

Terms of Reference

EVALUATION of School Meals Programme in Malawi with support from USDA, Government of Brazil and United Kingdom

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EVALUATION of
WFP Malawi School Meals Programme in 13 districts from 2014 to 2016

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1. Introduction

1. These Terms of Reference (ToR) are for the evaluation of the School Meals programme in Malawi that was implemented with support from the United States Department of Agriculture (USDA), the Government of Brazil (GoB) and the Department for International Development of the United Kingdom (DFID) from 2014 to 2016. The USDA supported the McGovern-Dole centralized school feeding project that covered 586 schools in the districts of Nsanje, Chikhwawa, Chiradzulu, Zomba, Thyolo, Mulanje, Phalombe, Mangochi, Dedza, Ntcheu, Salima, Lilongwe and Kasungu. The GoB and the DFID supported a decentralized school feeding programme the Purchase from Africans for Africa (PAA Africa), which covered 10 schools in the districts of Phalombe and Mangochi. This evaluation is commissioned by WFP Malawi Country Office for the evaluation of the McGovern-Dole school feeding project and by the PAA Africa/WFP-FAO Coordination unit and the WFP and FAO Malawi country offices for the PAA Africa project, and will cover the period from January 2014 to December 2016 for both projects.
2. These ToR have been prepared by the World Food Programme (WFP) Malawi country office in cooperation with the International Policy Centre for Inclusive Growth (IPC-IG), and took into account inputs by the Food and Agriculture Organization of the United Nations (FAO) and the FAO and the WFP headquarters, based upon an initial document review, mid-term monitoring reports 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.
3. The final evaluation, which is the subject of this ToR, shall assess the projects' relevance, effectiveness, efficiency, sustainability, potential impact/effect taking into account individual donor contributions. Furthermore, the evaluation will also focus on accountability to both beneficiaries and donors against intended results and learning. The evaluation is to be composed of two interlinked parts: a.) a process evaluation including activities and outputs and b.) an outcome evaluation, additionally, and upon data availability an impact evaluation may be assessed for the McGovern-Dole project. All parts of the evaluation shall draw on qualitative and quantitative methods (focus group discussions (FGDs) and key informant interviews), as well as the analysis of quantitative indicators (based on existing programme reports as well as secondary data to be collected as part of the evaluation activities). The impact evaluation for the McGovern-Dole will rely on a baseline and midline surveys that have been carried out to a sample of participating schools before and during the term of the project, and an endline survey yet to be collected.

2. Reasons for the Evaluation

The reasons for the evaluation being commissioned are presented below.

2.1. Rationale

4. In support of the government of Malawi, efforts towards social development through its Growth and Development Strategy II in achieving universal primary education, WFP Malawi has been implementing the School Meals Programme (SMP) through its five year Country Programme (2012-2016) with the USDA, GoB and DFID support. In particular, with the support from the GoB and DFID, and in partnership with FAO, WFP is piloting a Home Grown School Feeding (HGFSF) model encompassing supply and demand activities (PAA Africa) complemented by technical and policy support for a national HGFSF development. With the support from the USDA, the McGovern-Dole centralized SMP was implemented, while also piloting the conversion of a number of supported schools to a decentralized HGFSF

model.

5. McGovern-Dole, as a standard humanitarian school feeding intervention through a centralized model, focused on a multisectoral approach, contributing to achieving overall improvements on national indicators on children attendance, attentiveness, safe food preparation and storage practices, nutrition knowledge, water and sanitation, access to health interventions, and government engagement and capacity to manage and implement national school meals programmes. Moreover, with the purpose of future sustainability McGovern-Dole piloted the conversion of a number of schools to a HGSF model of assistance in the creation of commercial links between schools and local FOs. In addition to the demand-side component of the SMP, the PAA Africa implemented a HGSF pilot with special focus on integrating school meals, institutional procurement and agricultural support to smallholder farmers in one single intervention as a tool for promoting capacity development with government participation on the pilot operations and complemented by technical support and knowledge exchange tailored workshops to the Government of Malawi.
6. Bearing in mind the contribution by both projects to the overall SMP, it is crucial to document the achievements and the potential to improve the education outcomes and lives of poor and vulnerable people in rural areas in the future, its operational processes, success and challenges and their contributions for Government capacity building and ability to implement a similar programmes in the future. Furthermore, results and lessons learnt will inform and strengthen future initiatives, as well as provide inputs to the Government on best practices.
7. The evaluation, among other objectives, intends to assess the contribution of each project to the WFP's global SMP in Malawi. In overall, the evaluation results will be used to document best practices, identify challenges and possible solutions, and to provide accountability to both, donors and beneficiaries. In particular, the evaluation results aim at informing the design and implementation modalities of Government-led initiatives learning from the current approaches and possible scale-ups of PAA Africa and McGovern-Dole projects; the results will also form the baseline values for the next WFP operations on school feeding. Furthermore, the evaluation shall inquire whether the innovative elements introduced under the PAA Africa programme has contributed to the advancing on HGSF in Malawi and whether the pilot operations have the potential to provide inputs to the development of other HGSF projects in Malawi or the WFP's Purchases for Progress (P4P) initiative, identifying the challenges and achievements of the pilot and how it can inform, or have informed, other projects. Lastly, the evaluation results will be important for informing national policies and as an advocacy tool for the mobilization of resources on the scale up of HGSF programmes.
8. The evaluation shall inform stakeholders on relevance, effectiveness, efficiency, sustainability and outcomes of both projects in Malawi. Moreover, the evaluation shall inquire more on the innovative elements of the HGSF models implemented by both PAA Africa and McGovern-Dole.

2.2. Objectives

9. Evaluations in WFP serve the dual and mutually reinforcing objectives of accountability and learning.
 - **Accountability** – The evaluation will assess and report on the performance of implemented activities, outputs and outcomes of both centralized and decentralized as per programme design and objectives in Malawi.
 - **Learning** – The evaluation will assess and identify key achievements and challenges to determine and draw lessons and best practices for learning. It will provide evidence-based findings to inform operational and strategic decision-making, improvement in partnership coordination, and sustainability. Findings will be actively disseminated and lessons will be incorporated into relevant lesson sharing systems.

2.3. Stakeholders and Users

10. A number of stakeholders have interest in the results of the evaluation. Table 1 below provides a preliminary stakeholder analysis, which may be deepened by the evaluation team as part of the evaluation inception phase.
11. Accountability to populations and supported Government is tied to WFP and FAO's commitments to include beneficiaries as key stakeholders in their work. As such, the evaluation will ensure gender equality and women's empowerment in the evaluation process, with participation and consultation in the evaluation by women, men, boys and girls benefitting from the Programme.

Table 1: Preliminary Stakeholders' analysis

Stakeholders	Interest in the evaluation and likely uses of evaluation report to this stakeholder
INTERNAL STAKEHOLDERS	
WFP Country Office (CO) Malawi, Lilongwe	Responsible for the country level planning and operations implementation related to food procurement, food delivery and school feeding. It has a direct stake in the evaluation and interest in learning from experience to inform decision-making and advocacy with the government for adequate investment in HGSF. It is also called upon to account internally as well as to its beneficiaries and partners for performance and results of its operation.
FAO Country Office (CO) Malawi, Lilongwe	Given that PAA Africa operations of support to farmers and farmers' organizations are implemented by FAO, and PAA knowledge exchange and technical support in jointly implemented with WFP, the FAO representation in Lilongwe also has a direct stake in this evaluation and 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.
WFP Regional Bureau (RB) Johannesburg	Responsible for both oversight of COs and technical guidance and support to WFP CO activities in general, WFP RB management has interest in an independent/impartial account of the operational performance as well as in learning from the evaluation findings to apply this learning to other country offices.
FAO Regional Office for Africa (RAF), Accra	Responsible for both, oversight of FAO reps. and provision of technical guidance and support to the operations, the FAO regional office for Africa in Accra also has a stake in an independent/impartial 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 areas, or delivery modality with wider relevance to WFP programming. The PAA Africa coordination unit at WFP headquarters is a particularly important stakeholder.
FAO HQ	The FAO headquarter also has an interest in the lessons that emerge from evaluations, particularly as they relate to FAO strategies, policies, thematic areas, or delivery modalities. In particular, the FAO's Nutrition and Food Systems Division (ESN) and the Emergency Operations and Rehabilitation Division (TCE) will be important stakeholders and users of this evaluation. The PAA Africa coordination unit at FAO headquarters is a particularly important stakeholder.

WFP Office of Evaluation (OEV)	OEV has a stake in ensuring that decentralized evaluations deliver quality, credible and useful evaluations respecting provisions for impartiality as well as articulating roles and responsibilities of various decentralized evaluation stakeholders as identified in the evaluation policy.
FAO Office of Evaluation (OED)	Similarly to the WFP OEV, the FAO OED has a stake in ensuring that evaluations deliver quality, are credible and useful and respect provisions for impartiality.
WFP Executive Board (EB)	The WFP governing body has 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 and productive and agricultural outputs marketing support, beneficiaries have a stake in determining whether assistance provided 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. The beneficiary groups targeted shall include learners, community members, Parent Teacher Association (PTAs), school committees, small holder farmers, etc.
Government	The Government has a direct interest in knowing whether the evaluated activities in the country are aligned with its priorities, harmonized with the action of other partners and meet the expected results. Issues related to capacity development, handover and sustainability will be of particular interest. For the SMP, key government ministries include Ministry of Education – School Health and Nutrition department, Ministry of Finance, Ministry of Gender, Ministry of Agriculture and Food Security, and Ministry of Trade.
UN Country Team	The UNCT's harmonized action should contribute to the realization of the Government's developmental objectives. It has therefore an interest in ensuring that the evaluated projects are effective in contributing to the UN concerted efforts. Various agencies are also direct partners of WFP and FAO at policy and activity level. The implementation of SMP in Malawi falls under the social protection cluster and key UN partners in this include UNICEF and FAO.
NGOs	NGOs are WFP and FAO implementing partners for some activities, while at the same time having their own interventions. The results of the evaluation might affect future implementation modalities, strategic orientations and partnerships. Key NGO partners include: We Effect for PAA Africa, and Malawi Lake Basin, Creative Centre for Community Mobilization (CRECOM), Association of Early Childhood development for USDA McGovern-Dole.
Donors	WFP and FAO operations are voluntarily funded by a number of donors. In particular, the McGovern Dole school feeding programme has been funded by USDA (Washington office), USAID – Food for Peace and Education (Malawi office), and PAA Africa has been funded by the GoB and the DFID. They 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 programs.

