

Decentralized Evaluation Quality Assurance System (DEQAS)

Terms of Reference

Evaluation of

Gambia DEV 200327: Establishing the Foundation for a Nationally Owned Sustainable School Feeding Programme in The Gambia, from 2012 to 2017

WFP The Gambia

Table of Contents

1. Introduction	1
2. Reasons for the Evaluation	1
2.1. Rationale	1
2.2. Objectives.....	2
2.3. Stakeholders and Users.....	3
3. Context and subject of the Evaluation	6
3.1. Context	6
3.2. Subject of the evaluation.....	8
4. Evaluation Approach	9
4.1. Scope.....	9
4.2. Evaluation Criteria and Questions	9
4.3. Data Availability.....	11
4.4. Methodology.....	12
4.5. Quality Assurance and Quality Assessment.....	13
5. Phases and Deliverables.....	14
6. Organization of the Evaluation.....	16
6.1. Evaluation Conduct	16
6.2. Team composition and competencies.....	16
6.3. Security Considerations	17
7. Roles and Responsibilities of Stakeholders	18
8. Communication and budget	19
8.1. Communication.....	19
8.2. Budget	20
Annex 1 Map	21
Annex 2 Evaluation Schedule	22

Annex 3	Membership of the Evaluation Committee	23
Annex 4	Membership of the Evaluation Reference Group.....	23
Annex 5	Acronyms	25
Annex 6	Other technical annexes.....	27
Annex 7 -	Logframe.....	29

1. Introduction

1. These Terms of Reference (TOR) are for the evaluation of Development Project (DEV) 200327 – Establishing the foundation for a Nationally Owned and Sustainable School Feeding Programme in The Gambia. This evaluation is commissioned by WFP The Gambia Country Office and will cover the period from August 2012 to December 2017.
2. These TOR were prepared by the WFP The Gambia country office based upon an initial document review and consultation with stakeholders and following a standard template. The purpose of the TOR is twofold. Firstly, it provides key information to the evaluation team and helps guide them throughout the evaluation process; and secondly, it provides key information to stakeholders about the proposed evaluation.
3. The TOR will be finalised based on comments received on the draft version and on the agreement reached with the selected company. The evaluation shall be conducted in conformity with the TOR.
4. The Development project's objective is to establish the foundation for a transition to a Nationally Owned and Sustainable School Feeding Programme. The project is composed of:
 - I. Capacity development
 - II. Daily school meals operations

The project covers vulnerable populations in regions 1 to 6 of the Gambia and is jointly funded by the Government of the Gambia (through the Global Agriculture and Food Security and Programme - GAFSP), Canada, Republic of Korea, Japan and the European Union (EU). The operation evaluation will cover all activities and processes related to the formulation, implementation, resourcing, monitoring and reporting of DEV 200327 and is expected to last for a period of 6 months (i.e. October 2017 to April 2018).

2. Reasons for the Evaluation

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

2.1. Rationale

6. The WFP Gambia Country Office is commissioning the final evaluation of WFP school meals activities in The Gambia to assess performance of program operations and associated interventions for the purposes of accountability and program strengthening.
7. The WFP started the School Feeding Programme (SFP) in the Gambia in 1970. From 2012 to date, DEV 200327 received a \$17,227,504 from EU, Japan, GoTG (FASDEP), Australia, South Korea, Howard Buffet, Thomas Nationwide Transport (TNT) Express and Canadian Fund to support 145,933 pre-primary and primary school children during the period 2012-2017. WFP's school meal programme in Gambia incorporates a nutritious midday meal that includes fortified vegetable oil and iodized salt.
8. As the DEV 200327 programme is now at its final point, the Gambia Country Office is keen to evaluate progress to date and receive guidance on the programme

implementation. The evaluation will also serve as a transition from project base to Transitional Interim Country Strategic Plan (TI-CSP) from January 2018 and the forthcoming Country Strategic Plan (CSP) from January 2019 onwards. Further, a key component of the programme is to work in partnership with stakeholders and provide capacity development to government to eventually take over the programme. Therefore, an important part of this evaluation will be to assess the partnerships with the government and other key stakeholders, such as the local communities and NGOs.

9. The evaluation is being commissioned for the following reasons:
10. To ensure that necessary fine tuning of school meals operations and any design in final handover phase towards a Nationally Owned Sustainable School Feeding Programme are evidence based. This evaluation has been timed to ensure that findings can feed into future decisions on implementation of the T-ICSP starting in January 2018 and design of the forthcoming CSP starting in January in 2019.
11. The evaluation will have the following uses for the WFP The Gambia country office:

This evaluation will serve as a situation analysis to guide in the development of a hand-over strategy, evaluate the progress to date and receive guidance on the programme implementation.

A key component of the Nationally Owned Sustainable School Feeding Programme is to work in partnership with stakeholders and provide capacity building to government to eventually take over the programme. Therefore, an important part of this evaluation will be to assess the partnerships with the government and other key stakeholders, such as the local communities and NGOs.

The evaluation will also be an opportunity to evaluate whether recommendations made during the midterm evaluation (2014) were integrated into programme implementation and if so, whether these recommendations were successful in strengthening the programme.

2.2. Objectives

12. Evaluations in WFP serve the dual and mutually reinforcing objectives of accountability and learning.
 - **Accountability** – The evaluation will assess and report on the performance and results of DEV 200327 – Establishing the foundation for a Nationally Owned and Sustainable School Feeding Programme.
 - **Learning** – The evaluation will determine the reasons why certain results occurred or not to draw lessons, derive good practices and pointers for learning. It will provide evidence-based findings to inform operational and strategic decision-making. Findings will be actively disseminated and lessons will be incorporated into relevant lesson sharing systems.

The main objective is to critically assess results, impact accountability and the implementation arrangements and management of the school meals activities (cash and in kind, in particular home grown initiatives) and links with local procurement so that the lessons derived could be used in adapting the handover of the school meals programme to the Government of The Gambia. Another objective of the evaluation is to assess to what extent WFP assistance was delivered and utilized in safe, accountable and dignified conditions.

The purpose of the evaluation is to critically and objectively review the programme and its implementing environment, including capacity development activities assess whether targeted beneficiaries are receiving services as expected, assess whether the project is on track to meeting its stated goals and objectives, review the results frameworks and assumptions, document initial lessons learned, and discuss necessary modifications or corrections that may be necessary to effectively and efficiently meet the stated goals and objectives.

2.3. Stakeholders and Users

13. A number of stakeholders both inside and outside of WFP have interests in the results of the evaluation and will be required to play a role in the evaluation process. The methodology for the evaluation will ensure that a range of beneficiary voices are captured through key informant interviews and focus group discussions (FGD) with various interest groups of both genders (parents/teachers/students).
14. Table 1 below provides a preliminary stakeholder analysis, which should be deepened by the evaluation team as part of the Inception phase.
15. Accountability to affected populations, is tied to WFP’s commitments to include beneficiaries as key stakeholders in WFP’s work. As such, WFP is committed to ensuring Gender Equality and Women’s Empowerment (GEEW) in the evaluation process, with participation and consultation in the evaluation by women, men, boys and girls from different groups.

