

Final Terms of Reference
BASELINE of
WFP'S USDA McGovern -Dole International Food for Education and Child
Nutrition Program's Support in Kenya from 2016 to 2020
WFP Kenya Country Office

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1. Introduction

1. This TOR is for a baseline of the World Food Programme (WFP) McGovern-Dole (MGD) International Food for Education and Child Nutrition Program in Kenya that will be implemented from 2016-2020. This baseline is commissioned by WFP Kenya Country Office and seeks to assess the situation before the beginning of the programme. School feeding in Kenya is a multi-donor funded project.
2. MGD program is managed by USDA, and aims to support education, child development and food security in low-income, food-deficit countries around the globe. The program provides U.S. produced agricultural commodities and financial assistance, and supports capacity development and enhanced monitoring and reporting. Sustainability is an important consideration, and the grantees are expected to work to support government and community ownership.

2. Reasons for the Baseline

This baseline is being commissioned for the following reasons:

3. USDA is one of the long -standing, key donor to WFP School feeding in Kenya. USDA has awarded WFP Kenya a total of US\$ 28 million of support for the period 2016-2020. The grant agreement incorporates specific performance indicators and results indicators against which performance of the programme will to be measured (Annex 3). In the evaluation plan agreed with USDA, WFP commits to conducting a baseline study that will establish benchmarks upon which performance and impact of the programme will be measured for accountability and learning purposes. .

3. Objectives

4. The main objective of this baseline is to assess and report on the situation before the beginning of the programme, validating assumptions in project design and identifying potential threats to project implementation. The baseline will serve the dual and mutually reinforcing objectives of accountability and learning.
 - **Accountability** – The baseline will assess and report on the baseline values of the USDA MGD support to WFP School Feeding Programme in Kenya from 2016 to 2020 upon which performance of the programme will be measured
 - **Learning** – The baseline will develop and test a quasi-experimental design which if successful will be used at mid-term and final evaluation measure the performance of the programme.

4. Stakeholders and Users

5. A number of stakeholders both inside and outside of WFP have interests in the results of the baseline and some of these will be asked to play a role in the baseline process. Table 1 below provides a preliminary stakeholder analysis, which should be deepened by the baseline team as part of the inception phase. 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 baseline process, with participation and consultation in the baseline by women, men, boys and girls.

Table 1: Preliminary Stakeholders' analysis

Stakeholders	Interest in the baseline and likely uses of baseline report to this stakeholder
INTERNAL STAKEHOLDERS	
Country Office (CO) Kenya	Responsible for the country level planning and operations implementation, it has a direct stake in the baseline and an interest in learning from experience to inform decision-making. It is also called upon to account internally as well as to its beneficiaries and partners for performance and results of its operation.
Regional Bureau (RB) Nairobi	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 baseline findings to apply this learning to other country offices.
Office of Evaluation (OEV)	OEV has a stake in ensuring that decentralized evaluations deliver quality, useful and credible evaluations. OEV management has an interest in providing decision-makers and stakeholders with independent accountability for results and with learning to inform policy, strategic and programmatic decisions.
WFP Executive Board (EB)	The WFP governing body has an interest in being informed about the effectiveness of WFP operations. This baseline results will not be presented to the EB but its findings may feed into corporate learning processes.
EXTERNAL STAKEHOLDERS	
Beneficiaries	As the ultimate recipients of food assistance, beneficiaries have a stake in WFP determining whether its assistance is appropriate and effective. As such, the level of participation in the baseline of women, men, boys and girls will be determined and their respective perspectives will be sought. More specifically, teachers, parent-teacher associations and students should be considered as key stakeholders.
Government, National and County Levels	Both county and national governments have a direct interest in knowing whether WFP activities in the country are aligned with its priorities, harmonised with the action of other partners and meet the expected results. The Government has the overall ownership of the school feeding programme, and shares the interest in learning lessons for design of future programmes, including transition to

	cash model. The key line Ministries are: Ministry of Education, Ministry of Agriculture, Livestock and Fisheries, Ministry of Health, Treasury including relevant Ministries at county level. County and Sub-county Education Officers, School Management Committees are also key as they are involved in programme implementation and policy support.
United Nations and Development Partners	The Kenya United Nations Development Assistance Framework (UNDAF) should contribute to the realisation of the government developmental objectives. Kenya United Nations Country Team (UNCT) has therefore an interest in ensuring that WFP operation is effective in contributing to the United Nations concerted efforts. WFP implements the programme within a wider UN system of support to government priorities. The partner agencies are interested in learning to what extent WFP interventions are contributing to the overall outcomes committed to the UNDAF particularly UNICEF, UNESCO, FAO, UNDAF thematic working groups, the Education Sector Donors Groups, The World Bank.
NGOs [Feed the children, Partnership for Child Development (PCD) and SNV.]	NGOs are WFP's partners for the implementation of some activities while at the same time having their own interventions. Some NGOs are members of the national school feeding technical committee where coordination and joint monitoring of the overall national programme - of which this project fits within, is done.
Donors [USDA, Canada/Global Affairs Canada, Australia, Russia, Private donors]	WFP operations are voluntarily funded by a number of donors. The school feeding programme is a multi-donor initiative in which USDA's support is complemented by other donors. As such, USDA and donors will have an interest in knowing whether their funds have been spent efficiently and if WFP's work has been effective and contributed to their strategies and programmes.

The primary users of this baseline will be:

- The Kenya country office and its partners in decision-making, notably related to programme implementation and/or design, Country Strategy and partnerships
- This baseline (and subsequently the midterm and final evaluation) will contribute to the body of knowledge on the MGD program. USDA, as the funder of the baseline, will use findings and lessons learned to inform program funding, design, and implementation decisions.
- Given the core functions of the Regional Bureau (RB), the RB is expected to use the baseline findings to provide strategic guidance, programme support, and oversight
- WFP HQ may use baseline for wider organizational learning and accountability

5. Context and subject of the baseline

5.1 Context

6. Kenya has a population of 44 million people. It has diverse natural resources and highly varied terrain. The country's highlands comprise one of the most successful farming regions in Africa; the port of Mombasa is a major regional hub; and the unique geography supports abundant and diverse wildlife of great economic value. In September 2014, the World Bank reclassified Kenya's economy as lower-middle income. However, poverty, food insecurity, under-nutrition and income inequality remain high; 45.6 percent of Kenyans live below the national poverty line. The most severe conditions exist in the arid north, which is underdeveloped, drought-prone and is often disrupted by local conflicts. Food availability is constrained by poor transport infrastructure and long distances to markets. Kenya is a food-deficit country, ranking 145 of 188 countries in the 2015 Human Development Index (two positions up from previous year).¹ The country's 2015 Global Hunger Index was 24, ranking 67th out of 117 assessed countries. Many parts of the county, especially the arid and semi-arid lands which comprise 80 percent of Kenya's land area, are characterized by undernourishment, wasting, stunting, and child mortality. Global acute malnutrition among children aged 6 - 59 months in arid areas often exceeds 15 percent while micronutrient deficiencies are above 50 percent.
7. Poverty is linked with worsening droughts and flooding that force poor households to resort to negative coping mechanisms such as withdrawing children from school and selling productive assets. Kenya has a ten-year Ending Drought Emergencies plan (2013-2022) which aims to create “a more conducive environment for building drought resilience” by investing in infrastructure, security, human capital and improved financing for drought risk management.
8. Kenya has several social-assistance programmes which cover only 27 percent of the poor; 90 percent of the funding comes from development partners. In the 2012 Government of Kenya (GOK) formulated a social-protection policy that aims at increasing access to services for vulnerable populations, incorporating school feeding as a major social safety net.
9. Education is fundamental to the Government's strategy for socio-economic development. In 2010, national net enrolment in primary education was 93 percent for boys with 88 percent completion, and 92 percent for girls with 78 percent completion.² In the north-eastern counties net enrolment dropped to 40 percent with 35 percent completion, and adult literacy was 8 percent;³ education in these areas is frequently disrupted by conflict, drought and flooding. Girls' enrolment improved from 0.96 in 2008 to 1.0 in 2012, but gender disparities persist.⁴ Retention and educational quality are ongoing challenges. Early childhood development (ECD), education and care are weak and reach only half of pre-school-age children.
10. The National Education Sector Support Programme (2013–2018)⁵ aims to enhance basic education in terms of access and quality. The 2010 National School Health Strategy includes access to safe water and sanitation components.

¹ United Nations Development Program (2014). “Human Development Report 2015”.

² MOEST administrative data.

³ Government of Kenya (2015). “National Education Sector Plan: Volume One”. Nairobi: MOEST.

⁴ Government of Kenya. (2012). “Second Medium Term Plan, 2013–2017” Nairobi.

⁵ Government of Kenya (2015). “National Education Sector Plan: Volume One”. Nairobi: MOEST.

11. Of children under 5, 84 percent are deficient in vitamin A, 73 percent in iron and 51 percent in zinc; a quarter of children have inadequate iodine intake. Iron deficiency affects 55 percent of pregnant women, 46 percent of adolescents in refugee camps and 21 percent of schoolgirls in western Kenya.¹⁰ Many households cannot afford a nutritious diet, and an estimated 1.8 million children are chronically undernourished; high stunting levels persist. The 2012 National Food and Nutrition Security Policy aims to: i) improve nutrition; ii) ensure that adequate food is accessible and affordable; and iii) protect vulnerable populations through safety nets linked to long-term development. It prioritizes the prevention of nutrition-related vulnerabilities in the first 1,000 days of life and links nutrition education with targeted nutrition interventions. Kenya joined Scaling Up Nutrition (SUN) in 2012, and is developing its National Nutrition Action Plan implementation strategy.

5.2 Subject of the baseline

12. This program will provide daily school lunch to a total of 358,000 primary school children in targeted arid and food insecure counties of Kenya as shown in the table 2 below.

Table 2: Target Numbers per County

No.	Name of County	Number of schools	Boys	Girls	Total
1.	Baringo	114	8,174	6,394	14,568
2.	Garissa	163	32,782	20,598	53,379
3.	Mandera	211	58,574	28,232	86,806
4.	Turkana	248	60,284	54,702	114,986
5.	Wajir	218	37,785	22,407	60,191
6.	West Pokot	120	15,003	12,941	27,944
	Total	1,074	212,602	145,274	357,874
	Figures rounded off		213,000	145,000	358,000

It builds on more than three decades of joint WFP-Government of Kenya school feeding efforts and over a decade of USDA support that has been provided in a series of distinct programs as detailed in table 33 below.

