring a clear agreement on channels and frequency of communication with and between key stakeholders.

52. Communication with evaluation team and stakeholders should go through the Evaluation manager.

53. Following the approval of the final evaluation report, dissemination will be broad and workshops will be conducted both internally and with partners, looking at the recommendations and the way forward]

8.2   Budget

54. **Budget:** The evaluation will be funded from the evaluation fund reserved by the country office for this purpose. Procurement will be through the WFP LTA. However, the budget will be proposed by applicants in their separate financial proposal which will be submitted together with the technical proposal.

Annex 1: Map of school feeding areas

Food for Education coverage in Somali and Afar region
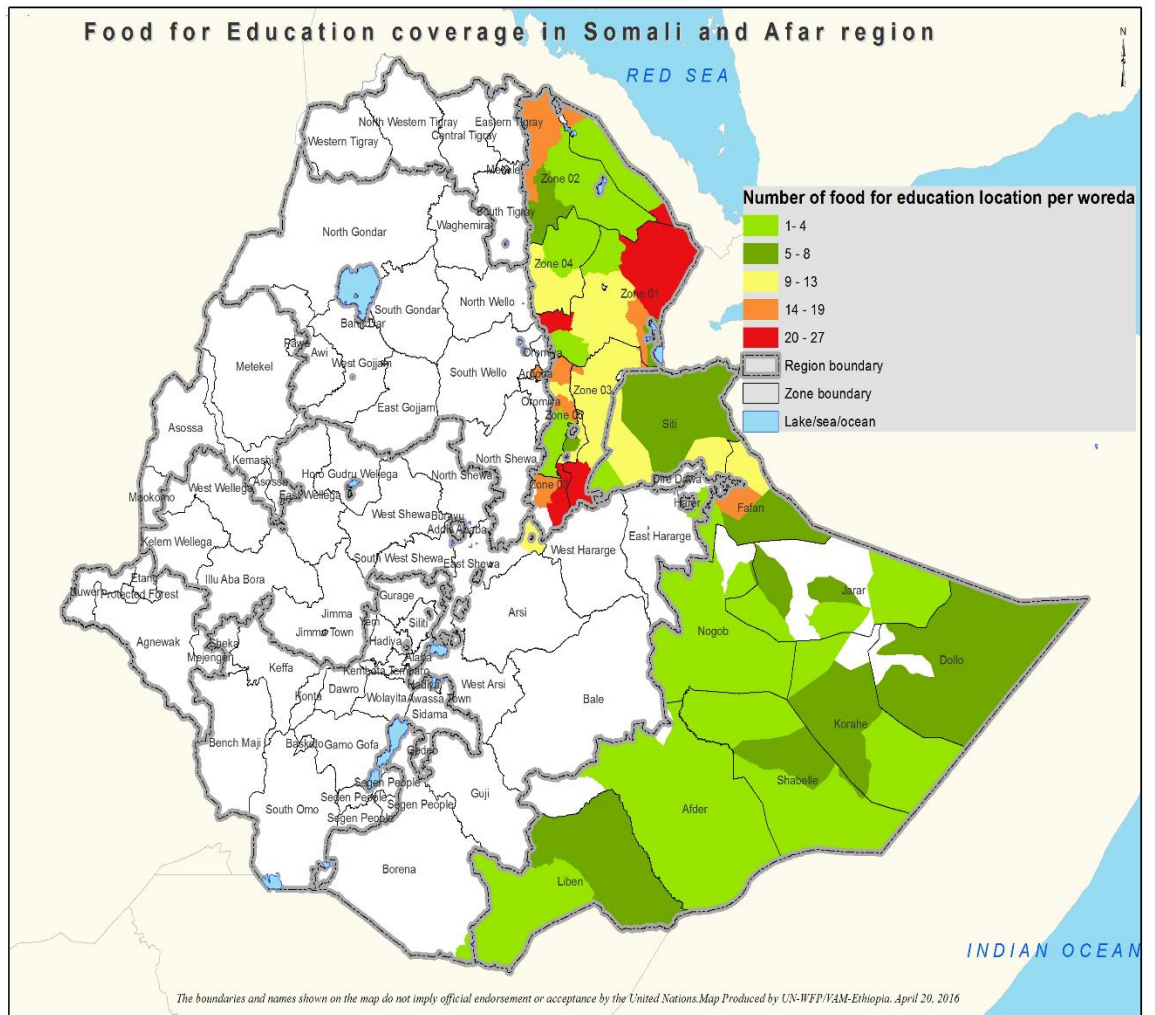
Annex 2: Background documents to be reviewed

Key documents to be reviewed includes:

1. COUNTRY PROGRAMME ETHIOPIA 200253 (2012–2016)
2. WFP Ethiopia Country Strategy , 2011-2015
3. WFP School Feeding Policy, 2013
4. Ministry of Finance and Economic Development (MoFED) (2010). Growth and Transformation Plan, 2010/11-2014/15.
5. MoFED GTP Annual Progress Report , 2013, 2014
6. Education Sector Development Plan IV(ESDPIV) 2010/11-2014/15
7. National School Health and Nutrition Strategy, Ministry of Education, October 2012
8. United Nations Development Assistance Framework(UNDAF), 2012-2015
9. Afar and Somali Region Annual Work Plan (2005-2007)
10. National Nutrition Program (NNP), June 2013- June 2015
11. School Feeding Annual Reports 2012-2014
12. Education Management Information System (EMIS)
13. UN Agencies Program Implementation Manual (PIM), December 2013
14. UNDAF Midterm Review, 2013
15. Project-Level Results Frame work and the Evaluation Plan
16. Baseline evaluation report
17. Baseline evaluation data set
18. USDA M&E policy
19. USDA standard indicator handbook

