

Terms of Reference
DECENTRALIZED FINAL ACTIVITY EVALUATION of
WFP'S USDA McGovern -Dole International Food for Education and Child
Nutrition Program's Support in Kenya from 2014 to 2016
WFP Kenya Country Office

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1. Introduction

1. These Terms of Reference (TOR) are for the final evaluation of the World Food Programme (WFP) McGovern-Dole (MGD) International Food for Education and Child Nutrition Program (FFE 615-2013/041/00) in Kenya. This evaluation is commissioned by WFP Kenya Country Office and will cover the period from 2014 to 2016. School feeding in Kenya is a multi-donor project.
2. These TOR were prepared by the WFP Kenya Country Office M&E unit 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. Reasons for the Evaluation

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

2.1. Rationale

4. This evaluation follows on the baseline evaluation (conducted between March-July 2014) and the mid-term evaluation (conducted between February and July 2015) and is being commissioned for the following reasons:
5. USDA manages the MGD Food for Education program which is a major funding mechanism for school feeding worldwide. It aims to reduce hunger and improve literacy and primary education and has, more recently, incorporated goals related to boosting teacher attendance and capacity as well as students' academic performance. 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.
6. MGD is one of the longest -standing, important donors to WFP School feeding in Kenya. Most recently, WFP Kenya was awarded a total of US\$ 20 .2 million of support for the period 2014-2016 The grant agreement incorporates 12 specific performance indicators and 21 results indicators against which performance of the programme will to be measured. In the evaluation plan agreed between with USDA, WFP commits to conducting a final evaluation to measure performance of the programme for accountability and learning purposes. For this reason, WFP is commissioning an evaluation at the final-point of project implementation.

2.2 Objectives

7. The main objective of this evaluation is to assess and report on the performance and results achieved (intended or unintended, positive or negative) of USDA MGD support to WFP School Feeding Programme in Kenya from 2014 to 2016. The Evaluations will serve the dual and mutually reinforcing objectives of accountability and learning.
 - **Accountability** – The evaluation will assess and report on the performance and results of the USDA MGD support to WFP School Feeding Programme in Kenya from 2014 to 2016.
 - **Learning** – The evaluation will determine the reasons why certain results occurred or not to draw lessons, derive good practices and pointers for learning. It will provide evidence-based findings to inform operational and strategic decision-making. Findings will be actively disseminated and lessons will be incorporated into relevant lesson sharing systems.

2.3 Stakeholders and Users

8. 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.
9. 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.

Table 1: Preliminary Stakeholders' analysis

| Stakeholders | Interest in the evaluation and likely uses of evaluation 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 evaluation 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 evaluation findings to apply this learning to other country offices. |
| WFP HQ | WFP has an interest in the lessons that emerge from evaluations, particularly as they relate to WFP strategies, policies, thematic |

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| | 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, 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 evaluation will not be presented to the EB but its findings may feed into annual syntheses and 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 evaluation of women, men, boys and girls from different groups will be determined and their respective perspectives will be sought. |
| Government, National and County Levels | Both county and national Government 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. For SFP, 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, Science and Technology, 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. |
| UN 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 UN 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. The results of the evaluation might affect future implementation modalities, strategic orientations and partnerships. |

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| Donors [USDA, Canada/DFATD, Australia, Russia, Private donors] | WFP operations are voluntarily funded by a number of donors. The school feeding programme is a multi-donor donor initiative in which USDA support complements and supplements other donors. As such, other 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 own strategies and programmes. |
|---|---|

10. The primary users of this evaluation will be:

- The Kenya country office and its partners in decision-making, notably related to programme implementation and/or design, Country Strategy and partnerships
- 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.

3. Context and subject of the Evaluation

3.1. Context

11. 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 roads 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. Education is fundamental to the Government's strategy for socio-economic development. The 2015 Kenya Economic Survey stated that national net enrolment in primary education was 88 percent with 78.5 percent completion

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

rates (2014 data). However, in several northern counties net enrolment is still below 50 percent.

12. 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 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.
13. 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 social-protection policy aimed to increase access to services for vulnerable populations, school feeding is a major social safety net.
14. 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.
15. 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.
16. 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.

