

REPUBLIQUE DE COTE D'IVOIRE

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Union – Discipline - Travail



**Ministry of National Education, Technical Education and Vocational Training**



**TERMS OF REFERENCE (ToR)**

MID-TERM EVALUATION OF “SUPPORT FOR THE INTEGRATED SCHOOL FEEDING PROGRAM” FUNDED BY THE UNITED STATES DEPARTMENT OF AGRICULTURE THROUGH THE McGOVERN-DOLE FOOD FOR EDUCATION PROGRAM

2016-2020

WFP COTE D'IVOIRE

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## **1. Introduction**

1. The Terms of Reference (ToR) in this report are developed for the mid-term evaluation of the School Meals programme in Côte d'Ivoire, "Support to the Integrated Program for A Sustainable School Feeding Program", that is implemented with funding support from the United States Department of Agriculture (USDA), under the McGovern-Dole Food for Education program. This school meals program is being implemented in the West, North and North-East regions of Côte d'Ivoire from September 2015 to July 2020. This evaluation is commissioned by the WFP Country Office in Côte d'Ivoire in compliance with the evaluation plan submitted to the donor. It will cover the period from September 2016 to June 2018. As for the evaluation conduct, it will take place from June to December 2018.
2. The ToRs have been prepared by the joint Technical Committee, comprising the Ministry of Education, WFP and AVSI, with support from the Regional Bureau (RB), based on an initial document review and based on WFP's standard ToR template. They have been finalized on the basis of the comments received on the preliminary draft of ToRs.
3. The purpose of the TOR is threefold. First it outlines how WFP will implement the mid-term evaluation as approved in the Evaluation Plan for the programme by USDA; secondly, it provides key information to stakeholders about the proposed evaluation; and thirdly, it provides key information to the evaluation team and helps guide them throughout the evaluation process.
4. These TORs are informed by the WFP evaluation policy and USDA's Monitoring and Evaluation policy. The evaluation is expected to follow and meet the requirements outlined in these policies as appropriate.

## **Reasons For The Evaluation**

### **2.1. Rationale**

5. The mid-term evaluation is part of the full evaluation plan of the McGovern-Dole project, which includes three types of evaluation during the project life span (a baseline assessment, a mid-term evaluation and a final evaluation) to assess the relevance, effectiveness, efficiency, sustainability and impact of the school feeding program supported by the McGovern-Dole donation. In addition, recommendations from the mid-term evaluation would inform any adjustments required during the remainder of the project life span.
6. Therefore, after two years of implementation, these TORs are for the mid-term evaluation which should consider progress made in implementation, and any early signals of the effects of the McGovern-Dole project on beneficiaries by comparing the results with those obtained during the baseline assessment.
7. Based on this ToR, an external evaluation team will be selected to conduct the mid-term evaluation independently yet in accordance with the established timetable (see Annex 2).
8. The purpose of this mid-term evaluation is to critically and objectively review and take stock of the program implementation experience within the implementing environment of Cote d'Ivoire, 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 mid-course corrections that may be necessary to effectively and efficiently meet the stated goals and objectives.

## 2.2 Objectives

9. WFP's evaluations serve the dual and mutually reinforcing objectives of accountability and learning.
  - **Accountability** - The objective of the mid-term evaluation is to assess and report on the progress made in achievement of the results, compared with the baseline for the McGovern-Dole supported school meals program.
  - **Learning** - The evaluation will assess and identify key achievements and challenges, to draw lessons and to identify best practices for learning. It will provide evidence-based findings to enlighten 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.
10. The mid-term evaluation will make recommendations on what is needed to strengthen and improve project implementation for the remaining period. It will also assess whether recommendations made during the baseline study were integrated into programme implementation.
11. The mid-term evaluation will consider progress made in implementation, and any early signals of the effects of WFP assistance on:
  1. pupils' reading ability
  2. improving school indicators (attendance, concentration, absenteeism)
  3. the adoption of food nutrition and health practices
  4. enrollment
  5. the food security and nutrition of beneficiary girls' households, and
  6. Determine the reasons for the observed effects and draw lessons to produce evidence-based results that will enable the Country Office and other stakeholders to make informed decisions on the implementation of school meals programs.

## 2.3. Stakeholders and Users

12. A number of stakeholders, both within and outside of WFP, are interested in the findings of the evaluation and some of them will need to play a role in the evaluation process. They will make their contributions throughout this process. It is also expected that an overview table will be produced by the team of evaluators and highlight issues and major recommendations identified by similar groups of stakeholders. Table 1 below provides a preliminary stakeholder analysis, which should be further developed by the evaluation team as part of the launch phase.
13. Responsibility towards the targeted populations is linked to WFP's commitments to include beneficiaries as important participants in WFP's work. As such, WFP is committed to ensuring gender equality and women's empowerment in the assessment process, with the participation and consultation of women, men, boys and girls from various groups.

**Table 1: Preliminary Stakeholder Analysis**

Stakeholders	Interest in the evaluation and likely uses of this evaluation report by the concerned stakeholder
<b>Internal Stakeholders</b>	
<b>WFP Country Office</b>	Responsible for national planning and operations implementation, it has a direct interest in the evaluation and an interest in drawing lessons from the experience to enlighten decision-making. It is also responsible for reporting internally and to its beneficiaries and partners on the performance and results of its operations.
<b>Regional Bureau</b>	Responsible for both overseeing as well as guiding and supporting technically country offices (Cos). The Regional Office management is interested in an independent / impartial reporting on operational performance and to learn from the evaluation results to apply to other COs.
<b>WFP Headquarters (Rome)</b>	WFP has a keen interest in lessons that emerge from evaluations, particularly those that relate to strategies, policies, thematic areas or modalities most relevant to WFP programming.
<b>Evaluation Bureau(OEV)</b>	OEV ensures that decentralized evaluations deliver quality, credible and useful evaluations respecting provisions for impartiality as well as roles and responsibilities of various decentralized evaluation stakeholders as identified in the evaluation policy.
<b>WFP Executive Board (EB)</b>	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 in a holistic manner
<b>External Stakeholders</b>	
<b>Beneficiaries</b>	As the ultimate recipients of assistance, the 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 taken into account.
<b>Government (Ministry of National Education, Technical Education and Vocational Training)</b>	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.
<b>Ministry of Agriculture and ANADER</b>	Through the National Agency for Rural Development Assistance (ANADER) the Ministry of Agriculture provides technical assistance to agricultural groups mobilized around canteen schools. The results of the evaluation would allow the Ministry to know the necessary support for the development of these groups

<b>UN Country team</b>	The UNCT's harmonized action should contribute to the realization of the Government's development goals. 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 in policies and activities.
<b>The Steering Committee</b>	The steering committee is a body set up and chaired by the Ministry of National Education, Technical Education and Vocational Training. It includes different operational partners of the project. The results of the evaluation would allow this committee to make informed decisions
<b>The Technical Committee</b>	The technical committee is the technical body of the project. It includes technicians from various operational partners of the project. The results of the assessment would allow this committee to make informed decisions and improve the project monitoring.
<b>The School Canteens Directorate (DCS)</b>	DCS is WFP's government partner for the implementation of the School Meals Program. The DCS has an interest in knowing whether the school meals program supported by McGovern-Dole is aligned with its priorities, aligned with the one it implements and meets the expected results.
<b>AVSI</b>	AVSI is WFP's partner for the implementation of the reading literacy component of this project. The results of the evaluation could affect implementation modalities, strategic directions and future partnerships.
<b>USDA (McGovern-Dole)</b>	The McGovern-Dole Food for Education Programme provide financial support to the school feeding program and literacy learning. The USDA has an interest in knowing whether its funds have been spent efficiently and whether WFP's work has been effective and contributed to its strategies and programs. The evaluation is funded by the USDA.

14. The primary users of this evaluation will be:

- The country office of Côte d'Ivoire and its decision-making partners, particularly with regards to the implementation and / or design of the school meals program, the country strategy and partnerships.
- Given the core functions of the Regional Bureau (RB), it should use the results of the evaluation to provide strategic guidance, program support and monitoring.
- WFP Headquarters may use evaluations for wider organizational learning and accountability.
- The OEV may use the evaluation findings, as appropriate, to feed into evaluation syntheses as well as for the annual reports to the Board of Directors.
- The Government (Ministry of National Education) can use the results of this evaluation to improve its educational policies and strategies. The Directorate of School Canteens (DCS) may use the results of this evaluation to improve the implementation of its national school meals program.
- AVSI may use the results of this assessment to improve its decision-making and the implementation of its literacy learning program.
- USDA may find this evaluation crucial for the accountability of the programme.