12. The primary users of this evaluation will be:

- The PAA Africa/WFP-FAO Coordination Unit, FAO and WFP country offices and their partners in decision-making (USDA, GoB and DFID) notably related to government capacity building on HGSP and programme implementation and/or design, Country Strategy and partnerships. It will also be used to decide on changes in the WFP SMP design and implementation as well as to inform the scale-up of the PAA Africa programme.
- Given the core functions of the Regional Bureau of WFP (RB) and the technical operational role of FAO Regional Office (RAF), both are expected to use the evaluation findings to provide strategic guidance, programme support, and oversight
- WFP and FAO HQ may use evaluations for wider organizational learning and accountability.
- WFP OEV and FAO OED may use the evaluation findings, as appropriate, to feed into evaluation syntheses as well as for annual reporting to the WFP Executive Board and FAO governing bodies, including the Committee on World Food Security.
- The GoB, DFID and USDA as main donors may find this evaluation crucial for the accountability of the programme.
- The government of Malawi, other African governments, FAO Nutrition and Food System Division (ESN) and the Division for Emergency Operations and Rehabilitation (TCE), FAO Regional Office in Accra, other UN Agencies in Malawi, IPC-IG and the general audience will also benefit from this evaluation's learning component.

3. Context and subject of the Evaluation

3.1. Context

13. Malawi is a landlocked country in Southern Africa with a population of 17.7 million, out of whom 80% live in rural areas and depend on rain-fed subsistence agriculture for their living. 39% of Malawi's population and 60% of all smallholder farmers live below the poverty line. Moreover, 15% of the population are ultra-poor, i.e. unable to meet their basic nutritional requirements.¹ As a consequence of malnutrition, 42% of all children under 5 are stunted.²
14. Despite the achievements in terms of food supply at national level, a large share of the population still has insufficient access to food due to extreme poverty. It is currently estimated that over 6 million Malawians are food insecure due to El Nino and other climatic changes. Smallholder farmers experience several challenges to sustain food production and generate surplus such as limited diversification of sources of income, poor market integration and exposure to natural hazards.³ High transaction costs, mainly related to poor road infrastructure, and high aggregation costs due to the small-scale farming, can be pointed out

¹ PAA Programme Phase II: Country Project Malawi

² UNICEF, WFP, UNFPA: Improving access and quality of education for girls in Malawi (mdtf.undp.org/document/download/13464)

³ PAA Programme Phase II: Country Project Malawi

as some of the major challenges for increased profitability among smallholder farmers in Malawi. Several studies reveal that smallholder farmers receive a relatively small share of the final value of the major commodities that they produce, due to low prices paid to individual farmers, high transportation costs, and large profit margins of middlemen and traders. A small subsection of farmers is linked to associations and cooperatives, mainly due to mistrust and low capacity of farmers' organizations.

15. Poverty and food insecurity also have a negative impact on educational outcomes and the formation of human capital among Malawi's children. Malawi has achieved nearly universal access to primary education, but the country still suffers from low attendance and completion rates, as well as high repetition rates. Only 31% of students complete primary education, of which only 27% are girls. Food insecurity of their households is one of the main causes of these problems. Hungry and underfed children drop out of school more frequently and they tend to face more difficulties in doing school and homework. This in turn leads to the persistence of an inter-generational cycle of poverty, malnutrition and low levels of human capital.⁴
16. The districts of implementation of the PAA Africa Malawi are Mangochi and Phalombe, located in the southern region of Malawi and are particularly affected by poverty. Mangochi has a population of 900,000 inhabitants out of which 61% are poor and 30% are ultra-poor. Phalombe has 355,000 inhabitants and 62% of them are poor, and 27% are ultra-poor. Moreover, both districts are characterized by a high HIV prevalence and 15% of the children (Phalombe) and 12% of all children (Mangochi) are living without their parents.⁵
17. The McGovern-Dole project in Malawi has been implemented in the 13 most food-insecure districts in Malawi, where educational performance indicators are also the weakest: Mangochi, Nsanje, Phalombe, Chikwawa, Mulanje, Zomba, Thyolo and Chiradzulu in southern Malawi, and Dedza, Lilongwe, Salima, Ntcheu and Kasungu in central Malawi.
18. In support of the government efforts towards social development efforts through its Growth and Development Strategy II in achieving universal primary education, WFP Malawi has been implementing the SMP through its five year Country Programme (2012-2016) (CP). The objectives of the CP are to: i) strengthen national capacities to improve primary education outcomes in the country; ii) reduce malnutrition among vulnerable groups; and iii) increase food security nationally and build resilience to shocks at the household and community levels. The CP has three components being implemented – namely: Support to Education, Nutrition Support, and Disaster Risk Reduction (DRR) for Food Security. The CO is also implementing the Purchase for Progress (P4P) pilot, which supports all the three components through local purchase and support to smallholder farmers. The education component is the largest of the three components and is being implemented through two main models: 1) the centralized model through which WFP provides food commodities directly to the target schools and 2) and the decentralized model, known as HGSE, through which WFP transfers funds provided by donors to the public administration (schools) for local food procurement from farmers' organizations. Through the PAA Africa programme, and in partnership with FAO, WFP is implementing a specific modality of HGSE in the districts of Phalombe and Mangochi since 2012, encompassing supply and demand support, decentralized food purchases and diversified food basket.
19. School meal interventions provide daily meals to 857,621 pupils from about 5.3 thousand schools in 13 districts, representing about 30% of the total number of pupils. The meals provided consist mainly of Corn Soya Blend (CSB). A large share of the products used for school meals in Malawi are in-kind donations from international donors including the USDA

⁴World Food Programme. Food for Education Works: A review of WFP FFE programme monitoring and evaluation 2002-2006. Rome: School Feeding Unit, WFP; 2007

⁵ See PAA Africa: A comparative case study of a Community-based HGSM and a HGSM based on Local Food Procurement

McGovern-Dole Food for Education Programme. However, considering the government priority to reduce imported food and increase the internal production and the current positive food supply-demand balance, models that prioritize the use of locally produced products in school meals such as PAA Africa's HGSF become essential for a sustainable model of school feeding.

3.2. Subject of the evaluation

20. The WFP School Meals Programme in Malawi is implemented under the Country Programme (CP200287.1) with multiple donor support. This evaluation will focus on the centralised model of SMP, supported by the USDA; and the decentralized HGSF model through the PAA Africa programme, supported by the GoB and the DFID. While the USDA McGovern-Dole project focused on a school feeding model based on centralized procurement, it also piloted a decentralized procurement approach in which, as PAA Africa, food is procured from smallholder FOs in the immediate proximity of the beneficiary schools. In addition, for the case of PAA Africa's HGSF model, these *institutional purchases* are complemented by productive support for smallholder farmers (provision of inputs, trainings) and knowledge exchange activities for advancing on a government capacity building on HGSF. The PAA Africa initiated the improved pilot activities since 2014 that have benefited 10 schools in the districts of Phalombe and Mangochi, the pilot activities where used as a capacity building instrument and a source of experiences for political and knowledge exchange on HGSF in order to inform and exchange information with other countries implementing similar programmes through workshops and seminars as well as providing inputs for the government plans on HGSF. The USDA McGovern-Dole project has extended its support to 586 schools across the 13 districts in Malawi since 2013. The USDA is the principal donor of WFP's SMP in Malawi for the centralized model. This evaluation will assess both projects while taking into account individual contributions and project objectives of both McGovern-Dole and PAA Africa.
21. Since 2013, WFP provided daily hot meals using enriched Corn Soya Blend (CSB+) as part of the McGovern-Dole project, aiming to reach up to 857,621 children, (842,749 primary and 14,872 pre-primary) across 13 districts annually. Throughout 2013-2015, WFP provided CSB+ through USDA in-kind support to 693,349 beneficiaries in 586 primary schools, equivalent to around 70% of schools assisted by WFP in Malawi (approximately 12% of the total primary schools in Malawi), as well as 35 Early Childhood Development (ECD) centres. The project also provides maize take-home rations targeting 33,000 girls and orphaned boys to support retention of these vulnerable groups during the lean season. The program also aimed at piloting the conversion of 105 schools to HGSF model, while 300 schools were supported with school gardens.
22. The McGovern-Dole programme in support to the WFP SMP in Malawi has been implemented in 3 phases since 2012. The first phase was implemented during 2010-2012, targeting 338,709 learners in 362 primary schools with a total budget allocation of US\$19.2 million. The second phase, which is the focus of this evaluation, has an implementation period of 2013-2016 targeting 693,349 learners in 586 schools with a budget allocation of approximately US\$30 million. The last phase, will be implemented between 2016 and 2017 targeting 548,000 learners in 456 primary schools with an estimated budget allocation of US\$15 million. For all the phases, implementation of the McGovern-Dole has been in all 13 districts.
23. PAA Africa is an institutional demand programme which aims at supporting smallholder farmers by creating a structured and stable demand for their products while at the same time strengthening their productive capacities by providing inputs and technical assistance. The institutionally procured products are then used for humanitarian food assistance programmes (e.g. school feeding) and has therefore also the potential to increase food security among vulnerable groups, such as school children. PAA Africa is a joint initiative of FAO, WFP, local governments, the Brazilian Ministry of Foreign Affairs and the United Kingdom DFID. WFP deals with the purchasing process (contracts and price negotiation with FOs) and support to schools and school feeding, while FAO provides inputs and technical assistance to farmers.