3.2. Subject of the evaluation

17. The Government of Kenya (Ministry of Education, Science and Technology, (MoEST) and WFP have since 1980 carried out a school meals programme in food

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.

insecure regions of Kenya with the objectives of encouraging parents to enrol and keep their children in school, and to encourage pupils to learn. By 2008, the number of pupils receiving school meals had grown from an initial 240,000 to 1.2 million in 3,850 primary schools in Kenya's arid and semi-arid lands. To pursue greater national ownership and sustainability of the programme, MoEST established the Home Grown School Meals Programme (HGSMP), which in 2009 took over an initial 540,000 pupils in semi-arid lands until 2014 when WFP started handing over school feeding in arid counties beginning with Isiolo County. Nairobi County also switched from in kind food assistance to cash in September 2015. While the Government and WFP work to gradually expand the coverage of the HGSMP, WFP continues to support children in all public schools in the arid lands and in targeted schools in the informal settlements of Nairobi, where food insecurity continues to be widespread, and education indicators are below the national average. WFP also prioritises capacity development of the Government to manage and extend the HGSMP to the arid lands.

18. WFP provides regular hot mid-day meals in primary and pre-primary schools. Primary school pupils receive a lunch of 198 grams comprising cereals, pulses, fortified vegetable oil and iodized salt to provide 30 percent of the recommended daily energy intake, and pre-primary pupils receive this lunch and an additional morning porridge made from Super Cereal. Meals are provided every school day, for a total of 195 days a year. In addition to providing school lunch to schools, WFP is engaged in capacity development activities to enhance the capacity of the government to sustainably expand and manage the school meals programme. The activities include training, equipment support, south to south learning initiatives and policy support among others. Currently WFP is supporting revision of the HGSMP manual to incorporate lessons learned in cash transfer to schools in arid areas; School Health, Nutrition and Meals Strategy; School Health policy; Micronutrient powder in Schools Policy and incorporating nutrition education in primary school curriculum (See annex 2 for activity details).
19. WFP implements its school feeding programme in close collaboration with MOEST. An annual joint work plan is formulated, and regular meetings at central and local levels organized to coordinate activities. At the county level, WFP works with county-level education officials. School Management Committees already established in each school are in charge of day-to-day implementation. The activities are monitored as part of WFP's regular monitoring and through joint monitoring missions with MOEST.
20. McGovern-Dole is one of the longest-standing donors to the SFP in Kenya. It's most recent contribution of US\$20.2 million supports the SFP during 2014 to 2016. This period spans two WFP Country Programmes (CPs). During the design of the new CP, there were many decisions made with the GoK, which altered plans and sequencing of the SFP programme. The \$20.2 million agreement between USDA and WFP was signed in September 2013 while the food commodities (Bulgar wheat) arrived between February–March 2014. Distribution to schools could therefore not commence until Term 2, 2014. Through this support, WFP

provides school meals, raises awareness on the importance of education, trains stakeholders on appropriate food preparation and storage practices and supports capacity building. The objectives of MGD support include boosting pupils' enrolment, attendance, literacy and attentiveness, reducing short term hunger and guaranteeing access to food for school children. The project also aims to enhance teacher attendance, spread awareness on the benefits of education among the community, engage local organizations and community groups, increase knowledge about safe food preparation and storage and provide equipment for this purpose. Finally, to ensure sustainability, the objectives include building government capacity and improving the policy and regulatory framework in support of child health and nutrition (See Annex 3: results framework).

4. Evaluation Approach

4.1 Scope

21. The evaluation will be of MGD-supported WFP School feeding activities implemented from 2014 to 2016.
22. The evaluation will cover arid counties and the informal settlements of Nairobi where these activities were implemented during the above mentioned period.
23. The final evaluation will use the internationally agreed criteria of relevance, effectiveness, efficiency, sustainability and impact. As per the agreed on evaluation plan, this evaluation will put greater emphasis than the midterm evaluation on the effectiveness, impact and sustainability of the program. It's noteworthy that the midterm evaluation focused on the implementation of the program with the evaluation findings targeted at adjustments or program management decisions that were to help improve implementation. As such, the mid-term evaluation was focused on interim or anticipated results, partnerships, implementation arrangements and systems, and any factors affecting the results achieved at the mid-point. . This evaluation is focused on accountability (against intended results) and learning (for the continuance of the school feeding in Kenya). The final evaluation will assess the impact of the program against the following objectives:

- Contribution to feed the future
- Improved literacy of school –age children
- Increased capacity of Government institutions
- More consistent teacher attendance
- Improved attentiveness
- Reduced short term hunger
- Increased access to Food (School Feeding)