### 3. Context and Subject of the Evaluation

#### 3.1 Context

15. With a population of nearly 23 million, Côte d'Ivoire is a West African country whose economy is supported by a dynamic agricultural sector, based primarily on the coffee-cocoa duo (on average 40% of GDP).
16. The successive socio-political crises have had harmful consequences and have led to the deterioration of the living conditions of the population despite the adoption and implementation of various economic and financial programs.
17. Since the end of the post-election crisis, Côte d'Ivoire's economic recovery has been notable, with the country experiencing one of the highest growth rates in sub-Saharan Africa. In 2015, growth amounted to 8.2 percent of GDP, driven by the dynamism of agricultural and tertiary sectors and major public works. In 2015, economic activity remained dynamic in most sectors while inflation remained controlled (1.2%). There was also a budget deficit (3% of GDP). Between 1985 and 2011, the depth and severity of poverty increased considerably, from approximately 10 percent to 51 percent of the population. According to the World Bank's latest Living Standards Measurement Survey from 2015, the rate of poverty declined from around 51 percent in 2011 to 46 percent in 2015; this improvement triggered by recent economic recovery has affected both rural and urban areas. Nevertheless, poverty remains a predominant rural phenomenon, marked by inequalities in access to essential services and gender disparities, and which fuels divisions among different income classes and between urban and rural populations.
18. As soon as it became independent, Côte d'Ivoire pledged to reach a schooling rate of 100 percent. As a result, it has placed education as a national priority by allocating more than 40 percent of the budget in the sector. However, a number of factors slowed down the aspiration, including the thorny problem of noon hunger, which was soon faced by many children whose schools were located several kilometers from the family home. The adequate and comprehensive response to this important problem required the conduct of a social policy based in particular on school meals.
19. For this reason, the State embarked in 1989 with WFP on an ambitious school feeding program. The School Feeding Program achieved a promising development, resulting in the opening of more than 5,500 school canteens across the country in 2012/13 providing hot meals to nearly one million children. This corresponds to a canteen cover rate of around 50 percent. The inadequacy between the resources allocated and the increasing demand for school canteens led to a downgraded level of service. The number of beneficiaries reached and the number of days of provision of hot meals to children dropped. To fill this gap, local communities were asked to contribute to the functioning of school canteens. From 1998, the school canteens program integrated a sustainability component through capacity building of agricultural groups and by linking their production to school canteens.
20. These agricultural groups, the majority of whom are women, engage in agricultural and livestock activities, and allocate a third of their harvest or food production to a school canteen in their village, thus largely contributing to feeding the children, in complement to resources made available by the Government and its partners. This is the Government's vision of sustaining the national school meals programme – through the Integrated Programme for Sustainable School Feeding (PIP / CS) with the support of local communities.
21. The Government of Cote d'Ivoire, through the Directorate of School Canteens (DCS), with the technical assistance of the World Food Program (WFP) and the United Nations Development Program (UNDP), developed in April 2012, the strategy for the National School Feeding Program for the period 2012-2017. This document defines the priority areas

of intervention through an analysis based on a composite indicator of food insecurity, the prevalence of chronic malnutrition, school enrollment and poverty rates in different regions of the country. Thus, the following regions have been identified as priority areas for school feeding interventions: priority 1 (Cavally, Guémon, Poro, Bagoué, Tchologo, Bafing), priority 2 (Worodougou, Béré) and priority 3 (Gontougo) and Bounkani).

22. From September 2013 to December 2016, WFP implemented a development project entitled: "Support for the Integrated Programme for Sustainable School Feeding". With an expected number of 571,000 beneficiaries, this project targeted 29 percent of all school canteens and 15 percent of all public primary schools nationally. This project covered 1,634 school canteens in the 10 priority regions.
23. The School Feeding Program is implemented in partnership with the Ministry of National Education, Technical Education and Vocational Training (MENET-FP) through the Directorate of School Feeding (DCS) which runs the school meals program activities of this project in the different regional directorates of National Education. The National Agency for Rural Development Support (ANADER) provides technical support especially for the supervision of agricultural groups to link their production to school canteens.
24. Brief description of activities from the agreement:
  - Provide School meals – daily hot lunches (consisting of rice, split peas, vegetable oil, iodized salt and micronutrient powder) were provided to 125,000 primary school students at 613 schools in seven targeted departments.
  - Provide Take Home Rations – take home rations of 50kg of rice were provided to 10,000 middle schools girls three times per year to address high gender disparity in enrollment.
  - Train Canteen Management Staff – trainings were provided annually to enhance management and administration capacities, in the areas of food preparation, nutrition and reporting
  - Train School Management Committees – trainings were provided in community mobilization, school canteen management, and relevant crosscutting issues affecting the community.
  - Provide Food Preparation and Storage Tools and Equipment – improved food preparation and storage equipment (cooking kits, energy efficient cook stoves, wooden pallets for commodity storage) were distributed to MGD-supported school canteens.
  - Develop Local Capacity to Supply Food to Schools – women production groups established around school canteens were strengthened through enhanced agricultural knowledge, access to structured markets and adult literacy
  - Distribute Deworming Tablets – deworming medicine were distributed twice a year to all students
  - Support Implementation of a Nationally-Owned School Feeding Program – technical assistance, limited financial support and trainings were provided to the Government of Cote d'Ivoire in the development of a national school feeding policy, enhanced capacities in monitoring, logistics and commodity management.
  - Develop Reading Improvement Toolkits – this toolkit was provided to relevant stakeholders (teachers, community members, school administrators and Ministry officials) as a guide to quality reading instruction that combines best practices in literacy.
  - Provide Supplementary Reading Materials – 100,000 suitable French language books (donations from France and Belgium) were distributed to primary school children.
  - Improve Use of Government's Existing Literacy Materials – improvements in the distribute and use of existing Ministry materials were supported



- Conduct Literacy Instruction Workshops – improved reading instruction in the first and second grades via four professional development initiatives were promoted
  - Build Capacity of Government and Communities to Improve Literacy Instruction – in addition to implementing reading-related interventions, Reading Promotion Circles and Early Grade Reading Symposium were organized for this end.
25. Also in support of the school feeding program in Côte d'Ivoire, WFP mobilized funds from the McGovern–Dole International Food for Education, United States Department of Agriculture. This donation supports the school feeding program in seven (7) priority regions (Poro, Bagoue, Tchologo, Bounkani, Gontougo, Bafing and Cavally)
  26. WFP mobilized additional funds through LDS Charities to support ten women smallholder farmer groups in northern communities where McGovern-Dole school canteens are operating. Through this donation, WFP provided technical support (agricultural inputs, tools, equipment and training) in improved agricultural practices to enhance production of diversified and nutritious food to be partly supplied to school canteens, as part of the sustainable school meals programme.

### **3.2 Subject of the Evaluation**

27. In support of the school canteen program in Côte d'Ivoire, WFP mobilized funding from McGovern–Dole of the United States Department of Agriculture. This funding supports the school feeding program over the period from September 2015 to July 2020 in seven (7) priority regions (Poro, Bagoue, Tchologo, Bounkani, Gontougo, Bafing and Cavally). A total of 613 rural primary schools are covered, with 125,000 students benefiting from school meals). In addition, 10,000 girls in upper grades (CM classes) in three regions (Bagoué, Poro and Tchologo) benefit from take-home rations to take away each year (a total of 50,000 girls throughout the project).
28. In addition to the school feeding component, the US funding provides support to literacy learning. The international NGO AVSI was selected to improve the reading skills of assisted students through the literacy component. In collaboration with the Ministry of National Education, reading improvement tools were designed and teachers were trained in new reading techniques.
29. In summary, the main components of the project are: 1) provision of School meals to primary school students; 2) take-home rations for girls; 3) deworming Tablets and micronutrient distribution, 4) literacy; 5) training canteen Management Staff in the use of good health and food practices; 6) capacity building (both technical and financial) of agricultural groups to link their production to school canteens.
30. The project plans to provide School meals to 125,000 students for 120 school days a year in 613 targeted schools. The ration is composed of rice (150 g / per day / pupil); pulses (30g / day / pupil); of vegetable oil (10g / day / student) and salt (5g / day / pupil). In addition to these School meals, girls in upper grades (CM) classes who have an attendance rate greater than or equal to 80 percent benefit from a take-home ration (50 kg of rice) distributed each quarter, hence 3 times per year. This component targets 10,000 girls a year, or 50,000 girls over the life of the project.
31. The health component of the project consists of providing two deworming sessions per year to targeted school children and distributing micronutrients.

32. Canteen managers and communities benefit from training that will strengthen their capacity for the increased use of health and food practices and their capacity in food storage and management.
33. To ensure sustainable school canteens, women agricultural groups link their food production to the supply of school canteens. The project provides technical and financial support to these groups to strengthen their production capacity, thereby increasing their contribution in supplying food produce to school canteens. The project plans to provide assistance to 50 women groups per year or 250 groups over the duration of the project.
34. The total award of USDA McGovern Dole Food for Education Programme to WFP for the implementation of the school feeding programme and the literacy component, as well as the activities listed above, is USD 35,678,500 over five years.
35. The other characteristics of the project are mentioned in Annex 3.