Five Sub-Saharan countries are involved in the programme, namely Ethiopia, Malawi, Mozambique, Niger and Senegal.

24. PAA Africa implementation in Malawi has been carried out in two phases since 2012. Phase 1 of the programme began in February 2012 focusing on the operationalization of local food purchase pilots along with the elaboration of assessments and strategic plans to strengthen local food purchases for food assistance (HGSF). With a total budget allocation of USD 4.58 million, the project supported 1,587 beneficiary farmers and 9,527 learners in 7 schools. In 2014 the programme initiated Phase 2, which foresees a five-year implementation plan (2014-2018). The programme targeted 3,773 small holder farmers and 10,350 learners in 10 schools: the first sub-phase is an improved pilot complemented by technical and knowledge exchange activities from January 2014 to August 2016, and Sub-phase 2 foresees 42 months of project scale up from 2016 to 2019. The goals, outcomes and outputs for PAA Malawi Phase 2 have been defined in the country project logical framework in Annex 6. The PAA Africa programme in Malawi includes several activities to strengthen the supply side and support smallholder farmers and farmer organizations even beyond institutional purchases: the programme foresees training for agricultural extension workers, training sessions with FOs and school committee members on cost calculation, budgeting and contractual obligations, as well as direct assistance to the contracted farmers. These production support activities have been implemented through a partnership between FAO and the NGO We Effect, which was formalized in December 2015. In addition, FAO, We Effect, and district government partners implement school gardens as a strategic intervention to transfer knowledge on nutrition and health food habits to pupils and members of the local communities, contributing to a wider adoption of improved food habits. The implementation of the PAA Africa in Malawi has been in the districts of Mangochi and Phalombe, hosted within the country's HGSF programme in a total of 10 schools – 5 of them in the Mangochi district, and 5 in the Phalombe district.
25. There are two key government ministries involved in the implementation of PAA Africa in Malawi: the Ministry of Education, Science and Technology (MoEST) and Ministry of Agriculture, Irrigation and Water Development (MoAIWD). While the MoAIWD is responsible for Farmers' Organizations identification, mobilization and capacity building in collaboration with CSOs, the MoEST is responsible for the overall coordination and monitoring of the initiative at the district level through the District Education Managers (DEM), which carry out regular visits to the project sites. The MoAFS, in cooperation with FAO, provides technical assistance to schools through the District Agriculture Development Office (DADO), especially with respect to the intervention's school garden component. In addition, the Ministry of Health is in charge of complementary health and nutrition interventions such as de-worming, hygiene, water and sanitation⁶, while The Ministry of Industry and Trade implements initiatives to strengthen farmer organizations and register cooperatives. At school level, the project is coordinated by three different committees formed by school staff and representatives of the local communities: a Food Procurement Committee, a School Garden Committee, and a School Feeding Committee⁷.
26. The practical implementation of WFP's SMP in Malawi works as follows: for the implementation of the HGSF programme through PAA Africa, WFP transfers funds to the beneficiary schools via district councils, so that the schools can purchase food for their school feeding programmes. The schools then have the option to purchase food from local FOs (the

⁶ PAA Africa: Malawi Phase I Country Report

⁷ *ibid.*

preferred modality under the PAA Africa initiative) or to directly procure food from local markets (an alternative way of assuring an adequate supply if local FOs are unable to provide the schools with the desired quantity and quality of products). When the schools purchase food from FOs, the price of the products is determined through negotiations between the school managers and the FOs. On the demand side, PAA Africa makes an explicit attempt to link local institutional buyers (schools) with local suppliers (farmer organizations). Food is not only sourced domestically, but is produced by smallholder farmers in the immediate proximity of the beneficiary schools. Furthermore, the programme has a stronger supply side focus and supports the productive capacity of smallholder farmers through technology transfer, extension services and the provision of inputs. On the other hand, the centralised model McGovern-Dole through USDA support involves provision of internationally procured CSB+ to schools. In addition, cooking equipment (fuel efficient stoves, pots, plates, spoons etc.) is provided for the preparation of porridge for the learners. Furthermore, school feeding structures (mainly kitchens, storerooms and feeding shelters) are erected with community contribution. Preparation of porridge is done by community members on voluntary basis. McGovern-Dole's HGSF pilot model involves building production and market access capacity of local FOs, link these to schools and train both in negotiation. Moreover, school staff is mentored to assess local food sourcing and funding options, and procurement, to graduate ownership to them. This is closely linked to training for school administrators in leadership and managing the program.

27. The final evaluation of the SMP will assess the potential impact/effect of both the PAA Africa and the McGovern-Dole programmes. The PAA Africa logical framework and the USDA McGovern-Dole results framework, which shall both serve as a reference for the evaluation, can be found in the annexes 6 and 7, respectively.

4. Evaluation Approach

4.1. Scope

28. The evaluation shall focus on the second phases of both, the PAA Africa (improved pilot phase) and the McGovern-Dole projects, with a period of focus from January 2014 to December 2016. For the PAA Africa the 10 schools and all supported FOs will be assessed while a sample will be drawn from USDA McGovern-Dole targeted schools in the 13 districts. Both projects shall be evaluated separately, while a comparison when feasible, may yield valuable information for both programmes' future phases.

4.2. Evaluation Criteria and Questions

29. **Evaluation Criteria:** The evaluation will apply the international evaluation criteria of relevance, effectiveness, efficiency, and sustainability and shall also evaluate the outcomes of the second phase of both PAA Africa and McGovern-Dole supported SMP. Upon data availability, an impact evaluation shall be performed for the McGovern-Dole project, while due to budgetary and time constraints, it is not foreseen for PAA Africa.
30. **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 both PAA Africa and McGovern-Dole programmes, which could inform future strategic and operational decisions. Gender concerns shall be mainstreamed throughout the evaluation and a gender-sensitive approach shall be taken with regards to all of the below-mentioned evaluation criteria and questions (even if not mentioned explicitly). The evaluation questions have been presented in three components taking into account the difference in PAA Africa and McGovern-Dole approaches: (1) General – for the overall project level; (2) School feeding component – applicable to both PAA Africa and McGovern-Dole and

(3) Institutional demand / productive support component – applicable for PAA Africa supported component only.

Table 2: Criteria and evaluation questions

Criteria	Evaluation Questions
Relevance/Appropriateness	<p>General</p> <ul style="list-style-type: none"> • Is the project’s strategy relevant to the beneficiaries’ needs, and were the adequate individuals targeted? • Is the project aligned with national government’s education and school feeding policies and strategies, as well as other policies and strategies, such as the National Social Support Programme and the Malawi Growth and Development Strategy (MGDS II) and the National Education Sector Plan (NESP)? • Does the project complement other donor-funded and FAO, WFP and other government initiatives? • Was the intervention in line with WFP, FAO, USDA, GoB, DFID and United Nations Development Programme (UNDP) main goals and strategies in Malawi?
Effectiveness	<p>General</p> <ul style="list-style-type: none"> • To what degree has (and has not) the project resulted in the expected results and outcomes? • Have student literacy, attendance, retention, attentiveness, and student health improved? If yes, to what extent? • Did assistance reach the right beneficiaries in the right quantity and quality at the right time? • How many of the beneficiaries (schools and/or farmers) have received training as per project implementation plan? • To what degree were targets in terms of schools and/or farmers met? <p><u>School-feeding component</u></p> <ul style="list-style-type: none"> • Is the initiative in a position to regularly provide school meals to children in the beneficiary schools? Are such meals adequate, following any dietary guidelines and assuring food safety (handling and preparation, water availability, minimum infra-structure for school canteens, hygiene practices and related trainings)? • Does the community actively participate in the school-feeding programme activities? • How has PAA Africa’s HGSF approach influenced the food basket diversity of school meals in beneficiary schools in Malawi? <p><u>Institutional demand / productive support component</u></p> <ul style="list-style-type: none"> • Is the intervention in a position to reach male and female smallholder farmers and provide them with stable markets for their products? • What is the percentage of the beneficiary schools’ food purchases which were supplied by FOs? What is the percentage of food which was purchased through other channels? • Were there any significant barriers for farmers’ unions and smallholder farmers to participate in the programme? In particular: <ul style="list-style-type: none"> ○ Was the payment mechanism effective? Was there any time delay in payments to beneficiary farmers? Why? ○ Were the contractual mechanisms effective? Was there any legal barrier for the participation of targeted beneficiaries?

