



EVALUATION QUALITY ASSURANCE SYSTEM

Office of Evaluation
Measuring Results, Sharing Lessons

TERMS OF REFERENCE

STRATEGIC EVALUATION OF SCHOOL FEEDING CONTRIBUTION TO THE SDGs¹

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¹ The title of this evaluation has changed in comparison to the 2019-2021 OEV Work Plan approved by the Executive Board. This change is to better reflect the evolving conceptual and practical landscape of school feeding.

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1. Background

1.1. Introduction

Strategic evaluations focus on strategic and systemic issues of corporate relevance, including the new WFP strategic direction and associated policy, operations and activities. They evaluate the quality of the work being done related to the new strategic direction as well as its results and seek to explain why and how these results occurred. This strategic evaluation was included in the WFP Office of Evaluation (OEV) Work Plan 2019-2021 presented to the Executive Board at the Second Regular Session in November 2018.²

The Terms of Reference (ToR) were prepared by the OEV evaluation manager, Sergio Lenci, Senior Evaluation Officer, based on a document review and discussions with stakeholders.

The purpose of these ToR is to provide key information to stakeholders about the proposed evaluation, to guide the evaluation team and specify expectations that the evaluation team should fulfil. The ToR are structured as follows: Chapter 1 provides information on the context; Chapter 2 sets out the rationale, objectives, stakeholders and main users of the evaluation; Chapter 3 provides an overview of the school feeding landscape and how its conceptualization and practice evolved over time in WFP and outside, and defines the scope of the evaluation; Chapter 4 presents the evaluation approach and methodology; and Chapter 5 indicates how the evaluation will be organized.

The annexes provide additional information on the evaluation timeline (Annex 1), the communication and learning plan (Annex 2), WFP direct expenditures by region and country, (Annex 3), criteria for country selection (Annex 4), key background reading (Annex 5), document for systematic review (Annex 6), OEV Guidance (Annex 7), proposed composition of the Internal Reference Group and the External Advisory Group (Annexes 8 and 9).

The evaluation process will take place from October 2019 to November 2020. It will be managed by OEV and conducted by an independent evaluation team. The Summary Evaluation Report will be presented to the WFP Executive Board in February 2021.

1.2. Context

Prior to 2008/09 food and financial crises, the humanitarian and development community viewed school feeding primarily as a way to deliver food aid to enhance access to school. However, new strategic thinking during the 1990s and 2000 brought in different sectorial perspectives within a more integrated approach. In several countries, a social change policy agenda drove the creation of national school feeding programs that targeted social protection (e.g. the Zero Hunger programme in Brazil). Another important driver was the education sector, which through the launch of the FRESH³ framework in the 2000's, supported by UNESCO, UNICEF, WFP, WHO, FAO and other development partners, helped provide a policy context for school-based health interventions, including school feeding. Ensuring that the learner had the health and cognitive development to take full advantage of the new education opportunities, contributed to the countries' massive and largely successful efforts towards Education for All.⁴

² Annex V of the WFP Work Plan 2019-2021 (WFP/EB.2/2018/6-A/1)

³ Focusing Resources on Effective School Health

⁴ World Bank 2018: Bundy et al. Disease Control Priorities-imagining School Feeding a high Return Investment in human Capital and local Economies, page xvii.

Gradually, the role of the agricultural sector also became more prominent in school feeding in Africa, as exemplified by the inclusion of school feeding programs that source food locally from smallholders by nine African governments in the Comprehensive Africa Agriculture Development Programme (CAADP) in 2003.⁵ The adoption by countries of this “Home Grown” agenda has grown and evolved dramatically since those early days, with significant support from FAO, IFAD, NEPAD, the Gates Foundation, and other development partners⁶

In 2009, there was a marked increase in country demand for school feeding in response to the global food, fuel and finance crises. A joint in-depth analysis between the World Bank and WFP on the motivations of countries to invest in school feeding (“Rethinking School Feeding”) established that, in addition to educational benefits, school feeding programmes are important because in the short term they provide a safety net during crises and in the long term they act as investments in human capital, local economies, hunger reduction and equity. In fact, a recent report that synthesizes evidence from publicly available, independent evaluations from 13 organizations, highlighting evidence gaps and summarizing ‘what works’ (for whom and in what contexts) found that school feeding is among the two interventions with the strongest evidence of impact on equity and inclusion in education (the other one being conditional cash transfers)⁷.

An integrated package of support through schools can also have specific benefits for girls. Some of the most common health conditions affecting education are more prevalent in girls and gender inequalities and exclusion can place girls at greater risk of ill health, neglect, and hunger. For example, girls are, for physiological reasons, more likely to experience higher rates of anaemia, than are boys. Girls can benefit greatly from health promotion and life-skills lessons offered in schools. Evidence shows that where families undervalue girls’ education, increasing other values of schooling, such as providing food or health services, has a disproportionately positive impact on girls’ attendance.⁸ For example, a meta-analysis of school meals programmes across 32 sub-Saharan countries showed on-site meals combined with take-home rations (THRs) increased the enrolment of girls by 12%.⁹ In Northern Uganda, school meals and THRs were found to reduce anemia prevalence in girls ages 10–13 years by 17% - 20%.¹⁰

Access to quality education for girls is also strongly correlated to the reduction of adolescence birth rates, which in turns contributes to breaking intergenerational cycles of poverty. A review of evidence conducted by UNFPA in 2013 recognizes that, *“access to good quality education is one of the most effective interventions to empower adolescents with the most basic skills to function and contribute to society. This is of greater relevance for girls to obtain comprehensive sexual education; to know and recognize options; to be able to negotiate reproductive desires, including when and how many children to have; and to be able to demand access to good quality services for reproductive health. All these faculties could be easily denied to adolescent girls who are out of school and unable to complete their secondary education as a minimum.”*¹¹

⁵ Ibid.

⁶ WFP, FAO, IFAD, NEPAD, GCNF, PCD (2018) Home-Grown School Feeding. Resource Framework. Technical Document. Rome <https://www.wfp.org/content/home-grown-school-feeding-resource-framework>

⁷ Mundy, K., Proulx, K., (2019) Making evaluation work for the achievement of SDG 4 target 5: Equality and inclusion in education, UNESCO, NORAD, World Bank Group, UNICEF

⁸ Bundy, Donald. 2011. Rethinking School Health: A Key Component of Education for All. Directions in Development- Human Development. World Bank. In WFP School feeding Strategy

⁹ Snilstveit et al. (2015) Interventions for Improving Learning Outcomes and Access to Education in Low- and Middle-Income Countries: A Systematic Review. *Systematic Review 24, International Initiative for Impact Evaluation (3ie)*, in Bashir et al. (2018) Facing Forward: Schooling for Learning in Africa. Washington, DC: World Bank. In ‘The Impact of School Feeding’, WFP, September 2019.

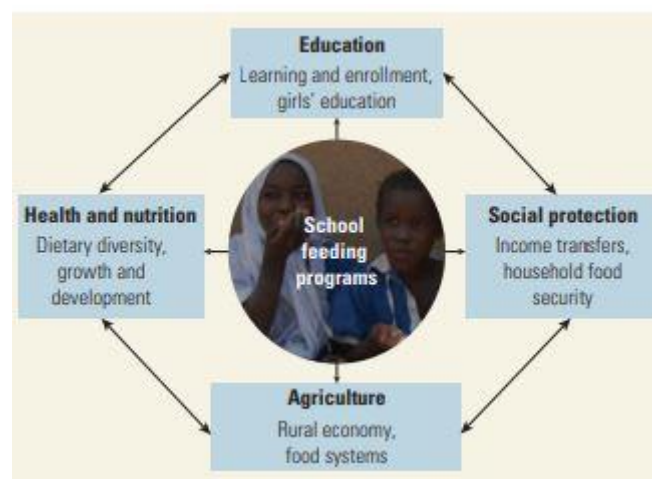
¹⁰ Adelman et al. (2012) The Impact of Food for Education Programs on School Participation in Northern Uganda, *Economic Development and Cultural Change* 61 (1): 187–218.

¹¹ UNFPA, New York. 2013. Adolescence Pregnancy: A review of evidence, pag. 11.

The World Bank considers investments in human capital development of children to be the most effective and productive investments that countries can make¹². Low-income countries in Africa account for 25 out of the 30 countries with the lowest Human Capital Index rankings. For many of these countries, underinvestment in human capital leads to a loss of economic potential ranging, from 50 to 70 per cent in the long-term. Africa's Human Capital Index score of 0.40 puts the region at 40 per cent of its potential. Africa's GDP can be 2.5 times higher if the benchmarks for health and education were achieved¹³.

The third edition of the World Bank publication *Disease Control Priorities* (2018) confirms the crucial importance of investing in the 1000 days of a child's life, but also highlights the neglected investment during the next 7000 days (or until a human being turns 21) leading to the realization that there is a need to move towards a new 8,000-day paradigm. The publication also points to the mismatch between investments in the health of children, currently almost all focused on children under 5 years of age, and interventions in education, mostly between 5 and 21 years of age. The UN Systems Standing Committee on Nutrition has echoed many of these findings in a new statement on 'School as a System to Improve Nutrition'. (UNSCN 2017)¹⁴.

The endorsement of the Sustainable Development Goals and the Agenda 2030 represent another key milestone in the evolving school feeding landscape, providing a framework for integrated school feeding policy and programme design and an empirical basis for inter-institutional coordination at national and international level. In fact, the potential results of school feeding programmes are related to varying degrees to the sustainable development goals addressing poverty (SDG1), hunger (SDG2), health and wellbeing (SDG3), education (SDG4), gender equality (SDG5), economic growth (SDG8) reduced inequalities (SDG 10) and strengthened partnerships (SDG17). The figure below provides a visual synthesis of how the potential benefits of school feeding are currently conceptualized around four broad outcome areas.