## 4 Evaluation Approach

### Scope

36. The evaluation will cover the school feeding program supported by McGovern-Dole funding, including all activities and processes related to its formulation, implementation, financing, monitoring, evaluation and reporting, to answer the evaluation questions. The period covered by this mid-term evaluation runs from the beginning of the implementation of the program to the beginning of the evaluation (September 2016 to June 2018).
37. The evaluation will cover the seven (7) regions where the project is implemented. These consist of Poro, Bagoué, Tchologo, Bounkani, Gontougo, Bafing and Cavally.

### 4.1 Evaluation Criteria and Questions

38. **The evaluation criteria** will apply the following international evaluation criteria: Relevance, Efficiency, Effectiveness, Sustainability and Impact. Gender Equality and empowerment of women will be mainstreamed throughout these five criteria, with specific evaluation questions where appropriate.
39. **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 to highlight the key mid-term lessons and results of CP 200960 that could enlighten future strategic and operational decisions.

**Table 3: Evaluation Criteria and Questions**

Criteria	Evaluation Questions
Relevance	<ul style="list-style-type: none"> <li>• To what extent was the design of the interventions in line with the needs of the target population - women, girls, boys and men?</li> <li>• To what extent is the design of the intervention aligned with national policies, strategies, and programs?</li> <li>• Does the program design and implementation arrangements complement other donor-funded and government initiatives?</li> <li>• Is the program designed to reach the right people with the right type of assistance?</li> </ul>
Effectiveness	<ul style="list-style-type: none"> <li>• What is the progress of program implementation—is the program on track to carry out all activities as planned?</li> </ul>

	<ul style="list-style-type: none"> <li>• To what extent have the interventions so far responded to the needs of the beneficiaries - women, girls, boys and men?</li> <li>• What are the main factors influencing the achievement, whether or not the results / objectives, of the intervention?</li> <li>• Are any changes required to increase the program effectiveness?</li> </ul>
Efficiency	<ul style="list-style-type: none"> <li>• How efficient is the targeting?</li> <li>• Does the assistance reach the right beneficiaries (girls, boys, men and women) in the right quantity, quality and at the right time?</li> <li>• Is the program efficient in terms of costs and costs/beneficiary</li> <li>• What are the external and internal factors influencing efficiency of the project?</li> </ul>
Impact	<ul style="list-style-type: none"> <li>• What are the mid-term effects of the operation on the beneficiaries in terms of: a) improvement of school indicators; b) improvement of pupil reading skills; (c) capacity building of groups.</li> <li>• What are the reasons for the observed effects?</li> <li>• Are there unintended effects on the beneficiaries? What have been the gender-specific impacts, particularly with regards to girls' schooling?</li> <li>• To what degree has, the program outcomes made progress toward positive long-term effects on targeted beneficiaries (girls, boys, men and women), households, Communities and institutions?</li> </ul>
Sustainability	<ul style="list-style-type: none"> <li>• To what extent are the results of the activities likely to be sustainable?</li> <li>• What are the key factors likely to affect sustainability of the programme?</li> <li>• To what extent are women's agricultural groups contributing to school canteen supply and is there evidence that their contributions will continue or scale up after the project ends?</li> </ul>

#### 4.2. Data Availability

40. The following sources of information will be made available to the evaluation team. The sources provide quantitative and qualitative information and should be developed by the evaluation team during the initial phase:

- School Meal Program Project document supported by McGovern-Dole
- Report of the baseline survey of the school canteen program supported by McGovern-Dole
- School Feeding Program progress reports supported by McGovern-Dole
- Monitoring reports of the School Feeding Program supported by McGovern-Dole
- The results framework of the School Feeding Program supported by McGovern-Dole
- Indicator monitoring matrix of the School Feeding Program supported by McGovern-Dole
- WFP Country Program Project Document (CP 200960)
- Report of the National Survey Of Household Living Standards (ENV 2015)
- The National School Food Strategy in Côte d'Ivoire (2013 - 2017)
- Multi-sectoral Nutrition Strategic Plan (2016-2020)

- USDA M&E Policy;
- WFP Evaluation Policy and DEQAS (Decentralised Evaluation Quality Assurance Guide) Process Guide
- The USDA McGovern-Dole Food For Progress Indicators and Definitions Handbook,
- The project Evaluation Plan
- National program for Agricultural Investment (PNIA)

41. Regarding the quality of data and information, the evaluation team should:

- Assess the availability and reliability of data as part of the inception phase that expands the information provided in section 4.3. This evaluation will be used for data collection.
- Assess the quality of the baseline report, data and the data collection tools used for the baseline report.
- Systematically check accuracy, consistency and validity of collected data and information and acknowledge any limitations/caveats in drawing conclusions using the data.

### **4.3. Methodology**

42. The Methodology will be developed by the evaluation team during the inception phase, and finalized in the inception report. The methodology should be robustly documented so that it can be replicated and built-on in the subsequent final evaluation of the grant.

43. The sampling used during the baseline was based on two groups (beneficiaries and comparison group) in order to evaluate the impact by comparing changes in the direct effects observed over time between the control group and the intervention group. In order to highlight progress towards results and outcomes, the mid-term evaluation should collect data from both beneficiaries and comparison groups made up of non-project households and schools with the same socio-economic characteristics and school indicators. The inception report will confirm if this is feasible and the degree to which comparisons between the baseline and between project beneficiaries and non-beneficiaries can be made.

44. The mid-term evaluation must include a comprehensive and rigorous sampling strategy for the quantitative data collection, and the sampling strategy should rely on a random sampling method. WFP will use 13 percent as the estimator of prevalence of food security, taking into account the findings from the baseline survey which will revise the sample size.

45. The methodology should:

- Use the required international evaluation criteria: relevance, effectiveness, efficiency, impact, sustainability,
- Apply impartiality and lack of partiality throughout the evaluation process
- Apply an evaluation matrix to address key evaluation questions, taking into account the challenges of data availability, budget and time constraints;
- Apply mixed methods, using quantitative and qualitative methods to answer the evaluation questions where appropriate;
- Ensure that women, girls, men and boys from different stakeholder groups participate and that their opinions and perspectives are taken into consideration;
- Involve the collection of quantitative data on agreed project indicators (and on any customs indicators) to assess progress to date and to answer the evaluation questions.
- Involve the collection of qualitative data through focus groups and key informant interviews. At minimum this should include Ministry of Education, the canteen

management committees and the management committees of the groups mobilized around the canteens.

46. The evaluation team will be responsible for preparing a report, in French and in English, including the appropriate plan of the survey, sampling and final methodology in consultation with the evaluation committee.
47. Complementary data about basic infrastructure (water point, suitable latrines) will be collected in each targeted school and community to identify gaps and prioritize programming for the project.
48. For the literacy component, the assessment will be done using the Annual Status of Education Report (ASER) method. The evaluation team will work closely with the partner in charge of this component, AVSI, who will provide its expertise. This evaluation seeks to identify the causal impact of the program using a five-year nonexperimental design. How the program affects students' reading skills is estimated by applying a difference-in-differences (DID) design. The changes in reading outcomes are then compared over time between the treatment group and the comparison group, using the second grade for baseline survey, the fourth grade for midline survey and the sixth grade for endline survey.
49. The different questionnaires and interview guide will be developed in collaboration with the members of the technical committee.
50. Independence and impartiality will be ensured through the selection of independent evaluators, through the evaluation committee and through the establishment of an evaluation reference group.

#### **4.4. Data Quality Assurance and Quality Assessment**

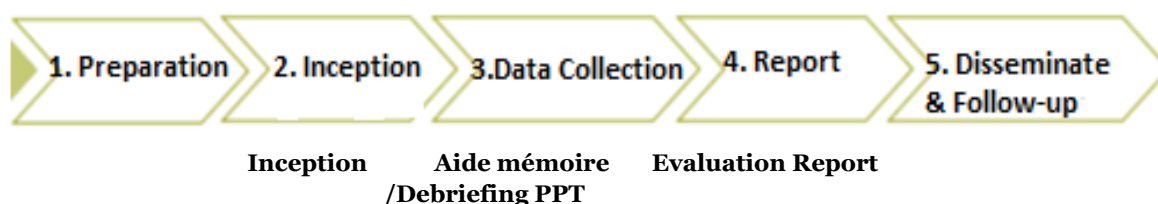
51. WFP's Decentralized Evaluation Quality Assessment System (DEQAS) defines the expected quality standards for this evaluation and establishes processes that include the steps of quality assurance, models for quality assurance, and quality assurance assessment products and checklists. DEQAS is closely aligned with WFP's quality assessment system and is based on the standards and best practices of the international evaluation community and aims to ensure that the evaluation process and products are in line with best practices.
52. DEQAS will be systematically applied to this evaluation. The WFP Evaluation Manager will be responsible for ensuring that the evaluation progresses in accordance with the DEQAS process guide and for thorough monitoring of the evaluation products' quality before finalization. WFP has developed a set of quality assurance checklists for its decentralized evaluations. This includes checklists for feedback on the quality of each of the evaluation products. The checklist will be applied at each stage to ensure the quality of the evaluation process and results.
53. In order to improve the quality and credibility of this evaluation, a Quality Support Service (QS) directly managed by the WFP Evaluation Office at HQ will review the draft inception report and evaluation report and provide:
  - a systematic feedback from the point of view of the evaluation, the quality of the draft inception report and the mid-term evaluation report;
  - recommendations on how to improve the quality of the final inception report.
54. The evaluation manager will review the QS comments and recommendations and provide them to the team leader, who will use them to finalize the inception report/evaluation report. In order to ensure the transparency and credibility of the process in compliance with the standards of the United Nations Development Group, all recommendations that the team would not have taken into account during the introductory phase should be justified.