- Improved student attendance
 - Increased use of health and dietary practices
 - Increased engagement of local organizations and community groups
 - Improved policy and regulatory frame work
 - Increased knowledge of safe food prep and storage practises
 - Increased access to requisite food prep and storage tools and equipment
 - Increased student enrolment.
 - Increased community understanding of education benefits
24. The evaluation will not cover WFP's accountability for literacy results but will document the trends in literacy achievement from students in program schools and non-program schools, using available national data in line with WFP's commitment to the principle of using nationally available data and systems where possible. National reports produced by UWEZO will therefore be used. UWEZO is the Government of Kenya's recognized source of numeracy and literacy data. UWEZO identifies and adheres to country specific policies and guidelines that relate to methodology (sampling) and test development for national assessments. In addition to this, the UWESO processes are benchmarked alongside Pratham's Annual Status of Education Report (ASER) from which the UWESO methodology is derived. UWESO applies a rigorous research design which uses a two-step sampling approach. The stratum is the sub-county and all counties are included. This ensures that there is representativeness of the sample. The detailed report also involves careful efforts to eliminate biases. On the literacy and numeracy tests, a set of questions is administered to children of school age in the sampled households to test their level of understanding. The Standards Manual⁶ gives the details of organizational standards for the Assessment.
25. The evaluation will take into consideration that school feeding programme in Kenya is a multi-donor initiative.

4.2 Evaluation Criteria and Questions

26. **Evaluation Criteria:** The evaluation will apply the international evaluation criteria of Relevance, Effectiveness, Efficiency, Impact and Sustainability. Gender Equality and the Empowerment of women (GEEW) should be mainstreamed throughout.
27. **Evaluation Questions:** Allied to the evaluation criteria, the evaluation will address the following key questions, which will be further developed by the evaluation team during the inception phase. Collectively, the questions aim at highlighting the key lessons and performance of the WFP's McGovern-Dole International Food for Education and Child Nutrition Program support (2014-2016), which could inform future strategic and operational decisions.
28. Below are the key criteria and broad questions to be evaluated:

⁶ http://www.uwezo.net/wp-content/uploads/2012/08/RO_2012_UwezoStandardsManual.pdf

| Criteria | Evaluation Questions |
|---------------|---|
| Relevance | <p>Areas for analysis will include the extent to which the objectives, targeting, choice of activities and of transfer modalities:</p> <ul style="list-style-type: none"> ▪ Were appropriate to the needs of the target population; ▪ Were aligned with relevant stated national policies, including sector policies and strategies and seek complementarity with the interventions of relevant humanitarian and development partners ▪ Were aligned with WFP strategies, policies and normative guidance ▪ Were aligned with partner UN agency and donor policies and priorities? |
| Effectiveness | <ul style="list-style-type: none"> ▪ Has the SFP achieved its stated outputs, objectives and outcomes? ▪ What were the major factors (Both internal and external) influencing the achievement or non-achievement of the outputs, outcomes/objectives of the intervention? ▪ Why and how did the operation produce the observed results? The evaluation should generate insights into the main internal and external factors that caused the observed changes and affected how results were achieved. The inquiry is likely to focus, amongst others,: <ul style="list-style-type: none"> ➤ Internally (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; ➤ Externally (factors outside WFP's control): the external operating environment; the funding climate; external incentives and pressures; etc. |
| Efficiency | <ul style="list-style-type: none"> ▪ Were activities cost-efficient? ▪ Were the activities implemented in the most efficient way compared to alternatives? ▪ What were the external and internal factors influencing efficiency of the program (attainment of the planned outputs, cost factors, logistics and pipeline performance)? |
| Impact | <ul style="list-style-type: none"> ▪ What were the short- and medium term effects of the programme on beneficiaries' lives? ▪ Are assisted schools moving in the right direction of improving education outcomes and sustaining school feeding? |

| | |
|----------------|--|
| | <ul style="list-style-type: none"> ▪ Did any negative effects occur for beneficiaries? ▪ What were the gender-specific impacts, especially regarding enrolment and attendance? ▪ What are the main drivers of positive impacts? (Partnerships, capacity, ownership, etc.) ▪ What were the intended and unintended impacts of the program |
| Sustainability | <ul style="list-style-type: none"> ▪ 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? |

4.3 Data Availability

29. The following are the main sources of data.

- Baseline and mid-term evaluation reports
- WFP strategic Results framework
- Kenya Country Programme 200680 (2014-2018) project document and log frame
- Kenya Country Programme 106680 (2009-2014) project document and log frame
- School feeding handbook
- WFP School feeding policy
- 2013 to 2014 Standard Project Reports (SPRs).
- M&E monthly monitoring reports
- 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 FFE-615-2013/041-00 Kenya
- Government of Kenya Education related policies and strategies
- External Evaluation of WFP's Cash Transfer to Schools Pilot Project (March 2013- March 2015)
- HGSMP Evaluation May 2014
- UWEZO annual reports

30. Concerning the quality of data and information, the evaluation team should:

- a. Assess data availability and reliability as part of the inception phase expanding on the information provided in section 4.3. This assessment will inform the data collection
- b. Systematically check accuracy, consistency and validity of collected data and information and acknowledge any limitations/caveats in drawing conclusions using the data.