Source: World Bank 2018: Disease Control Priorities

School feeding programmes are also assumed to be instrumental in strengthening the humanitarian - development nexus. They can become an essential safeguard and can make an important contribution to a sense of normalcy and educational continuation for children living in

¹² World Bank. 2018. The Human Capital Project (eds Roberta Gatti and Aart Kraay). 50pp. Washington DC: The World Bank.

¹³ World Bank, Human Capital Plan in Africa, 2019.

¹⁴ World Bank 2018: Bundy et al. Disease Control Priorities-imagining School Feeding a high Return Investment in human Capital and local Economies, page xvii.

fragile and conflict-affected areas, where food insecurity and fragility are mutually reinforcing. In this connection, school feeding programmes may also be related to resilience building, particularly as relates to absorptive and adaptive capacities. At the same time, the contributions that School Feeding may have to improving the prospects for peace on different levels need to be further researched.¹⁵

Today, more than half of the world's school children receive food at school, the largest number and proportion ever. Around 30 countries have started their own school feeding programmes since 2009, while 20 national school feeding policies have been adopted during the same period. These country-led changes have been supported in part by new global public goods, including WFP's Center of Excellence Against Hunger, established in partnership with the government of Brazil, and by the Global Child Nutrition Foundation's annual school feeding forum.

In Latin America and the Caribbean, nearly all countries now provide school meals to their children.¹⁶ In the Middle East, interest is growing thanks in large part to the Middle East and North Africa Initiative for School Meals and Social Protection launched with the support of WFP.¹⁷ In Asia, most countries have introduced school feeding programmes, with exceptionally large-scale programmes in China and India.

In Africa, where the need is greatest and the programmatic response has traditionally been weakest, there is a renaissance. During the African Union Summit in 2016, 54 Heads of State committed to promoting nationally owned programmes and are working to operationalize these commitments.¹⁸ In West Africa alone, governments are investing USD 500 million dollars per year on school feeding, and in 2019, a new Center of Excellence in Cote d'Ivoire has been inaugurated to support South-South efforts across the African continent.¹⁹

¹⁵ WFP Draft School Feeding Strategy 2020 – 2030. unpublished.

¹⁶ WFP. 2017. Smart School Meals: Nutrition-Sensitive National Programmes in Latin America and the Caribbean, A Review of 16 Countries. Rome, WFP.

¹⁷ WFP. 2017. Middle East and North Africa Initiative for School Meals and Social Protection: A partnership for enhanced nutrition, education and resilience. Cairo, WFP.

¹⁸ African Union. 2018. Sustainable School Feeding across the African Union. Addis Ababa, African Union.

¹⁹ The last three paragraphs on current coverage of school feeding are extracted from a draft School feeding Thematic Report produced by WFP School feeding Division that is about to be published.

2. Reason for the Evaluation

2.1. Rationale

To strengthen WFP's contribution to the 2030 Agenda, the WFP Executive Board approved, in November 2016, an integrated package of actions that make up the Integrated Road Map (IRM). This package re-aligns WFP's strategy, programme structure, financial management and reporting in order to transform WFP's ability to help countries achieve the Sustainable Development Goals by 2030, prioritizing SDG 2, "End hunger, achieve food security and improved nutrition and promote sustainable agriculture" and SDG 17, "Strengthen the means of implementation and revitalize the global partnership for sustainable development." The new and comprehensive architecture of the IRM links four inter-related corporate components – the Strategic Plan (2017-2021), the Policy on Country Strategic Plans, the Financial Framework Review and the Corporate Results Framework.

The alignment to the SDG through the IRM represents a strategic shift for the organization also because, while maintaining its focus on emergency response and preparedness, it is increasingly trying to position itself across the humanitarian/development/peace nexus. This positioning implies increased emphasis on strategic partnership, national ownership, capacity strengthening and sustainability as important dimensions of WFP engagement at the country level, which is in line with the changes envisaged under ongoing UN reform²⁰.

Against this backdrop, school feeding programmes are gaining increasingly more traction as a strategic entry point to address and contribute to several interrelated aspects of the Agenda 2030, as also illustrated in the previous section of this ToR. Over the last 6 to 10 years different WFP business units, including Country Offices and HQ divisions, commissioned evaluations focusing on school feeding, showing the increased interest and learning needs on this topic; let alone accountability needs vis a vis WFP donors. These evaluations included the evaluation of the 2009 School Feeding Policy conducted by the Independent Office of Evaluation, which informed the design of a revised Policy approved by the Executive Board in 2013. Currently, a new school feeding strategy covering the next 10 years (2020-2030) is being developed and a new school feeding policy will be presented to the Executive Board in November 2021. Therefore, there is need for an independent global strategic outlook to the relevance and effectiveness of the existing policy, to the efficiency of implementation and to the sustainability of the results achieved, in order to account for the resources used and to inform the design of the new policy with the key lessons learnt.

2.2. Objectives

With the aim to serve institutional accountability and learning functions, the objectives of this evaluation are to:

- Assess the continued relevance of WFP School Feeding Policy and its results.
- Assess WFP global strategic positioning in school feeding and analyse the roles of the organization in different country settings.
- Assess how WFP is equipped for the effective delivery of school feeding and to assist Governments in building or consolidating their own capacities in the framework of the Sustainable Development Goals.

²⁰ Ref. Repositioning the United Nations development system to deliver on the 2030 Agenda: ensuring a better future for all, Report of the Secretary-General. A/72/124–E/2018/3.

- Understand what factors are enabling or hindering progress and distil lessons to inform future direction for WFP.

Findings will be actively disseminated and OEV will seek opportunities to present the results at internal and external events as appropriate. A detailed strategy will be developed in the Evaluation Communication and Learning Plans (an initial version can be found in Annex 2).

2.3 Stakeholders and Users of the Evaluation

The Executive Board, WFP School Feeding Service, senior management, regional and country-level programme colleagues/school feeding programme advisors is the primary audience for this evaluation. Key internal stakeholders and users include: Policy and Programme Division (OSZ), the Brazil Centre of Excellence (BRA); the Technical Assistance and Country Capacity Strengthening Service (OSZI); the Emergency Preparedness and Support Response Division (OSE) the Nutrition Division (OSN); the Gender Office (GEN); and at decentralized level: WFP Regional Bureaus (RBs) and country offices (COs).

Potential global stakeholders and users of the evaluation include national and local governments, international humanitarian and development actors, and networks working on issues related to school health and nutrition issues.

WFP colleagues from the various Divisions and offices listed above will be asked to be members of the Internal Reference Group. External experts will be invited to be members of an Expert Advisory Panel.

The inception report to be prepared by the evaluation team at the start of the process will include a more in-depth stakeholder analysis.

3. Subject of the Evaluation

3.1. WFP Policy and Strategic Framework

WFP's approach to school feeding and the different dimensions of sustainable development to which it may have contributed are reflected in several policy and strategy documents including:

- *WFP School Feeding Policy (WFP/EB.2/2009/4-A)*
- *Revised School Feeding Policy (WFP/EB.2/2013/4-C)*
- *WFP Policy on Capacity Development (WFP/EB.2/2009/4-B)*
- *Update of WFP's Safety Nets Policy (WFP/EB.A/2012/5-A)*
- *Gender Policy (2015–2020) (WFP/EB.A/2015/5-A)*
- *Policy on Building Resilience for Food Security and Nutrition (WFP/EB.A/2015/5-C)*
- *Nutrition Policy (WFP/EB.1/2017/4-C)*
- *Strategic Plan 2017 – 2021 (WFP/EB.2/2016/4-A/1/Rev.2)*
- *Draft School Feeding Strategy 2020 – 2030 (under development)*

The School Feeding Policy approved in 2009 widened the scope of school feeding beyond food aid, acknowledging the conceptual and practical developments occurring in the global landscape. The safety net element was introduced, and WFP's school feeding approach was repositioned to emphasize sustainability, based on the idea of providing time-bound support with the objective of eventually phasing out its assistance in certain countries. WFP also reinforced its partnership with the World Bank and the Partnership for Child Development (PCD) to support the new policy direction by establishing a research agenda; it also undertook the first global quantitative review of school feeding, providing technical support to governments and developing tools and guidance to help countries through the transition to national ownership.

Within this new approach, the Policy introduced a set of quality standards for school feeding interventions and defined the roles that WFP should play. These go much beyond efficient delivery of food aid, as they emphasize the importance of embedding school feeding into national institutional settings, social fabric and production systems, and stress the need for WFP to engage in analytical work, knowledge management, coordination, strategic partnership, resource mobilization and management support. In 2011, to enhance its capacity to support governments, WFP established a Centre of Excellence Against Hunger in partnership with the Government of Brazil. The Centre works as a platform for South-South cooperation and helps governments establish national school feeding programmes by engaging in high-level policy dialogue, facilitating study visits and providing technical assistance.

Table 1 below provides a snapshot of the school feeding quality standards and of WFP roles as defined in the 2009 Policy.

Table 1. 2009 School Feeding Policy: Quality Standards and Roles of WFP									
Quality Standards	Roles of WFP								
Stable Funding and Budgeting	In-depth understanding.	Analysis and Advice	Coordination and Support	Capacity development and technical support to ensure sustainability	Implementation Support	Funding and resource mobilization.	Partnership	Knowledge base	Results Based Management
Needs based cost-effective quality programme design									
Strong institutional arrangements for implementation, monitoring and accountability									
Strategy for Local Production and Sourcing									
Strong partnership and intersection coordination									
Strong Community Participation and Ownership									

Source: elaborated based on the 2009 School Feeding Policy

An evaluation of the 2009 Policy conducted in 2012 found that the Policy was timely, well aligned with WFP Strategic Plan and taking stock of accumulated evidence on school feeding: insights included the holistic view of the effects of school feeding, including social protection, the need to work towards sustainable government-run school feeding systems, and the possibilities for linking school feeding to agricultural development. The evaluation also found that the proposal of the Policy to set quality standards for school feeding was an important innovation. However, in its conclusions, the Evaluation also stressed the need for the Policy to better distinguish between the generic objectives of school feeding and the specific objectives for WFP and the role it could play. Along the same line, the Policy was found not to distinguish enough between advocacy and guidance: A tension was noted between the advocacy role of the document (persuading the Board and wider stakeholders of the legitimacy of school feeding and of WFP's role in supporting it) and its role as corporate guidance for WFP. Advocacy was found to be dominating. Finally, there was insufficient recognition that the potential benefits of school feeding are not realized automatically, and that, in practice, there are usually trade-offs between objectives.