Table 1: Preliminary Stakeholders’ analysis

Stakeholders	Interest in the evaluation and likely uses of evaluation report to this stakeholder
INTERNAL STAKEHOLDERS	
Country Office (CO) The Gambia	Responsible for the country level planning and operations implementation, It has a direct stake in the evaluation and an interest in learning from experience to inform decision-making. It is also called upon to account internally as well as to its beneficiaries and partners for performance and results of its operation.
Regional Bureau (RB) Dakar	Responsible for both oversight of COs and technical guidance and support, the RB management has an 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. The Regional Evaluation Officers supports CO/RB management to ensure quality, credible and useful decentralized evaluations.
WFP HQ [technical units]	WFP HQ technical units are responsible for issuing and overseeing the rollout of normative guidance on corporate programme themes, activities and modalities, as well as of overarching corporate policies and strategies. They also have an interest in the lessons that emerge from evaluations, as many may have relevance beyond the geographical area of focus. Relevant HQ units should be consulted from the planning phase to ensure that key policy, strategic and

	programmatic considerations are understood from the onset of the evaluation.
Office of Evaluation (OEV)	OEV has a stake in ensuring that decentralized evaluations deliver quality, credible and useful evaluations respecting provisions for impartiality as well as roles and accountabilities of various decentralised evaluation stakeholders as identified in the evaluation policy.
WFP Brazil Centre of Excellence (CoE)	The WFP Brazil Center of Excellence (CoE) has been providing technical assistance to CO and Government of The Gambia through South-South collaboration, including policy related areas, study tours and yearly participation in the Global Child Nutrition Forum (GCNF) where discussions, sharing experience and adoption of global commitments have been taken on Home grown School Meals Programmes. Technical assistance to school meals has been aligned with social protection support that enhanced WFP Gambia and the GoTG's understanding of different social protection initiatives and to consider School Meals as the largest social safety nets in the country. CoE also provides support to the Gambia in organizing exchange and knowledge sharing opportunities through annual fora on social protection initiatives.
WFP Executive Board (EB)	The WFP governing body has an interest in being informed about the effectiveness of WFP operations. This evaluation will not be presented to the EB but its findings may feed into annual syntheses and into corporate learning processes.
EXTERNAL STAKEHOLDERS	
Government: Ministry of Ministry of Basic and Secondary Education	The Government, specifically the Ministry of Basic and Secondary Education (MoBSE) has a direct interest in knowing whether WFP activities in the country are aligned with its priorities, harmonised with the action of other partners and meet the expected results. Issues related to capacity development, handover of school meals and sustainability will be of particular interest to MoBSE as the direct institutional beneficiary.
Beneficiaries	As the ultimate recipients of food assistance, people we serve have a stake in WFP determining whether its assistance is appropriate and effective. More than 145,933 primary and pre-primary school children from the most vulnerable and food insecure regions (Banjul and Kanifing Region 1, West Coast Region 2, North Bank Region 3, Lower River Region 4, Central River Region 5, Upper River Region 6) receive nutritious midday meal that includes fortified vegetable oil and iodized salt. Cooks also receive food incentives to encourage their participation. The Food Management Committees and Mother's Clubs are responsible for food management at school level while communities as a whole complement the programme. 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.
UN Country team	The UNCT's harmonized action should contribute to the realisation of the government developmental objectives. It has therefore an interest in ensuring that WFP operation is effective in contributing to the UN concerted efforts. Various agencies are also direct partners of WFP at policy and activity level, including FAO and UNICEF our main UN partners
NGOs	NGOs are WFP's partners for the implementation of 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.
Donors: Government of The Gambia, Government of Canada, European Union, Japan, Republic of Korea	WFP operations are voluntarily funded by a number of donors. 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 programmes. EU has specific interest in ensuring that operational performance reflects EU standards and accountability requirements, as well as an interest in learning to inform changes in project strategy, results framework, and critical assumptions.
Local farmers/small holders	Local farmers, particularly small holder farmers, local suppliers and producer associations, are involved in the provision of commodities needed for a national school feeding programme. They are expected to benefit from some of the capacity development activities during the implementation of the project.
Others	A wide range of actors, such as school administrators and community members are involved in the management of school meals and are also expected to benefit from some of the capacity development activities geared towards community participation and daily management of school feeding. WFP-Gambia also has established partnerships with UNICEF and FAO, and the Gambia MoBSE to achieve project objectives. Their respective perspectives will be sought as the engagement of these actors influences the effectiveness of the programme as well as its sustainability.

16. The primary users of this evaluation will be:

- The WFP Gambia Country Office, the Ministry of Basic and Secondary Education and partners in decision-making, notably related to programme implementation and/or design, Country Strategy and partnerships. Of particular interest will be recommendations on implementing a nationally sustainable school meal programme from 2018 onwards.

- Given the core functions of the Regional Bureau (RB), the RB is expected to use the evaluation findings to provide strategic guidance, programme support, and oversight.
- The government is expected to take over the management and monitoring of the school feeding program over time, therefore, information on whether the programme is yielding the desired results is of primary importance.
- Other UN agencies such as UNICEF and FAO will be interested in the results of the evaluation.
- WFP HQ may use evaluations for wider organizational learning and accountability.
- OEV may use the evaluation findings, as appropriate, to feed into evaluation syntheses as well as for annual reporting to the Executive Board.

3. Context and subject of the Evaluation

3.1. Context

17. The Gambia remains one of the poorest countries in the world, ranked 173 out of 188 countries in the 2016 Human Development report (HDR), making it the 15th least developed country in the world. Of the 1.9 million¹ Gambians, about 48.6² percent live on less than US\$1.25 per day, 8 percent are considered food insecure.³ Four out of Local Government Areas (LGA) recorded 12 – 18% food insecure households according to the 2016 Comprehensive Food Security and Vulnerability Analysis. Basse (14.5%), Kuntaur (18.1%), Janjangbureh (12.3%) and Mansakonko (12.1%) were found to have the highest number of food insecure households in the country. Life expectancy is estimated at 64.4 years; Infant mortality rates estimated to be 34 per 1,000 live births; for every 100,000 live births, 433 women die from pregnancy related causes, which would rank it among the highest rates in the world⁴. According to the 2015 Standardized Monitoring and Assessment of Relief and Transitions (SMART) survey, the prevalence of global acute malnutrition increased to 10.3 percent, up from 9.9 percent in the 2012 survey. National stunting rates were recorded at a critical 24.9 percent. Global acute malnutrition surpassed the WHO emergency threshold of 10 percent in four out of eight local government areas (Basse 13.9, Kuntaur 11.4, Kerewan 10.6, and Janjanbureh 10.5). Kerewan, Basse, Kuntaur and Janjanbureh Local Government Areas (LGAs) also recorded stunting rates above the national average, while micronutrient deficiencies are widespread across the country, particularly affecting children and women.
18. In terms of human development, the country has achieved the MDGs related to gender parity in primary and secondary education and to access to water sources. About 55 percent of adult men and women are literate. The completion rate for primary education (Grade 6) stands at 75.4 percent (76 percent for girls and 74.7 percent for boys), while the completion with pass rate in all core subjects for basic cycle education (Grade 9) was 24.1 percent in 2015. The university admissibility rate for high school completion (Grade 12) was 4 percent (5 percent for boys and 3 percent for girls) in 2016. Government policies provide for universal access to pre-primary and primary

¹ The 2017 projected population estimate from the 2013 census.