Efficiency	<p><u>School-feeding component</u></p> <ul style="list-style-type: none"> • What were the costs of providing one meal per day under each project (per beneficiary)? • How have school meals contributed to the enrolment and regular participation of students by project? • How do the prices paid under the PAA Africa food procurement differ from market prices? • How does the intervention's efficiency compare to other SMP or social protection programmes? <p><u>Institutional demand / productive support component</u></p> <ul style="list-style-type: none"> • What were the annual costs of increasing the productivity of different crops and total production of farmers (USD needed to increase productivity by 1 ton/ha, total production by 1 ton)? • How does the intervention's efficiency compare to institutional demand programmes and other agricultural interventions (e.g. input subsidy, extension programmes)?
Outcomes	<p>General</p> <ul style="list-style-type: none"> • To what degree has the project made progress toward the results in the project-level framework? • Have there been any unintended outcomes, either positive or negative? • To what extent have the outcomes been achieved? What were the major factors influencing their achievement or non-achievement? <p><u>School feeding component</u></p> <ul style="list-style-type: none"> • What are the outcomes on school participation, enrolment and educational performance? Are outcomes different for boys, girls and orphans? • What are the effects on dietary diversification of PAA Africa's approach and how does school meals satisfaction and child nutrition compare in both projects? • How has the programme improved the situation of the families of the participating school children? Have eating habits been changed at home? • Have the PAA Africa schools improved their fund management capacity? <p><u>Institutional demand / productive support component</u></p> <ul style="list-style-type: none"> • How has the programme affected the socioeconomic situation, agricultural production and marketing capacity of the beneficiary farmers? • How has the programme affected the associative life in the beneficiary FOs? • Analysis of the prices received by farmers/farmers' unions for institutional purchases: Were the prices higher/similar/lower than market prices? Were prices linked to a higher required quality? Have farmers received a better market price outside the programme? Have this impacted their income? <p><u>Cross-cutting outcomes:</u></p> <ul style="list-style-type: none"> • Is the intervention in a position to strengthen/empower local institutions and facilitate the capacity development of local leaders?

	<ul style="list-style-type: none"> • To which extent has the project changed attitudes towards gender? Is the intervention in a position to empower girls/women? • To which extent has the programme contributed to the development/change of attitudes, values and norms in the participating districts, in particular in relation to gender? • Is the perceived social inclusion different among individuals participating in each project?
Sustainability	<p>General</p> <ul style="list-style-type: none"> • What progress has the government made toward developing a nationally owned SMP and what remains to be addressed? • Have farmers and/or FOs built capacity in a sustainable way to participate in institutional and non-institutional markets even with a reduced external support in terms of training and inputs? • How are local communities involved in and contributing toward school feeding? • Is the program sustainable in the following areas: strategy for sustainability; sound policy alignment; stable funding and budgeting; quality program design; institutional arrangements; local production and sourcing; partnership and coordination; community participation and ownership? <ul style="list-style-type: none"> • Will PAA Africa schools continue buying from local smallholder farmers after the end of the initiative? • Will the agricultural improvements related to PAA Africa be sustained, even after the end of programme activities? • Will it be possible to sustain possible socioeconomic improvements due to the social protection function of PAA Africa?
Governance	<p>General</p> <ul style="list-style-type: none"> • To which extent has the programme addressed lessons learned from the midterm evaluation findings and recommendations? Is there potential for improvement and in which respect? • Has the WFP and FAO partnership strategy for PAA Africa been appropriate and effective? What are the current limitations of the partnership? If there are, how could a better partnership arrangement/coordination be achieved? • Has the involvement of the Government of Malawi been appropriate and effective? Is there potential for improvement and in which respect? • What civil society organizations have participated and in which levels they are engaged on the project?
General	<ul style="list-style-type: none"> • What are lessons learned from the project? • How can WFP and FAO improve future programming, in the context of these lessons learned?

4.3. Data Availability

31. The evaluation team can draw on data from the Education Management and Information System (EMIS) and the District Education Management and Information System (DEMIS) of the Malawian Ministry of Education, Science and Technology. EMIS includes information on a whole range of educational indicators, such as enrolment and drop-out rates, gender composition, and repetition rates⁸. In 2014, EMIS and DEMIS have covered 98.5% of all

⁸ The following background document by the MoEST provides more details on the system:
<http://www.equip123.net/docs/e2-MalawiEducationStatistics2004.pdf>

Malawian primary schools, implying a high probability that the system is also present in the PAA Africa and USDA McGovern-Dole beneficiary schools and a sufficiently large sample of non-beneficiary schools⁹. Collecting, evaluating and correcting the raw data from EMIS will be a crucial task of the outcome evaluation. If EMIS is not properly implemented or absent in the intervention schools, the evaluation team will suggest alternative ways to collect indicators relating to the programme's educational outcomes and agree on alternative data sources together with the evaluation committee (WFP, FAO, and IPC-IG).

32. As for the agricultural indicators of the PAA Africa components, the evaluation can draw on baseline data documenting the situation of smallholder farmers in intervention areas, which had been collected in 2012 and 2013. In addition, monitoring systems have been put in place during the pilot stage in order to collect quantitative data for the project's logical framework indicators. Both WFP and FAO, as well as implementing partners, gather information on the activities related to food procurement, technical assistance and HGSF. Data sources include reports on field visits to project sites, implementing partners' reports, school records, FAO and WFP procurement records and expenditure reports. In March 2016 the PAA Africa programme organized a monitoring mission to Malawi in order to systematise data on Phase 2 and conduct a series of interviews with key stakeholders involved in project implementation, including beneficiary groups such as FOs and school committees. PAA Malawi Phase 2 Monitoring Report (2014-2016) summarizes this information.
33. 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

34. In order to answer these research questions, the evaluation team shall evaluate both the **process of implementation's outputs**, and the **outcomes of the intervention**. In addition, an **impact evaluation** shall be assessed upon data availability for the McGovern-Dole project.
35. A **process evaluation** will assess the implementation of the school meals activity by both USDA McGovern-Dole and PAA Africa projects in Malawi through the analysis of indicators, review of programme documents, monitoring reports, case studies as well as interviews and FGDs with key informants among the different layers of stakeholders. The FGDs will be organized among farmers, school staff, parents and government officials to clarify details of the implementation as well as to get a better understanding of the challenges faced by the programme and how corrective mechanisms were adopted (or not) and why. They shall also inquire about the perception of participants' regarding their roles in the SMP, which may provide comparative data between both projects.
36. An **outcome analysis** will assess both projects performance as well as the perceived impacts or effects of the programmes among key stakeholders.
37. In order to measure the effectiveness, efficiency, and outcomes of both projects in Malawi, the evaluation shall collect qualitative and quantitative data in both intervention schools/districts and non-intervention areas. As previously mentioned, all PAA Africa beneficiaries will be assessed, while a sample will be drawn from USDA McGovern-Dole beneficiaries. Collecting data from non-intervention areas is crucial in order to construct a counterfactual, against which the outcomes of the programme can be compared. This

⁹ See <http://www.fhi360.org/sites/default/files/media/documents/EQUIP2%20LL%20EMIS%20AAR.pdf>

approach will help to disentangle changes, which can be attributed to the projects, from changes that have occurred due to external factors.

38. Collecting data from non-intervention areas is also crucial for the process evaluation. Indicators on the effectiveness and efficiency need to be compared to other contexts in order to investigate on the programme's improvement against the status quo and its relative performance as compared to other interventions (both qualitative and quantitative data collections are expected). The evaluation team shall propose a strategy to assess comparable non-intervention areas, to be reviewed for acceptance by WFP, FAO and IPC-IG.
39. The **process evaluation** will draw on both the analysis of quantitative indicators and on qualitative methods. While quantitative results provide progress as per logical framework indicators, the qualitative methods will complement and provide explanation to the quantitative results as well as assessing the evaluation questions. The evaluation team shall develop a list of indicators which are going to be collected in order to answer the research questions listed in section 2.1. The list of indicators will be an important part of the evaluation plan (deliverable 1) and need to be approved by FAO/WFP before the beginning of the field work.
40. Moreover, the process evaluation will draw on FGDs with the following stakeholders:
 - Parents of school children who are involved in the food preparation
 - Teachers
 - Farmers who are members of the beneficiary farmer organizations
 - Members of the beneficiary school's Food Procurement Committee, School Garden Committee, School Feeding Committee and Financial Management Committee

Lastly, key informant interviews shall be conducted with:

- School directors
 - Heads of the school-level Food Procurement Committees (if a different person than the school director is responsible)
 - Heads of the School Feeding Committees
 - Heads of FOs
 - FAO staff responsible for the training activities
 - Heads of the School Garden Committees
 - Ministry of Education officials involved in the coordination of the project
 - Officials from the Ministry of Agriculture, Irrigation and Water Development involved in the implementation of the project
 - Representatives of the District Councils (responsible for transferring funds for the procurement of food to the schools)
 - WFP and FAO staff who are involved in the management of the project at both headquarter and country office level
 - IPC-IG staff involved in the monitoring of PAA Africa
41. The **outcome evaluation** shall be based on the analysis of quantitative indicators, as well as on qualitative methods.
 42. Difference-in-Difference Analysis of educational indicators

In order to answer the research questions relating to the educational outcomes of the programme, the evaluation team will conduct a difference-in-difference (DiD) analysis, comparing changes in educational indicators in beneficiary schools, with changes in similar schools that have not benefited from the programme. It is expected that this DiD analysis can be based on data from the EMIS of the Malawian Ministry of Education, Science and Technology. If EMIS is not properly implemented or absent in the intervention schools, the evaluation team will propose alternative measures to collect indicators relating to the programme's educational outcomes.

43. Before-and-After comparisons of agricultural indicators

It is expected that the evaluation can draw on baseline data documenting the situation of smallholder farmers in intervention areas, which had been collected in 2012 and 2013.

44. The evaluation team shall collect similar data describing the current situation of these farmers. A before-and-after comparison of the data shall give a sense of how the situation among smallholder farmers has changed during the PAA Africa intervention.

45. Qualitative Evaluation on the perceived outcomes

The qualitative part of the outcome evaluation shall draw on FGDs with key stakeholders (beneficiary farmers, non-beneficiary farmers beneficiary school children, non-beneficiary school children, parents of the children, teachers), as well as on key informant interviews with persons involved in the management of the project (school directors, heads of farmer organizations, etc.).