In response to this evaluation, WFP updated its programme guidance in 2012 and established an online Global School Feeding network enabling WFP staff to exchange experience and good practices. Finally, in 2013 a revised School Feeding Policy was developed. Building on the previous one, the new policy went beyond the quality standard to set out clear objectives for WFP school feeding interventions. Acknowledging the multidimensional character of school feeding the objectives of the revised Policy are to:

1. provide safety Net for food insecure households through Income transfers;
2. support Children's Education through enhanced learning Ability and Access to the Education system;
3. enhance Children's Nutrition by reducing micronutrient deficiencies and

4. develop links between School Feeding and local Agricultural Production where possible and feasible²¹.
5. strengthen National Capacity for School Feeding through Policy Support and Technical Assistance

Against these objectives, the revised Policy continued to emphasise the importance of establishing and maintaining nationally owned programmes; hence the need to develop clear hand over strategies in countries still requiring WFP operational support. In so doing, it committed to systematically assess progress in the transition to national ownership in all operations, using the System Assessment for Better Education Results (SABER)²² framework developed with the World Bank. It also stressed the importance of facilitating technical assistance and knowledge exchange, using the experience of individual countries and through WFP Center of Excellence Against Hunger in Brazil and other South-South initiatives. It also renewed WFP commitment to strong partnership with the World Bank and Partnership for Child Development, while also aiming to reinforce partnerships with UNESCO and UNICEF, through the Nourishing Bodies, Nourishing Minds initiative, and with the FAO on supporting links between school feeding and local agricultural production.

Working with partners to assess the cost-effectiveness of school feeding and the efficiency of different implementation models is also emphasized in the revised Policy, as well as the need to explore better ways of reaching beneficiaries, such as by using cash and vouchers to replace take-home rations or to enable local procurement.

In relation to the observation made by the Evaluation of the 2009 Policy, regarding the need to consider the trade-offs between objectives, the revised Policy also committed to assess individual cases to decide whether to purchase higher-priced, locally produced food, given the potential to benefit the local economy and increase the sustainability of school feeding programmes.

Within this revised policy framework, the roles of WFP are also redefined in relation to progress towards full ownership of school feeding programmes. Depending on the transition stage, WFP was meant to focus on service delivery or on capacity development and knowledge building, or a mix of both with different proportions according to the context. Table 2 below illustrates the definitions of each transition stage.

Table 2: Definition of SABER Transition Stages			
Stage 1: Latent	Stage 2: Emerging	Stage 3: Established	Stage 4: Advanced
<i>Unstable contexts, Limited capacity.</i> Government relies on WFP and others to implement school Feeding	<i>Stable contexts, Limited capacity.</i> Government may rely On WFP and others to implement school Feeding, but transition planning can be Initiated.	<i>Stable Contexts, medium capacity.</i> Government Has established a national programme But lacks the capacity to cover all Requirements. The transition is under Way, with WFP decreasing operational support.	<i>Stable contexts, high capacity.</i> Government has an established national programme managed without WFP support.

²¹ WFP 2013: Revised School Feeding Policy, page 3

²² <http://worldbank.org/education/saber>

Source: Revised 2013 School Feeding Policy.

Table 3 illustrates the objectives of WFP Strategic Plan 2014-2017, to which the revised Policy was aligned, in relation to: a) countries' transition stage; b) WFP roles and c) programmatic focus.

Table 3: Supporting countries in the transition stages - WFP's strategic objectives, roles and focus				
	Stage 1 - Latent	Stage 2 - Emerging	Stage 3 - Established	Stage 4 - Advanced
WFP Strategic Objectives connected to the Strategic Plan	1 - Save lives and protect livelihoods in emergencies 2 - Support or restore food security and nutrition and establish or rebuild livelihoods in fragile settings and following emergencies	2 - Support or restore food security and nutrition and establish or rebuild livelihoods in fragile settings and following emergencies 3 - Reduce risk and enable people, communities and countries to meet their own food and nutrition needs 4 - Reduce undernutrition and break the intergenerational cycle of hunger	3 - Reduce risk and enable people, communities and countries to meet their own food and nutrition needs 4 - Reduce undernutrition and break the intergenerational cycle of hunger	4 - Reduce undernutrition and break the intergenerational cycle of hunger
WFP's roles	Role 1: Service delivery. Provide income transfers to beneficiaries and their families; protect or restore access to education and nutrition	Role 1: Service delivery. Restore or enhance access to education and nutrition; provide income transfers Role 2: Capacity development and knowledge-building. Support national institutions, setting the ground for transition	Role 2: Capacity development and knowledge-building. Focus on the transition Role 1: Service delivery. Enhance access to education and nutrition; provide income transfers	Role 2: Capacity development and knowledge building. Provide specialized technical support to high-capacity countries
WFP's possible focus	Use WFP's operational capacity and ability to reach difficult areas Design simple programmes for quick scaleup, considering the eventual scale-down strategy;	Initiate dialogue with government on transition and establishing a budget line, while maintaining operational support Put transition strategies in place with government; focus on generating political will Initiate assessments and pilots for linking school feeding	Support government in drafting the policy or legal framework Evaluate experiences of linking school feeding to local agriculture, and innovations with potential for scaleup by government Start scaling down WFP	(Transition completed; WFP does not deliver services, but can provide technical assistance) Establish South-South agreements and other technical cooperation

	ensure that required infrastructure is in place Establish operational partnerships	to local agricultural production Start estimating the time until full transition	operations; estimate government's financial capacity for school feeding and support funding strategies	Learn from government experience for other countries
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Source: WFP Revised 2013 School feeding Policy, pag: 11.

This integrated approach and its multiple outcome paths are also recognized in WFP's Strategic Plan 2017-2021. The latter clearly states: *"...in supporting or implementing school meals programmes, WFP might contribute to SDG 2 targets related to access to food, improved nutrition or smallholder livelihoods, while also often making substantial contributions to the achievement of other SDG targets, including those related to education (SDG 4), gender equality and women's empowerment (SDG 5), family income (SDG 1) and health (SDG 3)."*

The plan highlights that school meals programmes, as part of the essential package for schoolchildren's health and nutrition, help ensure that children have access to education and support achievement of education improvement targets, despite crises or chronic poverty; it also notes that the combination of quality education and nutritious foods contributes to breaking the intergenerational cycle of hunger.

The Gender Policy also refers to school feeding. Particularly, when defining the minimum standards for targeted interventions it states that *where persistent gaps exist, WFP invests in community and school-based strategies and partnerships for school feeding that generate more sustainable incentives for parents to continue girls' education beyond primary school.*²³

Along the same lines, WFP 2017 Nutrition Policy recognizes that in addition to improving children's nutrition, school meal programmes have the potential to serve as a delivery platform for nutrition education..... and... Linkages between school meals and local smallholder production may also be made to improve nutrition while strengthening farming families' livelihoods. It also stresses the need to work with governments, local authorities, communities and other interested partners on issues of availability and access at the system level.²⁴

Similarly, WFP Capacity Building Policy highlights WFP's work on strengthening the technical and management capacities of national and subnational government organizations; and the evaluation of such Policy found that school feeding had the highest number of reported capacity development activities in SPR data, with 628 during 2013-2015.

WFP 2015 Policy on Building Resilience for Food Security and Nutrition states that: Ensuring adequate nutrition among vulnerable groups during an emergency has benefits that extend beyond the immediate shock: adequate nutrition during adolescence and the first 1,000 days of life – during mother's pregnancy and up to the child's second birthday – promotes lifetime health and productivity. A preventive approach, including nutrition specific and sensitive actions, is preferable to treating acute malnutrition: it is more cost-effective and contributes to resilience²⁵. Broadly speaking, it is arguable that school feeding programs across the humanitarian and development nexus may contribute to strengthen the capacity to absorb and adapt, as the key dimensions of resilience. Transformative capacities may also be addressed when contributing to national capacities to deliver school feeding programmes in the context of national protection

²³ WFP Gender Policy, pag. 16 2015-2020

²⁴ WFP Nutrition Policy, January 2017, pag. 10

²⁵ WFP 2015 Policy on Building Resilience for Food Security and Nutrition, pag. 12

systems. In fact, the policy explicitly acknowledges that cross cutting policies that contribute to WFP's resilience building approach include gender, nutrition and school feeding.

The holistic approach reflected in WFP school feeding policy framework also calls for more integrated programming and greater emphasis on partnership with a wide range of local, national and international development actors. This is instrumental in order to address the multiple variables that can materialize the potential benefits of school feeding across different dimensions of sustainable development but constitutes one of the pending challenges for WFP.

Recurrent findings across the Policy evaluations include the fact that while these policies are generally aligned to the global development landscape and reflect strong conceptual clarity and organizational commitment, they also need to be complemented with more consistent frameworks linking the policy to strategy and guidance, to integrated programming and measurable results. On a more positive note related to school feedings effects on gender relations and protection systems, the evaluation of WFP Safety Nets Policy (2012) found a few cases of school feeding programmes to be among the examples of *programmes designed to lead to gender transformative outcomes, together with some examples of nutrition programmes specifically targeted to women and their children*. Other than that, the evaluation did not find many other examples²⁶.