4.4 Methodology

31. The methodology will be designed by the evaluation team during the inception phase. It should:

- Employ the relevant evaluation criteria above [relevance, efficiency, effectiveness, impact and sustainability]
- Demonstrate impartiality and lack of biases by relying on a cross-section of information sources (stakeholder groups, including 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 through a variety of means.
- Apply an evaluation matrix geared towards addressing the key evaluation questions taking into account the data availability challenges, the budget and timing constraints;
- 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 used;
- Mainstream gender equality and women's empowerment, as above;

32. The evaluation team is expected to elaborate appropriate sampling methods for collecting primary quantitative and qualitative data. The evaluation team will draw a statistically representative sample from the sample frame consisting of the total number of schools (1668) spread across 10 counties (Mandera, Wajir, Garissa, Marsabit, Isiolo, Samburu, Turkana, Tanariver and West Pokot) and the unplanned settlements of Nairobi, covered by this programme (See table on programme coverage and Annex 1).

33. As with the Mid Term Evaluation, the Final Evaluation will take a programme theory approach based on the results framework. In its execution, the evaluation will draw on the existing body of documented data as far as possible.

34. The evaluation will use mixed methods and triangulate information from different methods and sources to enhance the reliability of findings. In particular, the evaluation will combine qualitative and quantitative approaches to collect field-level data and information from the arid counties and unplanned settlements of Nairobi under school meals programme. 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.

| Programme Coverage: No of schools by County | | |
|---|----------------|----------------|
| | Name of County | No. of Schools |
| 1 | Baringo | 112 |
| 2 | Garissa | 167 |
| 3 | Mandera | 185 |
| 4 | Marsabit | 113 |
| 5 | Moyale | 54 |
| 6 | Nairobi | 92 |
| 7 | Samburu | 148 |
| 8 | Tana River | 161 |
| 9 | Turkana | 331 |
| 10 | Wajir | 191 |
| 11 | West Pokot | 114 |
| | Total | 1668 |

35. The qualitative component of the evaluation will use participatory methods where relevant to highlight lessons learned and case studies representative of the interventions. In particular, the methodology will involve focus group discussions with head teachers, school management committee members, education officials, pupils and key informants drawn from education stakeholders. This component will employ relevant interview schedules as a key data collection method which will be collated to provide general impressions of the programme.
36. Fieldwork will be based on a follow-up to the baseline and mid-term evaluations conducted. Where possible and relevant, before/after comparison will be done through design of comparable sampling strategy.
37. The following mechanisms for independence and impartiality will be employed : use of an Evaluation Committee and an Evaluation Reference Group and referring to the Technical Note on Independence and Impartiality for guidance

4.5 Quality Assurance

38. WFP's Decentralized Evaluation Quality Assurance System (DEQAS) 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 their review. 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.
39. DEQAS will be systematically applied to this evaluation. The WFP Evaluation Manager will be responsible for ensuring that the evaluation progresses as per the DEQAS Step by Step Process Guide and for conducting a rigorous quality control of the evaluation products ahead of their finalization.
40. 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 products. The relevant Checklist will be applied at each stage, to ensure the quality of the evaluation process and outputs.
41. In addition, to enhance the quality and credibility of this evaluation, 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 evaluation reports; and
 - b) Recommendations on how to improve the quality of the evaluation.
42. This quality assurance process does not interfere with the views and independence of the evaluation team, but ensures the report provides the necessary evidence in a clear and convincing way and draws its conclusions on that basis.
43. The evaluation team will be required to ensure the quality of data (validity, consistency and accuracy) throughout the analytical and reporting phases. The evaluation 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.