55. This quality assurance process as described above does not interfere with the opinions and independence of the evaluation team, but ensures that the report provides the necessary evidence in a clear, convincing and timely manner and draws its conclusions on this basis.
56. The evaluation team will be required to ensure data quality (validity, consistency and accuracy) throughout the analysis and reporting phases. The evaluation team should be reassured of the accessibility of all relevant documentation within the provisions of the Disclosure Directive. This provision is available in the WFP Guideline (# CP2010 / 001) on Disclosure of Information.
57. All final evaluation reports will be subject to a post-hoc quality assessment by an independent entity through a process managed by the OEV. The overall rating category of the reports will be made public alongside the evaluation reports.

## 5 Phases and Deliverables

58. The evaluation will take place in five phases. The evaluation schedule (below) provides a detailed breakdown of the proposed timeline for each phase over the entire period. Here is a summary of the expected products and deadlines for each phase:

**Figure 1: Summary Process Map**



- i. **Preparation Phase** (November 2017-June 2018): The Evaluation manager will conduct basic research and consultation to guide the evaluation; Prepare the ToR; Choose the evaluation team and contract the chosen organization for the management and conduct of the evaluation.
- ii. **Inception phase** (June to August 2018): This phase aims to prepare the evaluation team for the upcoming evaluation phase by ensuring that it already has a good understanding of the evaluation's expectations and a clear plan for the implementation of the evaluation. The initial phase will include a desk review of secondary data and initial interaction with key stakeholders (beneficiaries, government, donors and WFP). *Deliverables: Draft inception report (including detailed workplan) on WFP Inception Report Template; all data collection tools and instruments (which must be quality assured) and Final inception report in French and English.*
- iii. **Evaluation Fieldwork Phase** (September-October 2018): Fieldwork will include field visits to project sites, collection of primary and secondary data from local stakeholders. A debriefing session will take place at the end of the fieldwork. *Deliverable: Aide memoire/PPT for exit debriefing(s) in French and in English.*
- iv. **Reporting Phase** (November-December 2018): The evaluation team will analyze the data collected during the desk review and fieldwork, conduct additional stakeholder consultations, as needed, and prepare the report. It will be submitted to the evaluation manager for quality assurance. The evaluation manager will submit the draft report to WFP's Stakeholders will be invited to provide comments that will be recorded in a matrix by the evaluation manager and communicated to the evaluation team for review prior to the finalization of the evaluation report.

Deliverables: Draft evaluation report; and final evaluation report in French and English on WFP Evaluation Report Template.

- v. **Dissemination and Follow-Up** (January-February 2019): the evaluation report approved by the internal evaluation committee and USDA that takes into account review from all stakeholders part of the evaluation reference groups. The report will be disseminated by email, hard copy, on the websites of stakeholders and through a dissemination workshop. The implementation of the recommendations from the evaluation should be monitored. The evaluation manager will be responsible for monitoring the implementation of all recommendations.
- vi. Deliverables: Presentation by the evaluation team.
- The first draft inception report including methodology
  - The second draft of the inception report
  - The final inception report including methodology
  - Quality assurance plan
  - The planning of the field visits
  - Data collection tools
  - Raw and clean data sets
  - PowerPoint presentation of the first results
  - The first draft of midterm evaluation report
  - The second draft of midterm evaluation report
  - The final midterm evaluation report
  - Suggested table of contents for the report (executive summary, methodology, findings, conclusions, recommendations, performance indicators annex, etc.)
  - Presentation of evaluation

## **6. Organization of the Evaluation**

### **6.1. Evaluation Conduct**

59. 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 members and in compliance with the evaluation schedule in Annex 2.
60. 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. It must guarantee the confidentiality, the rights and well-being of human subjects and the respect of the beneficiary community's values. In addition, it will act impartially and comply with UNEG (United Nations Evaluation Group) **Code of Conduct of the Evaluation Profession's Ethics Guide.**"

### **6.2. Team composition and competencies**

61. The evaluation team is expected to include two or three members, including the team leader, and include men and women of different cultures and an Ivorian. 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 member of the team should have experience working with WFP.
62. The team will be multi-disciplinary and include members who together include an appropriate balance of expertise and practical knowledge in the following areas:
- School feeding
  - Reading Technique

- Resilience and livelihood programming
- Food security and nutrition
- Good knowledge of gender and protection issues
- Statistics, and quasi-experimental evaluation approaches
- Good understanding of the socio-cultural and economic context of Côte d'Ivoire
- All team members should have strong analytical and communication skills, and evaluation experience
- The requirements for oral and written language include complete fluency in French and English since all products in this evaluation will be produced in French and English.

63. The team leader should have technical evaluation expertise in one of the technical areas listed above, as well as expertise in the design of methodology and data collection tools and demonstrated experience in conducting research, evaluations and similar assessments. He / she should also have leadership and communication skills, including a track record of excellent writing and presentation skills in French. The team leader should have expertise in the design and implementation of quasi-experimental approaches.
64. 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.
65. Team members will bring together a complementary combination of the technical expertise and have a history of written work on similar evaluations. 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).
66. The external evaluation team will be able to draw its own conclusions free from organization or political pressure.

## **7. Security Considerations**

67. As an 'independent supplier' of evaluation services to WFP, the evaluation company is responsible for ensuring the security of all contracted persons, 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.
68. 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, obtainable 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.
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 upon arrival in the country and arranges a security briefing so they can gain an understanding of the security situation on the ground.
  - The team members observe applicable UN security rules and regulations.

## **8. Roles and Responsibilities of Stakeholders**

### **70. Côte d'Ivoire Country Office (CO):**

a- The management of Côte d'Ivoire CO (Director or Officer in Charge) will have the following responsibilities:



- Assign an Evaluation Manager for the evaluation.
- Approve the final ToR, inception and evaluation reports before final submission to USDA as per agreement between WFP and USDA.
- 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). <https://home.wfp.org>
- 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 recommendation.

**b- The Evaluation Manager :**

- Manages the evaluation process through all phases including drafting TORs;
- Ensures quality assurance mechanisms are operational;
- Consolidates and shares comments from evaluation committee on draft ToR, inception and evaluation reports with the evaluation team;
- Ensures expected use of quality assurance mechanisms;
- Ensures that the evaluation 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 all logistic support during the fieldwork;
- Organizes security briefings for the evaluation team and provide any materials as required;
- Chairs External Reference Group meetings.

**c- An Internal Evaluation Committee** has been established to ensure the independence and impartiality of the evaluation. The internal evaluation committee is chaired by the CD. Members include the evaluation manager, the technical unit responsible for the action in all components, the head of the sub-office responsible for the implementation, a staff from each of the finance and supply chain units. The main roles and responsibilities of this team include contributing to the evaluation process, providing comments on the evaluation products and making key management decisions over the evaluation.

**71. An Evaluation reference group (ERG)** will consist of all members of the technical committee and some WFP regional staff. Gov’t, NGO or UN partners should be considered for inclusion in this group. This group will review the evaluation products as an additional guarantee against prejudice and influence.

**72. McGovern-Dole Project Steering Committee:** This committee was set up to oversee the implementation of the project. This committee certifies all the products of the evaluation.

**73. McGovern-Dole Project Technical Committee:** This committee includes technicians from all project stakeholders; they provide technical support for the implementation of the project. The members of this committee will be part of the reference group and they will review all products resulting from the evaluation as part of the evaluation reference group (respecting the independence of the evaluation).