Table 3 : USDA Funded WFP Kenya 2004 to 2015

Project	2004	2005	2006	2007	2008	2010	2012	2013	2014	2015	Grand Total
CP 102640	4,525,286										4,525,286
		9,939,020									9,939,020
			7,346,680								7,346,680
				10,231,600							10,231,600
					9,333,500						9,333,500
CP 106680					9,700,500						9,700,500
						17,078,195					17,078,195
							8,792,200				8,792,200
								6,550,460			6,550,460
CP 200680									8,233,459		8,233,459
										3,639,100	3,639,100
Total	4,525,286	9,939,020	7,346,680	10,231,600	19,034,000	17,078,195	8,792,200	6,550,460	8,233,459	3,639,100	95,370,000

13. In the first three years of the 2016-2020 program, WFP will combine the direct provision of meals in the arid lands with technical assistance to support the Government to sustainably expand the Government-financed and -managed Home Grown School Meals Program (HGSMP) in these areas; and in the last two years, after full hand-over of the project areas to the HGSMP, WFP will fully shift to technical assistance to strengthen institutional structures and capacities required for quality home-grown school meals in Kenya.
14. The five years (FY2016 to FY2020) will cover a total of eight counties i.e Baringo, Garissa, Mandera, Turkana, Wajir and West Pokot, Marsabit with Tana River not receiving food but benefitting from complementary activities. Hot lunch with food from MGD funds will be served for 120 out of the 190 school days, comprising 150 grams of bulgur wheat, 40 grams of green split peas, 5 grams of vegetable oil (fortified with vitamin A and D), and 3 grams of iodized salt – to be procured separately by WFP. The number of children reached will progressively decrease as counties are handed over and by the end of 2019, all the counties will have fully transitioned to the Government's HGSMP.
15. Throughout the five-year program, WFP will collaborate with literacy actors and other partners to ensure that the meals contribute to tangible learning results. Specifically, Kenya is implementing Tusome, a nation-wide early grade literacy and numeracy programme (2014 - 2018)⁶ that is supported by USAID and other donors that targets all the schools that WFP reaches through school feeding (100% overlap). WFP will focus on facilitating the development of the revised School Health Policy and of the policy framework and operational guidelines for the use of micronutrient powders in school meals, as well as on the integration of nutrition into the school curriculum. WFP and UNICEF will jointly work to contribute to the UN Development Assistance Framework (2014-2018) for Kenya, Strategic Result Area on Human Capital (Education).⁷
16. The program will use MGD commodities and cash funding to contribute directly towards both of the MGD program's highest-level Strategic Objectives, MGD SO1:

⁶ The Tusome Early Grade Reading Activity is implemented by Ministry of Education (MOE) and RTI International, and supported by USAID and DIFD. For a project overview, see <http://www.education.go.ke/home/images/Project-KPED/Brief%20on%20TUSOME%20.pdf>

⁷ <https://www.unops.org/SiteCollectionDocuments/Information-disclosure/UNDAFs/Kenya-UNDAF-2014-2018.pdf>

Improved Literacy of School-Aged Children; and, MGD SO2: Increased Use of Health and Dietary Practices.⁸ The following activities (See Annex 2 for activity details) for will contribute toward the achievement of MGD SO1: Providing school meals; building capacity of national and county-level actors to manage school feeding; raising awareness on the importance of education; advocacy for increased government support and investments; and, supporting the increased engagement of local organizations and communities.

17. To contribute towards the achievement of MGD SO2, the following activities shall be undertaken: conducting on-job training to increase knowledge of safe food preparation and storage practices; conducting nutrition and hygiene education activities; carrying out information, education and communication on nutrition, sanitation and hygiene; building/rehabilitating 24 model kitchens with storage and energy saving cooking stoves in six target counties; strengthening the beneficiary complaints and feedback mechanisms; and, promoting food safety and quality in HGSMP through supply chain analysis, training, monitoring and coaching, and provision of blue boxes.
18. WFP has also incorporated a strong focus on capacity building to ensure sustainability by targeting the following MGD Foundational Results: MGD 1.4.1/2.7.1: Increased Capacity of Government Institutions; MGD 1.4.2/2.7.2 Improved Policy and Regulatory Framework; MGD 1.4.3/2.7.3: Increased Government Support and MGD 1.4.4/2.7.4 Increased Engagement of Local Organizations and Community Groups. Activities that will contribute to these Foundational results include: strengthening governance and multi-sectoral coordination and collaboration for the school meals programme; advocacy and dialogue to ensure adequate and regular budget allocations and to maintain political commitment to the programme; strengthening oversight and management functions; empowering communities to manage school feeding activities through trainings for school managers, teachers, and parents in order to ensure a solid level of awareness about school feeding implementation principles. At the school-level, WFP will train education officials to monitor school feeding and train trainers among local education, health and agriculture officers, equipping them to facilitate school feeding management trainings at the sub-county level.
19. WFP and the MOE, building upon three decades of excellent partnership, will jointly implement the project. WFP will continue to manage the commodity pipeline and ensure timely delivery of food from WFP's central warehouse in Mombasa to extended delivery points within the target counties. MOE will then transport commodities from sub county (former District Education Officers' (DEO)) warehouses to the schools. In this manner, transportation costs are shared between the two organisations.
20. At the school level, Boards of Management, head teachers and school meals program teachers will manage commodity storage, meal preparation and serving. With support from WFP field monitors, MOE officers at the county level will be responsible for monitoring the program, mobilizing communities, and supervising day-to-day implementation. In response to the mid-term evaluation findings under the FFE-615-2013/041-00 agreement, WFP will distribute adequate food weighing and scooping equipment to all targeted schools that are in need of this support.

⁸ See Annex 1: Results framework

21. Several evaluations were undertaken during the period under the FFE-615-2013/041-00 agreement (2013-2016). A baseline was conducted from May to July 2014, a mid-term evaluation in October 2015⁹ covering the period September 2013 to Dec 2014 and the final evaluation was launched in June 2016. In addition to this, an evaluation of the transitional Cash Transfer to Schools (CTS) pilot in Isiolo County was done in 2015¹⁰. These evaluations have generated both substantive findings and methodological lessons that will feed into evaluations under this current grant. All the evaluations carried out under this grant will be guided by the WFP Evaluation Policy 2016-2021¹¹ and the USDA Monitoring and Evaluation Policy 2013¹².

6 Baseline Approach

6.1 Scope

22. This baseline is expected to provide a situational analysis before the program activities begin.
23. The baseline will focus on MGD-supported, WFP School feeding activities that will be implemented from 2016 to 2020 in the arid counties of Baringo, Garissa, Mandera, Turkana, Wajir, West Pokot, Marsabit and Tanariver. The baseline team will develop and implement an appropriate quasi experimental design, clearly outlining the method of analysis, sample design, sample size calculations, and counterfactual group.
24. The values obtained will allow WFP and partners to establish baseline information for the project's indicators and to verify the targets established. The baseline results will also form the foundation for the planned mid-term and final evaluations to measure performance indicators under the two MGD strategic objectives as well as the highest-level results that feed into the strategic objectives. This information will inform project implementation and will provide important context necessary for future evaluations to assess the project's relevance, effectiveness, efficiency, sustainability, and impact. At baseline, the baseline team will focus on the following key questions :
- Establish an indicator baseline data and information for use to regularly monitor activity outputs and performance indicators for lower level results;
 - Form the foundation for the planned midterm and final evaluations to measure performance indicators for McGovern Dole's strategic objectives as well as the highest level results that feed into the strategic objectives;
 - Provide a situational analysis – based on a desk review of documentation and qualitative interviews - before the project begins. The situational analysis will document what the conditions for implementation are at the baseline and will

⁹ <https://www.wfp.org/sites/default/files/Kimetrica%20%20-%20SFP%20Kenya%20Mid%20Term%20Evaluation%20final%20final%2016%20Oct%20%2715%20Final.pdf>

¹⁰ <https://www.wfp.org/sites/default/files/External%20Evaluation%20of%20WFPs%20Cash%20Transfers%20to%20Schools%20Pilot%20Project.pdf>

¹¹ <http://documents.wfp.org/stellent/groups/public/documents/eb/wfp277482.pdf>

¹² <http://www.fas.usda.gov/sites/default/files/2014-03/evalpol.pdf>

include (but not be limited to) a description of: the policy and regulatory framework; the institutional set-up (government and WFP) to implement the programme; and the financial and human resources at the outset. Any key shortcomings will be identified.

Criteria	Baseline Questions
Relevance	Summarize the findings on relevance from recent assessments and evaluations and identify any critical shortcomings.
Effectiveness	<ul style="list-style-type: none"> ▪ What are the baseline values for each of the standard and custom indicators for the program? ▪ Summarize what has been learnt about the effectiveness of school feeding in Kenya so far?
Impact	<ul style="list-style-type: none"> ▪ Is a quasi-experimental design possible for this programme? ▪ What are the key indicators that will be required to be monitored closely during the implementation period and at what frequency to enable a final impact evaluation?
Sustainability	<ul style="list-style-type: none"> ▪ Establish from the existing documentation to what extent is the country has made progress in taking ownership of the programme? (e.g. demonstrated commitment and contribution to the programme); ▪ Identify any challenges that emerge from the baseline and which could affect the sustainability of the programme

6.2 Data Availability

25. The baseline will entail qualitative and quantitative primary data collection that the evaluation team will be responsible for as per the PMP (See annex 3). In addition, the following is a list of back ground data and or information available for the baseline team. It is expected that the team will expand at inception phase.

- Baseline ,mid-term and final evaluation reports for FFE-615-2013/041-00 Kenya
- Kenya Country Programme 200680 (2014-2018) project document and log frame
- School feeding handbook
- WFP School feeding policy
- 2016 Standard Project Reports (SPRs).
- Strategy to Strengthen & Expand the Home Grown School Meals (HGSM) Programme into the Arid Lands of Kenya (Validated version 2013)
- USDA commitment letter for Agreement
- Evaluation Plan

- Government of Kenya Education related policies and strategies
- UWEZO annual reports

26. Concerning the quality of data and information, the baseline team should:

- Assess data availability and reliability as part of the inception phase expanding on the information provided in section 4. This assessment will inform the data collection
- Systematically check accuracy, consistency and validity of collected data and information and acknowledge any limitations/caveats in drawing conclusions using the data.