5. Phases and Deliverables

44. The evaluation will proceed through the 5 following phases. The evaluation schedule annex provides a detailed breakdown of the proposed timeline for each phase over the full timeframe. A summary of the deliverables and deadlines for each phase are as follows:

Figure 1: Summary Process Map



1. **Preparation phase (February–March 2016):** The evaluation manager will conduct background research and consultation to frame the evaluation; prepare the TOR; select the evaluation team and contract the company for the management and conduct of the evaluation. The TOR will be shared with USDA for comments and or inputs.
2. **Inception phase (April):** This phase aims to prepare the evaluation team for the evaluation phase by ensuring that it has a good grasp of the expectations for the evaluation 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. The inception report will be shared with USDA for comments and or inputs.
3. **Evaluation phase (May - June):** 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.
4. **Reporting phase (Mid-June - August):** The evaluation team will analyse the data collected during the desk review and the field work, conduct additional consultations with stakeholders, as required, and draft the evaluation report. The draft evaluation report will be submitted to the evaluation manager for quality assurance. Stakeholders will be invited to provide comments, which will be recorded in a matrix by the evaluation manager and provided to the evaluation team for their consideration before report finalisation.
5. **Follow-up and dissemination phase:** The final evaluation report will be shared with the relevant stakeholders. The management responsible will respond to the evaluation recommendations by providing actions that will be taken to address each recommendation and estimated timelines for taking those actions. The evaluation report will also be subject to external post-hoc quality review to report independently on the quality, credibility and utility of the evaluation in line with evaluation norms and standards. The final

evaluation report will be published on the WFP public website. Findings will be disseminated and lessons will be incorporated into other relevant lesson sharing systems.

6. Organization of the Evaluation

6.1 Evaluation Conduct

45. The evaluation team will conduct the evaluation under the direction of its team leader and in close communication with the independent evaluation manager appointed by WFP to manage the evaluation. The team will be hired following agreement with WFP on its composition and in line with the evaluation schedule in Annex 2.
46. The team members will not have been involved in the design or implementation of the subject of evaluation or have any other conflicts of interest. Further, they will act impartially and respect the code of conduct of the evaluation profession.

6.2 Team composition and competencies

47. The Team Leader should be a senior evaluator with at least 10 years of experience in evaluation with demonstrated expertise in managing multidisciplinary and mixed quantitative and qualitative method evaluations, complemented with good understanding of School Meals programmes and additional significant experience in other development and management positions.
48. The Team leader will also have expertise in designing methodology and data collection tools and demonstrated experience in leading similar 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 evaluation approach and methodology; ii) guiding and managing the team; iii) leading the evaluation mission and representing the evaluation team; iv) drafting and revising, as required, the inception report, the end of field work i.e (exit)debriefing presentation and evaluation report in line with EQAS.
49. The team must include strong demonstrated knowledge of qualitative and quantitative data and statistical analysis. 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.
50. 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
 - Nutrition
 - Food security
 - Gender
 - Sampling and statistical analysis
 - Capacity development
51. All team members should have strong analytical and communication skills, evaluation experience and familiarity with Kenya or the Horn of Africa.

52. 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.
53. 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 evaluation products in their technical area(s).
54. All members of the evaluation team will abide by the Code of Conduct for evaluators (Attached to individual contracts), ensuring they maintain impartiality and professionalism

6.3 Security Considerations

55. **Security clearance:** where required is to be obtained from WFP Kenya office.
 - As an ‘independent supplier’ of evaluation services to WFP, the evaluation company is responsible for ensuring the security of all persons contracted, including adequate arrangements for evacuation for medical or situational reasons. The consultants contracted by the evaluation company do not fall under the UN Department of Safety & Security (UNDSS) system for UN personnel. 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.⁷
56. However, to avoid any security incidents, the Evaluation 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.

7. Roles and Responsibilities of Stakeholders

57. The Kenya Country Office:

⁷ Field Courses: Basic <https://dss.un.org/bsitf/>; Advanced <http://dss.un.org/asitf>

58. The Kenya country Office management (Deputy Country director) will take responsibility to:

- Ensure an independent Evaluation Manager for the evaluation:
- Compose the internal evaluation committee and the external evaluation reference group
- Approve the final TOR, inception and evaluation reports.
- Ensure the independence and impartiality of the evaluation at all stages, including establishment of an Evaluation Committee and of a Reference Group
- 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
- Organise and participate in two separate debriefings, one internal and one with external stakeholders
- Oversee dissemination and follow-up processes, including the preparation of a Management Response to the evaluation recommendations

59. Evaluation Manager:

- Manages the evaluation process through all phases including drafting this TOR
- Ensure quality assurance mechanisms are operational
- Consolidate and share comments on draft TOR, inception and evaluation reports with the evaluation team
- Ensures expected use of quality assurance mechanisms (checklists, quality support etc.)
- 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.
- Organise security briefings for the evaluation team and provide any materials as required
- Chairs the External Reference Group meetings

An Internal Evaluation Committee has been formed as part of ensuring the independence and impartiality of the evaluation. The membership includes M&E officer, evaluation manager, technical unit in charge of school feeding programme, Deputy (country director programmes), One staff each from finance and logistics unit. The key roles and responsibilities of this team, includes providing input to evaluation process and commenting on evaluation products.