46. FGDs shall be conducted with the following stakeholders:

- Pupils, 2nd grade (possibly for boys and girls separately in order to capture possible gender-specific impacts)
- Pupils, 6th grade (possibly for boys and girls separately in order to capture possible gender-specific impacts)
- Mothers of school children
- Fathers of school children
- Teachers
- Local community leaders
- Farmers who are a member of the beneficiary FOs
- Female farmers who area member of the beneficiary FOs
- Farmers who are not members of the beneficiary FOs
- Female Farmers who are not members of the beneficiary FOs
- Inhabitants of the intervention communities who do not directly benefit from the programme

47. Key informant interviews shall be conducted with the following actors:

- School directors
- Managers of the food procurement at school level / Heads of the school-level Food Procurement Committees (if a different person than the school director is responsible)
- Heads of the school-level School Feeding Committees
- Heads of farmer organizations
- FAO staff responsible for the training activities at school gardens / Heads of the School Garden Committees
- WFP staff
- Ministry of Education officials involved in the coordination of the project
- Officials from the Ministry of Agriculture, Irrigation and Water Development involved in the implementation of the project
- NGO partner staff (CRECOM, We Effect, AECD)
- Representatives of the District Councils (responsible for transferring funds for the procurement of food to the schools).

48. It would be of great interest for the stakeholders' future SMP plans to include a comparative dimension of PAA Africa and the USDA McGovern-Dole projects across several areas, such as:

- Their cost effectiveness;
- Nutritional diversity of meals provided;
- Satisfaction of beneficiaries' role played in the programmes;
- General satisfaction of beneficiaries with the programmes;
- Child's nutrition and school performance outcomes,

- HGSF model's cost effectiveness;
 - Local FOs productivity.
49. In this regard, the evaluation team shall develop a proposal of areas where a comparison is both feasible and relevant within the inception report, as a basis for discussion with FAO, WFP and IPC-IG.
50. In the case of the PAA Africa, FGDs and key informant interviews are to be conducted in each of the 10 intervention schools in Phalombe and Mangochi districts, which have been part of the pilot phase. Moreover, FGDs with the same stakeholders shall also be conducted in 10 comparable non-intervention schools so that the evaluation can benchmark the statements from the FGDs in intervention areas with those in non-intervention areas. For the case of the USDA McGovern-Dole project, a sample from all intervention schools will be drawn to conduct in which the FGDs and key informant interviews will take place. A similar sample should be drawn of non-intervention schools to conduct FGDs in non-intervention areas.
51. The evaluation team shall develop a catalogue of questions to be posed during the different FGDs and key informant interviews in the evaluation plan, which should also be approved by FAO/WFP before the beginning of the fieldwork.
52. In alignment to the USDA funded component Evaluation Plan, an end line survey will adopt the baseline survey approach. Data collection will be done at school level (primary and ECD) and household level and in alignment to the results framework. Furthermore, the sample will include schools and households benefiting from the school meals programme and those not benefiting from any school meals programme and their respective households. Sample households will be identified by linking them with learners from the sampled schools. The quantitative data collected aims at providing updates on results framework indicators to track the outcome performance and allow measurement of potential impact. An independent team of consultants will be responsible for the endline survey data collection with support from a team of research assistants. The survey budget will be covered by USDA.
53. Cultural Sensitivity of the Evaluation: The evaluation shall address cultural sensitivities to the greatest possible extent. In particular, during the FGDs and data collection in the field, the evaluation shall draw on local personnel speaking Chichewa and being familiar with local traditions and particularities.
54. The methodology will be refined by the evaluation team during the inception phase. It should:
- Employ the relevant evaluation criteria above;
 - 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 stakeholder groups participate and that their different voices are heard and used;
 - Mainstream gender equality and women's empowerment, as above.
55. The following mechanisms for independence and impartiality will be employed: the multi-stakeholder character of Evaluation Committee shall be established in order to oversee the implementation of the evaluation and guarantee its impartiality. This committee will be composed of representatives of WFP, FAO and the IPC-IG.
56. The following potential risks to the methodology have been identified: A limited availability of quantitative data might pose a risk to the envisaged semi-experimental evaluation

component described above (difference-in-difference estimation). In case the proposed evaluation methodology is not considered feasible by the evaluating team, it shall provide a suggestion for an alternative methodology to the evaluation committee (FAO, WFP, and IPC-IG). The evaluating institution and the evaluation committee shall collaboratively decide how to proceed.

4.5. Quality Assurance

57. 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.
58. 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.
59. 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.
60. 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.
61. 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.
62. 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.
63. Corresponding to the multi-stakeholder Committee shall be established in order to oversee the implementation of the evaluation and assure its quality. This committee will be composed of representatives of WFP, FAO and IPC-IG.
64. IPC-IG and FAO are responsible for quality assurance of the evaluation activities related to PAA Africa exclusively.

5. Phases and Deliverables

65. The evaluation will proceed through the following phases:
 - a. **Desk Review and elaboration of an inception report comprising an evaluation plan (2 weeks):** Review of relevant Programme documents, reports on data availability, the local context, and the evaluation methodology. Elaboration of an inception report and detailed evaluation plan. During this inception phase, weekly calls shall be planned with IPC-IG and the evaluation team. These calls shall provide an opportunity for IPC-IG to

transfer its knowledge on the project to the evaluating team and to provide guidance and advice on the development of the evaluation plan. The inception report must be reviewed by the OEV for quality check.

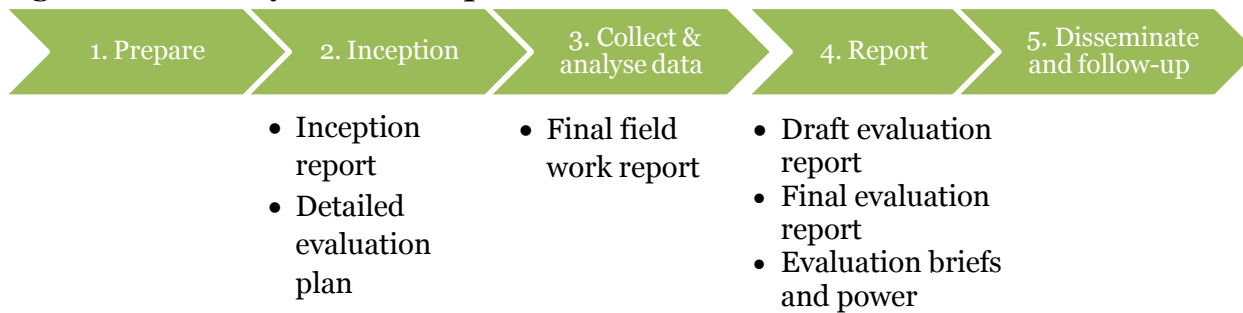
- b. **Discussion of the evaluation plan with the WFP, FAO and IPC-IG.** Incorporation of adjustments if needed **(1 week)**
- c. **Field work (3 weeks for qualitative data of both PAA Africa and McGovern-Dole, 2 months for endline survey for McGovern-Dole)**
Collection of the quantitative and qualitative data foreseen in the evaluation plan. In case that parts of the data cannot be collected as foreseen in the evaluation report, the evaluation team shall report back to FAO, WFP and IPC-IG in order to discuss possible alternatives/solutions.
- d. **Debriefing session (1 week)** an initial impression of the of the evaluation team's findings to be presented to the ERG, and to WFP and FAO representatives.
- e. **Elaboration of a draft evaluation report (4 weeks):** WFP, FAO and IPC-IG shall review the first draft evaluation report to ensure that the evaluation meets the required quality criteria and planned objectives. Further drafts will be reviewed by IPC-IG to provide technical support and quality assurance.
- f. **Discussion of the draft evaluation report with evaluation committee. (2 weeks)**
- g. **Elaboration of the final evaluation report and evaluation brief. (2 weeks)**
- h. **Elaboration of an impact evaluation of the McGovern-Dole project (4 weeks).**

66. The deliverables and deadlines for each phase are as follows:

1. **Inception Report** (2 weeks after the start of the evaluation activities): Based on the desk review, an inception report shall be prepared, detailing the evaluators' understanding of what is being evaluated and why, showing how each evaluation question will be answered by way of: proposed methods, suggested sources of data and data collection procedures. The report should include a proposed schedule of tasks, activities and deliverables, designating a team member with the lead responsibility for each task or product. Moreover, it shall include a list of indicators that the evaluation team aims at collecting during the fieldwork and a list of questions to be posed for each of the FDGs and key informant interviews.
The inception report provides the evaluation committee and the evaluating institution with an opportunity to verify that they share the same understanding about the evaluation and clarify any misinterpretation at the beginning. Upon approval of the inception report, the evaluating institution can start the data collection in the field.
2. **Final fieldwork report** (1 week after the end of the fieldwork): The final field work report shall describe the data collection process in detail. In particular, it shall provide a list of all indicators which have been collected , and also include information on the FDGs and key informant interviews (time and date, number of participants, unforeseen circumstances, an appendix with summaries of all FDGs and interviews)
3. **Debrief session** (1 week after the end of the fieldwork): After the fieldwork, the evaluation team shall present initial findings and impression from the fieldwork. The results shall be presented to the ERG and other WFP and FAO members for initial inputs.
4. **Draft Evaluation Report** (4 weeks after the end of the fieldwork): The evaluation report shall answer the evaluation questions listed in this ToR. Moreover, the report shall include a detailed description of each programme in Malawi, a description and justification of the adopted evaluation methodology, and a detailed presentation and discussion of the evaluation results.