² 2015 Integrated Household Survey.

³ 2015 Comprehensive Food Security and Vulnerability Analysis.

⁴ The Gambia MDG status report, 2014; (using 2013 data)

education, yet the quality of education as well as the retention of children in schools is of concern.

19. Overall, Gambia has a Gender Inequality index (GII) of 0.641, ranking it 148 out of 159 countries in the 2015 HDR. While there is gender parity at primary education enrolment, and very close to parity at secondary education level (0.96), other gender-related indicators are less favourable. For example only 10.3 percent of the parliamentary seats are held by women. The 2013 population census reports that 42 percent of the economically active population is female, of which 56 percent is engaged in agriculture while 24 percent is in service, shop and market sales. Male headed households constitute 79 percent and female headed households constituted 21 percent, while women make up 60 percent of the total unemployed population. While the Gambia has a National Gender Policy, the UNDAF (2017-2021) notes that effective mainstreaming of gender into Government policies and programmes remains a challenge as women and girls continue to be disadvantaged due to socio-cultural norms, practices as well as discriminatory provisions in customary law. Girls aged 15-19 years are most at risk of mainly due to practices such as early marriage (23.8 per cent). Incidence of Female Genital Mutilation/Circumcision (FGM/C) aimed at controlling women's sexuality and autonomy that adversely affects women and girls' sexual and reproductive health remains high with 76 per cent of women and girls aged 15-19. Although a ban is in place for the practice of FGM/C challenges remain on enforcement.
20. The Gambia's economy is predominantly subsistence agrarian, with rain fed subsistence agriculture being the main source of livelihood for the majority of the population. The country has a gross domestic product (GDP) per capita of USD 450 and the economy relies heavily on remittances from workers overseas and tourism, with Remittance inflows amounting up to about 20 percent of the country's GDP. A widening fiscal deficit, ad hoc monetary policy shifts, and Central Bank financing of the deficit have caused the economy to continue to weaken. The main drivers of The Gambia's economy in 2016 were agriculture (26 percent) and services at 64 percent (including tourism, trade, transport and communications). GDP has grown by 0.9 percent between 2013 and 2014, representing a significant decline in growth over the previous five years. The Gambia is rated 47.3 on the GINI Index in 2013, indicating a prevalence of income inequality.
21. The overall national contribution of agriculture to GDP is 26 percent.⁵ The number of smallholder farmers in The Gambia is estimated to comprise 43.1 percent of the population and 22.6 percent of the economy.⁶ 55.7 percent of smallholders are women. Smallholders in four predominantly rural region remain particularly vulnerable to recurring shocks and the lean season. Despite continued vulnerability, increased opportunities for value addition and non-farm employment provided by the Government, WFP and partners have contributed to positive trends in smallholder productivity and incomes over the past years. Nevertheless, smallholders lack suitable access to and integration in (local) markets.
22. Domestic cereal production accounts for up to 60 percent of annual consumption requirements and the country relies heavily on food imports. However, the agricultural sector has untapped potential since less than half of arable land is cultivated. In addition, the Gambia is faced with environmental challenges such as land degradation,

⁵ 2015 UN Common Country Assessment

⁶ Vision 2016, Government of The Gambia.

loss of forest cover, loss of biodiversity, coastal erosion, waste management and climate change. Over the past years, the country has experienced several disasters in the form of drought, floods, fires and locust infestation, causing large-scale destruction. The severe floods that have occurred in recent years are caused largely by rapid urbanisation and the failure by citizens to adhere to physical planning regulations. The Government strategies to address agriculture and food security includes use of national experts committee and agricultural council to guide agricultural planning and policy, provision of technical support including new technologies, the creation of financial opportunities for farmers to access long-term loans to develop modern farms and the development of science parks to enhance the quality of primary produce.

23. High rates of unemployment among the youth, currently estimated at 38% and irregular migration to Europe have also been a phenomenon The Gambia is grappling with. According to the European Union, at least 14,735⁷ Gambians sought asylum in EU member countries, with 75% classified as economic migrants. This ranks the Gambia third in sub Saharan Africa, behind only Nigeria and Eritrea. Migration?

3.2. Subject of the evaluation

24. Designed as a follow up to the previous school meals projects (1974-2011), and aligned to UNDAFs 2016 – 2016; 2017-2021, the WFP DEV 200327 (2012-2017) aims to set the foundation for a national school feeding programme. The project's objective is to establish the foundation for a transition to a nationally owned and managed sustainable home-grown school feeding programme, as requested by the Government. The project focus on:

- strengthening the overall institutional and policy framework for a school feeding system; and
- consolidating and improving the gains achieved in access to pre-primary and primary education, through direct support for school feeding in the most vulnerable regions and districts, especially those with particularly poor education statistics.

25. The School Agriculture and Food Management Unit under the Directorate for Basic and Secondary Education and Programmes in the Ministry of Basic and Secondary Education are the main implementing partners for the project.

26. The two main activities of the project are Capacity Development Support and School Meals Support. Under the capacity development support the project aimed to support the Government in developing: i) a school feeding policy; ii) a national resource mobilization strategy; iii) a phased hand-over plan; and iv) a strengthened and decentralized school feeding coordination mechanism. In line with the Government's decentralization policy, capacity development target stakeholders at the central, regional and community levels, particularly decentralized structures charged with the

⁷ Eurostat: <http://ec.europa.eu/eurostat/news/themes-in-the-spotlight/asylum2016>

day to day management of the school meals programme. School feeding support focus on girls and boys in pre-primary and primary schools up to grade 6 in very vulnerable, food-insecure, rural and urban areas.

WFP Gambia school meals activities are aligned to achieve two strategic objectives under the 2013-2017 WFP Strategic Plan: Reduce risk and enable people, communities and countries to meet their own food and nutrition needs (SO3), and Reduce undernutrition and break the intergenerational cycle of hunger (SO4). The project is also aligned to UNDAF Outcome 5, access to high quality and relevant education and skills for youth, children and disadvantaged adults enhanced. Please see the full project logframe in Annex 7.

4. Evaluation Approach

4.1. Scope

27. The evaluation will cover all activities and processes related to the implementation, monitoring and reporting of the daily school meals activities and capacity development/strengthening activities of DEV 200327, as relevant to answer the evaluation questions. This evaluation, commissioned by the WFP Gambia Country Office, is expected to provide an evidence-based, independent assessment of performance of the operation so that WFP and program partners can adjust course as necessary for the establishment of sustainable school meal programme managed by the Gambia government. The period covered by this evaluation captures the time from the beginning of the implementation of activities (August 2012) to the end of the project (December 2017).

28. The evaluation will focus primarily on the following activities:

- Review of relevant documents including project documents, internal/external administrative records, collected data, monitoring plan and reports and Project-Level Results Framework;
- Field visits to WFP school feeding sites to conduct surveys and interviews with focus groups at the village level;
- Interviews with representatives and staff members of governmental implementing partners, as well as interviews with community participants impacted by the project.
- Gender Equality and the Empowerment of women (GEEW) will be mainstreamed throughout.