6.3 Methodology

27. The baseline team should develop a quasi-experimental design for the new programme and test it at baseline to be consequently used for the mid-term and final evaluations to estimate the impact of school feeding on outcomes of interest, including school attendance, school enrolment, literacy, and increased use of health and dietary practices, among others as spelled out in the results framework. This should include an experimental regression model if successful.
28. The baseline team will develop a detailed methodology including: identifying a counterfactual group, sample design, sample size calculations, and method of analysis. The sample size will be statistically representative. In sampling, the baseline line will be expected to ensure a confidence level of 95 Percent.
29. The baseline should also take a programme theory approach¹³ based on the results framework. This will ensure that the baselines for all the indicators contained in the results framework are obtained. This is important as it will form the benchmark against which progress will be measured at mid-term and at the end of the project.
30. The baseline will use mixed methods and triangulate information from different methods and sources to enhance the reliability of findings. In particular, the baseline will combine qualitative and quantitative approaches to collect data and information from both treatment and comparison groups. Separate questionnaires will be applied to the different primary sources of information, focusing on infrastructure, staff, enrolment and attendance, exam scores, completion rates and community involvement in the programme.
31. The qualitative component of the baseline will seek to maximize participation of local stakeholders. This should be done through key informant interviews and focus groups with head teachers, school management committee members, pupils, and education and other government officers.
32. The methodology will be fully developed by the baseline team. The final methodology will be expected to:

¹³ A programme theory explains how an intervention (a project, a programme, a policy, a strategy) is understood to contribute to a chain of results that produce the intended or actual impacts. It is represented by a log frame, results framework or theory of change. The approach looks into how the intervention is contributing to the chain of results presented in the results framework.

- Demonstrate impartiality and lack of bias by relying on a cross-section of information sources (stakeholder groups, beneficiaries, etc.) The selection of field visit sites will also need to demonstrate impartiality.
- Using mixed methods (quantitative, qualitative, participatory etc.) to ensure triangulation of information.
- Ensure through the use of mixed methods that women, girls, men and boys from different stakeholders groups participate and that their different voices are heard and incorporated into the baseline process. This may include, for example conducting female-only focus groups so that women feel comfortable and encouraged to participate.
- Take into account data availability challenges, budget and timing constraints.
- Mainstream gender equality and women's empowerment as per WFP's evaluation principle of Gender equality.¹⁴

6.4 Quality Assurance

33. WFP's Decentralized Evaluation Quality Assurance System (DEQAS) defines the quality standards expected from this baseline and sets out processes with in-built steps for Quality Assurance. DEQAS is closely aligned to the WFP's evaluation quality assurance system (EQAS) and is based on the UNEG norms and standards and good practice of the international evaluation community and aims to ensure that the evaluation process and products conform to best practice.
34. DEQAS will be systematically applied, where applicable, to this baseline. The baseline Manager will be responsible for ensuring that the baseline progresses as per the DEQAS Step by Step Process Guide and for conducting a rigorous quality control of the baseline products ahead of their finalization.
35. WFP has developed a set of Quality Assurance Checklists for its decentralized evaluations. This includes Checklists for feedback on quality for each of the evaluation/baseline products. The relevant Checklist will be applied at each stage, to ensure the quality of the baseline process and outputs.
36. In addition, to enhance the quality and credibility of this baseline, an external reviewer directly managed by WFP's Office of Evaluation in Headquarter will provide:
 - a) systematic feedback on the quality of the draft inception and baseline reports; and
 - b) Recommendations on how to improve the quality of the baseline.
37. This quality assurance process does not interfere with the views and independence of the baseline team, but ensures the report provides the necessary evidence in a clear and convincing way and draws its conclusions on that basis.
38. The baseline team will be required to ensure the quality of data (validity, consistency and accuracy) throughout the analytical and reporting phases. The baseline team should be assured of the accessibility of all relevant documentation within the provisions of the directive on disclosure of information. This is available in WFP's Directive (#CP2010/001) on Information Disclosure.

¹⁴ <http://documents.wfp.org/stellent/groups/public/documents/reports/wfp279331.pdf> (pg 11)

7 Phases and Deliverables

39. The baseline will proceed through the 5 following phases.

1. **Preparation phase (December 2016-January 2017):** The baseline manager will conduct background research and consultation to frame the baseline; prepare the TOR; select and contract the baseline team for the management and conduct of the evaluation.
2. **Inception phase (February -March):** This phase aims to prepare the baseline team by ensuring that it has a good grasp of the expectations for the baseline and a clear plan for conducting it. The inception phase will include a desk review of secondary data and initial interaction with the main stakeholders.
- 3.
4. **Data collection phase (March -April):** The fieldwork will span over a period of two months and will include visits to project sites and primary and secondary data collection from local stakeholders. A debriefing session will be held upon completion of the field work.
5. **Reporting phase (May - June):** The baseline team will analyse the data collected during the desk review and the field work, conduct additional consultations with stakeholders, as required, and draft the baseline report. The draft baseline report will be submitted to the baseline manager for quality assurance. Stakeholders will be invited to provide comments, which will be recorded in a matrix by the baseline manager and provided to the baseline team for their consideration before report finalisation.
6. **Follow-up and dissemination phase:** The final baseline report will be disseminated and shared with the relevant stakeholders. Specifically a dissemination meeting with key stakeholders will be held where the baseline team will disseminate the findings.

WFP anticipates finalizing the baseline data collection by May 2017 December 2016 prior to the launch of activities under this agreement. Table 2 gives details of timing each of the phases.

The expected deliverables from the baseline exercise are the following:

1. Inception report written following WFP recommended template. The report should include but not limited to :
 - Detailed baseline design, sampling methodology, and sample size calculations.
 - Quality Assurance Plan
 - Detailed work plan, including , timeline and activities
 - Bibliography of documents/secondary data sources utilised;
 - Final data collection tools, data bases, analysis plan

2. Power-point on methodology, overall survey plan, timeline and activities
3. Final report, including a first draft, and a final report using WFP recommended template. Annexes to the final report include but not limited to a copy of the final ToR, bibliography, list of sampled schools, detailed sampling methodology, Maps, A list of all meetings and participants, final survey instruments etc.
4. Clean data set
5. Transcripts from key informant interviews, focus group discussions, etc.
6. Table of all standard and custom indicator baseline values
7. List of supported schools
8. Power-point presentation of main findings and conclusions for de-briefing and dissemination purposes

Table 2: Baseline Study Timeline

	Phases, Deliverables and Timeline	Key Dates
	Phase 1 - Preparation (Third – first Term)	
	Finalize Teams of reference	13 th January 2017
	Select a baseline team and finalize budget	31 st January 2017
	Phase 2 - Inception (First term 2017)	
	Inception phase	10 th March 2017
	Draft inception report including the detailed methodology.	
	Submit draft inception report to baseline manager for review by internal committee and QS	31st March
	Submit revised inception report to baseline manager who in turn shares Reference Group	14th April
	Submit Final Inception Report	21st April
	Phase 3 – Collection and analysis of Data	
	Briefing	20th March
	Field work	8th -19th May
	Aide memoire/ Debriefing on initial findings	9 th June
	Phase 4 - Reporting	
	Submit Draft baseline report to baseline manager for Review and QS	23rd June
	Submit revised baseline report to baseline manager for Reference Group review	7th July
	Submit final baseline report	21st July
	Phase 5 Dissemination of final results by Baseline Team	
	Presentation of baseline results by baseline team	24th -29th July

8 Organization of the Baseline

8.1 Baseline Conduct

40. The baseline team will conduct the baseline under the direction of its team leader and in close communication with the baseline manager appointed by WFP country

director in accordance to the WFP evaluation guidelines. The team will be hired following agreement with WFP on its composition and in line with the baseline schedule.

41. The team members will not have been involved in the design or implementation of the subject of baseline or have any other conflicts of interest. Further, they will act impartially and respect the code of conduct of the evaluation profession.

8.2 Team composition and competencies

42. The Team Leader should be a senior evaluator with at least 10 years of experience in research, evaluation and or baselines with demonstrated expertise in managing multidisciplinary and mixed quantitative and qualitative method evaluations, complemented with good understanding of School Meals programme, experience in implementing evaluations with a quasi-experimental designs and additional significant experience in other development and management positions.
43. The Team leader will also have expertise in designing methodology and data collection tools and demonstrated experience in leading similar baselines or evaluations. 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 baseline approach and methodology; ii) guiding and managing the team; iii) leading the baseline mission and representing the baseline team; iv) drafting and revising, as required, the inception report, the end of field work i.e. (exit)debriefing presentation and baseline report.
44. The team must include strong demonstrated knowledge of qualitative and quantitative data and statistical analysis will be required. It should include both women and men and at least one team member should be familiar with WFP's FFE work and with USDA M&E Policy.
45. The team will be multi-disciplinary and include members who together include an appropriate balance of expertise and practical knowledge in the following areas:
 - Education
 - Quantitative methods specifically quasi experimental designs (Statistician)
 - Nutrition
 - Food security
 - Gender
 - Capacity development
46. All team members should have strong analytical and communication skills, evaluation/baseline experience and familiarity with Kenya or the Horn of Africa.
47. 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.
48. Team members will: i) contribute to the methodology in their area of expertise based on a document review; ii) conduct field work; iii) participate in team meetings and meetings with stakeholders; iv) contribute to the drafting and revision of the baseline products in their technical area(s).

49. All members of the baseline team will abide by the Code of Conduct for evaluators (Attached to individual contracts), ensuring they maintain impartiality and professionalism

8.3 Security Considerations

50. Security clearance: where required is to be obtained from WFP Kenya office.

- Consultants hired independently are covered by the UN Department of Safety & Security (UNDSS) system for UN personnel which cover WFP staff and consultants contracted directly by WFP.
- Independent consultants must obtain UNDSS security clearance for travelling to be obtained from designated duty station and complete the UN system's Basic and Advance Security in the Field courses in advance, print out their certificates and take them with them.¹⁵

51. However, to avoid any security incidents, the baseline Manager is requested to ensure that:

- The WFP CO registers the team members with the Security Officer on arrival in country and arranges a security briefing for them to gain an understanding of the security situation on the ground.
- The team members observe applicable UN security rules and regulations.
- The WFP CO registers the team members with the Security Officer on arrival in country and arranges a security briefing for them to gain an understanding of the security situation on the ground.
- The team members observe applicable UN security rules and regulations – e.g. curfews etc.