**74. Regional Office: RB management will take responsibility to:**

- Assign a focal point for the evaluation. The Regional Evaluation Officer will be the focal point for this evaluation.
  - Participate in discussions with the evaluation team on the evaluation design and on the evaluation subject as relevant.
  - Provide comments on the draft ToR, Inception and Evaluation reports.
  - Support the Management Response to the evaluation and track the implementation of the recommendations.
75. **WFP Headquarters** divisions will be responsible for discussing WFP strategies, policies or systems in their area of responsibility and evaluation subject and commenting on the evaluation TOR and the draft report.
76. **Other stakeholders (government, NGOs and UN agencies)** will be identified for interviews by the evaluation team in addition to the list provided by WFP which will be based on the preliminary stakeholder analysis of the project (*Table 1*).
77. **The relevant divisions of WFP Headquarters** will be responsible for discussing WFP strategies, policies or systems in their area of responsibility and evaluation subject and commenting on the evaluation TOR and the draft report.
78. **The Office of Evaluation (OEV).** OEV will advise the Evaluation Manager and provide support to the evaluation process where appropriate. It is responsible to provide access to independent quality support mechanisms reviewing draft inception and evaluation reports from an evaluation perspective. It shall also ensure a help desk function upon request from the Regional Bureaus.
79. **USDA's** role is to fund the evaluation, to provide input on all the deliverables (TOR, inception report and evaluation report), to be consulted as a key informant and interviewed by the external evaluator prior to fieldwork, and to review and approve the evaluation report.

## **9. Communication and budget**

### **9.1. Communication**

80. In order to ensure an efficient and smooth process and to improve learning from this evaluation, a communication plan has been developed (see Annex 6). The evaluation team should focus on clear and open communication with key stakeholders. Communication with the evaluation team and stakeholders should go through the evaluation manager. In particular, it is expected that reports will be produced systematically by the evaluators, summarizing the main elements (problems identified, recommendations and lessons learned) arising from meetings with stakeholders. These reports will be systematically transmitted to the appropriate stakeholders.
81. As part of the international standards for evaluation, WFP requires that all evaluations are made publicly available. After approval of the final evaluation report, the dissemination will be broad and workshops will be organized internally and with partners, reviewing the recommendations and follow-up. The final evaluation report must be provided in both French and English.

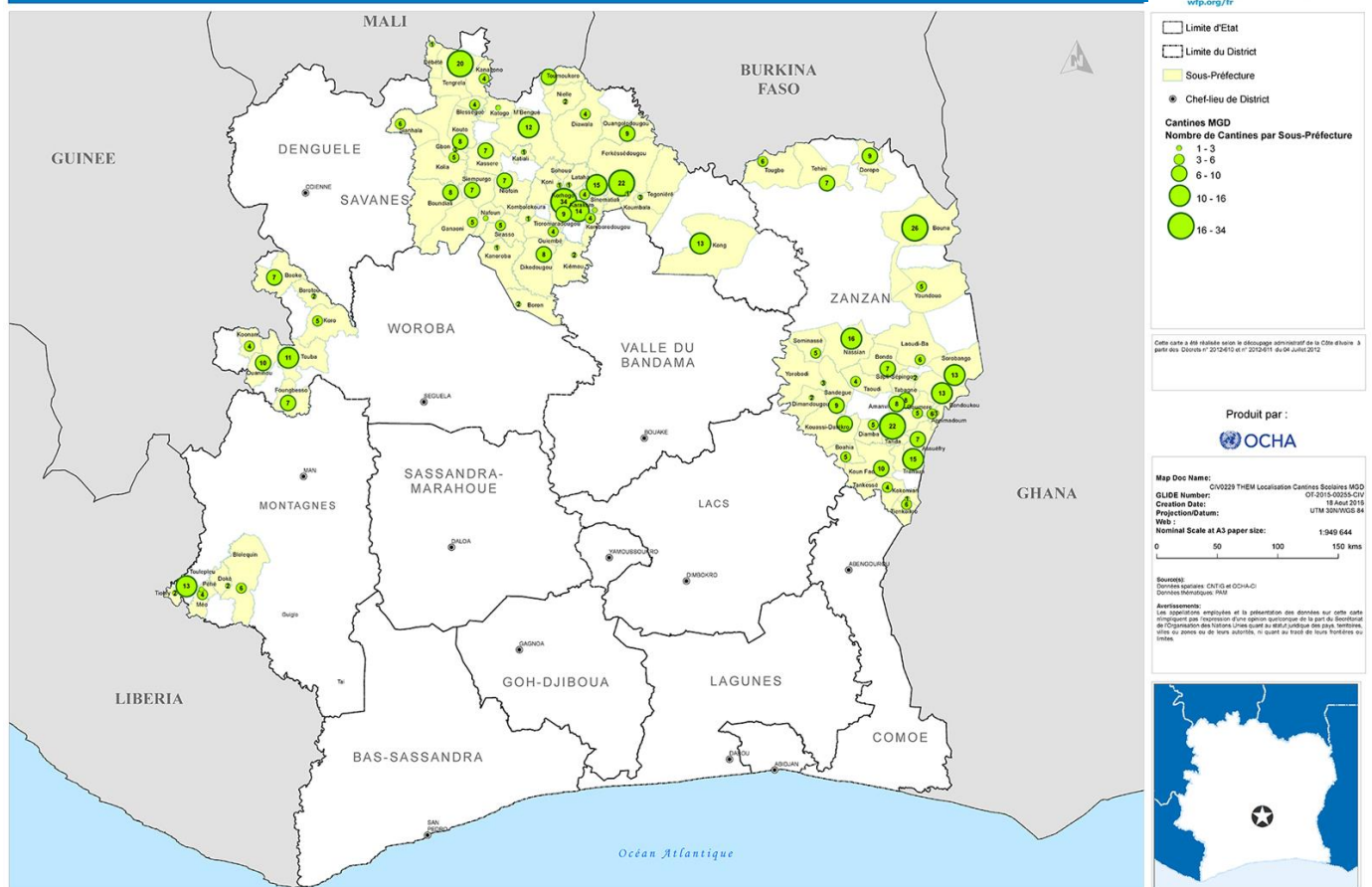
### **9.2. Budget**

74. McGovern-Dole funding provides a budget to fund the various evaluations of the program including the mid-term evaluation. However, during the submission of applications, the structures will propose a budget that must:
- Include budget lines related to activities

- Must not include special provisions relating to communications
- Include international travel but not include local transport

### Annex 1: Mapping of the McGovern-Dole School Feeding Program

#### WFP Cote d'Ivoire, canteens under the MGD programme in various prefectures



## Annex 2 : Evaluation Schedule

	<b>Phases, Timelines and Deliverables</b>	<b>Key Dates</b>
	<b>Phase 1: Preparation</b>	Nov 2017 – May 2018
	Draft TOR of the evaluation	10 November 2017
	Sharing of TORs with stakeholders for review	
	Quality assurance of TORs	
	Appointment of an Evaluation Manager	
	<b>Final TOR</b>	20 April 2018
	Identification and recruitment of the Evaluation Team	April-May 2018
	<b>Phase 2 : Inception</b>	June – August 2018
	Briefing of the Evaluation Team	
	Desk Review	
	Prepare the draft inception report including methodology	
	<b>Submission of the first draft of the inception report to the Evaluation Manager</b>	29 June 2018
	Quality assurance by the evaluation manager and the independent external quality support service	
	Consolidation of comments on the report by the Evaluation Manager	
	Review of the inception report by the evaluation team	
	<b>Submission of the second draft of the inception report to the Evaluation Manager</b>	20 July 2018
	Sharing the inception report with all stakeholders (Evaluation Reference Group)	
	Consolidation of comments on the report by the Evaluation Manager	
	Review of the inception report by the evaluation team	
	<b>Submission of the revised inception report to the Evaluation Manager</b>	10 August 2018
	<b>Approval of the final inception report by the evaluation committee</b>	
	<b>Phase 3: Data collection and Analysis</b>	September– October 2018
	Organization of the evaluation mission: Finalization of the planning of the field visits	
	<b>Collect data in the field</b>	24 September to 20 October 2018
	Debriefing	
	<b>Aide mémoire / PowerPoint presentation of the first results</b>	
	<b>Phase 4: Reporting</b>	November - December 2018
	Preparation of the first draft of the evaluation report	
	<b>Submission of the first draft of the evaluation report to the Evaluation Manager</b>	12 November 2018
	Quality assurance by the evaluation manager and the external independent support service	
	Review of the first draft of the evaluation report by the evaluation team	
	<b>Submission of the second draft of the evaluation report to the Evaluation Manager</b>	23 November 2018

	Sharing the evaluation report with all stakeholders (evaluation reference group)	
	Consolidation of comments by the Evaluation Manager	
	Revision of the second draft of the evaluation report by the evaluation team	
	<b>Submission of the final evaluation report to the Evaluation Manager</b>	14 December 2018
	<b>Approval of the final evaluation report by the evaluation committee, including USDA</b>	19 December 2018
	<b>Submission of the final evaluation report for approval to USDA</b>	19 December 2018
<b>Phase 5: Dissemination and follow up</b>		January - February 2019
	Dissemination of the final report to all stakeholders	
	Organization of a workshop in Abidjan to present the evaluation's results	
	Organization of restitution workshops at decentralized level	
	Publication of the report on the WFP website	