4.2. Evaluation Criteria and Questions

29. **Evaluation Criteria** The evaluation will apply the international evaluation criteria of: Relevance/Appropriateness, Effectiveness, Efficiency, and Sustainability.⁸ Gender Equality and Empowerment of Women should be mainstreamed throughout. The evaluation will also address issues relating to impact in light of the effects of institutional capacities that were strengthened towards the achievement of a national school meals programme. Where possible, this evaluation will also address indirect

⁸ For more detail see: <http://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm> and <http://www.alnap.org/what-we-do/evaluation/cha>

impact questions relating to the achievements of key school meals activities beyond capacity strengthening

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 specified activities in DEV 200327, which could inform future strategic and operational decisions.

Table 2: Criteria and evaluation questions

Criteria	Evaluation Questions
Relevance/Appropriateness	<ul style="list-style-type: none"> • To what extent was the design of the intervention relevant to the wider context? • To what extent is the intervention in line with the needs of the most vulnerable groups (men and women, boys and girls)? • To what extent is the intervention aligned with the needs and priorities of the government? • To what extent is the intervention aligned with WFP, partners, UN agencies and donor policies and priorities? • Was the intervention approach chosen the best way to meet the food security and nutrition needs of recipients? • Where adopted transfer modalities the best way of meeting recipients needs? • Where protection issues considered in the design and implementation?
Effectiveness	<ul style="list-style-type: none"> • To what extent were the outputs and outcomes of the intervention achieved? • What were the major factors influencing the achievement or non-achievement of the outcomes of the intervention? • To what extent is the achievement of outcomes leading to achievement of objectives of the intervention? • What were the major factors influencing the achievement or non-achievement of the objectives of the intervention? (Where the assumptions that achieving outcomes would achieve the objectives confirmed?) • To what extent did the intervention deliver results for men and women, boys and girls? • Where there unintended positive/negative results? • Where the relevant assistance standards met?
Efficiency	<ul style="list-style-type: none"> • Was the intervention cost-efficient? • Was the intervention implemented in a timely way?

	<ul style="list-style-type: none"> • Was the intervention implemented in the most efficient way compared to alternatives? • Did the targeting of the intervention mean that resources were allocated efficiently?
Sustainability	<ul style="list-style-type: none"> • To what extent did the intervention implementation arrangements include considerations for sustainability, such as capacity building of national and local government institutions, communities and other partners? • To what extent is it likely that the benefits of the intervention will continue after WFP's work ceases? • Has the intervention made any difference to gender relations in the medium or longer term?
Impact	<ul style="list-style-type: none"> • What were the long-term effects of the intervention on recipients' lives? • What were intended and unintended long term effects on institutional capacities? • Were there unintended (positive or negative) effects for recipients and non recipients of assistance? • What were the gender-specific impacts? Did the intervention influence the gender context?

4.3. Data Availability

31. The evaluation will draw on the existing body of documented data, as far as possible, and complement and triangulate this with information to be collected in the field. Specifically, this will include the baseline survey, the first outcome survey, government capacity assessments, previous evaluations of WFP-Gambia's School Feeding Program, as well as all monitoring data. The evaluation will employ both quantitative and qualitative methods including: desk review of documents and data, semi-structured interviews and focus groups (to ensure that a cross-section of stakeholders are able to participate and a diversity of views are gathered) and observation during field visits. The selection of field visit sites will be based on objectively verifiable criteria and may include stratified sampling to ensure a representative selection
32. The team will be able to rely on activity implementation reports, relevant COMET data, assessment and monitoring reports, minutes from the project coordination committee meeting, the project document and logframe, evaluations or reviews of ongoing and/or past interventions including the 2014 Mid Term evaluation of the development project, reports of SABER exercises, the 2015 Assessment of Regional Supervisory Capacities and Cost Benefit Analysis as well as documents related to government and interventions from other actors. In addition, the team will review relevant WFP strategies, policies and normative guidance.
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 approach and methodology.
- 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. The evaluation team will design the methodology during the inception phase. The evaluation will employ quantitative and qualitative data collection methods conducted in parallel. Quantitative data to be collected via a cross-sectional survey of a sub-sample of SFP schools and beneficiaries. Extensive desk research to complement this process. Qualitative data to be collected through focus group discussions (FGD) and Key Informant Interviews (KIIs) to provide an independent source of information to triangulate and support the quantitative findings. The only exception to this methodology for the evaluation will be the collection of data from non-participating schools. If the service provider wishes to make adjustments to the methodology, this should be clearly indicated and justified.
35. The methodology will be designed by the evaluation team during the inception phase. It should:
 - Employ the above mentioned relevant evaluation criteria of Relevance, Effectiveness, Efficiency, Sustainability, Coverage, Coherence, and Connectedness.
 - 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;
36. The following mechanisms for independence and impartiality will be employed: i) the establishment of an Evaluation Committee; ii) the establishment of an Evaluation Reference Group composed of staff internal to WFP as well as external partners and iii) the appointment of the CO M&E Officer as the Evaluation Manager.

Impartiality and Independence: Measures are in place to ensure impartiality and independence during the evaluation. An external service provider will be hired to conduct the evaluation; WFP has appointed a dedicated evaluation manager to manage the evaluation process internally; an internal WFP evaluation committee, led by staff not directly implementing the programme at the country office level, to manage and make decisions on the evaluation; an Evaluation Reference Group (ERG) (including WFP and external stakeholders) will be set up to steer the evaluation process and further strengthen the independence of the evaluation. All feedback generated by these groups will be shared with the service provider. The service provider will be required to

critically review the submissions and provide feedback on actions taken/or not taken as well as the associated rationale.

Risks: A risk to the evaluation includes a potential difference in the methodological approach used by the service provider between the mid-term evaluation and the final evaluation. To mitigate this risk, a service provider will be chosen from among a well recommended set of evaluation firms that regularly provide services to WFP. Additionally, the inception report will be carefully reviewed by WFP and stakeholders to ensure methodology and approach are sound.

4.5. Quality Assurance and Quality Assessment

37. 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.
38. 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 Process Guide](#) and for conducting a rigorous quality control of the evaluation products ahead of their finalization.
39. 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.
40. The CO will designate an Evaluation Focal Point who has no involvement in the daily implementation of the school meals programme. An internal evaluation committee (IEC) will be chaired by the Country Director or her deputy. The IEC will ensure due process in evaluation management, providing advice the evaluation focal point and clearing evaluation products submitted to the Chair for approval.
41. The CO will further establish an evaluation reference group of WFP and external stakeholders to review TORs, inception packages, and final reports to ensure appropriate safeguards for independence and impartiality.
42. To enhance the quality and credibility of this evaluation, an outsourced quality support (QS) service directly managed by WFP's Office of Evaluation in Headquarter provides review of the draft inception and evaluation report (in addition to the same provided on draft TOR), and provide:
 - a. systematic feedback from an evaluation perspective, on the quality of the draft inception and evaluation report; and
 - b. recommendations on how to improve the quality of the final inception/evaluation report.
43. The evaluation manager will review the feedback and recommendations from QS and share with the team leader, who is expected to use them to finalise the inception/evaluation report. To ensure transparency and credibility of the process in line with

the [UNEG norms and standards](#)^[1], a rationale should be provided for any recommendations that the team does not take into account when finalising the report.