The review of key findings from WFP programme evaluations, summarising successes and challenges of implementing USDA McGovern-Dole-funded Food for Education Programmes in the Asia/Pacific Region, highlights challenges in applying consistent measurement frameworks across countries, which impact WFP ability to compare and aggregate results. Key findings from this review include the importance of engaging with a diverse range of partners, beyond implementing partners for school feeding. This is critical to address outcomes that fall outside the direct influence of WFP but are part of the holistic approach in addressing challenges, such as improving literacy rates, which in turn are highly dependent on coverage and quality of education systems. In some cases, the review also found that WFP cooperation with other agencies could be improved and that more focus on capacity building is needed while strengthening monitoring systems.

More broadly, WFP's school feeding evaluations highlight some key recurring challenges that include: i) the ability to monitor and demonstrate results, even more when related to issues of policy advocacy and capacity development; ii) sustainable hand over to national institutions; iii) lack of integration between different areas of WFP work.

In 2019, WFP drafted a School Feeding Strategy with a 10-year vision (2020 to 2030) that is currently being finalized. Its main objective is to call for action to reach 73 million primary school children living in extreme poverty in 60 countries that do not have access to national school feeding programmes and are most likely not receiving most of the other essential school health interventions.

The strategy affirms WFP's commitments to work with governments and partners to reach these 73 million primary school children. By adopting a medium to long term perspective and placing more emphasis on WFP catalytic role, the draft Strategy also lays out a significant organizational shift. Although such shift was somehow already envisaged in the 2013 Revised School Feeding Policy and is in line with WFP "changing lives" mandate, as stated in the current Strategic Plan, it still requires some systemic changes for the organization to deliver.

The Strategy also builds on the 2013 revised policy while benefiting from the latest conceptual and practical developments in the school feeding landscape; particularly by adopting the 8,000 days paradigm, which calls for rethinking the investment in health and nutrition of school children with a longer-term vision and a wider scope. The draft strategy is aligned to the four outcome areas identified for school feeding in the third edition of the World Bank publication *Disease Control*

²⁶ Updates of Safety Nets Policy (2012) Summary Evaluation Report, pag. 10.

Priorities (2018)²⁷, namely: i) social protection; ii) education; iii) health and nutrition and iv) agriculture.

The role of WFP will vary according to the country context, income classification and transition stage towards national ownership, as follows:

1. In crisis or humanitarian settings WFP will scale up by providing operational support
2. In stable low-income and lower-middle-income countries WFP will support the transition to national programmes.
3. In upper-middle income countries WFP will support the consolidation and strengthening of national programmes

For each of these three roles, the Strategy identified specific challenges and related works streams, as illustrated in table 4.

Table 4: Draft School Feeding Strategy 2020-30		
Outcome areas, WFP roles, challenges and workstreams		
Outcome Areas	Roles of WFP and Related Challenges	Work Streams
Social Protection: Income transfer, household food security	<p>Role 1 – Providing operational support: <u>Challenge:</u> ensuring consistent delivery of quality school feeding in crisis or low institutional capacity countries</p> <p>Role 2 - Transitioning to national programmes. <u>Challenge:</u> learning to let go successfully in Countries with emerging capacities</p> <p>Role 3 - Consolidating and strengthening national programmes. <u>Challenge:</u> In stable contexts with advanced capacities taking a regional approach to country support</p>	Work stream 1 – Generating and sharing knowledge and best practice globally
Education: Learning and Enrolment, girls' education		Work stream 2 – Increasing the investment in school feeding: a new financing model
Health and Nutrition: Dietary diversity, growth and development		Work stream 3 – Acting in partnership to improve and advocate for school health and nutrition
Agriculture: Rural Economy, food systems		Work stream 4 - Strengthening programmatic approaches in key areas including: i) Girls' (including adolescents) education and well-being; ii) Nutrition sensitive school-feeding; iii) School feeding and the triple humanitarian-development- peace nexus; iv) School feeding, local food systems and value chains; v) Digital innovation; and vi) Local Communities

Source: Elaborated by OEV based on draft WFP School Feeding Strategy 2020 – 2030

²⁷ World Bank 2018: Bundy et al. Disease Control Priorities-imagining School Feeding a high Return Investment in human Capital and local Economies,

3.2. Overview of Activities²⁸

For the past six decades, the World Food Programme (WFP) has provided operational support and technical assistance to help children in the poorest regions of the world attend school and reach their full potential.

In 2018, WFP assisted 16.4 million school children with nutritious meals, snacks or take-home rations in 61 countries, making school feeding WFP's second largest programme in terms of beneficiaries. About 51 per cent of the schoolchildren assisted through WFP school feeding activities were girls and the target for female retention rate was met in 73 per cent of countries that reported on this indicator.

The number of beneficiaries reached in 2018 falls short of what WFP had planned (19 million children), for several reasons. The main reason is a positive one: more progress than expected was achieved in handing over operations to governments. Handover led to a total reduction of 2.5 million children assisted by WFP in countries such as Bangladesh, Cambodia, Côte D'Ivoire, Kenya, Kyrgyzstan and Zambia. In some cases, the handover is still on going. For example, in Zambia, WFP successfully handed over responsibility to the government for 600,000 school-age children, thus reducing its school feeding beneficiaries from about 800,000 in 2017 to 200,000 in 2018.

School feeding activities were scaled up in 20 operations to reach an additional 1.7 million children in fragile settings such as Mali, South Sudan and Yemen and in more stable settings where WFP implements school feeding based on the request of the host government, such as Benin and Sierra Leone. The table below compares 2017 and 2018 figures:

Table 5: WFP school feeding beneficiaries 2017 and 2018			
	Previous year (2017)	Increase (2018)	Decrease (2018)
Number of school-age children reached in 2017	18.3 million		
Number of school-age in countries where WFP scaled up direct implementation		1.7 million	
Number of school-age children that WFP handed over to national governments			2.5 million
Number of school-age children that WFP did not reach due to funding shortfalls and/or operational constraints			1.1 million
Total school-age children reached in 2018	16.4 million		

Source: draft School feeding Thematic Report 2018

²⁸ The information and the data reported in this section is extracted from the School feeding Thematic Report: *School feeding in 2018, Beyond the Annual Progress Report 2018 Series*. WFP, October 2019. It should also be noted that the School Feeding Thematic Report is based on data from the 2018 APR and, as such, the Activities section provides limited information on school feeding activities from 2014-2017

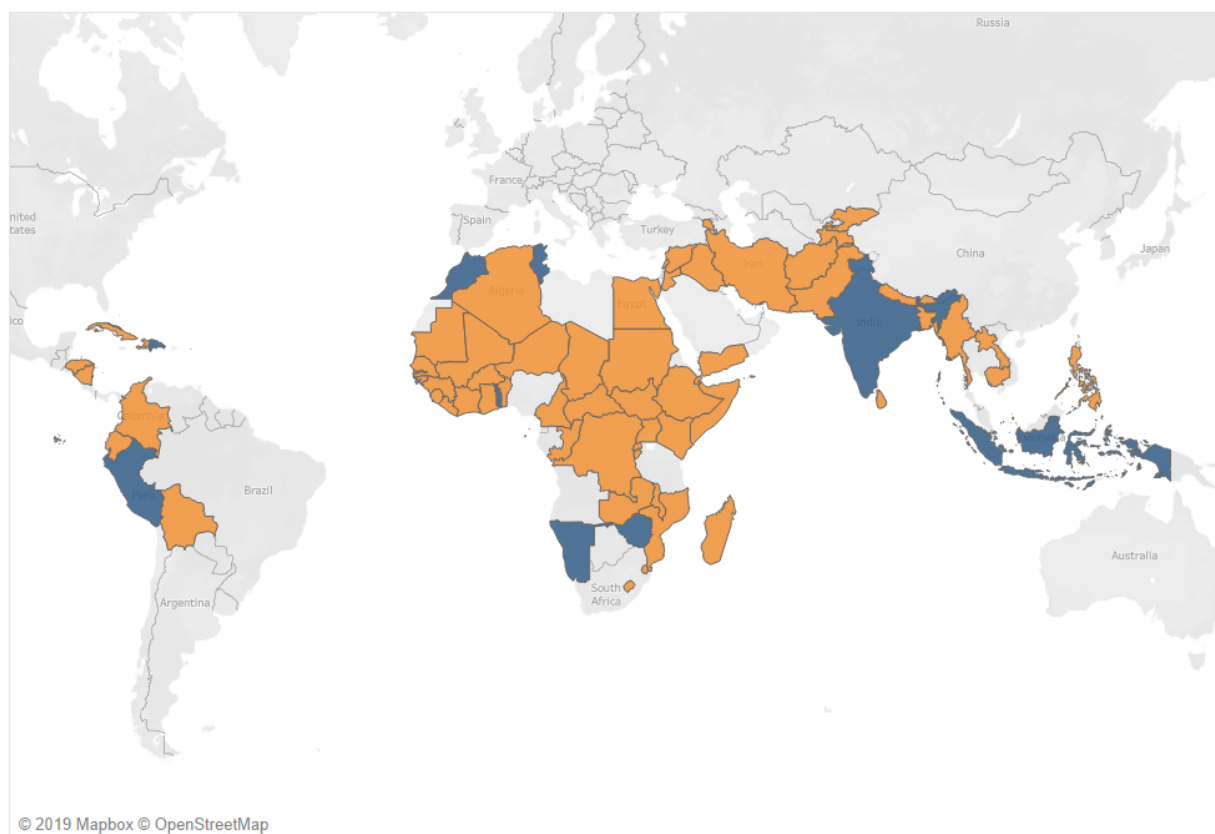
In accordance with its School Feeding Policy, WFP plays a dual role in fostering access to school feeding: through direct service provision and country capacity strengthening. In 2018, WFP provided direct operational support to 61 countries that were still facing challenges to fully implement school feeding because of recurrent economic or natural shocks, instability or insufficient capacity.

In another ten countries with more stable contexts, and at the request of governments, WFP focused solely on the vital role of establishing, strengthening and consolidating nationally owned and operated school feeding programmes.