An External Evaluation Reference group has also been formed, with representation from USDA/FAS, Canada, Ministry of Education, Feed the Children, WFP Country office and Regional Bureau and will review the evaluation products as further safeguard against bias and influence (See annex 5; External reference Group TOR)

60. The Regional Bureau. The RB management will be responsible to:

- Assign focal point for the evaluation.
- Participate in discussions with the evaluation team on the evaluation design and on the operation, its performance and results. In particular, the RB should participate in the evaluation debriefing and discussions with the evaluation manager and team, as required.
- Provide comments on the TORs, inception report and the evaluation report.

61. **Headquarters.** Some HQ divisions might, as relevant, be asked to discuss WFP strategies, policies or systems in their area of responsibility and to comment on the evaluation TOR and report.

62. **Other Stakeholders** (Government, NGOs, and UN agencies) will be identified for interviews by the evaluation team in addition to the list provided by WFP which will be based on the preliminary stakeholder analysis detailed in table 1. Government and USDA and other partners will provide inputs into the draft evaluation report before its finalized.

63. **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 also ensure a help desk function upon request from the Regional Bureaus.

8. Communication and budget

8.1 Communication

64. 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.

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

66. As part of the international standards for evaluation, WFP requires that all evaluations are made publicly available. 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. Specifically;

- WFP Kenya Country Office will organize an internal workshop to discuss evaluation findings and recommendations, where the consultant will present the key findings;
- WFP in collaboration with the Ministry of Education, Science and Technology 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

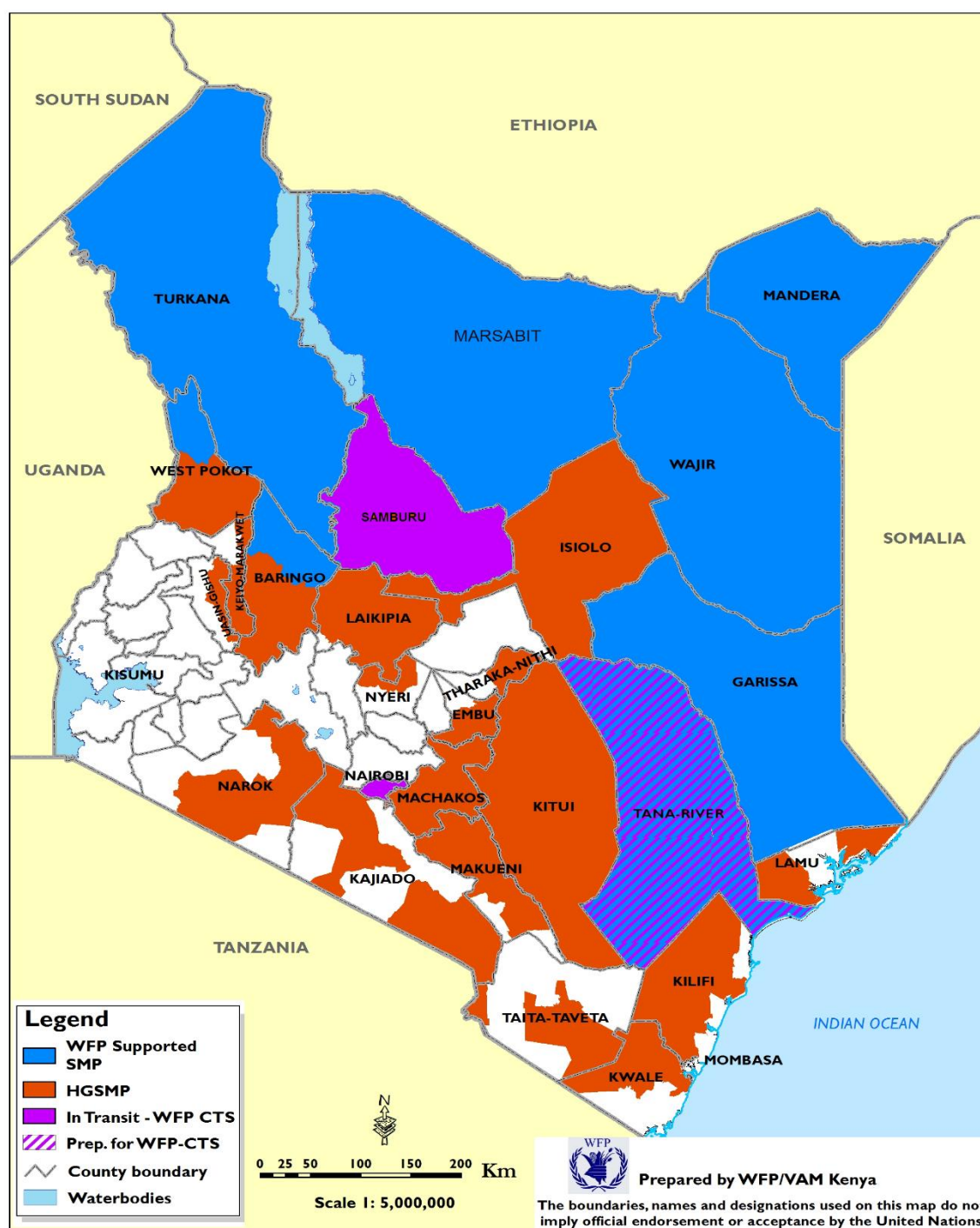
Ministry of Education, Science and Technology, non-governmental partners and UN agencies.