44. This quality assurance process as outlined above 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.
45. 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.
46. All final evaluation reports will be subjected to a post hoc quality assessment by an independent entity through a process that is managed by OEV. The overall rating category of the reports will be made public alongside the evaluation reports.

5. Phases and Deliverables

47. The evaluation will proceed through the following phases. The deliverables and deadlines for each phase are as follows:

Figure 1: Summary Process Map



48. The evaluation will proceed through five phases. Annex 2 provides details of the activities and the related timeline of activities and deliverables.
49. **Preparation phase** (August-October, 2017): The CO Evaluation Manager will conduct background research and consultation to frame the evaluation; prepare the TOR; select the evaluation team and contract the company for the management and conduct of the evaluation.
50. **Inception phase** (November-December, 2017): This phase aims to prepare the evaluation team for the evaluation phase by ensuring that it has a good grasp of the expectations for the evaluation and a clear plan for conducting it. The inception phase will include a desk review of secondary data and initial interaction with the main stakeholders.

Deliverable: Inception Report (IR). The Inception Report details how the team intends to conduct the evaluation with an emphasis on methodological and planning aspects.

^[1] [UNEG](#) Norm #7 states “that transparency is an essential element that establishes trust and builds confidence, enhances stakeholder ownership and increases public accountability”

It will present an analysis of the context and of the operation, the evaluation methodology articulated around a deepened evaluability and gender-sensitive stakeholders' analysis; an evaluation matrix; and the sampling technique and data collection tools. It will also present the division of tasks amongst team members as well as a detailed schedule for stakeholders' consultation.

The draft IR will be submitted to the QS service for comments; a revised version will then be shared with the Evaluation Reference Group for comments before being submitted to the Evaluation Committee for approval. Stakeholders' comments will be recorded in a matrix by the evaluation manager and provided to the evaluation team for their consideration before finalisation of the IR. For more details, refer to the content guide for the IR.

51. **Evaluation phase** (Jan 9th – Jan 30th, 2018): The fieldwork will span over three weeks and will include visits to project sites (schools) and primary and secondary data collection from local stakeholders. Two debriefing sessions will be held upon completion of the field work. The first one will involve the Country Office (relevant RB and HQ colleagues will be invited to participate through a teleconference) and the second one will be held with external stakeholders.

Deliverable: Exit debriefing presentation. An exit debriefing presentation of preliminary findings and conclusions (PowerPoint presentation) will be prepared to support the de-briefings.

52. **Reporting phase:** (1st February-15th to April, 2018): The evaluation team will analyse the data collected during the desk review and the field work, conduct additional consultations with stakeholders, as required, and draft the evaluation report. It will be submitted to the evaluation manager for quality assurance.

Deliverable: Evaluation report (ER). The evaluation report will present the findings, conclusions and recommendations of the evaluation in a concise report of 40 pages maximum. Findings should be evidence-based and relevant to the evaluation questions. Data will be disaggregated by sex and the evaluation findings and conclusions will highlight differences in performance and results of the operation for different beneficiary groups as appropriate. There should be a logical flow from findings to conclusions and from conclusions to recommendations. Recommendations will be limited in number, actionable and targeted to the relevant users. These will form the basis of the WFP management response to the evaluation.

The draft ER will be submitted to the QS service for comments; a revised version will then be shared with the Evaluation Reference Group for comments before being submitted to the Evaluation Committee for approval. Stakeholders' comments will be recorded in a matrix by the evaluation manager and provided to the evaluation team for their consideration before finalisation of the ER. For more details, refer to the content guide for the ER.

53. **Follow-up and dissemination phase:** The CO management will respond to the evaluation recommendations by providing actions that will be taken to address each recommendation and estimated timelines for taking those actions. The RB will support WFP's management response to the evaluation as appropriate, including following up with country offices on status of implementation of the actions. OEV will also subject the evaluation report to an external post-hoc quality assessment to report independently on the quality, credibility and utility of the evaluation in line with evaluation norms and standards. The final evaluation report will be published on the

WFP public website. Findings will be disseminated and lessons will be incorporated into other relevant lesson sharing systems.

54. Notes on the deliverables: The inception report and evaluation reports shall be written in English and follow the EQAS templates. The evaluation team is expected to produce written work that is of very high standard, evidence-based, and free of errors. The evaluation company is ultimately responsible for the timeliness and quality of the evaluation products. If the expected standards are not met the evaluation company will, at its own expense, make the necessary amendments to bring the evaluation products to required quality level. The evaluation TOR, report and management response will be public and posted on the WFP External Website (wfp.org/evaluation). The other evaluation products will be kept internal.
55. See Annex 2 for details about the evaluation timeline.

6. Organization of the Evaluation

6.1. Evaluation Conduct

56. The evaluation team will conduct the evaluation under the direction of its team leader and in close communication with the WFP evaluation manager. The team will be hired following agreement with WFP on its composition.
57. 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](#).
58. The independent evaluation consultants or consulting companies will conduct and report on the evaluation according to WFP standards:
- Evaluators must have personal and professional integrity.
 - Evaluators must respect the right of institutions and individuals to provide information in confidence and ensure that sensitive data cannot be traced to its source. Evaluators must take care that those involved in evaluations have a chance to examine the statements attributed to them.
 - Evaluators must be sensitive to beliefs, manners and customs of the social and cultural environments in which they work.
 - In light of the United Nations Universal Declaration of Human Rights, evaluators must be sensitive to and address issues of discrimination and gender inequality.
 - Evaluations sometimes uncover evidence of wrongdoing. Such cases must be reported discreetly to the appropriate investigative body. Also, the evaluators are not expected to evaluate the personal performance of individuals and must balance an evaluation of management functions with due consideration for this principle.
 - To ensure the independence of the studies and the evaluations the role of Evaluation Manager is distinguished from the role of the independent evaluation team. As a result, the Evaluation Manager cannot take the role of an Evaluation Team member.

6.2. Team composition and competencies

59. The evaluation team is expected to include two international members (evaluators), including the team leader and with at least one team member from the West Africa

region. 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. At least one team member should have experience with WFP and/or evaluation of WFP activities.

60. The team will be multi-disciplinary and include members who together include an appropriate balance of expertise and practical knowledge in the following areas:

- **Nutrition-sensitive School Meals** interventions (including understanding of WFP, FAO and UNICEF partnerships in this area)
- **Capacity development**/support of Governments in school meals programmes, food security, and safety nets
- **Gender** and protection expertise / good knowledge of gender issues within the country/regional context as well as understanding of UN system-wide and WFP commitments on gender.
- All team members should have strong analytical and communication skills, evaluation experience and familiarity with The Gambia and/or West Africa contexts.

61. All team members should have strong skills in oral and written English; knowledge of a local language would be an asset.

62. 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 language writing and presentation skills.

63. 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.

64. The team members will bring together a complementary combination of the technical expertise required and have a track record of written work on similar assignments.

65. Team member 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

66. **Security clearance** where required is to be obtained from Banjul.

67. As an 'independent supplier' of evaluation services to WFP, the evaluation company is responsible for ensuring the security of all persons contracted, including adequate arrangements for evacuation for medical or situational reasons. The consultants contracted by the evaluation company do not fall under the UN Department of Safety & Security (UNDSS) system for UN personnel.