In almost all countries where WFP implemented school feeding, as well as those where these activities were fully handed over, WFP also provided technical assistance to help build the skills, systems and structures required for government-led programmes.

In the 71 countries where WFP provided school meals, technical assistance or a combination of both, nearly 167 million additional children benefitted from government-provided school meals.

Figure 1: Global Reach of WFP's School Feeding Activities in 2018



- WFP provides school feeding and technical assistance to the government (61 Countries)
- WFP provides technical assistance to the government only (10 Countries)

Table 6 illustrates the respective school feeding coverage by WFP and governments in 2018 by Regional Bureau (RB) ²⁹. In total, government investment and support to children largely

²⁹ The data on government-assisted school meal beneficiaries are taken from four different sources, by decreasing order of priority:

- African Union. 2018. Sustainable School Feeding across the African Union. Addis Ababa, African Union. https://au.int/sites/default/files/documents/36100-doc-sustainable_school_feeding_1.pdf

outweighs WFP's contribution, illustrating the widespread political will, commitment and ownership of school feeding by countries themselves. In Asia and Latin America, governments manage to cover a large proportion of their school-aged population. In Africa, efforts towards ensuring that all vulnerable children have access to these programmes have started and several large-scale national programmes are on going. However, research commissioned by WFP indicates that approximately 73 million more children around the world require school feeding support but are not currently covered by existing programmes; about 62 million of them are in Africa.³⁰

Table 6: WFP and Government School Feeding Coverage in 71 Country Offices				
Regional Bureau (RB)	WFP	% of Girls Over Total WFP beneficiaries	Government	% of Government Coverage³¹ over total (including WFP)
RBB	1,740,000	50%	127,494,917	98.66%
RBC	5,640,000	52%	13,645,397	70.76%
RBD	2,300,000	49%	4,236,105	64.9%
RBJ	2,100,000	52%	4,178,665	66.78%
RBN	2,440,000	50%	1,067,294	30.45%
RBP	2,146,389	50%	16,268,506	88.34%
TOTAL	16,366,000		166,890,884	

Source: School Feeding Thematic Report 2018

Annex 3 and 4 provide respectively an overview of expenditure and of beneficiaries.

3.3. Scope of the evaluation

The evaluation will cover WFP school feeding related activities from January 2014, to June 2020. It will focus on two main levels of analysis: i) organizational readiness and ii) development results. While the evaluation is mostly forward looking to inform implementation of the draft school feeding strategy and the design of a new School Feeding Policy, its scope will include an assessment of the progress made against the objectives set out in the 2013 revised School Feeding Policy.

- WFP. 2017. Smart School Meals: Nutrition-Sensitive National Programmes in Latin America and the Caribbean, A Review of 16 Countries. Rome: WFP. https://docs.wfp.org/api/documents/WFP-0000019946/download/?_ga=2.88863771.1491961294.1564494036-1398024210.1564494036
- World Bank. 2018. The State of Social Safety Nets 2018. Washington, D.C., World Bank. <https://openknowledge.worldbank.org/handle/10986/29115>
- WFP. 2013. The State of School Feeding Worldwide. Rome, WFP.
- https://documents.wfp.org/stellent/groups/public/documents/communications/wfp257481.pdf?_ga=2.84605977.1491961294.1564494036-1398024210.1564494036

³⁰ Partnership for Child Development. 2018. *Global figures for children in need of School Feeding*. London, Imperial College.

³¹ Data on Govt Coverage disaggregated by sex are currently not available.

From the perspective of organizational readiness, the evaluation will focus on understanding how WFP is equipped, and on what is needed to successfully support school feeding in different country contexts, while responding to the opportunities set out in the Agenda 2030. This will include the following three dimensions: i) school feeding conceptualization and operationalization through policies, strategies and guidance; ii) processes and systems and their use in the organization; iii) synergies and adaptability to evolving roles across dynamic development and humanitarian contexts, to ensure sustainability of school feeding programmes in the framework of national systems. As illustrated in table 6, school feeding beneficiaries directly reached by WFP are less than 10% of the total; whilst 90 % are currently covered national programmes. It is therefore crucial for this evaluation to examine how WFP is engaging with national Governments.

From the perspective of development results, the evaluation will look at the continued relevance of the 2013 School Feeding Policy and at the extent to which WFP is contributing to positive outcomes in the areas of education, health and nutrition, social protection and agricultural production. The assessment of these outcomes will be at the aggregate level and as feasible considering evaluability challenges and resources available. Gender equality will be a cross cutting theme in the analysis and whenever available data will be disaggregated by sex. The analysis of results will largely benefit from a wide body of evaluative evidence already available and will provide a basis to inform a forward-looking strategic analysis.

The scope of the evaluation will be further elaborated during the inception phase and will be informed by a detailed evaluability assessment, as part of the overall evaluation design to be developed by the evaluation team.

4. Evaluation Approach, Questions and Methodology

4.1. Overview of Evaluation Approach

The evaluation will take a mixed methods approach, using the relevant elements of the existing policy and strategies to guide the evaluation design in consultation with key internal stakeholders. The assessment will be based on secondary as well primary data sources, using different data collection techniques, including: desk review, semi structured interviews, surveys and focus groups. Systematic data triangulation across different sources and methods will be carried out to validate findings.

During the inception phase the evaluation team will be expected to develop a detailed methodological design in line with the proposed approach. The design will be presented in the inception report and informed by a thorough evaluability assessment. The latter should be based on desk review of key programming, monitoring and reporting documents and on some scoping interviews with relevant informants.

A key annex to the inception report will be an evaluation matrix that will constitute the analytical framework of the evaluation. The selection of informants and site visits should ensure to the extent possible that all voices are heard. In this connection, it will be very important at the design stage to conduct a detailed and comprehensive stakeholder mapping and analysis to inform sampling.

4.2. Evaluability Assessment

There is a large body of existing evaluations that can be used to provide evidence for the evaluation. These include centralized evaluations (strategic evaluations, policy evaluations, impact evaluations, operations evaluations and country portfolio evaluations as well as evaluation synthesis products) and decentralized evaluations of WFP operations. Annex 6 contains a list of evaluations that should be covered by the evaluation. Several audits (internal and external) are also relevant for the evaluation and these are also listed in Annex 8.

Evaluability challenges that have been identified at this stage include: a) data availability and reliability at the CSPs outcome and output level; b) meaningful data aggregability across countries and regions, particularly for qualitative data; c) linking resources to results for cost effectiveness analysis of different delivery modalities; d) statistical representation of the in country missions will be a limitation for the analysis of results at the country level.; e) quantification and measurement of advocacy efforts and results may be difficult due to the often intangible nature of the work related to it.

It should also be acknowledged that there is a discontinuity between the SPR 2014-2017 and 2017-2021 and related results framework, which impact the environment of measurement and reporting of the school feeding interventions.

The use of mixed methods, including qualitative inquiry, will contribute to addressing these limitations. A more detailed evaluability assessment will have to be conducted at the inception phase and factored into the evaluation design.

4.3. Evaluation Questions

The evaluation will address five broad questions across the different dimensions of analysis. Two questions are related to the continued relevance and effectiveness of the School Feeding Policy; two are related to the organizational readiness and one cuts across both dimensions to look at critical factors to contribute to learning and future direction. The questions listed below will set

the framework for evaluation matrix to be developed by the evaluation team during the inception phase, when the sub-questions will also be further elaborated and operationalized in specific lines of inquiry and indicators.

A) Continued Relevance and Effectiveness of the 2013 School Feeding Policy

1. How relevant is WFP's School Feeding Policy considering the 2030 Agenda and WFP current Strategic Plan (2017-2021)?

- 1.1. Is WFP School Feeding Policy still relevant in light of the draft Strategy and how is it aligned to WFP Strategic Plan 2017-2021, to the Agenda 2030 and to the emerging international thinking and practice on school feeding?
- 1.2. How are WFP school feeding activities aligned to the School Feeding Policy and to the draft Strategy?
- 1.3. How relevant are WFP school feeding activities to the regional and sub-regional organizations thinking and practice?
- 1.4. To what extent is WFP being able to effectively engage with National Governments and flexibly respond to evolving priorities and demands in different country settings?

2. To what extent has WFP been able to deliver on the results of the 2013 revised School Feeding Policy?

- 2.1. To what extent are WFP supported school feeding programmes contributing to reducing hunger and to nutrition outcomes among the most vulnerable groups?
- 2.2. To what extent are WFP supported school feeding programmes contributing to enhance access to education, particularly for the most vulnerable groups?
- 2.3. To what extent are WFP supported school feeding programmes contributing to rural economies and food systems?
- 2.4. To what extent are WFP supported school feeding programmes contributing to social cohesion and stability at community level, particularly in humanitarian settings?

B) Organizational readiness to contribute to school feeding-related outcomes.

3. How well is WFP equipped to deliver effective and equitable school feeding programmes, and to assist Governments to implement school feeding programmes?

- 3.1. Is there a clear and coherent yet flexible framework in WFP to advance a school feeding agenda from conceptualization to integrated programming and measurable results?
- 3.2. Are the existing corporate systems, guidance and processes conducive to funding and staffing tailored to different roles that WFP may play in different country settings?
- 3.3. Is WFP able to leverage resources through effective partnership strategies at country, regional and global level?
- 3.4. Is WFP able to efficiently and effectively act as a global knowledge broker, including for south south and triangular cooperation?

- 3.5. Are WFP results-based management systems well-equipped to monitor, measure and report progress on school feeding, including advocacy and capacity strengthening processes and results?

4. To what extent is WFP capable of focusing on strengthening enabling environments for national institutions to design, finance and implement sustainable school feeding programmes?