8.2 Budget

67. **Budget:** The evaluation will go through a tender, using WFP Procurement procedures and therefore the budget will be proposed by applicants.

9. Annexes

Annex 1 : School Feeding Programme by county



Annex 2: Activity Table

| Activity | Indicator | Target for 2013 | Target for 2014 | Target for 2015 | Target for 2016 |
|--|--|-----------------|-----------------|-----------------|-----------------|
| Provide School Meals | Number of girl students receiving school meals as a result of USDA assistance | 0 | 345,000 | 333,960 | 206,540 |
| | Total quantity of commodities (tons) provided for school meals as a result of USDA assistance | 0 | 8,320 | 8,320 | 3,083 |
| | Number of boy students receiving school meals as a result of USDA assistance | 0 | 430,000 | 392,040 | 243,460 |
| Raising awareness on the importance of education | Percent of parents in target communities who can name at least three benefits of primary education | 0 | 80 | 80 | 80 |
| | Number of events, radio spots, add campaigns held | 0 | 44 | 44 | 10 |
| | Number of community members benefiting from events, radio spots, add campaigns held | 0 | 8,800 | 35,000 | 35,000 |
| Training: Food preparation and storage practices | Number of trainings provided in food preparation and storage practices | 0 | 11 | 6 | 5 |
| | Number of teachers trained in food preparation and storage practices | 0 | 600 | 1,000 | 1,000 |
| Capacity Building: Local, Regional, National Level | Number of Home-grown School Feeding Program manuals created | 0 | 3,500 | 0 | 3,000 |
| | Number of MOE Officers benefiting from number of Home-grown School Feeding manuals distributed | 0 | 3,500 | 3,000 | 2,000 |
| Promote Teacher Attendance | Number of MOE officers trained in promoting consistent teacher attendance | 0 | 200 | 200 | 200 |
| | Number of trainings in promoting teacher attendance conducted for MOE Officers | 0 | 11 | 6 | 5 |

Annex 3: Results framework

| Result | Indicator | Baseline | Final Target |
|--|--|----------|--------------|
| Contributions to Feed the Future | Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance | 767,108 | 1,020,483 |
| Improved Literacy of School-Age Children | Percent of students (girls/boys) who, by the end of 2 years of school demonstrate reading comprehension equivalent to their grade level as defined by national standards at USDA supported schools | 34 | 38 |
| | Number of total individuals benefiting directly from USDA-funded interventions | 767,108 | 1,020,483 |
| | Number of total individuals benefiting indirectly from USDA-funded interventions | 536,758 | 1,135,467 |
| Increased Capacity of Government Institutions | Percent of districts in which food procurement and distribution procedures and infrastructure are in place | 85.4 | 100 |
| More Consistent Teacher Attendance | Percent of teachers in target schools who attend and teach school at least 90% of scheduled school days per year | 51 | 90 |
| Improved Attentiveness | Percent of students in classrooms identified as inattentive by their teachers | 20 | 20 |
| Reduced Short Term Hunger | Percent of students in target schools who regularly consume a meal before the school day | 41 | 80 |
| | Percent of students in target schools who regularly consume a meal during the school day | 80 | 90 |
| Increased Access to Food (School Feeding) | Percent of students in target schools consuming daily meals at school | 100 | 100 |
| Improved Student Attendance | Percent of boys regularly (80%) attending USDA supported classrooms/schools | 85.6 | 95 |
| | Percent of students in target schools who start grade one and complete their last grade of primary schools | 76.2 | 80 |
| | Percent of girls regularly (80%) attending USDA supported classrooms/schools | 85.6 | 95 |
| Increased Use of Health and Dietary Practices (See RF 2) | Percent of schools in target communities that store food off the ground | 67 | 100 |