9 Roles and Responsibilities of Stakeholders

52. The Kenya Country Office:

The Kenya country Office management (Country Director and Deputy Country director will take responsibility to:

- Appoint a baseline Manager in line with WFP evaluation guidelines
- Compose the internal baseline committee and the baseline reference group
- Approve the final TOR, inception and baseline reports.
- Ensure the independence and impartiality of the baseline at all stages, including establishment of an baseline Committee and of a Reference Group
- Participate in discussions with the baseline team on the baseline design and the baseline subjects with the baseline Manager and the baseline team

¹⁵ Field Courses: Basic <https://dss.un.org/bsitf/>; Advanced <http://dss.un.org/asitf>

- Organise and participate in two separate debriefings, one internal and one with external stakeholders
- Oversee dissemination and follow-up processes

53. Baseline Manager :

- Manages the baseline process through all phases including drafting this TOR
- Ensure quality assurance mechanisms are operational
- Consolidate and share comments on draft TOR, inception and baseline reports with the baseline team
- Ensures expected use of relevant quality assurance mechanisms (checklists, quality support etc.)
- Ensure that the team has access to all documentation and information necessary to the baseline; 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.
- Organise security briefings for the baseline team and provide any materials as required

54. An Internal baseline Committee has been formed as part of ensuring the independence and impartiality of the baseline. The membership includes baseline manager, technical unit in charge of school feeding programme, head of Analysis, Trends and Innovations (Chair), and logistics unit. The key roles and responsibilities of this team, includes providing input to baseline process and commenting on baseline products

55. An baseline reference group has been formed, as appropriate, with representation USDA/FAS, Ministry of Education and WFP Country office and will review the baseline products as further safeguard against bias and influence

56. Independent Baseline team: under the leadership of the baseline team leader, the baseline team will be responsible for undertaking the baseline, as per this TOR, **independently**. The baseline team will select and interview staff from the Country Office. The team will also have contact with CO staff who are members of the RG during inception and dissemination. The CO staff who are members of the RG will be required to provide comments on the baseline products. The responsibilities of the baseline manager are clearly stated above and will, in addition to other provisions for impartiality already put in place, ensure the baseline is implemented as per the WFP decentralized evaluation quality assurance system. Any support e.g. logistical support, that will be required from by the baseline team from the CO will be discussed with baseline manager who will in turn follow up and organize with CO.

57. Other Stakeholders (Government, NGOs, and UN agencies) will be identified for interviews by the baseline team in addition to the list provided by WFP Kenya which will be based on the preliminary stakeholder analysis detailed in table 1.

10 Communication and budget

58. To enhance the learning from this baseline, the baseline 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.

59. Communication with baseline team and stakeholders should go through the baseline manager.

60. WFP Kenya Country Office will organize an internal workshop to discuss baseline findings and recommendations, where the consultant will present the key findings;

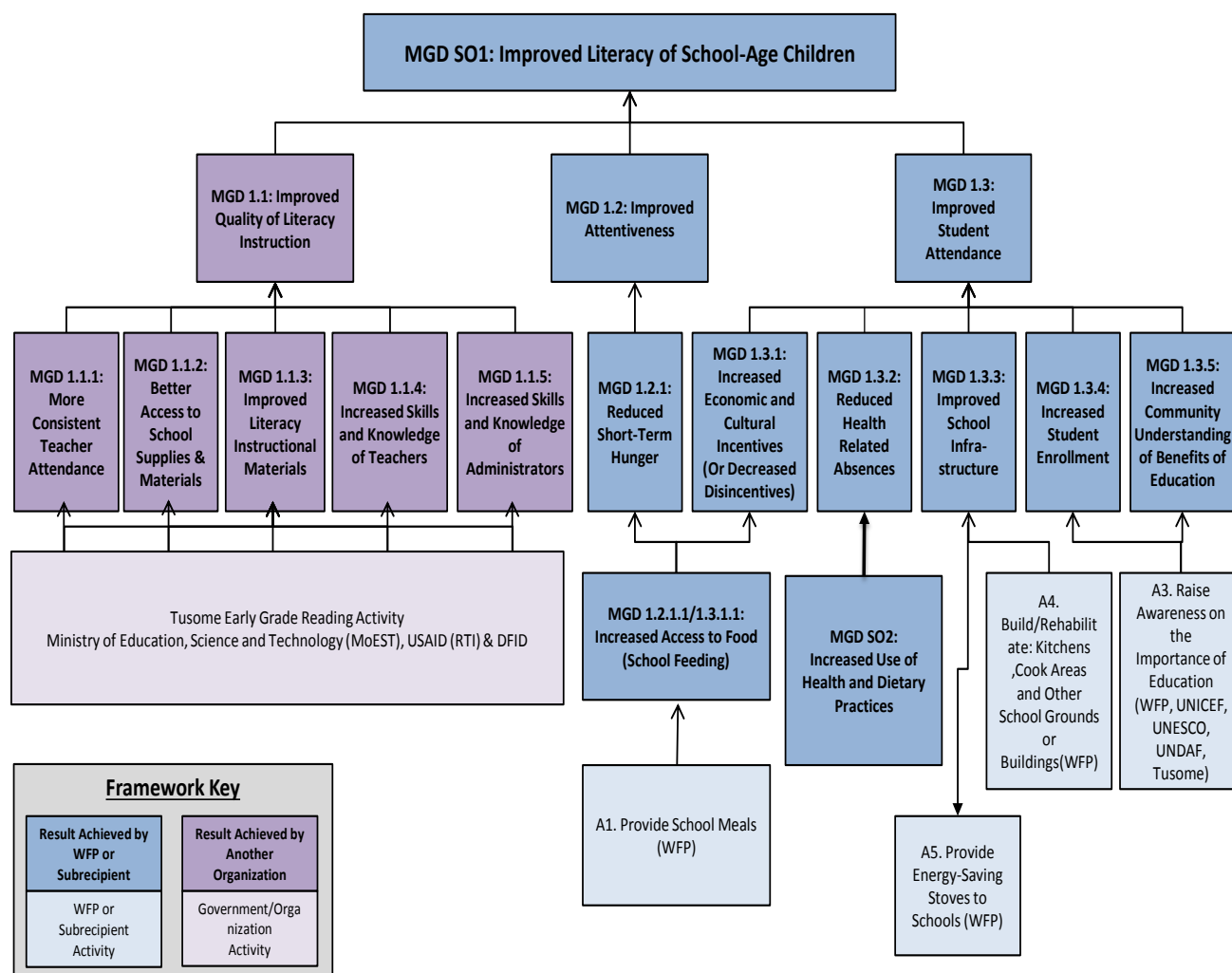
WFP in collaboration with the Ministry of Education will organize a workshop targeting relevant external audiences, where the consultant will present the key findings.

WFP will discuss the report with USDA and disseminate the findings and recommendations in various ways, including through discussions with WFP senior management and staff as well as with the key partners including the Ministry of Education, non-governmental partners and United Nations agencies.