- 4.1. To what extent and how is WFP advocating for and engaging in the right partnerships with national and international actors to position school feeding as a strategic entry point to contribute to the Agenda 2030?
- 4.2. To what extent and how is WFP engaging in advocacy efforts to influence policy, legal, financial, institutional and partnership frameworks for sustainable national school feeding programmes?
- 4.3. To what extent and how is WFP focusing on strengthening national and local institutional capacities for school feeding programmes' design and implementation, including targeting, monitoring and evaluation?
- 4.4. To what extent is WFP developing and implementing effective transition strategies to ensure time-bound hand over of school feeding programmes to national and local institutions?

5. What are the key factors contributing to progress against stated objectives and what are the key lessons that can be learned?

- 5.1. What are the key factors internal and external to WFP contributing to or challenging the successful implementation of the new School Feeding Strategy?
- 5.2. What are the main opportunities and risks in relation to the country, regional and global contexts?

The sub-questions will be validated and further developed during the inception phase and will be listed in an evaluation matrix linking each of them to data sources and data collection methods.

4.4. Methodology

The evaluation will employ relevant internationally agreed evaluation criteria including relevance, efficiency, effectiveness and sustainability. It will also examine the extent to which gender and equity dimensions are integrated into WFP's policies, systems and processes. The methodology should:

- Build on the logic that is the basis of WFP's policy and strategy framework and its objectives;
- Be geared towards addressing the evaluation questions presented in these ToR
- Take into account the limitations to evaluability pointed out as well as budget and timing constraints.

The methodology should also demonstrate impartiality and lack of bias by relying on a cross-section of information sources (e.g. stakeholder groups) and using a mixed methodological approach (e.g. quantitative, qualitative) to ensure triangulation of information collected through a variety of means. The evaluation will employ multiple methods of data collection including:

- **Synthesis of evaluations and audits:** A systematic review and synthesis of the body of evaluations, audits and lessons learned documents will be undertaken early in the data collection process. The synthesis will follow the framework of evaluation questions and sub-questions. It will be necessary to assess the quality and independence of sources of information and develop a hierarchy of evidence as necessary. Over the six years covered by the exercise, it will be important to map the findings against the time periods that they relate to. The synthesis would take place in advance of the fieldwork and the conduct of country missions. This will allow key issues to be incorporated in to the design of the missions' protocols and associated data collection tools.
- **Analysis of WFP administrative data:** Analysis of corporate administrative data such as expenditures, timelines, performance indicators and human resource statistics.
- **Desk review of background documents:** Desk reviews will cover a wide variety of background material available. An initial mapping of relevant documents can be found in Annex.
- **Key Informant interviews:** These will take place at HQ, regional and country levels as well as with global and regional partners. The sampling technique to impartially select stakeholders to be interviewed should be specified in the inception report.

In order to ensure the impartiality and credibility of the evaluation, findings will be systematically triangulated across different data sources and data collection methods. In line with the mixed methods approach of the evaluation, triangulation will imply a constructivist approach in the analysis and interpretation of qualitative information combined with the statistical analysis of quantitative data.

While having a strategic global outlook, the evaluation will zoom into a purposefully selected number of countries to account for and learn from different contexts, from which logical generalizations could be drawn. As illustrated in more detailed in Annex 5, selection of country missions is based on purposeful sampling informed by a combination of variables related to country context and capacity, volume of WFP operations and evaluation coverage. As a result, a long list of 17 countries has been identified. Out of this list, 6 countries will be selected for field visits and up to 6 for desk studies. Within this sample, the evaluation team will conduct one visit during the inception phase and 6 visits (one per each country selected) during the data collection phase. The final selection of countries to be visited will be confirmed during the inception phase.

Below is the long list of countries from which the final selection will be derived.³²:

Country visit	Desk review
RBB	
Afghanistan	Cambodia
Myanmar	
RBC	
Tajikistan	Syria
	Tunisia
RBD	
Benin	Sierra Leone
Côte d'Ivoire	
RBJ	

³² For more detail on sampling methodology and country selection see Annex 5.

Country visit	Desk review
Namibia	Congo, Republic of
	Lesotho
RBN	
Rwanda	Kenya
RBP	
Haiti	Honduras
Peru	

The methodology may also include case studies focusing on specific topics to be identified during the inception phase.

4.5. Quality Assurance

WFP's CEQAS is based on the UNEG norms and standards and good practice of the international evaluation community. It sets out processes with in-built steps for quality assurance and templates for evaluation products. It also includes quality assurance of evaluation reports (inception, full and summary reports) based on standardised checklists. The CEQAS will be systematically applied during this evaluation and relevant documents provided to the evaluation team.

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 leader should ensure compliance with CEQAS and style guidance (Annex 10). The quality assurance process it is expected to perform before submitting deliverables to OEV (inception report to the final evaluation report) should be made clear in the proposal for undertaking the evaluation. In addition, the proposal should set out the measures to ensure that all team members have adequately undertaken the document review before the fieldwork and are fully prepared for the HQ briefing.

There will be two levels of quality assurance used by OEV in the evaluation process, the first by the evaluation manager and, second by the Director of Evaluation. This quality assurance process does not interfere with the views and independence of the evaluation team, rather it ensures the report provides the necessary evidence in a clear and convincing way and draws its conclusions on that basis.

5. Organization of the Evaluation

5.1. Phases and Deliverables

In order to present the evaluation to the Executive Board First Regular Session in 2020, the following timetable will be used. This may be adjusted in the inception phase if fully agreed by OEV. Table 2 provides an overview of the timeline and Annex 1 provides the timeline in more detail.

Table 2: Timeline summary of the key evaluation milestones

Main Phases	Timeline	Tasks and Deliverables
1. Preparation	September to December 2019	Scoping meetings in HQ ToR Selection of evaluation team and contract
2. Inception	January to March 2020	Inception missions Team briefing Inception report
3. Evaluation	April to July 2020	Systematic review of documents Evaluation missions and data collection Exit debriefing with HQ and RBs Analysis
4. Reporting	August to November 2020	Report drafting Comments process Final evaluation report Learning workshop
5. Executive Board and follow up.	December 2020 to February 2021	Summary evaluation report editing/evaluation report formatting Management response and Executive Board preparation Executive Board presentation (EB.1/2020) Dissemination event

5.2. OEV Roles and Responsibilities

This evaluation is managed by OEV. Sergio Lenci, Senior Evaluation Officer has been appointed as evaluation manager. The evaluation manager is responsible for drafting the ToR; selecting and contracting the evaluation team; preparing and managing the budget; setting up the internal reference group and the external advisory group; supporting evaluation design in the inception phase and organizing inception missions; organizing the team briefing in Headquarters; assisting in the preparation of the field missions; conducting on going quality assurance of the evaluation products and consolidating comments from stakeholders on the various evaluation products. The evaluation manager will be the main interlocutor between the evaluation team and WFP counterparts to ensure a smooth implementation process.

5.3. Evaluation Team Composition

Evaluation team members with appropriate evaluation and technical capacities will be hired to undertake the evaluation. The team leader bears ultimate responsibility for all team outputs, overall team functioning and client relations.

The team leader position requires a minimum of 15 years' experience in evaluation, with extensive experience in strategic-level evaluations. Familiarity with school feeding programmes, experience of humanitarian and development contexts and of the UN system are essential. The team leader must also have experience in leading teams, excellent analytical and communication skills (written and verbal) and demonstrated skills in mixed qualitative and quantitative data collection and analysis techniques. The primary responsibilities of the team leader will be:

- setting out the methodology and approach in the inception report
- guiding and managing the team during the inception and evaluation phases
- overseeing the preparation of data collection outputs (working papers, country reports, etc) by other members of the team
- consolidating team members' inputs to the evaluation products (inception report and the evaluation report)
- representing the evaluation team in meetings with stakeholders
- delivering the inception report, draft and final evaluation reports (including the Executive Board summary report) and evaluation tools in line with agreed CEQAS standards and agreed timelines.

Members of the evaluation team will not have been involved in the design, implementation or monitoring of any programme for WFP or any of its key collaborating partners nor have any other conflicts of interest. The evaluators are required to act impartially and respect the UNEG Code of Conduct and Ethics Guidelines. Proposals submitted by evaluation firms to conduct this evaluation will be assessed against their procedures in ensuring ethical conduct of their evaluators.

The evaluation team should have strong capacity in conducting global strategic evaluations that incorporate country-level studies. The team will be multi-disciplinary including extensive knowledge, skill and expertise in evaluating school feeding related interventions, as well as in the collection and analysis of both qualitative and quantitative data and information. At least one team member should have experience with the analysis and synthesis of evaluation reports and be able to use appropriate software in this process.

The evaluation team must ensure a gender equality and equity focus in all phases of its implementation. Across the team there must be a strong understanding and experience of the multilateral development system and of humanitarian principles and institutional architecture. Between the team members, there should be qualifications in, and considerable experience of the following technical areas related to school feeding: food and nutrition security; education; gender equality; social protection; rural development and institutional capacity development.

The team itself should comprise a balance of men and women of mixed cultural backgrounds. A core team of between 3 to 4 people is expected, including the team leader. When conducting country studies, core team members should be complemented by national expertise. The team leader should be able to communicate clearly both verbally and in writing in English. The team should also have additional language capacities (French and Spanish and possibly Portuguese and Arabic). The evaluation team members should:

- contribute to the evaluability assessment and the design of the evaluation methodology in their area of expertise
- undertake interviews in headquarters, regional bureaus and with partners
- undertake documentary review prior to fieldwork and later as needed
- conduct field work to generate additional evidence from a cross-section of stakeholders, including carrying out site visits, collect and analyse information
- participate in team meetings with stakeholders
- prepare inputs in their technical area for the evaluation products
- contribute to the preparation of the evaluation report.
- Support will be provided by OEV to collect and compile relevant documentation not available in the public domain and undertake analysis of internal data in support of the overall data collection effort.