| | | | |
|---|---|---|-----|
| Increased Engagement of Local Organizations and Community Groups | Percentage of PTAs and SMCs contributing to their school as a result of USDA assistance | 70 | 80 |
| Improved Policy and Regulatory Framework | 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 | 3 | 3 |
| Increased Knowledge of Safe Food Prep and Storage Practices | Percent of food preparers at target schools who achieve a passing score on a test of safe food preparation and storage | 87 | 100 |
| Increased Access to Requisite Food Prep and Storage Tools and Equipment | Percent of target schools with improved preparation and storage equipment | Food preparation: 60%; Storage equipment: 67% | 80 |
| Increased Student Enrollment | Percentage increase in boys enrolled in school as a result of USDA assistance | 3 | 4 |
| | Percentage increase in girls enrolled in school as a result of USDA assistance | 3 | 4 |
| Increased Community Understanding of Benefits of Education | Percent of parents in target communities who can name at least three benefits of primary education | 66 | 80 |

Annex 4: Evaluation Schedule

| | Phases, Deliverables and Timeline | Key Dates |
|--|---|---------------------------------|
| | Phase 1 - Preparation | Jan-March |
| | Final TOR | 15 th March 2016 |
| | Phase 2 - Inception | June |
| | Inception phase | 6 th June |
| | Review documents and draft inception report including methodology. | |
| | Submit draft inception report to Evaluation manager who in turn shares with internal and external reference group and USDA | 20th June |
| | Submit revised inception report to Evaluation manager who in turn shares with internal and external reference group and USDA | 30th June |
| | Phase 3 - Evaluation Mission | July |
| | Briefing | 8th July |
| | Field work | 11-31 July |
| | Aide memoire/In-country Debriefing | 1 August |
| | Phase 4 - Reporting | August |
| | Submit Draft evaluation report to Evaluation manager | 15th August |
| | Submit revised evaluation report to Evaluation manager | 30th August |
| | Circulate the Summary Evaluation Report to internal and external reference group for comments | |
| | Consolidate comments | |
| | Revise the Summary Evaluation report | |
| | Submit final evaluation report to WFP, USDA, GOK and other stakeholder | 5th September |
| | Phase 5 Dissemination and follow-up | September |

Annex 5: External reference Group TOR

Reference Group (RG) for the Decentralised Evaluation of WFP's School Feeding programme in Kenya
2014-2016

Terms of Reference

Objective

The objective of the Reference Group is to oversee and review the process of the Evaluation and ensure that it adheres to WFP's Decentralised Evaluation Quality Assurance System (DEQAS) and is transparent, impartial and independent.

The RG will ensure that the study process is done in a consultative manner with members in agreement of the process at all stages of the evaluation.

Membership

Technical experts in the field of School feeding from USDA, Canada, Ministry of Education, Feed the Children, WFP Country office and Regional Bureau. The following will be members of the reference group.

Main tasks

- Review and comment on the TOR for the Final School Feeding evaluation;
- Acting as a source of knowledge for the evaluation
- Assist in identifying consultancy firms/research institutes with relevant high level expertise to include in the tendering process;
- Provide final inputs to the selected proposal for any important additions.
- Review the selected team's inception package⁸;
- Ensure that the evaluation plans are revised and fine-tuned if appropriate, based on mid-term findings.
- Review and comment on the final report, results, analysis and recommendations produced by the evaluation team;
- Ensure quality assurance throughout the whole process;
- Facilitate all stakeholders' discussions and organise mid-term and final debriefing workshop and dissemination of findings of the evaluation;

Specific roles of Secretariat (WFP)

- Overall coordination of the RG
- Write Note For Record (NFR), call meetings
- Fund holders entrusted with the management of the tendering process and contracting.
- All direct communication with the evaluation team