### Annex 3: Key Features of The Operation

<b>OPERATION</b>	
<b>Approval</b>	The school canteen program supported by McGovern-Dole funding was approved by the Executive Director in October 2015
<b>Duration</b>	2016 to 2020
<b>Planned beneficiaries</b>	<u>Plan:</u> Children receiving hot meals: 125 000 Take-home Rations: 10 000 girls in uppergrades (CM) per annum COGES training: 613 committees Agricultural support and literacy: 50 agricultural groups per annum
<b>Planned food needs</b>	<u>Plan :</u> 24 600 mt
<b>Planned budget resources</b>	<u>Plan :</u> US\$ 35,678,500
<b>PARTNERS</b>	
<b>Government</b>	Ministère de l'Éducation Nationale <ul style="list-style-type: none"> <li>- Ministry of Education</li> <li>- Directorate of School Canteens</li> <li>- Department of Pedagogy and Continuing Education</li> <li>- Department of Literacy and Non- Formal Education</li> <li>- Department of Animation, Promotion and Monitoring of COGES (School Management Committees)</li> <li>- Department of Strategies, Planning and Statistics</li> </ul>
<b>United Nations</b>	UNICEF
<b>NGO</b>	AVSI

**EXPECTED RESULTS (according to the project description)**

<b>Program</b>	<b>Direct Beneficiaries</b>	<b>Indirect Beneficiaries</b>	<b>Geographical areas</b>	<b>Number of schools</b>
Hot meals	61 250 girls 63 750 boys	613 communities	Poro, Bagoué, Tchologo, Bounkani, Gontougo, Bafing, Cavally	613
Take home	50 000 girls	250 000 household members	Poro, Bagoué, Tchologo	280
Capacity building of agricultural groups that share their production with canteens	250 groups			
Deworming	150000 school children	0	Poro, Bagoué, Tchologo, Bounkani, Gontougo, Bafing, Cavally	613
Provide tools and equipment for food preparation and storage	500 schools	150000 school children per annum		
Train the canteen management staff	4000 people per year			
Train school management committees	12500 members of COGES (School Management Committees)			
Develop local capacity to provide food to schools	200 agricultural groups	10000 women		
Development of tools to improve reading	125 000 school children 920 teachers		Poro, Bagoué, Tchologo, Bounkani, Gontougo, Bafing, Cavally	613

Distribution of reading material	125 000 school children	920 teachers	Poro, Bagoué, Tchologo, Bounkani, Gontougo, Bafing, Cavally	613
Training in -Reading technique -Hygiene and health -Nutrition	920 teachers	613 communities	Poro, Bagoué, Tchologo, Bounkani, Gontougo, Bafing, Cavally	613

#### Annex 4: CO's Thematic Responsibilities For Evaluation

	Focal Point	Alternate
<b>Overall Coordination</b>	Moyabi SYLLA (Programme officer M&E/VAM) <moyabi.sylla@wfp.org>	
General Technical support	Alti BEMA (Head of Programme) <Alti.bema@wfp.org>	N/A
Logistics	AbdoulayeTidiane DIALLO (Head of logistic) <abdoulayetidiane.diallo@wfp.org>	
Finance	Anna ESHUN (Head of Finance) <anna.eshun@wfp.org>	Jean-Michel LOUKOU <jean-michel.loukou@wfp.org>
Partners	Aminatou BABAEDJOU (Programme Assistant FLA) <aminatou.babaedjou@wfp.org>	Bidio KOUASSI <bidio.kouassi@wfp.org>
PMP/Ressource Management	Anna ESHUN <anna.eshun@wfp.org>	
Education	Bidio KOUASSI (Programme officer School feeding) <bidio.kouassi@wfp.org>	Monique Koffi monique.koffi@wfp.org
Nutrition	Anne Marie NDA KOUASSI (Programme Assistant Nutrition) <annemarie.ndakouassi@wfp.org>	
Resilience	Abdoulaye Bah (Programme Officer Resilience) <a href="mailto:Abdoulaye.bah@wfp.org">Abdoulaye.bah@wfp.org</a>	
Monitoring/ Evaluation	Wilfried AFFELI (Programme Assistant M&E/VAM) <wilfried.affeli@wfp.org>	

**Annex 5: McGovern-Dole Project Results Framework**

<b>RESULTS</b>	<b>INDICATOR</b>	<b>Baseline</b>	<b>Target</b>
<b>MGD SO1 : Literacy Learning of school children is improved</b>	Proportion of school-children who, at the end of two years of primary school, demonstrate that they can read and understand the meaning of the school grade text (boys).	CP1= 5% CP2=16% CE1=25% CE2=11% CM1=8% CM2=8%	
	Proportion of school-children who, at the end of two years of primary school, demonstrate that they can read and understand the meaning of the school grade text (girls).	CP1= 4% CP2=13% CE1=19% CE2=11% CM1=6% CM2=7%	
	Number of individuals benefiting directly from USDA-funded interventions (new).	0	
	Number of individuals benefiting directly from USDA-funded interventions (old).	0	
	Number of individuals benefiting directly from USDA-funded interventions (men).	0	
	Number of individuals benefiting directly from USDA-funded interventions (women).	0	
	Number of individuals benefiting directly from USDA-funded interventions.	0	
<b>MGD 1.1</b> Improved quality of literacy learning of school children	Number of teachers in target schools demonstrating the use of new techniques or quality teaching tools as a result of USDA assistance.	0	
<b>MGD 1.1.1</b> More consistent teacher attendance	Proportion of teachers in target schools who attend and teach at school regularly (at least 90% of school days) per school year.	94,2%	
<b>MGD 1.1.2</b> Better access to school supplies and materials	Number of textbooks and other teaching and learning materials provided with USDA assistance.	0	
<b>MGD 1.1.3</b> Improved access to learning materials for reading	Number of target schools in which school children have additional reading materials with USDA support.	0	



<b>MGD 1.1.4</b> Increased skills and knowledge of teachers	Number of teachers / teachers aides in targeted schools demonstrating the use of new and good techniques or teaching tools (per type, per gender).	0	
	Number of teachers / teachers aides trained or certified as a result of USDA assistance (per type, per sex).	0	
<b>MGD 1.1.5</b> Increased skills and knowledge of school administrators	Number of targeted school administrators demonstrating new and good techniques or teaching tools (per type, per gender).	0	
	Number of leaders trained or certified as a result of USDA assistance (by gender).	0	
<b>MGD 1.2</b> Improved school children attentiveness	Proportion of school children identified as being attentive in class by their teachers (per sex, per class).	Girl = 78% Boy = 78%	
<b>MGD 1.2.1</b> Reduced short-term hunger	Number of school lunches (breakfast, snack, lunch) offered to school children following USDA assistance.	0	
	Proportion of school children in targeted schools who ate a meal regularly before or during the school day (per gender).	0	
<b>MGD 1.2.1.1</b> <b>/1.3.1.1</b> Increased access to school feeding	Number of take-home rations provided as a result of USDA assistance.	0	
	Number of girls having received take-home rations as a result of USDA assistance.	0	
	Number of girls having received take-home rations as a result of USDA assistance (new).	0	
	Number of girls having received take-home rations as a result of USDA assistance (continue).	0	
	Number of school children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance (girls).	0	
	Number of school children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance (boys).	0	

	Number of school children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance (new).	0	
	Number of school children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance (continue).	0	
	Number of daily school meals (breakfast, snack, lunch) provided to school-children following USDA assistance.	0	
	Proportion of households with acceptable food consumption per sex of the household head.	Female = 96,2% Male = 96,3%	
	Coping strategy index (average) per sex of the household head.	Female = 4,1 Male = 2,9	
	Dietary diversity score per sex of the household.	Female = 5,8 Male = 6	
	Number of social safety net beneficiaries participating in productive safety nets operations as a result of USDA assistance (ongoing).	0	
	Number of social safety net beneficiaries participating in productive safety nets operations as a result of USDA assistance (new).	0	
	Number of social safety net beneficiaries participating in productive safety nets operations as a result of USDA assistance (men).	0	
	Number of social safety net beneficiaries participating in productive safety nets operations as a result of USDA assistance (women).	0	
<b>MGD 1.3</b> Improved Student attendance	Proportion of students regularly (80%) attending classes / schools supported by USDA (boys).	98%	
	Proportion of student regularly (80%) attending classes / schools supported by USDA (girls).	98,3%	

<b>MGD 1.3.1</b> Increased Economic and Cultural Incentives (Or Decreased Disincentives)	Number of girls receiving take-home rations as a result of USDA assistance (new).	0	
	Number of girls receiving take-home rations as a result of USDA assistance (ongoing).	0	
<b>MGD 1.3.2</b> Reduced HealthRelated Absences	Proportion of school children who miss more than 10 days of school per year due to illness (boys).	2%	
	Proportion of school children who miss more than 10 days of school per year due to illness (girls).	1,7%	
<b>MGD 1.3.4</b> Increased Student Enrollment	Number of school children enrolled in schools receiving USDA assistance (boys).	0	
	Number of school children enrolled in schools receiving USDA assistance (girls).	0	
	Gender Ratio, elementary school.	0,85	
<b>MGD 1.3.5</b> Increased Community Understanding of Benefits of Education	Number of members of management committees and members of women production groups sensitized on the importance of education.	0	
	Value of Public and Private Investments creating a leverage effect due to USDA Assistance (Host Government).	0	
	Annual increase rate of the budget allocated by the Government to the Directorate of School Canteens.	0	
	Number of policies in the child health and nutrition sectors, regulations and administrative procedures, by level of development, due to USDA support (per stage).	0	