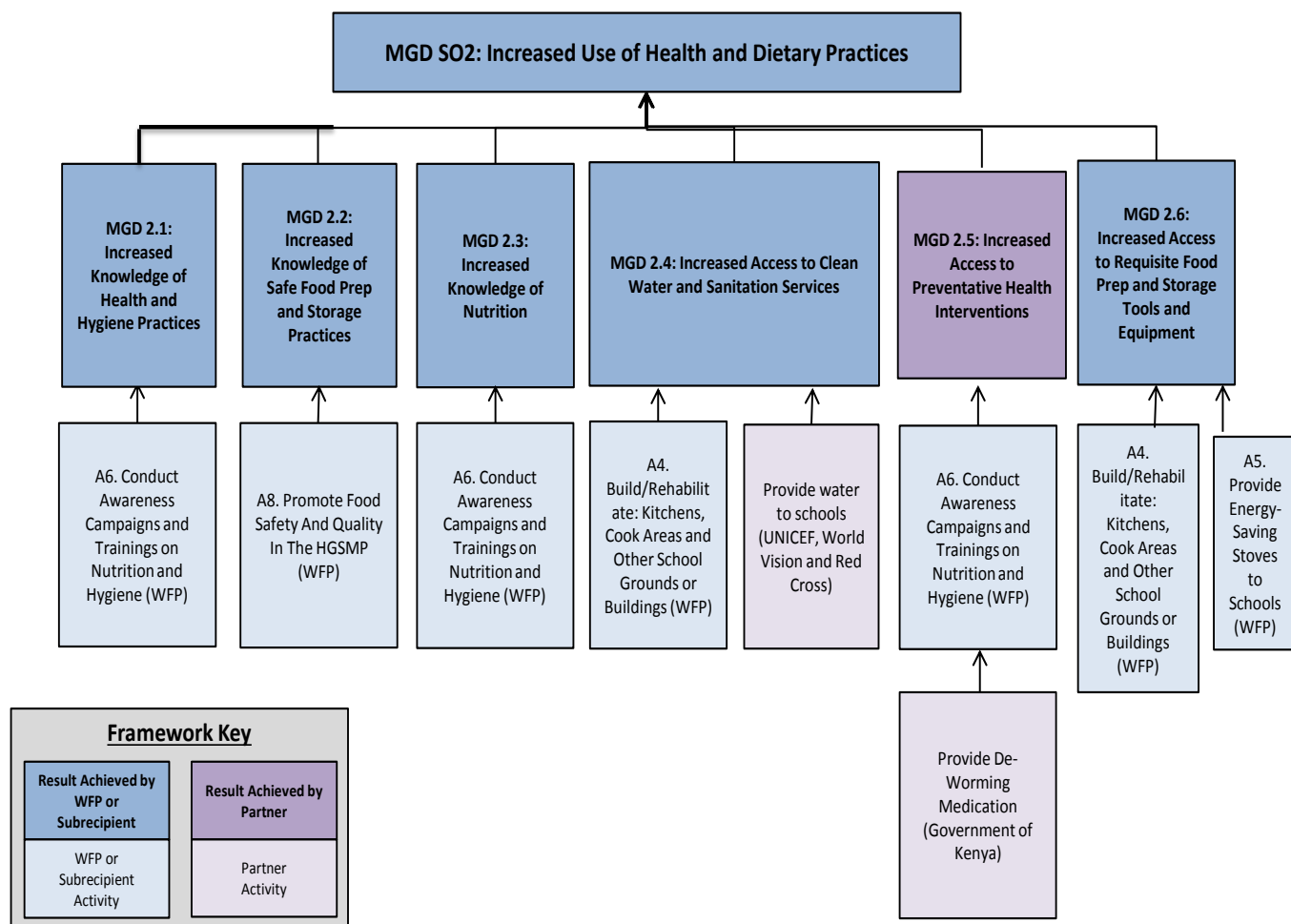
11 Annexes

Annex 1: Results Frame work

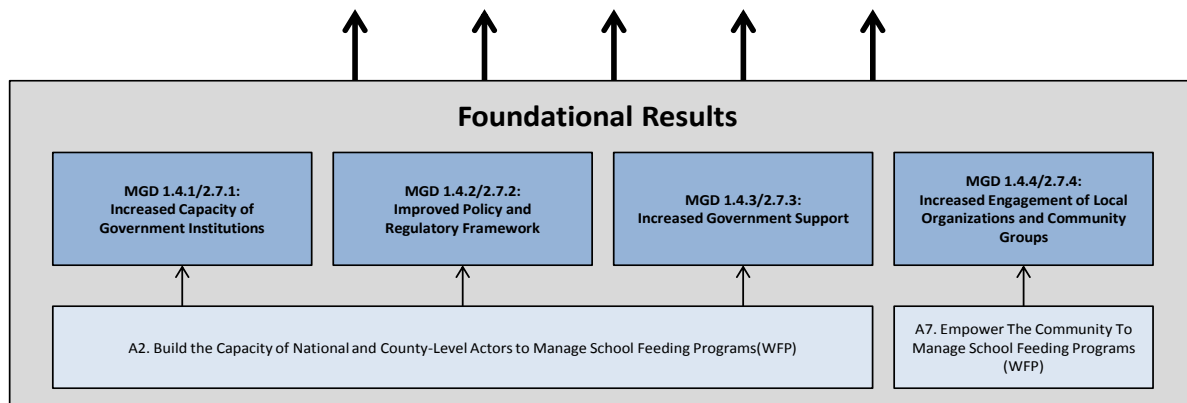
WFP Kenya FY2016 McGovern-Dole Proposal: *Results Framework #1*



WFP Kenya FY2016 McGovern-Dole Proposal: Results Framework #2



WFP Kenya FY2016 McGovern-Dole Proposal: *Foundational Results*



WFP Kenya FY2016 McGovern-Dole Proposal: *Critical Assumptions*



Critical Assumptions

- There is political commitment for the expansion of the HGSMP into the arid lands.
- The Government of Kenya will allocate sufficient and increasing funding for expanding the coverage of the national Home Grown School Meals Program into the arid lands.
- Public and private donors are able to contribute sufficient resources for WFP-Kenya to maintain a healthy pipeline for the school feeding program in the arid lands.
- Other initiatives supported by development partners to enhance learning and literacy results take place as planned in the schools targeted by WFP school feeding.

Annex 2: List of Activities

The World Food Programme (WFP) will use the donated commodities and any funds provided by the Foreign Agricultural Service (FAS) under this agreement to carry out the following project activities.

Provide School Meals

WFP will complement national efforts through the provision of a daily hot lunch to primary school children in six arid counties (Baringo, Garissa, Mandera, Turkana, Wajir and West Pokot,) that will transition to the Government-led Home Grown School Meals Programme (HGSMP) by 2019. The number of children reached will be progressively scaled-down each year as counties are handed over to the HGSMP. In the last two years of the agreement, WFP will provide technical assistance to the Government of Kenya in implementing the HGSMP. The daily hot lunch will be comprised of 150 grams of bulgur wheat, 40 grams of green split peas, 5 grams of vegetable oil (fortified with vitamin A and D) and 3 grams of iodized salt – to be procured separately by WFP.

Build the Capacity of National and County-Level Actors to Manage School Feeding Programs

Capacity building will be undertaken at both national and county levels, in line with Kenya's devolved government structure.

At the national level, WFP will focus on strengthening governance, multi-sectoral coordination and collaboration for the school meals program, advocacy and dialogue to ensure adequate and regular budget allocations and maintain political commitment to the program, strengthening oversight and management functions, supporting the provision of policy guidance, developing implementation guidelines and capacity building opportunities for stakeholders on key issues such as nutrition and health standards, procurement procedures, reporting and monitoring.

At the county level in seven arid counties (Baringo, Garissa, Mandera, Marsabit, Turkana, Wajir and West Pokot), WFP will continue to invest in training county officials and school administrators in the implementation of the program. County School Meals Teams will be formed to provide leadership and coordinate the program. Communities will be sensitized and engaged in activities. WFP will continue to support the sustainable expansion of the HGSMP through the provision of technical assistance in planning, coordination, management and budget requirements for the HGSMP.

Raise Awareness on the Importance of Education

WFP will work with the Ministry of Education (MOE), education partners and county governments in seven arid counties (Baringo, Garissa, Mandera, Marsabit, Turkana, Wajir and West Pokot) to raise awareness on the importance of education. WFP will collaborate with UNICEF and UNESCO through the United Nations Development Assistance Programme (UNDAF) and Tusome, a USAID funded early grade literacy program, to collaborate on such areas as classroom instruction, child friendly schools, school data management and policy dialogue with MOE for better education awareness outcomes. Additionally, WFP will continue using local radio spots which have proven very effective in reaching communities in remote areas where road transport is challenging. The previously established beneficiary complaints and feedback mechanism (telephone hotline) and other media, including posters, fliers, leaflets and community meetings will also be used to raise awareness.

Build/Rehabilitate: Kitchens, Cook Areas and Other School Grounds or Buildings

WFP will build a model kitchen with storage and establish hand-washing stations in four schools in each of the following arid counties: Garissa, Marsabit, Tana River and Wajir and two schools each in Baringo and West Pokot counties. Designed in collaboration with MOE Infrastructure Unit, these model kitchens and storage facilities will provide a best-practice demonstration of how this infrastructure can be built in a low-cost and sustainable way in order to encourage the Government of Kenya and other partners to invest and replicate these facilities. The model kitchens and storage facilities will also contribute to increased awareness and practice on safe food handling and storage practices.

Provide Energy-Saving Stoves to Schools

WFP will provide energy-saving stoves to four schools with model kitchens in each of the following six arid counties: Baringo, Garissa, Marsabit, Tana River, Wajir and West Pokot. The stoves will improve the efficiency of preparing the meals by requiring less fuel and water and improving the general cooking conditions.

Conduct Awareness Campaigns and Trainings on Nutrition and Hygiene

WFP will harness schools as an ideal setting for promoting good nutrition and hygiene practices early in life. Targeting primary school pupils in four arid counties (Baringo, Marsabit, Wajir and West Pokot), behaviour change campaigns and trainings will be conducted that focus on promoting dietary diversity and improved health and hygiene practices such as proper hand washing and personal hygiene.

Empower the Community to Manage School Feeding Programs

WFP will train school administrators, teachers and parents in six arid counties (Baringo Garissa, Mandera, Turkana, Wajir and West Pokot) in order to ensure a high level of awareness on school feeding implementation principles. At the school-level, WFP will train education officials to monitor school feeding activities and will train trainers in addition to local education, health and agriculture officers who will facilitate trainings at the sub-county level. Training at the school level will include record keeping and reporting, importance of education, nutrition and hygiene, food preparation and commodity storage and management. Furthermore, WFP will continue to encourage parental co-responsibility in the program by encouraging parents to provide firewood, water, utensils and volunteer cooks. These messages will be disseminated through trainings and other channels tailored to suit local context such as local administration meetings, churches and mosques.

Promote Food Safety and Quality in the HGSMP

WFP will work to strengthen food safety and quality management along the HGSMP supply chain. A School Meals Quality Strategy will be rolled out in all counties (Baringo, Garissa, Mandera, Marsabit, Turkana, Wajir and West Pokot) in preparation for their transition to the cash transfer to schools transitional one-year program. Intended users include County Public Health Officers, County School Meals Programme Officers, School Meals Procurement Committees and Suppliers (Traders and Farmer Organizations). Activities will include: raising awareness; strengthening capacities to conduct supply chain analysis which will include market assessments to establish transfer values prior to implementation; ensuring key stakeholders know their quality assurance responsibilities; providing and training local stakeholders with basic equipment; and strengthening skills for quality control and testing. Food preparers at school level will be trained on how to store and prepare food in hygienic condition.

Annex 3: Performance Monitoring Plan

Annex 3: Performance Monitoring Plan



DRAFT Performance Monitoring Plan (PMP)

Kenya FY 16 Award

*NOTE: The first section includes results and performance indicators. The second section includes activities and activity output indicators. There is some overlap between the two sections where output indicators are also result indicators.