68. Consultants hired independently are covered by the UN Department of Safety & Security (UNDSS) system for UN personnel which cover WFP staff and consultants contracted directly by WFP. Independent consultants must obtain UNDSS security clearance for travelling to be obtained from designated duty station and complete the UN system's Basic and Advance Security in the Field courses in advance, print out their certificates and take them with them.⁹
69. 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

70. The WFP Gambia Country Office:

- a- The WFP Gambia County Office **Management (Director or Deputy Director)** will take responsibility to:
- Assign an Evaluation Manager for the evaluation: **Mustapha Jammeh**, Monitoring and Evaluation Officer.
 - Compose the internal evaluation committee and the evaluation reference group (see below).
 - 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
 - Organise and participate in two separate debriefings, one internal and one with external stakeholders
 - Oversee dissemination and follow-up processes, including the preparation of a Management Response to the evaluation recommendations
- b- The **Evaluation Manager**:
- Manages the evaluation process through all phases including drafting this TOR
 - Ensures quality assurance mechanisms are operational
 - Consolidates and shares comments on draft TOR, inception and evaluation reports with the evaluation team
 - Ensures expected use of quality assurance mechanisms (checklists, quality support)
 - Ensures that the team has access to all documentation and information necessary to the evaluation; facilitates the team's contacts with local stakeholders; sets up meetings, field visits; provides logistic support during the fieldwork; and arranges for interpretation, if required.

⁹ Field Courses: [Basic](#); [Advanced](#)

- Organises security briefings for the evaluation team and provides any materials as required
- c- An internal **Evaluation Committee** has been formed as part of ensuring the independence and impartiality of the evaluation. This committee will be made up of the Country Director, Head of Programme, Programme Policy Officer (School Meals), Budgeting & Programming Officer, Government Partnership Officer, Sr. Programme Associate (VAM), Monitoring & Evaluation Officer and Logistics Officer. The members of the committee will provide inputs to the evaluation process and comment on evaluation products. (Refer to Annex 3 for the list of members).
71. **An Evaluation Reference Group** has been formed, as appropriate, with representation from Ministry of Basic and Secondary Education, National Nutrition Agency, Ministry of Health and Social Welfare, Programme Coordinating Group members of the UN System (UNICEF, UNDP and FAO). The ERG members will review and comment on the draft evaluation products and act as key informants in order to further safeguard against bias and influence. (Refer to Annex 4 for the list of members).
72. **The Regional Bureau** will take responsibility to:
- Advise the Evaluation Manager and provide support to the evaluation process where appropriate.
 - Participate in discussions with the evaluation team on the evaluation design and on the evaluation subject as relevant, as required.
 - Provide comments on the draft TOR, Inception and Evaluation reports
 - Support the Management Response to the evaluation and track the implementation of the recommendations.
73. While the Regional Evaluation Officer, **Filippo Pompili**, will perform most of the above responsibilities, other RB relevant technical staff may participate in the evaluation reference group and/or comment on evaluation products as appropriate.
74. **Relevant WFP Headquarters divisions** will take responsibility to:
- Discuss WFP strategies, policies or systems in their area of responsibility and subject of evaluation.
 - Comment on the evaluation TOR, inception and evaluation reports, as required.
75. **The Office of Evaluation (OEV)**. OEV, through the Regional Evaluation Officer, will advise the Evaluation Manager and provide support to the evaluation process when required. It is responsible for providing access to the outsourced quality support service reviewing draft ToR, inception and evaluation reports from an evaluation perspective. It also ensures a help desk function upon request.

8. Communication and budget

8.1. Communication

76. 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 to enhance the learning from this evaluation, the evaluation manager and team will also emphasize transparent and open communication with WFP stakeholders. Regular teleconferences and one-on-one telephone conversations between the evaluation manager, team and country office focal point will assist in discussing any arising issues and ensuring a participatory process.

77. 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, the terms of reference, inception report, final evaluation report and briefs/pamphlets summarising the key findings of the evaluation will be disseminated or made available to partners in electronic and print form. Key findings of the evaluation will also be translated in local languages and transmitted via community radios to targeted populations and communities that participate in the school meals programme implementation. Dissemination of evaluation findings will be done via workshops and local community radios. (See Annex 6).

8.2. Budget

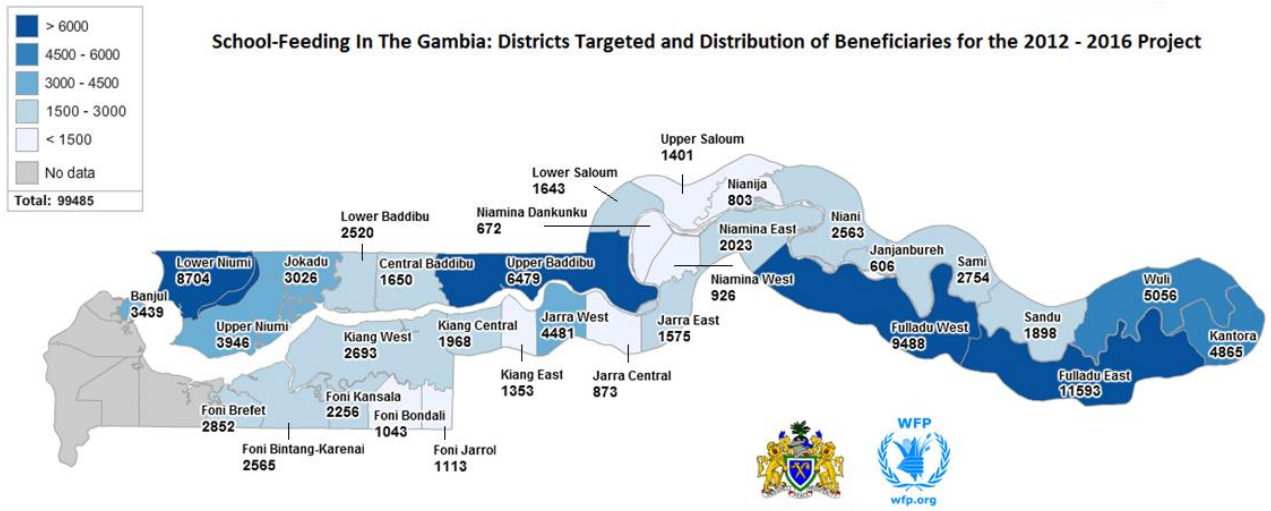
The proposed budget will be based on

78. **Budget:** For the purpose of this evaluation, the budget will be based on pre-agreed rates with long-term agreement evaluation firms.

79. It should include costs associated with international travel and daily subsistence. Local travel will be supported by the Country Office.