	Number of education sector policies, regulations and administrative procedures, by level of development, due to USDA assistance (per stage).	0	
<b>MGD 1.4.4</b> Increased Engagement of Local Organizations and Community Groups	Number of parent-teacher associations or similar "school" governance structures supported as a result of USDA assistance.	0	
	Number of public-private partnerships put in place as a result of USDA assistance (nutrition).	0	
	Number of public-private partnerships put in place as a result of USDA assistance (education).	0	
	Number of public-private partnerships put in place as a result of USDA assistance (health).	0	
	Number of public-private partnerships put in place as a result of USDA assistance (multi sectoral).	0	
	Number of public-private partnerships put in place as a result of USDA assistance (other).	0	
<b>MGD SO2</b> Increased Use of Health and Dietary Practices	Proportion of school-aged children receiving a minimum acceptable diet (boys).	47%	
	Proportion of school-aged children receiving a minimum acceptable diet (girls).	47%	
<b>MGD 2.1</b> Improved Knowledge of Health and Hygiene Practices	Proportion of School Management Committee members and canteen management staff who can identify at least three health and hygiene practices(men).	89,6%	
	Proportion of School Management Committee members and canteen management staff who can identify at least three health and hygiene practices (women).	89,6%	
<b>MGD 2.2</b> Increased Knowledge of Safe Food Preparation and Storage Practices	Proportion of school management committee members and canteen management staff who can identify at least three safe food preparation and storage practices.	.1% good food storage practice 72% good knowledge of safe food preparation practices	

<b>MGD 2.3</b> Increased Knowledge of Nutrition	Number of individuals receiving training in child health and nutrition as a result of USDA assistance (men).	0	
	Number of individuals receiving training in child health and nutrition as a result of USDA assistance (women).	0	
<b>MGD 2.5</b> Access to Preventative Health Interventions	Number of school children who received deworming.		
	Number of school children who received deworming (boys).		
	Number of school children who received deworming (girls).		
	Proportion of schools using an improved water source.	8% has a water point 93% have an improved water source	
	Proportion of schools with improved sanitation facilities.	53%	
<b>MGD 2.6</b> Increased Access to Requisite Food Prep and Storage Tools and Equipment	Number of targeted schools with access to improved food preparation and storage equipment.		
<b>MGD 1.4.1 /2.7.1</b> Increased Capacity of Government Institutions	Number of government staff trained in food management, monitoring and evaluation.	0	
<b>MGD 1.4.2 /2.7.2</b> Improved Policy and regulatory framework	Number of policies, regulations, and/or administrative procedures in the child health and nutrition sectors in each of the following stages of development as a result of USDA assistance (stage 1).	0	
	Number of child health and nutrition policies, regulations, and/or administrative procedures in each of the following stages of development as a result of USDA assistance (stage 2).	0	

	Number of child health and nutrition policies, regulations, and/or administrative procedures in each of the following stages of development as a result of USDA assistance (stage 5).	0	
<b>MGD 1.4.3</b> Increased government support	Value of Public and Private Investments creating a leverage effect due to USDA Assistance (Host Government).	0	
	Annual increase rate of the budget allocated by the Government to the Directorate of School Canteens.	0	
<b>MGD 1.4.4</b> Increased Engagement of Local of Local Organizations and Community Group	Number of parent-teacher associations or similar "school" governance structures supported as a result of USDA assistance.	0	
	Number of public-private partnerships set up as a result of USDA assistance (women production groups).	0	

## Annex 6: Learning and Communication Plan

<b>When</b>	<b>What</b>	<b>To whom</b>	<b>What level</b>	<b>Who</b>	<b>How</b>	<b>Why</b>
<i>Evaluation Phase as well as Jan / 2018</i>	<i>Communication Means produced (ex TOR, Initial report, (final report, etc.)</i>	<i>Target Organization or individuals / position (eg partner NGO , ministry official, donor representatives)</i>	<i>Organizational level of communication (eg strategic, operational , etc.)</i>	<i>The executive staff of the commissioning office with the name / position (eg Country Director, Evaluation Manager)</i>	<i>Communication means (For example, meeting, interaction, etc.)</i>	<i>Purpose of the communication (eg soliciting comments , sharing findings for accountability)</i>
Préparation Nov 2017 - Jan 2018	Provisional Timetable and extent of the evaluation	DCS AVSI DPFC DAENF COGES DSPS WFP WFP Regional Bureau	Operational + technical	The Evaluation Manager	- Email - During a regular coordination meeting	Request comments
	Provisional ToRs	- WFP Representative - Steering Committee - USDA	Strategic	The Evaluation Manager	- Email - During a regular coordination meeting	Validation Approval
Inception Jan – March 2018	First and second drafts of the inception report including the methodology	DCS AVSI DPFC DAENF COGES DSPS WFP Regional Bureau	Operational + technical	The Evaluation Manager	- Email - During a regular coordination meeting	Request comments

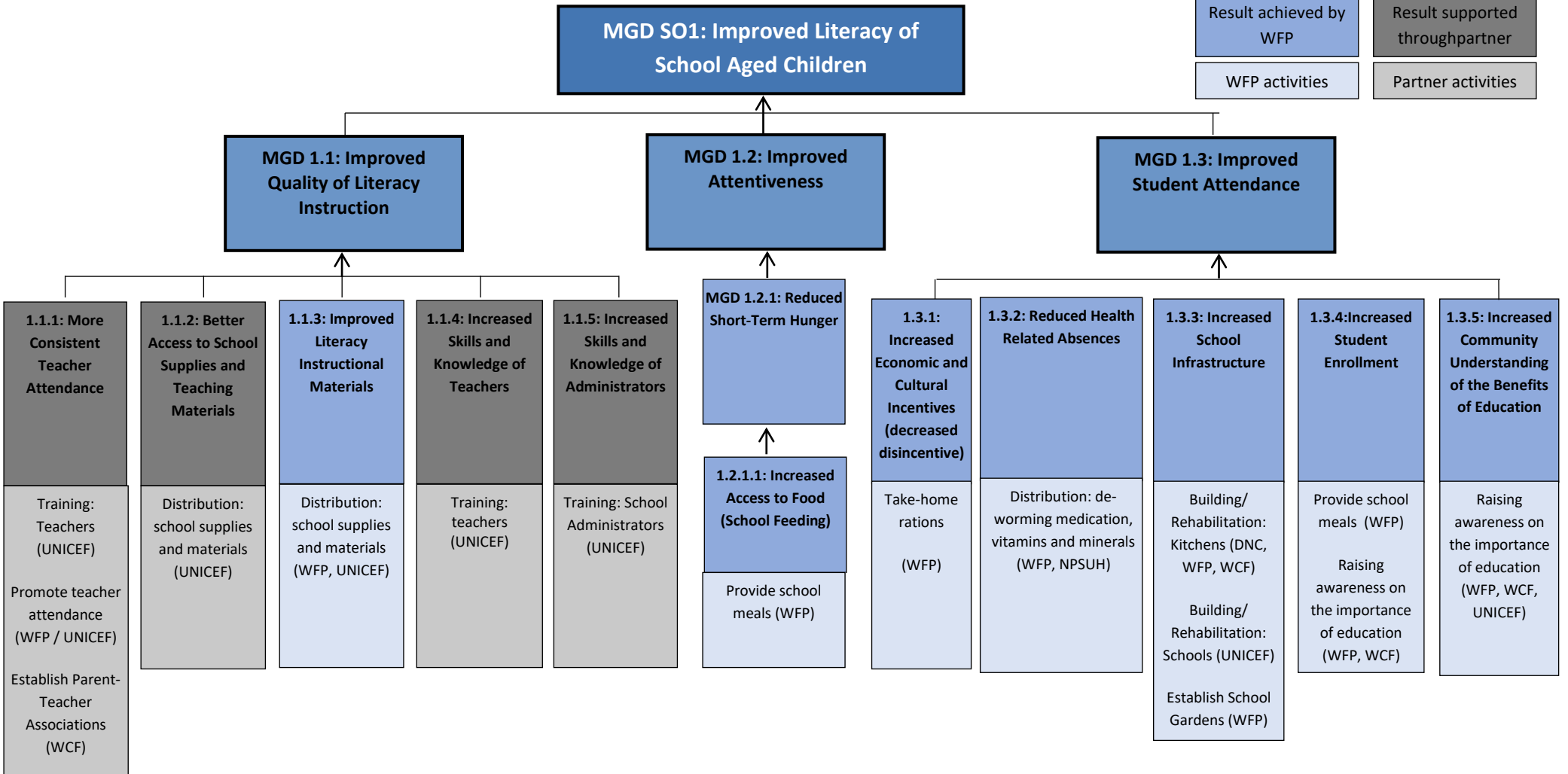
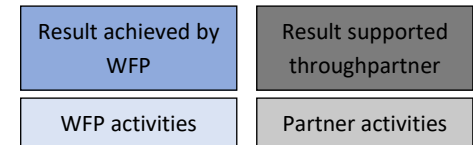
<b>When</b>	<b>What</b>	<b>To whom</b>	<b>What level</b>	<b>Who</b>	<b>How</b>	<b>Why</b>
<i>Evaluation Phase as well as Jan / 2018</i>	<i>Communication Means produced (ex TOR, Initial report, (final report, etc.)</i>	<i>Target Organization or individuals / position (eg partner NGO , ministry official, donor representatives)</i>	<i>Organizational level of communication (eg strategic, operational , etc.)</i>	<i>The executive staff of the commissioning office with the name / position (eg Country Director, Evaluation Manager)</i>	<i>Communication means (For example, meeting, interaction, etc.)</i>	<i>Purpose of the communication (eg soliciting comments , sharing findings for accountability)</i>
	Final Inception Report	- WFP Representative - Steering Committee - USDA	Strategic	The Evaluation Manager	- Email - During a regular coordination meeting	Validation Approval
Debriefing, data collection and analysis  April – June 2018	Data collection plan  Questionnaires	DCS AVSI DPFC DAENF COGES DSPS PAM Bureau régional du PAM	Operational + technical	The Evaluation Manager	- Email - Technical Committee Meeting	Request comments and technical advice
Reporting  May – August 2018	First draft of the evaluation report  Second draft of the evaluation report	DCS AVSI DPFC DAENF COGES DSPS WFP WFP Regional Bureau	Operational + technical	The Evaluation Manager	- Email - Technical committee Meeting	Request comments and technical advice
	Final evaluation	-WFP Representative	Strategic	Evaluation	-Email	Validation