Performance Indicator and Activity output indicator	Indicator Definition and Unit of Measurement	Data Source	Method/ Approach of Data Collection or Calculation	Data Collection		Analysis, Use and Reporting	
				When	Who	Why	Who
Result: MGD SO1 Improved Literacy of School-Age Children							
Proportion of 7-13 years olds that can solve Class 2 numeracy and literacy problems (Outcome Indicator: Custom; Responsible Organization: UWEZO, USAID, Tusome Project Participants)	This indicator measures the proportion of children ages 7-13 that have attained literacy and numeracy at a Standard 2 level Unit of measure: Percentage Disaggregation: TBD	UWEZO annual reports	Review of UWEZO data	Baseline, Midterm, and final evaluation	External evaluators	Indicates whether children’s’ literacy and numeracy learning outcomes are being achieved through the USAID-funded Tusome project. This project overlaps with USDA McGovern-Dole-targeted counties and the schools are being co-located for the achievement of MGD SO1	WFP, MOE, Donors, development and NGO partners , other Government of Kenya institutions

<p>Number of individuals benefiting directly from USDA-funded interventions</p> <p>(Output Indicator: Standard; Responsible Organization: WFP and MOE)</p>	<p><i>This indicator measures the number of individuals directly benefitting from USDA-funded interventions. These individuals must come into direct contact with project interventions (i.e. goods or services).</i></p> <p><i>Direct beneficiaries include: children, teachers, school administrators, parents, cooks, storekeepers, farmers, and government staff.</i></p> <p>Unit of measure: individuals</p> <p>Data will be disaggregated by gender, new and continuing.</p>	<p>WFP standard Project reports, School termly reports</p>	<p>Review and analysis of project records and reports</p>	<p>Annually and quarterly</p>	<p>WFP and MOE</p>	<p><i>Indicates the breadth and scale of the project's impact in the target districts</i></p> <p><i>To inform annual review meetings with education stakeholders</i></p> <p><i>To inform annual reporting to USDA and WFP HQ</i></p>	<p>WFP, MOE, Donors, development and NGO partners , other Government of Kenya institutions</p>
<p>Number of individuals benefiting indirectly from USDA-funded interventions</p> <p>(Output Indicator: Standard; Responsible Organization: WFP and MOE)</p>	<p><i>This indicator measures the number of individuals indirectly benefitting from USDA-funded interventions. These individuals will not come into direct contact with project interventions but will benefit tangentially.</i></p> <p><i>Indirect beneficiaries assumed for this project are siblings of children receiving school meals and parents of children who are not direct beneficiaries through PTA training</i></p> <p>Unit of measure: individuals</p> <p>Data will be disaggregated by gender</p>	<p>Survey: Household/parent interviews</p>	<p>Interviews with parents to determine the average number of children per household going to school. The average household size in target areas is known. Indirect beneficiaries=Number of HH * (HH size- average number of children per HH going to school)</p>	<p>Baseline, midterm, and final evaluation</p>	<p>Independent consultants</p>	<p><i>Indicates the breadth and scale of the project's impact.</i></p> <p><i>To inform annual review meetings with education stakeholders</i></p> <p><i>To inform annual reporting to USDA and WFP HQ</i></p>	<p>WFP, MOE, Donors, development and NGO partners , other Government of Kenya institutions</p>
<p>Result: MGD 1.2 Improved Attentiveness</p>							

<p><i>Percent of students in classrooms identified as inattentive by their teachers</i></p> <p>(Outcome Indicator: Custom; Responsible Organization: WFP, MOE)</p>	<p>This indicator measures the percentage of students in any given classroom that is identified as inattentive by the teacher.</p> <p><i>Unit of measure: percent</i></p>	<p>Survey: Teachers interviews</p>	<p>Primary data collection by asking teachers of the sampled schools their perception of the share of students that appeared inattentive in classes</p>	<p><i>Baseline, midterm, and final evaluation</i></p>	<p><i>Independent consultants</i></p>	<p>To determine whether the interventions have had an effect on students' ability to be attentive.</p>	<p><i>WFP, MoE, Donors, development and NGO partners, other Government of Kenya institutions</i></p>
<p>Result: MGD 1.2.1 Reduced Short-Term Hunger</p>							
<p><i>Number of daily school meals (breakfast, snack, lunch) provided to school-age children as a result of USDA assistance</i></p> <p>(Output Indicator: Standard; Responsible Organization: WFP, MOE)</p>	<p>This indicator measures the total number of school meals provided to students in MGD-supported schools, as reported by school managers and cooperating partners.</p> <p><i>Unit of measure: no. of meals</i></p>	<p><i>WFP and MOE project records, School Termly Reports</i></p>	<p><i>Review and analysis of project records and reports</i></p>	<p><i>Bi annual and Annual, monthly reports by MOE, daily school records</i></p>	<p><i>School Administrators, WFP</i></p>	<p>To measure the number of school meals given to students.</p>	<p><i>WFP, MOE, Donors, development and NGO partners, other Government of Kenya institutions</i></p>
<p><i>Number of school-aged children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance</i></p> <p>(Output Indicator: Standard; Responsible Organization: WFP,MOE)</p>	<p><i>This indicator measures the total number of students receiving a daily cooked meal per year over the life of the project, as reported by school managers and CPs</i></p> <p>Unit of measure: individuals</p> <p>Data will be disaggregated by gender, new and continuing</p>	<p><i>WFP and MOE project records, School records</i></p>	<p><i>Review and analysis of project records and reports</i></p>	<p><i>Bi annual and Annual, monthly reports by MOE, daily school records</i></p>	<p><i>School Administrators, WFP</i></p>	<p><i>To measure the percentage of students reached with a daily school meal</i></p>	<p><i>WFP, MOE Donors, development and NGO partners, other Government of Kenya institutions</i></p>

<p><i>Percent of students in target schools who regularly consume a meal before the school day</i></p> <p>(Outcome Indicator: Custom; Responsible Organization: WFP)</p>	<p><i>This indicator measures what percentage of children receive a meal at home prior to the school meal at lunch time.</i></p> <p>Unit of measure: percent</p>	<p>Survey: Parent interviews</p>	<p>Primary data collection by asking parents from sampled schools if their children eat before going to school and if yes, how often i.e. always, sometimes or never.</p>	<p><i>Baseline, midterm, and final evaluation</i></p>	<p><i>Independent consultants</i></p>	<p><i>To measure the percentage of children who may experience short-term hunger resulting in lack of concentration as a result of not taking a meal before going to school</i></p>	<p><i>WFP, MOE Donors , development and NGO partners , other Government of Kenya institutions</i></p>
<p><i>Percent of students in target schools who regularly consume a meal during the school day</i></p> <p>(Outcome Indicator: Custom; Responsible Organization: WFP)</p>	<p><i>This indicator measures what percentage of children receive a meal during the school day.</i></p> <p>Unit of measure: percent</p>	<p><i>WFP and MOE project records, School records</i></p>	<p><i>Review and analysis of project records and reports complemented by monitoring reports</i></p>	<p><i>Bi annual and Annual, monthly reports by MOE daily collection by school</i></p>	<p><i>School Administrators</i></p>	<p><i>To measure percentage of students regularly reached with a daily school meal</i></p>	<p><i>WFP, MOE, Donors, development and NGO partners , other Government of Kenya institutions</i></p>
<p>Result: MGD 1.2.1.1/1.3.1.1.Increased Access to Food (School Feeding)</p>							
<p><i>Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance</i></p> <p>(Output Indicator: Standard; Organization: WFP)</p>	<p><i>This indicator measures the number of students who consume a daily meal at school</i></p> <p>Unit of measure: individuals</p> <p>Data will be disaggregated by new, continuing and gender.</p>	<p><i>WFP and MOE project records, School records</i></p>	<p><i>Review and analysis of project records and reports</i></p>	<p><i>Bi annual and Annual, monthly reports by MOE, daily collection by school</i></p>	<p><i>School Administrators, WFP</i></p>	<p><i>To measure the number of students reached with a daily school meal</i></p>	<p><i>WFP, MOE, Donors, development and NGO partners , other Government of Kenya institutions</i></p>
<p><i>Total quantity of commodities provided to students as a result of USDA assistance.</i></p>	<p><i>This indicator measures the total amount of commodities that have been provided as a part of this USDA-funded intervention.</i></p>	<p><i>WFP Logistics Data</i></p>	<p><i>WFP analysis of reports</i></p>	<p><i>Bi-annual report; quarterly</i></p>	<p><i>WFP</i></p>	<p><i>To measure the quantity of commodities that have been</i></p>	<p><i>WFP, MOE, Donors, development and NGO partners , other</i></p>

(Output Indicator: Custom; Organization: WFP)	Unit of measure: MT					<i>imported and are to be distributed.</i>	<i>Government of Kenya institutions</i>
Result: MGD 1.3 Improved Student Attendance							
<i>Number of students regularly (80%) attending USDA supported classrooms/schools</i> (Performance Indicator: Standard; Organization: WFP)	<i>This indicator measures the number of students in MGD-supported schools who attend classes at least 80 percent of the time that school is in session, as reported by school directors</i> Unit of measure: individuals Data will be disaggregated by gender.	<i>School records</i>	<i>Collection and analysis of students attendance data from school attendance records for a sample of students in sampled schools</i>	<i>Baseline, midterm, and final evaluation</i>	<i>Independent consultants</i>	<i>To track progress towards improved student attendance</i>	<i>WFP, MOE, Donors, development and NGO partners , other Government of Kenya institution</i>
Result: MGD 1.3.4 Increased Student Enrolment							
<i>Number of students enrolled in schools receiving USDA assistance</i> (Output Indicator: Standard; Responsible Organization: WFP)	<i>This indicator measures the number of students officially registered in MGD- supported primary schools in a given school year.</i> <i>Unit of measure: individuals</i> <i>Data will be disaggregated by gender.</i>	<i>School records</i>	<i>Collection and analysis of school records on enrolment</i>	<i>Baseline, midterm, and final evaluation. Termly by schools, termly by WFP through mVAM</i>	<i>Independent consultants, WFP, MOE</i>	<i>To track progress towards increasing student enrolment</i>	<i>WFP, MOE, Donors, development and NGO partners , other Government of Kenya institution</i>
Result: MGD 1.3.5 Increased Community Understanding of Benefits of Education							
<i>Percent of parents in target communities who can name at least three benefits of primary education</i>	This indicator measures the percentage of parents who can name at least three benefits of primary education <i>Unit of measure: percent</i>	Survey: Parent interviews	Primary data collection by asking parents from sampled schools to name at least three benefits of primary education	<i>Baseline, midterm, and final evaluation</i>	<i>Independent consultants</i>	<i>To track communities understanding of engagement with their communities</i>	<i>WFP, MOE, Donors, development and NGO partners , other Government of Kenya institutions</i>