5. **Final Evaluation Report** (8 weeks after the end of the fieldwork)
6. **Evaluation Brief** (8 weeks after the end of the fieldwork)
7. **Power Point Presentation on the Evaluation Results** (8 weeks after the end of the fieldwork)
8. **Impact Evaluation Report for McGovern-Dole project** (4 weeks after the end of the endline survey fieldwork)

Figure 1: Summary Process Map



6. Organization of the Evaluation

6.1 Evaluation Conduct

67. The evaluation team will conduct the evaluation under the direction of its team leader and in close communication with the evaluation committee (FAO, WFP, and IPC-IG) and the evaluation manager. The team will be hired following agreement with WFP, FAO and IPC-IG on its composition.
68. The evaluation team 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.
69. The evaluation shall respect the evaluation schedule in annex 3. Changes to the timeline are subject to the consent of WFP, FAO and IPC-IG.

6.2 Team composition and competencies

70. The evaluation team is expected to include 4 members, including a team leader, an evaluation expert and an evaluation assistant. To the extent possible, the evaluation will be conducted by a gender-balanced, geographically and culturally diverse team with appropriate skills to assess gender dimensions of the subject as specified in the scope, approach and methodology sections of the ToR.
71. The team will be multi-disciplinary and include members who together include an appropriate balance of expertise and practical knowledge in the following areas:
- Agriculture (particularly in the evaluation of policies/programme/projects with a view to support smallholder farmers)
 - Education (particularly in the evaluation of home-grown school feeding policies/programmes – including procurement processes)
 - Food security and nutrition
 - Economics
 - Gender expertise / good knowledge of gender issues
 - All team members should have strong analytical and communication skills, and evaluation experience
 - At least one team member should speak at least one of the local languages from where the field work will take place
72. The evaluation shall address cultural sensitivities to the greatest possible extent. In particular, during the FGDs and data collection in the field, the evaluation shall draw on Malawian personnel speaking Chichewa and being familiar with local traditions and particularities.
73. The Team leader will have technical expertise in one of the technical areas listed above as well as expertise in designing methodology and data collection tools and demonstrated experience in

leading similar evaluations. She/he will also have leadership, analytical and communication skills, including a track record of excellent English presentation skills.

74. 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 DEQAS.
75. The other team members, namely, the evaluation expert and the evaluation assistant will bring together a complementary combination of the technical expertise as per paragraph 68 and have a track record of written work on similar assignments.
76. 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).

6.3 Security Considerations

77. **Security clearance** where required is to be obtained from UN Department of Safety & Security (UNDSS) in Lilongwe.
 - 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 UNDSS system for UN personnel.
 - Consultants hired independently are covered by the 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.²⁹
78. 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 – e.g. curfews etc.

7. Roles and Responsibilities of Stakeholders

79. The WFP CO Malawi in collaboration with FAO

- a- The WFP HQ / PAA coordination unit and Malawi WFP CO will share responsibility to:
 - Assign an Evaluation Manager for the evaluation.
 - 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 (see below and TN on Independence and Impartiality).
 - 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
 - Organize 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

b- Evaluation Manager:

- Manages the evaluation process through all phases including liaising with IPC-IG who was responsible to draft this ToR and with FAO PAA Africa/Coordination Unit and FAO OED in the case of the evaluation of PAA Africa;
- Ensure quality assurance mechanisms are operational;
- Consolidate and share comments from evaluation committee on draft ToR, inception and evaluation reports with the evaluation team;
- Ensures expected use of quality assurance mechanisms;
- Ensure that the evaluation 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 all logistic support during the fieldwork; including to evaluate FAO's implemented activities; and arrange for interpretation, if required.
- Organize security briefings for the evaluation team and provide any materials as required

c- An internal Evaluation Committee has been formed as part of ensuring the independence and impartiality of the evaluation composed of PAA/FAO, PAA/WFP and IPC-IG. Refer to annex 4 where a complete list of members is available.

80. **An ERG** has been formed, as appropriate, with representation from the key internal stakeholders (WFP/FAO: Office of Evaluation/HQ, RB M&E advisor/School Meals Programme advisor, two programme officers or M&E officers in the COs (one in FAO and one in WFP), an independent and external national expert of rural development or nutrition and food security policy; FAO Office of Evaluation/HQ and external stakeholders (a representative of the GoB, a representative of DFID/Brazil, two representatives of the Government of Malawi, one from the Ministry of Education and one from the Ministry of Agriculture and a representative of the African Union) for the evaluation. For details please refer to annex 4 where a complete list of members is available. The ERG will review the evaluation products as further safeguard against bias and influence.

81. **The RB** management will take responsibility to:

- Assign a focal point for the evaluation. The Monitoring and Evaluation (M&E) Advisor at the Regional Bureau in Johannesburg (RBJ) will be the focal point for this evaluation
- Participate in discussions with the evaluation team on the evaluation design and on the evaluation subject as relevant.
- Provide comments on the draft ToR, Inception and Evaluation reports
- Support the Management Response to the evaluation and track the implementation of the recommendations.

82. **Relevant WFP-FAO HQ divisions** will take responsibility to:

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

83. **The Offices of Evaluation (OEV & OED).** OEV and OED 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 shall also ensure a help desk function upon request from the Regional Bureaus.

84. **Other stakeholders:** The FAO will co-supervise the evaluation given its role as a partner on equal footing.

8. Communication and budget

8.1. Communication

85. To ensure a smooth and efficient process and enhance the learning from this evaluation, the evaluation team should place emphasis on transparent and open communication with key stakeholders. These will be achieved by ensuring a clear agreement on channels and frequency of communication with and between key stakeholders. In particular, the evaluating institution shall provide bi-weekly email updates to the evaluation committee in order to inform about the state of the evaluation. Emails and inquiries from evaluation committee members shall be answered as soon as possible, with a maximum delay of three working days.
86. 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 concerning PAA Africa, the report will possibly be translated into French, Portuguese and other languages as the PAA Africa coordination deems appropriate.

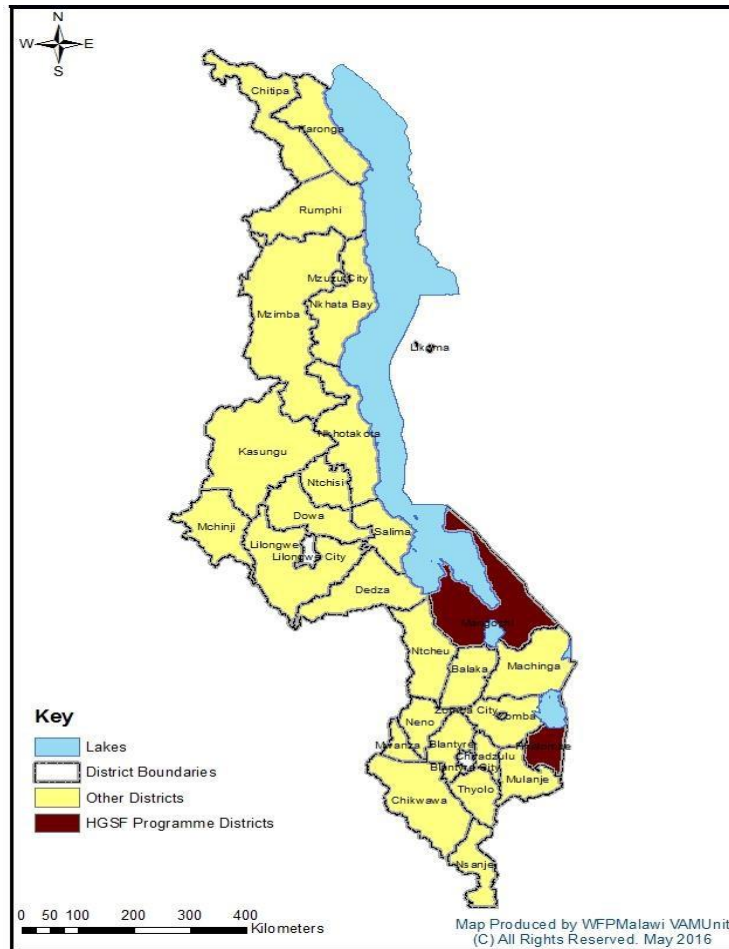
8.2. Budget

87. **Budget:** For the purpose of this evaluation, the budget will be based on:

- The hire of individual consultants through Human Resources (HR) action, in which case budget will be determined by "HR regulations on consultancy rates".

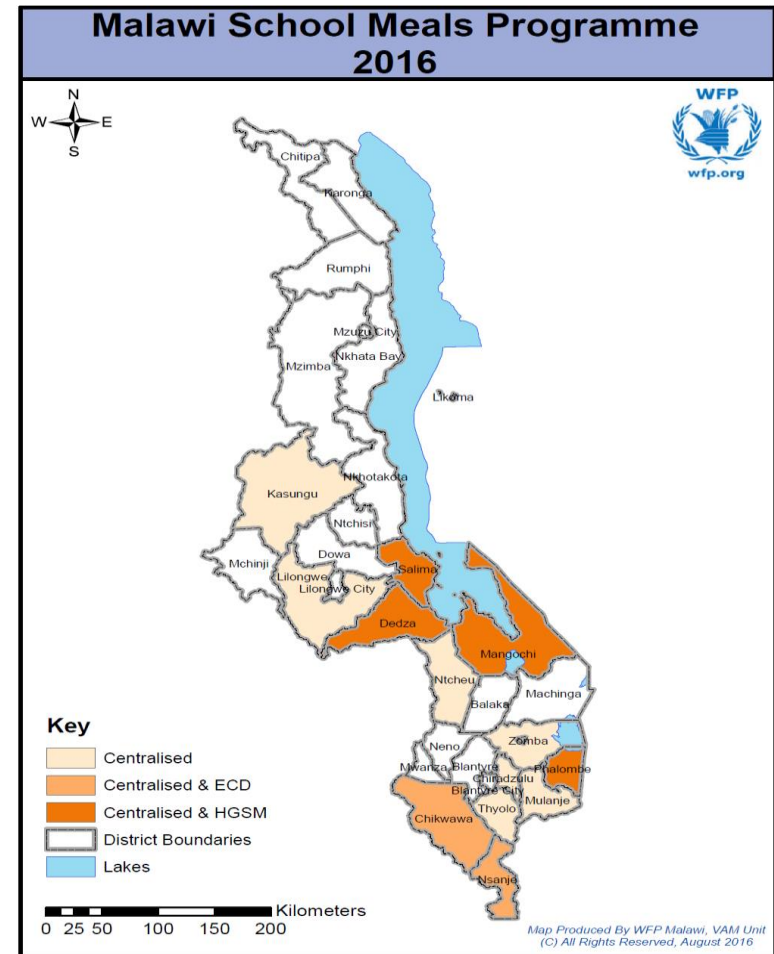
Annex 1 PAA Africa Map

Map of the PAA Africa intervention areas in Malawi: Phalombe and Mangochi districts.