Please send any queries to Mustapha Jammeh, CO M&E Officer, at mustapha.jammeh@wfp.org

Annex 1 Map



Annex 2 Evaluation Schedule

	Phases, Deliverables and Timeline	Key Dates (tentative)
Phase 1 - Preparation		
	Desk review, draft of TOR and quality assurance (QA) using ToR QC	Early August 2017
	Sharing of draft ToR with outsourced quality support service (DE QS)	16 August 2017
	Review draft ToR based on DE QS feedback	23-30 August 2017
	Circulation of TOR for review and comments to ERG	31 August 2017
	Review draft ToR based on comments received	by 8 September 2017
	Submits the final TOR to the internal evaluation committee for approval	11 September 2017
	Sharing final TOR with key stakeholders	Mid-September 2017
	Selection and recruitment of evaluation team	by 30 September 2017
Phase 2 - Inception		
	EM and CO briefs the Evaluation team (ET)	1 October 2017
	ET submits draft inception report (IR) to EM	15 November 2017
	EM shares draft IR with outsourced quality support service (DE QS) and quality assures it using the quality checklist (QC)	16–23 November 2017
	ET revises draft IR based on feedback received by DE QS and EM	23-30 November 2017
	ET submits revised IR based on DE QS and EM QA	30 November 2017
	EM circulates draft IR for review and comments to ERG	1-10 December 2017
	EM consolidates comments	11 December 2017
	ET revises draft IR based on stakeholder comments received	11-17 December 2017
	ET submits final revised IR to the EM	18 December 2017
	EM submits the final IR to the internal evaluation committee for approval	18 December 2017
	Sharing of final inception report with key stakeholders for information	22 December 2017
Phase 3 – Data collection		
	Briefing evaluation team at CO	9 January 2018
	Data collection	9-30 January 2018
	In-country Debriefing (s)	29-30 January 2018
Phase 4 - Analyze data and report		
	ET drafts the evaluation report	20 February 2018
	EM shares the draft ER with outsourced quality support service (DE QS) and quality assures it using the QC	21-28 February 2018
	ET revises draft ER based on feedback received by DE QS and EM	1-7 March 2018
	ET submits revised ER based on DE QS and EM QA	7 March 2018
	EM circulates draft ER for review and comments to ERG	8-21 March 2018
	EM consolidates comments	22 March 2018
	ET revises draft ER based on stakeholder comments received	23 March - 6 April 2018
	ET submits final revised ER to the EM	6 April 2018
	EM submits the final ER to the internal evaluation committee for approval	8 April 2018
	Sharing of final evaluation report with key stakeholders for information	Mid April 2018
Phase 5 Dissemination and follow-up		
	Prepare management response	by mid-May 2018
	Share final evaluation report and management response with OEV for publication	May 2018

Annex 3 Membership of the Evaluation Committee

Angela Cespedes, Representative and Country Director [Chair of the Evaluation Committee]

Margaret Rehm, Head of Programme

Isatou Nasir Cham, Programme Policy Officer (Officer in charge of School Meals)

Mariamsey Njai, Logistics Officer

Isatou Njai, Government Partnership Officer

Sarah Yehouenou, Budget and Programming Officer

Alieu Loum, Sr. Programme Associate (VAM)

Mustapha Jammeh, Monitoring & Evaluation Officer (Evaluation Manager)

Annex 4 Membership of the Evaluation Reference Group

Margaret Rehm, WFP Head of Programme

Tida Jatta- Jarju, Director Basic and Secondary Education, MoBSE

Mariatou Njai, FAO Assistant Representative

Malang Fofana, Acting Deputy Executive Director, National Nutrition Agency

Rupert Leighton, Deputy Representative, UNICEF

Yadicone Eribo Njie, Executive Director, FAWEGAM

Bakary Fadera, Programme Specialist (Education), Actionaid International The Gambia

Buba Darboe, Programme Manager (DRR/Food Security), Red Cross

Abdou Touray, UNDP Programme Specialist

Darrell Sexstone, Programme Manager, EU Delegation

Constance Kobolar, WFP (RBD) Regional Programme Policy Officer

Aboubacar Koisha WFP (RBD), Regional Monitoring and Evaluation Officer

Isatou Nasir Cham, WFP Programme Policy Officer

Annex 5 Acronyms

BR	Budget Revision
CO	Country Office (WFP)
DAC	Development Assistance Committee
DEQAS	Decentralised Evaluation Quality Assurance System
EB	(WFP's) Executive Board
EQAS	Evaluation Quality Assurance System
COMET	Country Office Tool for Managing Effectively
EM	Evaluation manager
ER	Evaluation Report
ET	Evaluation Team
GEEW	Gender Equality and Women's Empowerment
GII	Gender Inequality Index
HQ	Headquarters (WFP)
IP	Inception Package
LGA	Local Government Area
LTA	Long-Term Agreement
MDG	Millennium Development Goals
MoBSE	Ministry of Basic and Secondary Education
M&E	Monitoring & Evaluation
Mt	Metric Ton
NGO	Non-Governmental Organisation
OEV	Office of Evaluation (WFP)
OpEv	Operation Evaluation
RB	Regional Bureau (WFP)
TOR	Terms of Reference
UNDAF	United Nations Development Assistance Framework
UNCT	United Nations Country Team

UNEG

United Nations Evaluation Group

WFP

World Food Programme

Annex 6 Other technical annexes

External Communications Plan

When <i>Evaluation phase plus Jan/2018</i>	What <i>Communication product (e.g. TOR, inception report, Final Report etc)</i>	To whom-Target organization or individuals/position <i>(e.g. NGO partner, head of government ministry, donor representative)</i>	What level <i>Organizational level of communication (e.g. strategic, operational, field etc.)</i>	From whom <i>Lead commissioning office staff with name/position (e.g. Country Office Director, evaluation manager)</i>	How <i>Communication means (e.g. meeting, interaction, etc.)</i>	Why <i>Purpose of communication (e.g. solicit comments, share findings for accountability)</i>
Planning August 2017	Tentative time and scope of evaluation	Government counterparts, NGO partners, UN agency partners, donors	Strategic + Operational	-Head of commissioning officer OR -Head of subject being evaluated	Email -or during a regular coordination meeting	To confirm the intention to learn/account for results for the subject
Preparation August 2017	Draft TOR	Key stakeholders Through the Evaluation reference Group; and directly to stakeholders not represented in the ERG	Operational/ Technical	Evaluation manager	Email; plus a meeting of the ERG if required	To seek for review and comments on TOR
	Final TOR	Key stakeholders Through the Evaluation reference Group; and/or directly	Strategic + Operational/ Technical	Commissioning office director OR head of subject being evaluated	Email; plus discussions during scheduled coordination meetings as appropriate	Informing stakeholders of the overall plan, purpose, scope and timing of the evaluation; and their role
Inception October – November 2017	Draft Inception report	Key stakeholders Through the Evaluation reference Group; and/or directly	Operational/ technical	Evaluation manager	Email	To seek for review and comments on draft Inception report
	Final Inception Report	Key stakeholders Through the Evaluation reference Group; and/or directly	Strategic + Operational/ Technical	Commissioning office director and/or Head of subject being evaluated	Email; plus discussions during scheduled coordination meetings as appropriate	Informing stakeholders of the detailed plan of the evaluation; and their role including when they will be engaged