(Performance Indicator: Custom; Organization: WFP)						education system and services.	
Result: MGD 1.4.1 Increased Capacity of Government Institutions							
<i>Number of county-level inter-ministerial committees for HGSMP established</i> (Output Indicator: Custom; Organization: WFP)	<i>This indicator will measure the Number of county-level inter-ministerial committees for HGSMP established at county level</i> <i>Unit of measure: Number of committees</i>	<i>Committee meetings minutes</i>	<i>Review of committee minutes</i>	<i>midterm, and final evaluation</i>	<i>Independent consultants</i>	To track progress of strengthening governance and multi-sectoral coordination and collaboration for the school meals programme at county level	<i>WFP, MOE, Donors, development and NGO partners , other Government of Kenya institutions</i>
<i>Number of national-level inter-ministerial coordination committees for HGSMP established</i> (Output Indicator: Custom; Organization: WFP)	<i>This indicator will measure the Number of county-level inter-ministerial committees for HGSMP established at national level</i> <i>Unit of measure: Number of committees</i>	<i>Committee meetings minutes</i>	<i>Review of committee minutes</i>	<i>midterm, and final evaluation</i>	<i>Independent consultants</i>	<i>To track progress of strengthening governance and multi-sectoral coordination and collaboration for the school meals programme at national level</i>	<i>WFP, MOE Donors , development and NGO partners , other Government of Kenya institutions</i>
Result: MGD 1.4.2/2.7.2 Improved Policy and Regulatory Framework							
<i>Number of educational policies, regulations, and/or administrative procedures in each of the following stages of development as a result of USDA assistance (Stage 5)</i> (Performance Indicator: Standard; Organization: WFP, MOE)	This indicator measures the number of policies/regulations/administrative procedures in the various stages of progress towards an enhanced enabling environment for education. Specifically, this includes: 1. School Nutrition and Meals Strategy	<i>Government of Kenya policy related reports</i>	<i>Review and analysis of GOK policy related documents</i>	<i>Annual, Baseline, Midterm and final evaluations</i>	<i>Independent consultants, WFP; MOE</i>	To track progress made following advocacy and dialogue related activities to ensure adequate and regular budget allocations and maintain political	<i>WFP, MOE, Donors, development and NGO partners , other Government of Kenya institutions</i>

	<p>2. Revised HGSMG Guidelines</p> <p><i>Unit of measure: no. of policies in process and relevant stage</i></p>					commitment to the programme	
<p><i>Number of child health and nutrition policies, regulations, and/or administrative procedures in each of the following stages of development as a result of USDA assistance (Stage 5)</i></p> <p>(Performance Indicator: Standard; Organization: WFP, MOE)</p>	<p>This indicator measures the number of policies/regulations/administrative procedures in the various stages of progress towards an enhanced enabling environment for education. Specifically, this includes:</p> <p>1. School Health Policy (revised)</p> <p><i>Unit of measure: no. of policies in process and relevant stage</i></p>	Government of Kenya policy related reports	Review and analysis of GOK policy related documents	Annual, Baseline, Midterm and final evaluations	Independent consultants, WFP; MOE	To track progress made following advocacy and dialogue related activities to ensure adequate and regular budget allocations and maintain political commitment to the programme	WFP, MOE, Donors, development and NGO partners, other Government of Kenya institutions
Result: MGD 1.4.3/2.7.3 Increased Government Support							
<p>Value of new public and private sector investments leveraged as a result of USDA assistance</p> <p>(Performance Indicator: Standard; Organization: WFP, MOE)</p>	<p>This indicator measures the value of public sector resources intended to complement USDA-funded activities – specifically the increased government investment in the HGSMG.</p> <p><i>Unit of measure: US Dollar</i></p> <p><i>Data will be disaggregated by type of investment</i></p>	WFP and GOK project reports	Review and analysis of project reports	Baseline, Midterm and final evaluations, Annual	Independent consultants, WFP	To measure level of complementary support of the project outside of USDA funding.	WFP, MOE Donors, development and NGO partners, other Government of Kenya institutions
<p>Number of public-private partnerships formed as a result of USDA assistance</p> <p>(Performance Indicator: Standard; Organization: WFP, MOE)</p>	<p>This indicator measures the number of private partnerships generated in CTS counties during the transition year.</p> <p><i>Unit of measure: no of partnerships (suppliers/small traders, farmer organisations)</i></p>	WFP reports; school tender data	Review and analysis of project records and reports	Annual	WFP	To measure level of complementary support of the project outside of USDA funding.	WFP, MOE Donors, development partners, county governments; communities.

Result: MGD 1.4.4/2.7.4 Increased Engagement of Local Organizations and Community Groups

<p>Number of Parent-Teacher Associations (PTAs) or similar “school” governance structures supported as a result of USDA assistance</p> <p>(Performance Indicator: Standard; Organization: WFP)</p>	<p>This indicator measures the number of schools that benefit from the establishment and training of PTAs</p> <p><i>Unit of measure: No. of school governance structures</i></p>	<i>School and project records</i>	<i>Review and analysis of project reports</i>	<i>Bi-annual</i>	<i>WFP and MOE</i>	<i>To measure the effects of the project on promoting the capacity of organizations at school level</i>	<i>WFP, MOE, Donors, development and NGO partners , other Government of Kenya institutions</i>
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Result: SO 2 Increased Use of Health and Dietary Practices

<p>Percent of schools in target counties that store food off the ground</p> <p>(Performance Indicator: Custom; Responsible Organization: WFP)</p>	<p>This indicator will measure the number of schools where food is stored off the ground</p> <p><i>Unit of measure: No. of school</i></p>	<i>Survey reports, Monitoring reports</i>	School stores will be observed to check if food has been stored off the ground.	Baseline, Midterm and final evaluations, monthly through monthly monitoring visits at school level	Independent Consultants, WFP and MOE	To measure the effects of promoting good hygiene and health practises,	WFP, MOE, Donors, development and NGO partners , other Government of Kenya institutions
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Result: MGD 2.2 Increased Knowledge of Safe Food Prep and Storage Practices

<p>Percent of food preparers at target schools who achieve a passing score on a test of safe food preparation and storage</p> <p>(Outcome indicator: Custom; Responsible Organization: WFP)</p>	<p>This indicator will measure the percentage of food preparers (cooks) at school who achieve a passing score on a test of safe food preparation and storage</p> <p>Unit of measure: individuals</p> <p>Data will be disaggregated by gender.</p>	Survey report: Results of tests administered to cooks	Primary data collection by administering a test on safe food preparation and storage to cooks in representative sampled schools	<i>Baseline, midterm, and final evaluation</i>	<i>Independent consultants</i>	To measure effects of promoting safe food preparation and storage practices	WFP, MOE, Donors, development and NGO partners , other Government of Kenya institutions
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Result: MGD 2.3 Increased Knowledge of Nutrition

<p>Number of schools benefitting from nutrition and hygiene education</p> <p>(Output indicator: Custom; Responsible Organization: WFP)</p>	<p>This indicator will measure the number of schools benefitting from nutrition and hygiene education</p> <p><i>Unit of measure: No. of school</i></p>	<i>project reports</i>	<i>Review and analysis of project reports</i>	<i>Quarterly, Bi-annual</i>	<i>WFP and MOE</i>	<p>To measure number of schools that have received nutrition and hygiene related education</p>	<p>WFP, MOE, Donors, development and NGO partners , other Government of Kenya institutions</p>
<p><i>Number of individuals trained in child health and nutrition as a result of USDA assistance</i></p> <p>(Output Indicator: Standard; Responsible Organization: WFP)</p>	<p><i>Total number of individuals trained in health and nutrition in MGD-supported schools and communities, including Canteen Management Staff and School Management Committee members.</i></p> <p>Unit of Measure: Individuals</p> <p>Data will be disaggregated by gender</p>	<i>Project reports</i>	<i>Review and analysis of project training reports</i>	<i>Termly Bi-annual</i>	<i>WFP and MOE</i>	<p><i>Enables to know the number of people in communities' target who have knowledge in health and nutrition. Sentinel indicator for project theory of change: people trained shared nutrition and health information through communities</i></p>	<p><i>WFP, MOE, Donors, development and NGO partners , other Government of Kenya institutions</i></p>
Result: MGD 2.6 Increased Access to Requisite Food Prep and Storage Tools							
<p><i>Number of target schools with increased access to improved food prep and storage equipment (kitchens, storerooms, stoves, kitchen utensils)</i></p> <p>(Output indicator: Custom; Organization: WFP)</p>	<p>This indicator measures the number of schools fully supplied with new or rehabilitated kitchens, storerooms, fuel-efficient stoves and kitchen utensils</p> <p><i>Unit of measure: no. of schools</i></p>	<i>Project reports</i>	<i>Review and analysis of project reports</i>	<i>Quarterly, Bi-annual</i>	<i>WFP and MOE</i>	<p>To track s progress towards improving access to food prep and storage equipment</p>	<p><i>WFP, MOE, Donors, , development and NGO partners , other Government of Kenya institutions</i></p>
Activity 1: Provide School Meals							

<p><i>Number of school-aged children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance</i></p> <p>(Output Indicator: Standard; Organization: WFP, MOE)</p>	<p>This indicator measures the total number of students receiving a daily cooked meal per year over the life of the project, as reported by school managers and CPs</p> <p><i>Unit of measure: individuals</i></p> <p><i>Data will be disaggregated by gender.</i></p>	<i>Project reports</i>	<i>Review and analysis of project reports</i>	<i>Monthly, quarterly Bi-annual</i>	<i>WFP and MOE</i>	To measure the success of school meals at reducing short term hunger	<i>WFP, MOE Donors, development and NGO partners , other Government of Kenya institutions</i>
Activity 2: Build the Capacity of National and County-level Actors to Manage School Feeding Programs							
<p><i>Number of parents trained or certified as a result of USDA assistance</i></p> <p>(Output Indicator: Custom; Organization: WFP)</p>	<p>This indicator measures the number of parents that have been trained as a result of USDA assistance</p> <p>Unit of measure: individuals</p> <p><i>Data will be disaggregated by gender.</i></p>	<i>Project reports</i>	<i>Review and analysis of project training reports</i>	<i>Bi-annual</i>	<i>WFP and MOE</i>	To track progress in building capacity of school –level actors (BoM members) to manage school feeding programs	<i>WFP, MOE, Donors, development and NGO partners , other Government of Kenya institutions</i>
<p><i>Number of school administrators and officials in target schools trained or certified as a result of USDA assistance</i></p> <p>(Output Indicator: Standard; Responsible Organization: WFP)</p>	<p>This will measure the number of school head teachers trained on school meals programme management</p> <p><i>Unit of measure: individuals</i></p> <p><i>Data will be disaggregated by gender.</i></p>	<i>Project reports</i>	<i>Review and analysis of project training reports</i>	<i>Bi-annual</i>	<i>WFP and MOE</i>	To track progress in building capacity of school head teachers to manage school feeding programs	<i>WFP, MOE, Donors, development and NGO partners , other Government of Kenya institutions</i>