Annex 2 USDA McGovern-Dole Map

Map of the USDA McGovern-Dole intervention areas in 13 districts of Malawi.



Annex 3 Evaluation Schedule

Phases, Deliverables and Timelines			
Phase 1 – Preparation		PAA Africa	McGovern-Dole
	ToR preparation and internal clearance - Revised	1 to 12 December 2016	1 to 12 December 2016
	External ToR clearance – Quality Support Advisory	12 to 30 December 2016	12 to 30 December 2016
	Setting up the Evaluation Reference Group (revised)	2 to 5 January 2017	2 to 5 January 2017
	Identification and recruitment of evaluation (Finalisation)	2 to 5 January 2017	2 to 5 January 2017
Phase 2 – Inception			
	Briefing of the Core Evaluation Team	6 January 2017	6 January 2017
	Review documents and draft inception report including the agreement of the methodology - Quality assurance and feedback	2 weeks	2 weeks
	Submission of the draft inception report	20 January 2017	20 January 2017
	Review documents and draft inception report including the agreement of the methodology - Quality assurance and feedback		
	Revise inception report		
	Submission of revised and final inception report	27 January 2017	27 January 2017
	Sharing inception report		
Phase 3 - Evaluation mission - data collection and analysis			
	Field Work	3 weeks	2 months
	Qualitative data collection	27 January to 17 February 2017	27 January to 17 February 2017
	Endline Survey	Not Applicable	27 January to 31 March 2017
	Debriefing - Initial impression/findings (qualitative data)	24 February 2017	24 February 2017
Phase 4 – Report			
	Draft Process and Outcome Evaluation Report	24 February to 31 March 2017	24 February to 31 March 2017
	Draft Impact Evaluation Report	Not Applicable	31 March 2017 to 28 April 2017
	Quality feedback - Internal (consolidate comments)		
	Revise Evaluation report		
	Submit revised Process and Outcome Evaluation Report	31 March 2017	31 March 2017
	Impact Evaluation Report	Not Applicable	28 April 2017
	Share draft Evaluation reports with stakeholders for comments	2 weeks	2 weeks
	Consolidate comments from stakeholders	2 weeks	2 weeks
	Submit final Process and Outcome Evaluation report	28 April 2017	28 April 2017
	Submit final Impact Evaluation Report	Not Applicable	26 May 2017
Phase 4 - Dissemination and follow up			
	Dissemination of the Process and Outcome Evaluation findings with stakeholders	28 April 2017	
	Dissemination of the Impact Evaluation findings with stakeholders	Not applicable	26 May 2017
	CO response to evaluation recommendation		

Annex 4 Membership of the internal evaluation committee and of the evaluation reference group

Internal Evaluation Committee	
World Food Programme	<ul style="list-style-type: none"> - 1 WFP senior officer - CO - 1 WFP evaluation officer – Office of Evaluation (OEV) - 1 WFP programme officer/M&E (PAA coordination unit)
Food and Agriculture Organisation	<ul style="list-style-type: none"> - 1 FAO senior officer – CO - 1 FAO evaluation officer – FAO independent office of evaluation (OED) - 1 FAO programme officer/M&E (PAA coordination unit)
International Policy Centre for Inclusive Growth	<ul style="list-style-type: none"> - 1 Research Coordinator - 1 Research Associate
Evaluation Reference Group	
<ul style="list-style-type: none"> - 1 WFP M&E officer from the WFP country office - 1 national expert of policy and programmes on food security and social protection - 1 FAO M&E officer from FAO country office - 1 representative of the GoB - 1 representative of DFID - 2 representatives of the Government, one from the Ministry of Agriculture and one from the Ministry of Education - 1 representative of the African Union or NEPAD 	

Annex 5 Acronyms

ASWAP	Agricultural Sector Wide Approach
CGFOME	General Coordination of International Actions against Hunger
CAADP	Comprehensive Africa Agricultural Development Programme
CO	Country Office
CSB	Corn Soya Blend
CSB+	Enriched Corn Soya Blend
DADO	District Agriculture Development Office
DEQAS	Decentralized Evaluation Quality Assurance System
DEM	District Education Managers
DFID	Department for International Development
DiD	Difference-in-Difference
EB	Executive Board
EMIS	Education Management and Information System
ESN	FAO's Nutrition and Food Systems Division
EQAS	Evaluation Quality Assurance System
FAO	Food and Agriculture Organization
FGD	Focus Group Discussions
GoB	Government of Brazil
HGSFP	Home Grown School Feeding Programme
IPC-IG	International Policy Centre for Inclusive Growth
MoEST	Ministry of Education, Science and Technology
MoAIWD	Ministry of Agriculture, Irrigation and Water Development
NESP	National Education Sector Plan
OED	FAO Office of Evaluation
OEV	WFP Office of Evaluation
PAA	Purchase from Africans for Africa
P4P	Purchase for Progress
RB	Regional Bureau
SHN	National School Health and Nutrition
TCE	Emergency Operations and Rehabilitation Division
UNCT	United Nations Country Team
UNDP	United Nations Development Programme
UNDSS	UN Department of Safety & Security
WFP	World Food Programme

Annex 6 – Logical Framework – PAA Africa

Design	Indicator	Means of verification	Assumptions
Goal			Risks and assumptions
1. The Government of Malawi has a viable school meals sustaining model which can be replicated at national scale.	1.1 Guidance for the replication of the HGSF containing methodology (specifically on local food procurement modalities), lessons learnt from the support project phase and implementation plan for replication of the model, elaborated in collaboration with stakeholders, mainly Government of Malawi.	Document: guidance for the replica/scale up of the HGSF model.	The targeted schools and farmer organizations in the support project are a representative average of the existing schools and farmer organizations in other areas of the country. No major events such as natural hazards affect the areas in which the support project is implemented during the implementation period, or if they occur, their effects are mitigated so as not to affect results of the support project Political commitment remains.
Outputs and activities			
Result	Indicator	Data source	Risks and assumptions
Outcome 1.1. Community aware of local production, food and nutrition and how these can be applied at public policy level (through institutional local food procurement for school feeding), community level, school and household level.	1.1.1 Lessons learnt identified by community members at the end of the support project phase, to support the construction of the replicable model. 1.1.2. Average percentage of farmers' increased earning reinvested in the community. Target at least 56% (as per average data of last of CFSVA 2010). 1.1.3. Number of local initiatives carried	- Case studies elaborated during the life of the support project - Lessons learnt workshops to be carried out at community level as part of the final evaluation of the support project - Household survey – farmers' part. - Monitoring data	No major political or social events disrupt the internal dynamic of the community during the implementation of the support project. Community and/or implementing partners identify additional resources to support the schools/farmer organizations

	out to support the schools. Target at least 1, as per support project plan. 1.1.4. Number of school gardens in place and supported by the community. 1.1.5 Lessons learnt identified by community members about the potentiality of the different levels (government, community and households) to leverage the local production linked to food and nutrition (school feeding) as a replicable and human rights based model.		during the implementation period.
Output 1.1.1. Community members actively participate in the support project by collaborating in the school management committee or volunteer activities related to HGSM	1.1.1.1 Number of people participating in the school management committee or volunteering in HGSM related activities as percentage of increase related to the baseline. Targeted at least an increase of 50% respect the latest number or estimation available	- Case studies elaborated during the life of the support project - School activities records or parallel project (such as FFA) records	
Output 1.1.2. Smallholder farmers enrol in farmer organizations thanks to the HGSM market opportunity.	1.1.2.1 Number of farmers – disaggregated by gender and age – registered in farmer organization at the end of the implementation period of the support project as a percentage of the number registered at the beginning. Target to be set specifically per each farmer organization in collaboration with support side partner.	- Farmer organizations baseline and data collection over the period.	