5.4. WFP Roles and Responsibilities

WFP stakeholders at country office, regional bureau and headquarters levels are expected to: provide information necessary to the evaluation; be available to the evaluation team to discuss the programme, its performance and results; facilitate the evaluation team's contacts with stakeholders for country visits, and; set up meetings and field visits, organise for interpretation if required and provide logistic support during the fieldwork. The evaluation team in the inception report will present a detailed consultation schedule. To ensure the independence of the evaluation, WFP employees will not participate in meetings where their presence could bias the responses of external stakeholders.

5.5. Evaluation governance

WFP colleagues from the key divisions and offices will be asked to be members of the Internal Reference Group (IRG). IRG members will be responsible for engaging in meetings/workshops for discussing the inception report and drafts of the evaluation report and summary evaluation report. A small number of external experts from other UN system entities involved in school-based health and nutrition initiatives, as well as from academia, research institutes, international NGOs or foundations will be invited to be members of an Expert Advisory Group (EAG). Members of the EAG will be requested to review and provide comments on the draft inception and evaluation reports (or specific parts of them). Attention will be paid to ensure gender balance in the IRG and EAG. Annex 8 contains a tentative lists of members of the IRG and the EAG will be integrated at the beginning of the inception phase.

5.6. Communication

Emphasizing transparent and open communication, the evaluation manager will ensure consultation with stakeholders on each of the key evaluation phases. The evaluation ToR and relevant research tools will be summarized to better inform stakeholders about the process of the evaluation and what is expected of them. In all cases the stakeholders' role is advisory. Briefings and de-briefings will include participants from country, regional and global levels. Participants unable to attend a face-to-face meeting will be invited to participate by telephone or teleconference. A Communication and Learning Plan for the Evaluation can be found in Annex 2. A more detailed plan for the findings and evaluation report will be drawn up by the evaluation

manager during the inception phase, based on the operational plan for the evaluation contained in the inception report.

OEV will make use of a file-sharing platform to assist in communication and file transfer with the evaluation teams. In addition, regular teleconference and one-to-one telephone communication between the evaluation manager and the rest of the evaluation team will assist in discussion of any issue. The main deliverables during the evaluation phase will be produced in English. To the extent possible, debriefings at the end of the Country missions should be conducted in the national language. Should translators be required for fieldwork, the evaluation team will make the necessary arrangements and include the cost in the budget proposal. The team must ensure the confidentiality of all data collected during the course of the evaluation.

After completion of the fieldwork, OEV will organize an exit de-briefing with internal stakeholders to discuss the draft evaluation findings (End of June or early July 2020). After the completion of the evaluation report a learning workshop will be organized to discuss findings, conclusions and recommendations among a wide range of interested WFP stakeholders (early October 2020). The Summary Evaluation Report together with Management Response will be presented to WFP's Executive Board in all official WFP languages in February 2021.

OEV will ensure dissemination of lessons through the annual evaluation report, presentations in relevant meetings, WFP internal and external web links. In addition, a specific dissemination event will be organized to engage with WFP employees and external stakeholders on the evaluation and facilitate further utilization of the evaluation findings and conclusions. The country offices and regional bureaux are encouraged to circulate the final evaluation report to external stakeholders. OEV will explore opportunities to undertake joint learning and communication work with other UN agencies undertaking similar evaluation exercises, as applicable.

5.7. Budget

The evaluation will be financed from OEV's Programme Support and Administrative budget.

Annex 1: Evaluation Timeline

	Tentative timeline	By Whom	Key Dates (deadlines)
Phase 1 - Preparation			Sep-Dec 2019
	Draft ToR sent to OEV for feedback	EM	7 October
	Draft ToR to OEV/D clearance for circulation to IRG and to LTA	EM	14 October
	Receive WFP feedback	EM	28 October
	Receive Offers from LTA	EM	4 November
	Final ToR sent to WFP Stakeholders and uploaded	EM	8 November
	Assess LTA and Identify winner	EM	15 November
	Set up of the IRG/EAG	EM	13 December
	Contracting evaluation team/firm	EM + OEV Admin team	13 December
Phase 2 - Inception			Jan-April 2020
	Team preparation prior to HQ briefing (reading Docs)	Team	January
	HQ briefing (WFP Rome)	EM & Team	20-23 January
	Inception Mission	EM & TL	3 to 7 February
	Submit Draft inception report (IR) to OEV (after LTA firm Quality Assurance review)	TL	28 February
	OEV Quality Assurance and Feedback	EM	5 March
	Submit revised draft IR (D1) to OEV	TL	19 March
	OEV Quality Assurance	QA2	23 March
	Share IR with IRG and AEG members for their feedback (2 weeks for comments)	EM	24 March
	Deadline for comments	IRG, EAG	7 April
	OEV Consolidates all comments in matrix and share them with TL	EM	8 April
	Submit revised IR (D2)	TL	15 April
	Circulate final IR to WFP stakeholders FYI; post a copy on intranet.	EM	20 April
Phase 3 - Evaluation Phase, including Fieldwork			May-June 2020
	Fieldwork & other data collection (*). Field visits & internal briefings with CO and RB (ppt) after each country visit	Team	20 April to 11 June
	Overall debriefing with HQ, RB and COs Staff (ppt)	EM&TL	17 June

Phase 4 - Reporting			July-Dec 2020
	Submit draft (D0) Evaluation Report (ER) to OEV (after LTA firm Quality Assurance review)	TL	13 July
	OEV comments sent to the team	EM	17 July
	Submit revised draft ER to OEV	TL	31 July
	OEV to provide an additional round of comments	EM	6 August
	Submit revised draft ER (D2) to OEV based on OEV comments.	TL	20 August
	OEV Quality Assurance and Clearance by DoE	QA2	26 August
	Share ER with IRG and EAG (2 weeks for comments)	EM	1 September
	Stakeholders' workshop	EM & TL	15 & 16 September
	Deadline for comments on ER	TL	18 September
	OEV consolidate all WFP's comments (matrix) and share them with TL	EM	22 September
	Submit revised draft ER (D3)	TL	29 September
	OEV final feedback on ER sent to the team	EM	6 October
	Submit draft (D0) Summary Evaluation Report (SER)	TL	13 October
	OEV feedback on SER sent to the team	EM	19 October
	Submit revised SER	TL	26 October
	OEV Quality Assurance and DoE clearance to send SER to Executive Management Group (EMG)	QA 2	6 November
	OEV circulates SER to EMG for comments (2 weeks for comments)	EM	9 November
	Deadline for EMG comments	EMG	23 November
	OEV sends and discusses the comments on the SER to the team for revision	EM	26 November
	Submit final draft ER (with the revised SER) to OEV	TL	2 December
	Seek Final approval by DoE. Clarify last points/issues with the team	EM	4 December
	Submit approved SER to the EB Secretariat		6 December
Phase 5 - Executive Board (EB) and follow-up			
	Presentation of Summary Evaluation Report to the EB	DoE	February 2021

Annex 2: Initial Evaluation Communication and Learning Plans³³

Internal (WFP) communication plan

When Evaluation phase with month/year	What Communication product	To whom Target group or individual	What level Purpose of communication	From whom Lead OEV staff with name/position	How Communication means e.g. meeting, interaction, etc.	Why Purpose of communication
Preparation (Sep-Dec 2019) TOR (Oct 2019)	Full ToR ToR summary	OEV, CO, RB, HQ,	Conceptualization & Strategic	Evaluation Manager (EM)	Consultations, meetings and written exchanges	Draft ToR for comments / Final for information
Inception (Jan-Mar 2020)	HQ Briefing + Inception Mission Inception Report (IR)	HQ, RB, CO, stakeholders	Operational & Informative	EM	Written exchange	Draft IR for comments Final IR for information
Field work, debrief (Apr- Jul 2020)	PPT	CO, RB, HQ, stakeholders	Operational	Evaluation Team Leader (TL)	Meeting / Teleconference	For information and verbal feedback
Reporting (July - Nov 2020)	Draft and Final Evaluation Report (ER), Workshop	CO, RB, HQ, EAG, stakeholders	All	EM, OEV Director	Written exchanges (+ matrix of comments on request) and	Draft ER for written comments / Final ER for information

³³ To be further developed during the inception phase

					presentations	
Learning workshop (Oct 2020)	PPT	CO, RB, HQ	Learning	EM, OEV Director	Workshop	Utilization of the findings and conclusions of the evaluation
Follow-up/EB (Dec-Feb 2021)	Evaluation Brief	CO, RB, HQ	Informative	EM, OEV Director	Written exchange	Dissemination of evaluation findings and conclusions.
Dissemination event (March 2021)	PPT	CO, RB, HQ	Informative	EM, OEV Director	Event	Dissemination of evaluation findings and conclusions.