Annex 3: Results Framework

Result Frame Work / Logframe

Performance Indicator	Baseline	2014	2015	2016	2017
ACTIVITIES					
Contextualize CHILD manuals for pastoral communities					
Number of CHILD manuals produced for pastoral communities	0	1	0	0	0
Develop school health and nutrition planning and management capacity					
number of counterpart staffs trained in SHN *	0	25	25	54	56
Provide School Meals					
Number of days mid-morning snacks are provided	176	200	200	200	176
Number of school-aged children receiving daily school meals (breakfast, snack, lunch)	184,581	200,591	220,650	280,179	289,000
Number of metric tons provided for school meals	5,165	4,690	7,017	2,025	6,409
Promote health and hygiene clubs					
number of health clubs organized	0	0	40	82	50
Promote health and nutrition education					
number of students and teachers trained in SHN, number of training and advocacy materials produced *	129	25	25	0	100
Number of Training and Advocacy Meetings conducted	0	1	1	1	1
Number and type of information education communication materials developed on nutrition and hygiene practices materials developed on nutrition and hygiene practices	0	0	5	0	3
Promote school gardens					
Number of school gardens built and maintained	0	5	10	0	0
Provide energy saving stoves					
Number of energy efficient stoves provided	0	0	100	100	100
Provide financial and technical support to the regional education management system					
number of staffs employed to support project implementation	NA	2	2	2	0
Provide teaching material and equipment					
Number of schools receiving school supplies and materials as a result of USDA assistance	0	*0*	82	100	0
Provide technical support to improve water and sanitation facilities					

Number of educational facilities (i.e. school buildings, classrooms and latrines) rehabilitated/constructed as a result of USDA assistance (Latrines)	0	6	7	7	0
Number of Water ponds constructed	0	50	0	13	20
Number of Schools supported with technical support for water and sanitation facilities	0	0	50	20	0
Provide training on CHILD planning approach					
Number of school directors, PTA members, health and agricultural extension workers trained on CHILD planning *	0	460	0	0	0
Training: Food Handling and Management for Government Counterparts					
Number of trainings provided on Food Handing and Management	1	1	1	2	4
Provide take home ration					
Number of take home rations provided	656,586	721,942	794,469	210,974	1,030,263
Number of metric tons of take home rations provided	603	663	730	730	
Training: Food preparation and storage practices					
Number of primary school directors or PTA members trained in Safe Food Prep and Storage Practices	249	600	600	0	200
(MGD) Building/Rehabilitation: Schools					
Number of educational facilities (i.e. school buildings, classrooms, and latrines) rehabilitated/constructed as a result of USDA assistance (Kitchens, cook areas)	0	0	20	0	30
Number of target schools with 'standard' food prep and storage equipment	0.56	100%	100%	100%	100%
Provide Financial and Technical Support to the National School Feeding Program					
Number of school feeding plans developed	**0**	**0**	**0**	**0**	**3**
Number of guidelines and training materials developed	**0**	**0**	**0**	**0**	**4**
Number of national school feeding monitoring and evaluation systems developed	**0**	**0**	**0**	**0**	**1**
Number of technical advisors and technical experts supporting the national school feeding program, as a result of USDA assistance	**0**	**0**	**0**	**0**	**4**
RESULTS					
Increased Capacity of Government Institutions					
Number of government staff in relevant ministries/offices certified to monitor the safety of food in school feeding programs (maintain full knowledge skill set)	N/A				55

Better Access to School Supplies and Materials					
Number of schools receiving school supplies and materials as result of USDA assistance	0.00	0	82	100	182
Improved Attentiveness					
Percent increase in number of students in classrooms identified as attentive by their teacher	0.95	96%	97%	97%	97%
Increased Access to Food (School Feeding)					
Number of daily school meals (breakfast, snack, lunch) provided to school-age children as a result of USDA assistance	0	40,118,200	44,130,000	49,311,504	50,864,000
Improved Student Attendance					
Percent of girl students regularly attending USDA supported classrooms/schools ** ; target: 80%	0.95	99%	99%	99%	99%
Percent of boy students regularly attending USDA supported classrooms/schools **; target: 80%	0.95	99%	99%	99%	99%
Increased Economic and Cultural Incentives(Or Decreased Disincentives)					
Gender parity Index	0.72	0.90	0.95	1	1
Increased Use of Health and Dietary Practices (See RF 2)					
Percent of schools in target communities that clean cooking and eating equipment, consistent with accepted standards, prior to use	0.50	55%	60%	69%	100%
Increased Engagement of Local Organizations and Community Groups					
Percent increase in the number of schools with CHILD planning team in place	0.00	5%	10%	20%	
Improved Knowledge of Health and Hygiene Practices					
Percent increase in the number of schools in target communities that clean cooking and eating equipment, consistent with accepted standards, prior to use	0.50				30%
Increased Knowledge of Safe Food Prep and Storage Practices					
Percent increase in the number of people at school ,district and regional level trained in food management and handling	0.80				20%
Increased Access to Clean Water and Sanitation Services					
Percent increase in the number of target schools with year around access to a clean and safe water source	0.35				10%

Increased Access to Requisite Food Prep and Storage Tools and Equipment					
Percent increase in number of target schools with 'standard' food prep and storage equipment	0.56				44%
Increased Student Enrollment					
Percent increase in net enrollment rate in school as a result of USDA assistance in Somali	0.50				40%
Net enrollment rate for Afar	0.35				50%