<p><i>Number of county-level officials trained or certified as a result of USDA assistance</i></p> <p>(Output Indicator: Standard; Responsible Organization: WFP)</p>	<p>This will measure the number of education officials trained on school meals programme management</p> <p><i>Unit of measure: individuals Data will be disaggregated by gender.</i></p>	<i>Project reports</i>	<i>Review and analysis of project training reports</i>	<i>Bi-annual</i>	<i>WFP and MOE</i>	<p>To track progress in building capacity of school head teachers to manage school feeding programs</p>	<p><i>WFP, MOE, Donors, development and NGO partners , other Government of Kenya institutions</i></p>
<p><i>Number of school administrators and officials in target schools who demonstrate use of new techniques or tools as a result of USDA assistance</i></p> <p>(Output Indicator: Standard; Responsible Organization: WFP)</p>	<p>This will measure the number of school head teachers trained on school meals programme management</p> <p><i>Unit of measure: individuals Data will be disaggregated by gender.</i></p>	<i>Project reports</i>	<i>Review and analysis of project training reports</i>	<i>Bi-annual</i>	<i>WFP and MOE</i>	<p>To track progress in building capacity of school head teachers to manage school feeding programs</p>	<p><i>WFP, MOE, Donors, development and NGO partners , other Government of Kenya institutions</i></p>
<p><i>Number of county-level officials in target schools who demonstrate use of new techniques or tools as a result of USDA assistance</i></p> <p>(Output Indicator: Standard; Responsible Organization: WFP)</p>	<p>This will measure the number of education officials trained on school meals programme management</p> <p><i>Unit of measure: individuals Data will be disaggregated by gender.</i></p>	<i>Project reports</i>	<i>Review and analysis of project training reports</i>	<i>Bi-annual</i>	<i>WFP and MOE</i>	<p>To track progress in building capacity of school head teachers to manage school feeding programs</p>	<p><i>WFP, MOE, Donors, development and NGO partners , other Government of Kenya institutions</i></p>
<p>Activity 3: Raise Awareness on the importance of Education</p>							
<p><i>Number of radio spots held</i></p> <p>(Output Indicator: Custom; Organization: WFP)</p>	<p>This indicator will measure the number of radio spots held to pass messages on benefits of education. These will target communities where the programme is implemented</p>	<i>Project reports</i>	<i>Review and analysis of project reports</i>	<p><i>Monthly, Quarterly, Bi-annual</i></p>	<i>WFP and MOE</i>	<p>To track the number of radio spots held</p>	<p><i>WFP, MOE, Donors, development and NGO partners , other Government of Kenya institutions</i></p>

	<i>Unit of measure: number of radio spots</i>						
<i>Number of community members benefiting from radio spots</i> (Output Indicator: Custom; Organization: WFP)	This indicator will measure the number of community members in targeted counties (Baringo, Garissa, Mandera, Turkana, Wajir and West Pokot) reached through radio spots with messages on benefits of education.	<i>Project reports</i>	<i>Review and analysis of project reports</i>	<i>Monthly, Quarterly, Bi-annual</i>	<i>WFP and MOE</i>	To track the number of community members reached through the radio spots	<i>WFP, MOE, Donors, development and NGO partners , other Government of Kenya institutions</i>
<i>Number of posters, fliers, leaflets distributed</i> (Output Indicator: Custom; Organization: WFP)	This indicator will measure the number of posters, fliers, leaflets distributed <i>Unit of measure: number of posters, fliers, leaflets</i>	<i>project reports</i>	<i>Review and analysis of project reports</i>	<i>Termly Bi-annual</i>	<i>WFP and MOE</i>	To track number of posters, fliers, leaflets distributed	<i>WFP, MOE, Donors, development and NGO partners , other Government of Kenya institutions</i>
Activity 4: Build/Rehabilitate: Kitchens, Cook Areas and Other School Grounds or Buildings							
<i>Number of educational facilities (i.e. school buildings, classrooms, and latrines) rehabilitated/constructed as a result of USDA assistance</i> (Output Indicator: standard; Organization: WFP)	<i>This indicator will measure the number of kitchens and /or storage facilities constructed as a result of USDA assistance</i> Unit of measure: number of kitchens	<i>project reports complemented by monitoring reports</i>	<i>Review and analysis of project reports</i>	<i>Bi-annual, monthly monitoring reports</i>	<i>WFP and MOE</i>	To track number of kitchens constructed	<i>WFP, MOE, Donors, development and NGO partners , other Government of Kenya institutions</i>
Activity 5: Provide Energy-Saving Stoves to Schools							

<i>Number of energy saving jikos installed in schools as a result of USDA assistance</i> (Output indicator: Custom; Responsible Organization: WFP)	<i>This indicator will measure the Number of energy saving jikos installed in schools as a result of USDA assistance</i> Unit of measure: number of energy saving jikos	<i>project reports complemented by monitoring reports</i>	<i>Review and analysis of project reports</i>	<i>Bi-annual, monthly monitoring reports</i>	<i>WFP and MOE</i>	<i>To track number of energy saving jikos installed at school level</i>	<i>WFP, MOE, Donors, development and NGO partners , other Government of Kenya institutions</i>
Activity 6: Conduct Awareness Campaigns and Trainings on Nutrition and Hygiene							
<i>Number schools benefitting from nutrition education and hygiene</i> (Output Indicator: Custom; Responsible Organization: WFP)	<i>This indicator measures the number of schools benefitting from nutrition and hygiene education</i> Unit of measure: number of schools	<i>project reports complemented by monitoring reports</i>	<i>Review and analysis of project reports</i>	<i>Bi-annual, monthly monitoring reports</i>	<i>WFP and MOE</i>	<i>To track the number of schools benefitting from nutrition education and hygiene</i>	<i>WFP, MOE, Donors, development and NGO partners , other Government of Kenya institutions</i>
<i>Number of children benefitting from nutrition education and hygiene</i> (Output Indicator: Custom; Responsible Organization: WFP)	<i>This indicator measures the number of children benefitting from nutrition and hygiene education</i> Unit of measure: individuals Data will be disaggregated by gender	<i>project reports complemented by monitoring reports</i>	<i>Review and analysis of project reports</i>	<i>Bi-annual, monthly monitoring reports</i>	<i>WFP and MOE</i>	<i>To track the number of children benefitting from nutrition education and hygiene</i>	<i>WFP, MOE, Donors, development and NGO partners , other Government of Kenya institutions</i>
Activity 7: Empower the Community to Manage School Feeding Programs							
<i>Number of counties where beneficiary feedback has been incorporated into community training and awareness activities</i> (Output Indicator: Custom; Organization: WFP)	<i>This indicator will measure the number of counties where beneficiary feedback has been rolled out</i> <i>Follow up to increase awareness on the helpline will include radio spots, public meetings and distribution of posters and leaflets</i> Unit of measure: Number of counties	<i>project reports complemented by monitoring reports</i>	<i>Review and analysis of project reports</i>	<i>Quarterly, Bi-annual, monthly monitoring reports</i>	<i>WFP and MOE</i>	<i>To track the number of counties with beneficiary feedback mechanism in place</i>	<i>WFP, MOE Donors , development and NGO partners , other Government of Kenya institutions</i>

Activity 8: Promote Food Safety and Quality in the HGSM

<p>Number of officials trained on food quality in HGSM supply chain</p> <p><i>(Output Indicator: Custom; Organization: WFP, MOE)</i></p>	<p><i>This indicator measures the number of officials (County Public Health Officers, County School Meals Programme Officers, School Meals Procurement Committee and traders)trained on food quality in HGSM supply chain</i></p> <p>Unit of measure: individuals</p> <p>Data will be disaggregated by gender</p>	<i>project reports</i>	<i>Review and analysis of project training reports</i>	<i>Bi-annual,</i>	<i>WFP and MOE</i>	To track to the number of officials trained on food quality in HGSM supply chain.	WFP, MOE, Donors, development and NGO partners , other Government of Kenya institutions
<p>Number of farmer organizations trained on food quality</p> <p><i>(Output Indicator: Custom; Organization: WFP)</i></p>	<p>This indicator measures the number of farmer organizations trained on food quality</p> <p>Unit of measure: farmer organizations</p>	<i>project reports</i>	<i>Review and analysis of project training reports</i>	<i>Bi-annual,</i>	<i>WFP and MOE</i>	To track to the number of farmer organizations trained on food quality	WFP, MOE, MOALF, Donors, development and NGO partners , other Government of Kenya institutions
<p>Number of traders trained on food quality</p> <p><i>(Output Indicator: Custom; Organization: WFP)</i></p>	<p>This indicator measures the number of traders trained on food quality</p> <p>Unit of measure: individuals</p> <p>Data will be disaggregated by gender</p>	<i>project reports</i>	<i>Review and analysis of project training reports</i>	<i>Bi-annual,</i>	<i>WFP and MOE</i>	To track to the number of traders trained on food quality	WFP, MOE, MOH, Donors , development and NGO partners , other Government of Kenya institutions
<p>Number of individuals who demonstrate use of new safe food preparation and storage practices as a result of USDA assistance</p> <p><i>(Outcome Indicator: Standard ; Organization: WFP)</i></p>	<p>This indicator measures the number of farmer organization, officials and traders applying improved food quality practises after undergoing training on food quality.</p>	<i>Survey reports complemented by project reports</i>	<i>Primary data collection through observation and interviewing traders and farmer organization representatives on what improved food quality practises they are</i>	<i>Baseline, midterm, and final evaluation</i>	<i>Independent consultants</i>	To measure effectiveness of the training	WFP, MoE, Donors, development and NGO partners, other Government of Kenya institutions

	Unit of measure: Number of farmer organizations, officials and traders Data will be disaggregated by farmer organizations, officials and traders		<i>applying that they did not before the training</i>				
Number of testing kits (Blue Boxes) distributed to public health officials <i>(Output Indicator: Custom; Organization: WFP)</i>	This indicator will measure the number of testing kits (Blue Boxes) distributed to public health officials Unit of measure: Number of blue boxes	<i>project reports</i>	<i>Review and analysis of project reports and blue boxes distribution reports</i>	<i>Bi-annual, annual</i>	<i>WFP and MOH</i>	To track to the number of testing kits (Blue Boxes) distributed to public health officials	WFP, MOE, MOH, MOALF, Donors, development and NGO partners, other Government of Kenya institutions