Activities Sensitization with community members – parents and farmers Lectures and practical activities with school students Reception of contributions from the community to the school and communal works such as cooking, committees and school garden work Sensitization meetings within the community and dissemination of information of market opportunities.			
Outcome 1.2. Purchasing modalities of school meals programme have been adapted to suit school capacities and local procurement constraints.	1.2.1. At least two local procurement models – similar to direct purchase and soft tender- tested in school are included in the model documentation	-Records of procurement processes - Document: guidance for the replica/scale up of the HGSP model	Community involvement is the adequate mechanism to ensure transparency and accountability at local level.
Output 1.2.1. Schools committees have built on their fund management capacity and are able to carry out purchase in local market and negotiations with farmer organizations or others, including pipeline management.	1.2.1.1. Number of procurement processes of each type carried out by the schools, including quantity and value purchased. 1.2.1.2. Number of pipeline breaks and subsequent adjustments occurred per schools year, per school, during the duration of the support project. Target: a maximum of two per schools	- Financial records of the schools and farmer organizations - Stock records of the schools	
Output 1.2.2. Farmer organizations have the capacity to produce, aggregate and prepare sale plans, including price calculation and negotiation with school feeding programme.	1.2.2.1. % of increase in quantities aggregated prior to the signature of contract by farmer organizations, per harvest, during the implementation period of the support project. 1.2.2.2. % of quantities effectively delivered as percentage of the contracted	- Financial records of the schools and farmer organizations - Contracts between schools and farmer organizations. - Stock records of the farmer	

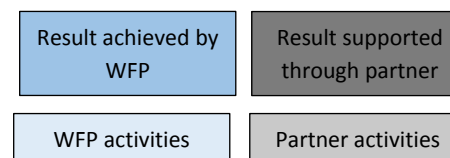
	per contract per school, per farmer organization, during the implementation period of the support project, and reason for default, if an 1.2.2.3 Kind of agricultural techniques and new products adopted by farmer organization or individual farmers following agricultural extension linked to the school gardens.	organizations and the schools	
Activities: Joint training sessions with school committee members and farmer organization members, including contractual obligations, price determination, cost calculation, budgeting and funds management. Contract negotiation between schools and farmer organizations Aggregation and delivery of food products, including food quality and quantity control activities. Training of trainers for agriculture extension workers (NGO's staffs, public extension workers, leader farmers, staff of contracted farmer's organizations) in terms of diversification, production and productivity, post-harvest management, crop conditioning, and cultivation plan, giving emphasis to contracted food products.			
Outcome 1.3 Support access to education and human capital development in assisted schools through local procured food.*	1.3.1. Average annual rate of change in number of boys and girls enrolled in WFP-assisted primary and pre-primary schools. 1.3.2. Attendance rate in WFP primary and pre-primary schools by gender 1.3.3. Dropout rate for boys and girls in	Statistics from School Register, Ministry of Education	No major changes in MoEST policy in the long term affect negatively the school meals policy framework in country. Additional resources for the MoEST support structure are identified and allocated by the GoM.

	<p>WFP assisted primary schools by gender</p> <p>1.3.4. Pass rate for boys and girls in WFP assisted primary schools</p> <p>1.3.5. Ratio of boys and girls enrolled in WFP assisted pre-primary and primary schools</p>		
<p>Output 1.3.1. Wet feeding and the home rations provided to pupils in WFP assisted schools through local food purchases.</p>	<p>1.3.1.1 Number of boys and girls receiving food as % of planned in WFP assisted primary schools</p> <p>1.3.1.2. Percentage of food distributed vs. planned.</p> <p>1.3.1.3. Number of months of take home rations distributed per year.</p> <p>1.3.1.4 Number of WFP assisted primary schools</p>	<p>Monthly Output Reports/M & E database</p> <p>Sample survey, Ministry of Education Statistics (EMIS)</p>	
<p>Output 1.3.2. Training MoEST on monitoring and management of the school feeding programme provided</p>	<p>1.3.2.1. Number of MoEST staff trained in project management (i.e. food management in terms of quantity and quality, beneficiary targeting etc).</p> <p>1.3.2.2. Percentage of reports submitted on time by district education managers as a percentage of planned.</p>	<p>Monthly Output Reports /M & E database</p> <p>Sample survey, Ministry of Education Statistics (EMIS), ECD annual reports</p>	
<p>Activities</p> <p>Storing and handling of food at school level, including produce from school garden.</p>			

<p>Provision of NFIs for food preparation and consumption.</p> <p>Water management at school level</p> <p>Training with MoEST, community and school staff in record keeping and management.</p>			
<p>Outcome 1.4. Increased revenue of smallholder farmers from the sales to HGSM programme**</p>	<p>1.4.1. % of increased income from agricultural sales – directly or indirectly attributable to HGSM – as change from the data at the beginning of the implementation</p>	<p>- Farmer organizations records</p> <p>-Household survey</p>	<p>No major events in the regional/international market of cereals affect local prices or integration of markets in the regions of the support project.</p>
<p>Output 1.4.1. Farmers have individually and collectively increased the quantity of product sold to HGSM or others</p>	<p>1.4.1.1. Increased quantity of food sold to HGSM or others as percentage of the baseline data. Target to be defined after collection of baseline data.</p>	<p>- Farmer organizations records</p> <p>-Household survey</p>	
<p>Output 1.4.2. Farmers have individually and collectively received better prices of their food products following improvement in quality /added value</p>	<p>1.4.2.1. Increase in the prices – related to the market – on the food sold to HGSM. Target to be defined after collection of baseline data.</p>	<p>- Farmer organizations records</p> <p>-Household survey</p>	
<p>Output 1.4.3. Farmers have increased and diversified their production, reduced the post-harvest losses and improved their stock management</p>	<p>1.4.3.1. Adoption of adequate agricultural practices, modification of existing practices or adoption of new products by farmer organizations.</p> <p>1.4.3.2. Decrease in the post-harvest losses as percentage of total yield compared to the baseline data. Target to be defined after collection of baseline data.</p>	<p>- Farmer organizations records</p> <p>-Household survey</p>	
<p>Activities:</p> <p>Training and facilitation sessions with farmer organizations through school garden and farmers' fields.</p>			

Annex 7 –USDA McGovern-Dole – Results Framework

Key

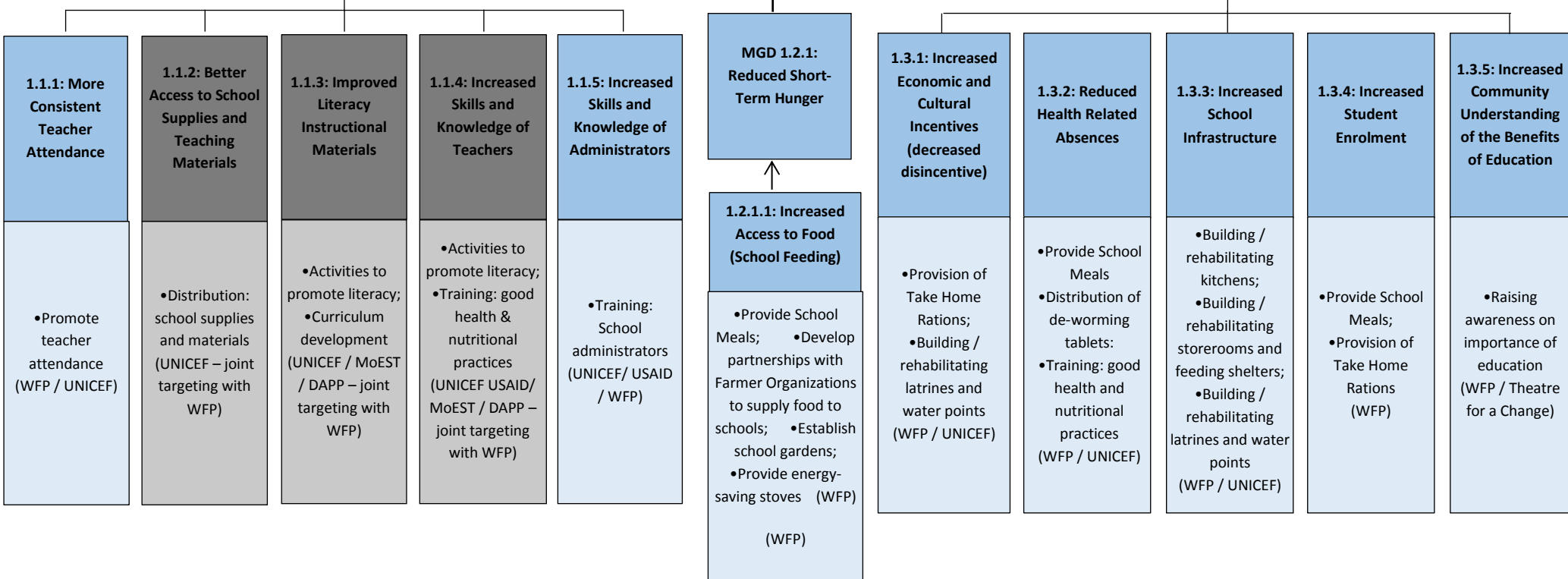


MGD SO1: Improved Literacy of School Aged Children

MGD 1.1: Improved Quality of Literacy Instruction

MGD 1.2: Improved Attentiveness

MGD 1.3: Improved Student Attendance



For Foundational Results, please see below

MGD 1.4.1: Increased Capacity of Government Institutions (including schools)

Capacity-building: local, regional and national (WFP)

Develop partnerships with Farmer Organizations to supply food to schools (WFP)

Curriculum development (UNICEF/DAPP)

Distribution: school supplies and materials (UNICEF/World Vision)

Building / rehabilitating kitchens (WFP)

Building / rehabilitating storerooms and feeding shelters (WFP)

Building / rehabilitating latrines and water points (UNICEF)

Training: School administrators (WFP / UNICEF / USAID)

MGD 1.4.2/ 2.7.2: Improved Policy and Regulatory Framework

Capacity-building: local, regional and national (WFP)

MGD 1.4.3: Increased Government Support

Capacity-building: local, regional and national (WFP)

MGD 1.4.4: Increased Engagement of Local Organizations and Community Groups

Develop partnerships with Farmer Organizations to supply food to schools (WFP)

Raising awareness on importance of education (WFP/Theatre for a Change)

MGD SO2: Increased Use of Health and Dietary Practices

Key

Result achieved by WFP	Result supported through partner
WFP activities	Partner activities