When <i>Evaluation phase plus Jan/2018</i>	What <i>Communication product (e.g. TOR, inception report, Final Report etc)</i>	To whom-Target <i>organization or individuals/position (e.g. NGO partner, head of government ministry, donor representative)</i>	What level <i>Organizational level of communication (e.g. strategic, operational, field etc.)</i>	From whom <i>Lead commissioning office staff with name/position (e.g. Country Office Director, evaluation manager)</i>	How <i>Communication means (e.g. meeting, interaction, etc.)</i>	Why <i>Purpose of communication (e.g. solicit comments, share findings for accountability)</i>
Data collection and analysis debrief January 2018	Debriefing power-point	Key stakeholders Through the Evaluation reference Group; and/or directly	Technical/operational	Evaluation manager And/or the head of subject being evaluated	Email	Invite the stakeholders to the external debriefing meeting, to discuss the preliminary findings
Reporting February - April 2018	Draft Evaluation report	Key stakeholders Through the Evaluation reference Group; and/or directly	-management and technical levels	Evaluation manager, on behalf of the evaluation committee	Email	Request for comments on the draft report
	Final evaluation Report	-Key stakeholders Through the Evaluation reference Group; and/or directly -General public	All levels -Community radios -Users of WFP.org -Users of partners websites	-Evaluation manager; plus the head of subject being evaluated -Evaluation manager -Focal point at the partner organizations	Email -Posting report on www.WFP.org -Posting on partners websites	Informing all key stakeholders of the final main product from the evaluation -Making the report available publicly
Dissemination & Follow-up May 2018 – July 2018	Draft Management Response to the evaluation recommendations	-Key stakeholders Through the Evaluation reference Group; and/or directly	Management and technical level, depending on subject of evaluation and their responsibility in taking the action	Evaluation manager, on behalf of the evaluation committee	-Email, -and/or an organized face-to-face session	-communicate the suggested actions on recommendations and elicit comments, especially on actions required by external stakeholders
	Final Management response	-General public	-Users of WFP.org -Users of partners websites	Evaluation manager -Focal point at the partner organizations	-Posting report on www.WFP.org -Posting on partners websites	-Making the MR available publicly
Others						

Annex 7 – Logframe

LOGICAL FRAMEWORK		
Results	Performance indicators	Assumptions
Cross-cutting		
<p>Cross-cutting result GENDER: Gender equality and empowerment improved</p>	<ul style="list-style-type: none"> ▸ Proportion of women beneficiaries in leadership positions of project management committees ▸ Proportion of households where females and males together make decisions over the use of cash, voucher or food ▸ Proportion of women project management committee members trained on modalities of food, cash, or voucher distribution ▸ Proportion of households where females make decisions over the use of cash, voucher or food ▸ Proportion of households where males make decisions over the use of cash, voucher or food 	<p>Women stepping forward to accept positions of leadership.</p>
<p>Cross-cutting result PARTNERSHIPS: Food assistance interventions coordinated and partnerships developed and maintained</p>	<ul style="list-style-type: none"> ▸ Proportion of project activities implemented with the engagement of complementary partners ▸ Amount of complementary funds provided to the project by partners (including NGOs, civil society, private sector organizations, international financial institutions and regional development banks) ▸ Number of partner organizations that provide complementary inputs and services 	<p>Availability of adequate partners with capacity.</p>
<p>Cross-cutting result PROTECTION AND ACCOUNTABILITY TO AFFECTED POPULATIONS: WFP assistance delivered and utilized in safe, accountable and dignified conditions</p>	<ul style="list-style-type: none"> ▸ Proportion of assisted people who do not experience safety problems travelling to, from and/or at WFP programme site ▸ Proportion of assisted people informed about the programme (who is included, what people will receive, where people can complain) 	

SO3: Reduce risk and enable people, communities and countries to meet their own food and nutrition needs		
Outcome SO3.1 Increased marketing opportunities for producers and traders of agricultural products and food at the	<ul style="list-style-type: none"> Food purchased from regional, national and local suppliers, as % of food distributed by WFP in-country 	Quantities and food standards required for school feeding programme are met. Small holder farmers have the
regional, national and local levels		needed for school feeding programme.
Output SO3.1 Increased WFP food purchase from regional, national and local markets and smallholder farmers	<ul style="list-style-type: none"> Quantity of food purchased locally from pro-smallholder aggregation systems (in mt) 	Smallholder farmers are organized to meet the demand of school feeding needs.

SO4: Reduce undernutrition and break the intergenerational cycle of hunger		
<p>Outcome SO4.1</p> <p>Increased equitable access to and utilization of education</p> <p>Increase access to education and human capital development in assisted schools.</p>	<ul style="list-style-type: none"> ▸ Enrolment (girls): Average annual rate of change in number of girls enrolled in WFP-assisted primary schools ▸ Enrolment (boys): Average annual rate of change in number of boys enrolled in WFP-assisted primary schools ▸ Enrolment (girls): Average annual rate of change in number of girls enrolled in WFP-assisted pre-schools ▸ Enrolment (boys): Average annual rate of change in number of boys enrolled in WFP-assisted pre-schools ▸ Retention rate in WFP-assisted primary schools ▸ Gender ratio: ratio of girls to boys enrolled in WFP-assisted primary schools ▸ Attendance rate in WFP-assisted primary schools ▸ Enrolment: Average annual rate of change in number of children enrolled in WFP-assisted pre-schools ▸ Enrolment: Average annual rate of change in number of children enrolled in WFP-assisted primary schools ▸ Gender ratio: ratio of girls to boys enrolled in WFP-assisted pre-schools ▸ Pass rate in WFP-assisted primary schools ▸ Retention rate (boys) in WFP-assisted primary schools ▸ Retention rate (girls) in WFP-assisted primary schools 	<p>Complementary services are provided by development partners and the Ministry of Basic and Secondary Education.</p> <p>Donor and government contributions to the education sector are maintained at adequate levels.</p> <p>Communities are sensitized and committed to assuming more responsibilities for the project.</p> <p>Ministry of Education has the human, material and financial resources to implement, monitor and evaluate activities.</p> <p>Accurate and timely data are available.</p>
<p>Outcome SO4.2</p> <p>Ownership and capacity strengthened to reduce undernutrition and increase access to education at regional, national and community levels</p>	<ul style="list-style-type: none"> ▸ NCI: School Feeding National Capacity Index 	<p>Government maintains its commitment.</p> <p>Communities are sensitized and committed to assuming more responsibilities for the project.</p> <p>Government has the required human, material and financial resources to implement, monitor and evaluate activities</p>

<p>Output SO4.1 Food, nutritional products, non-food items, cash transfers and vouchers distributed in sufficient quantity and quality and in a timely manner to targeted beneficiaries</p>	<ul style="list-style-type: none"> ▸ Number of feeding days, as % of planned ▸ Quantity of food assistance distributed, disaggregated by type, as % of planned ▸ Number of institutional sites assisted (e.g. schools, health centres), as % of planned ▸ Number of women, men, boys and girls receiving food assistance, disaggregated by activity, beneficiary category, sex, food, non-food items, cash transfers and vouchers, as % of planned ▸ Quantity of non-food items distributed, disaggregated by type, as % of planned 	
<p>Output SO4.2 Policy advice and technical support provided to enhance management of food security, nutrition and school feeding</p>	<ul style="list-style-type: none"> ▸ Number of technical assistance activities provided, by type ▸ Number of government staff trained by WFP in nutrition programme design, implementation and other nutrition-related areas – technical/strategic/managerial – disaggregated by sex and type of training 	