<b>When</b>	<b>What</b>	<b>To whom</b>	<b>What level</b>	<b>Who</b>	<b>How</b>	<b>Why</b>
<i>Evaluation Phase as well as Jan / 2018</i>	<i>Communication Means produced (ex TOR, Initial report, (final report, etc.)</i>	<i>Target Organization or individuals / position (eg partner NGO , ministry official, donor representatives)</i>	<i>Organizational level of communication (eg strategic, operational , etc.)</i>	<i>The executive staff of the commissioning office with the name / position (eg Country Director, Evaluation Manager)</i>	<i>Communication means (For example, meeting, interaction, etc.)</i>	<i>Purpose of the communication (eg soliciting comments , sharing findings for accountability)</i>
	report	tive -Steering committee -USDA		Manager	-During a regular coordination meeting	Approval
Dissemination and Follow-Up  August - September 2018	Management's interim response to the evaluation  Final Evaluation Report	DCS AVSI DPFC DAENF COGES DSPS WFP WFP Regional Bureau	Strategic	The Evaluation Manager	-Email  - Workshop  - WEBSites  - WFP website  -Ministry Website  -AVSI website	Dissemination and Follow-Up

## WFP Côte d'Ivoire FY13-FY15 McGovern-Dole Proposal – Program-Level Results

Key



## SO1 Foundational Results

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

Capacity Building Local, regional and national level (WFP)

Training: Commodity Management (WFP)

### MGD 1.4.2: Improved Policy and Regulatory Framework

Develop Partnerships with Farmer Groups to supply food to schools (WFP, DNC)

### MGD 1.4.3: Increased Government Support

Capacity Building Local, regional and national level (WFP)

### MGD 1.4.4: Increased Engagement of Local Organizations and Community Groups

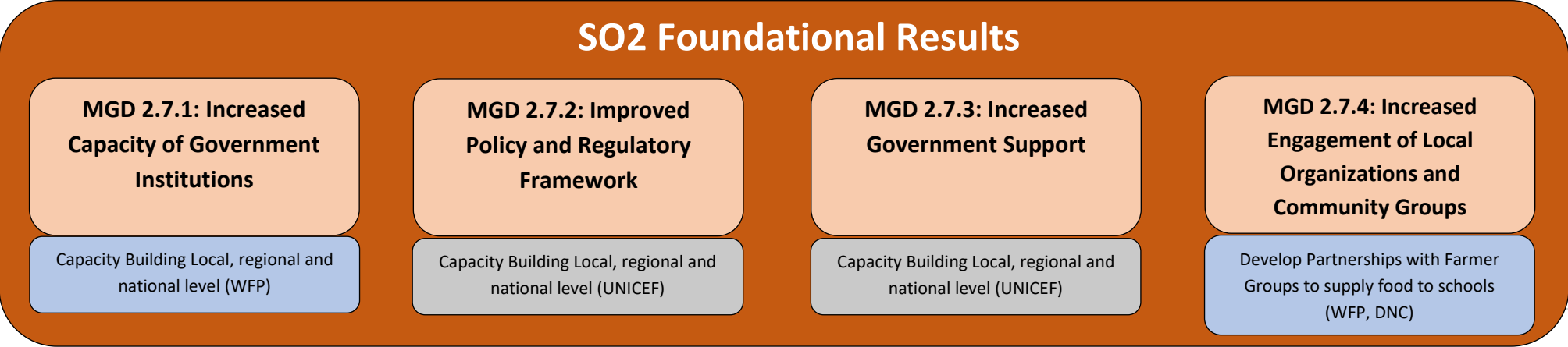
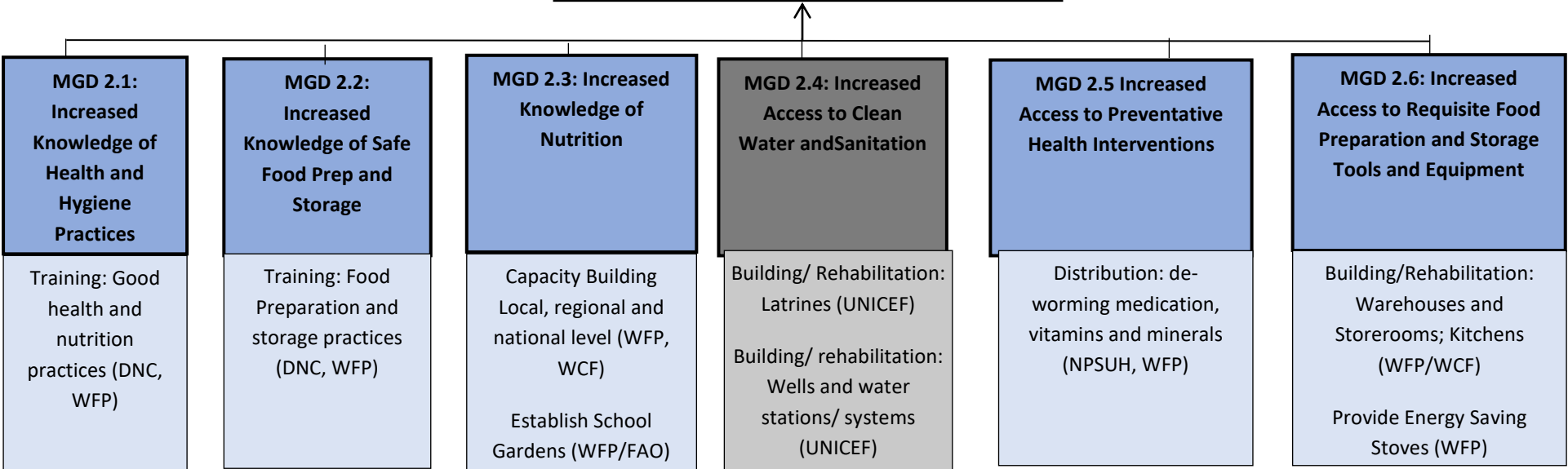
Establish Parent-Teacher Associations (WFP, WCF)

Training: Parent-Teacher Associations (WCF, WFP)

# MGD SO2: Increased Use of Health and Dietary Practices

**Key**

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



## **Annex 9: Acronyms**

ANADER	National Agency for Rural Development
AVSI	Association of Volunteers for International Service
CP	Country Program
DCS	Directorate of School Canteens
DEQAS	Decentralized Evaluation Quality Assurance System
EB	WFP Executive Board
EGRA	Early grade Reading Assessment
ENV	Standard Of Living Survey
OEV	Office of Evaluation
WFP	World Food Program
GDP	Gross Domestic Product
PIPCS	Integrated Program For Sustainable School Feeding
PNIA	National program for Agricultural Investment
UNDP	United Nations Development Program
UNCT	United Nations Country Team
UNDSS	United Nations Department of Safety and Security
UNEG	United Nations Evaluation Group
UNICEF	United Nations Children’s Fund
USDA	United States Department of Agriculture