External communications plan

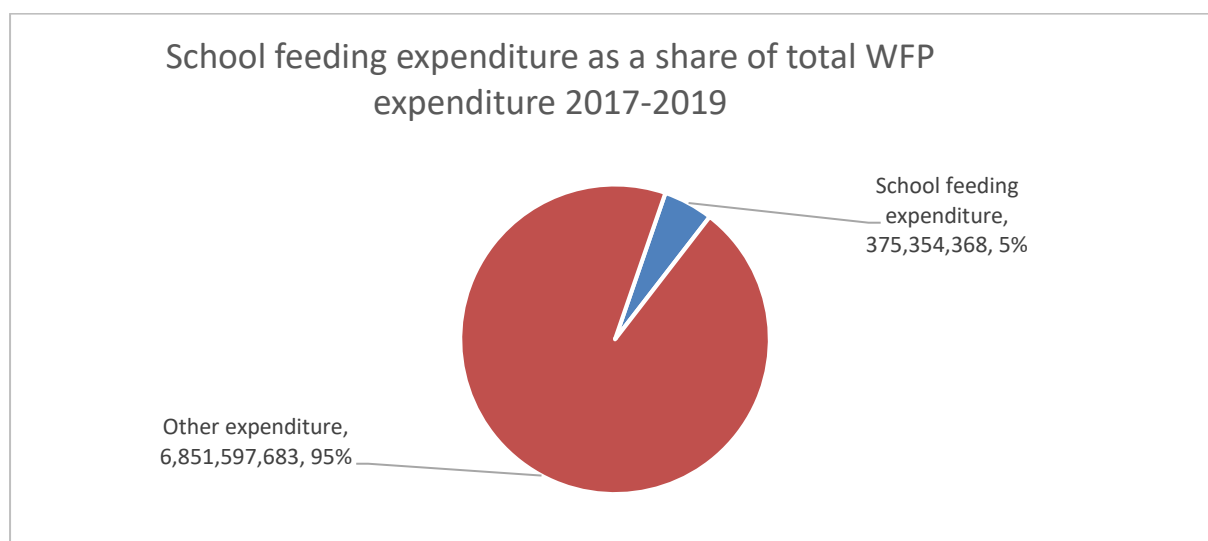
When	What	To whom	What level	From whom	How	Why
Evaluation phase with month/year	Communication product	Target group or individual	Purpose of communication	Lead OEV staff with name/position	Communication means e.g. meeting, interaction, etc.	Purpose of communication
ToR, Oct 2019	Final ToR ToR summary	Public, UNEG	Strategic	OEV	Websites	Public information
IR, March 2020	Final IR	Public, UNEG	Strategic	OEV	Websites	Public information
Formatted ER/Translated SER, Nov 2020	Final Report (incl. SER)	Public, UNEG	Strategic & Operational	OEV, EB Secretariat	Websites	Public information
Evaluation Brief, Dec 2020	2-page Evaluation Brief	Board Member & wider public	Strategic	OEV	Website	Public information
EB, Feb 2021	SER & Mgt Resp	Board Member	All	OEV & RMP	Formal presentation	For EB consideration

Annex 3: Overview of Expenditure 2017-2019

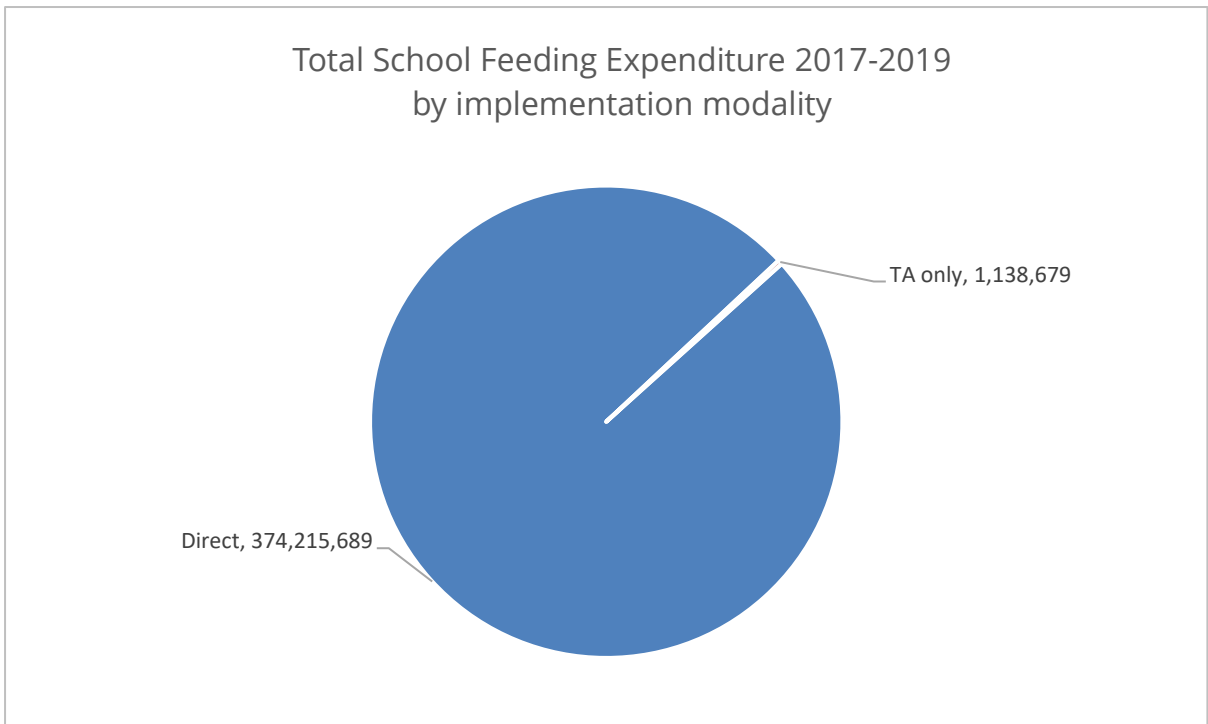
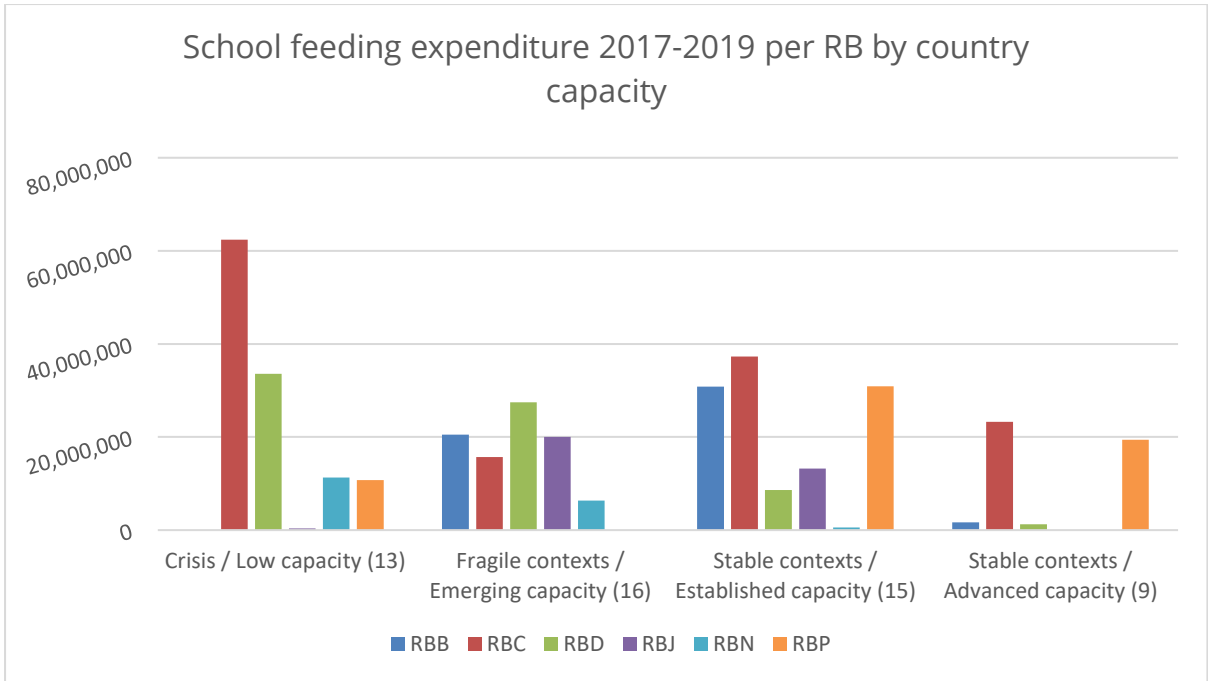
Data on school feeding expenditure was compiled and shared by the PDS. It is available for 53 country offices. There are challenges for the reliability of expenditure data for two reasons:

First, the source of the dataset is the COMET database, and the earliest year for which it is available is 2017 (for a handful of countries that started CSP in 2017); for most countries it is available as of 2018 or 2019 according to the start of their CSP. Additionally, as data was obtained at the beginning of October 2019, it does not indicate full 2019 expenditure figures. This means that the expenditure figures presented below (the sum of 2017, 2018 and 2019) are not necessarily indicative of the scale of WFP interventions in each country, as they sum up expenditure figures at different points of the CSP cycle (1st, 2nd or 3rd year).

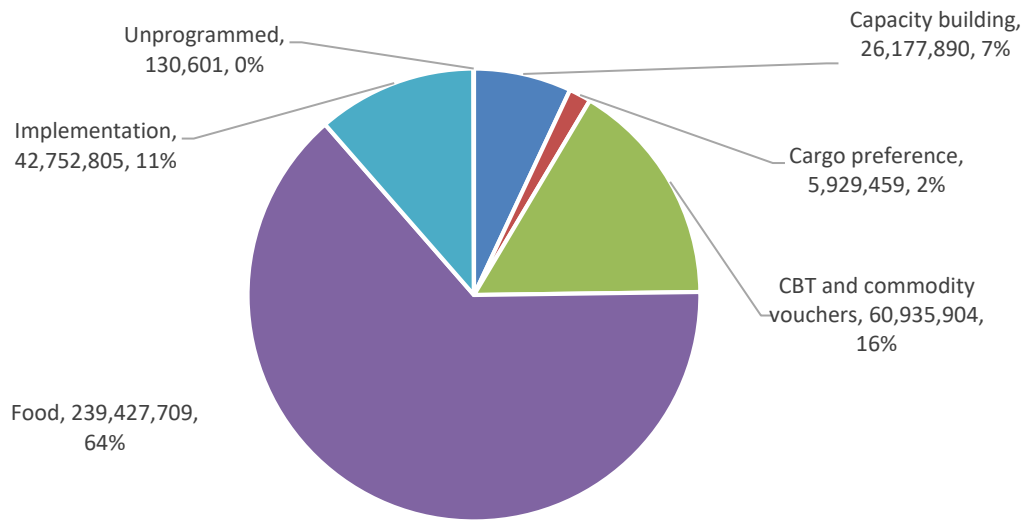
The second reason for concern is the difficulty of determining what constitutes “school feeding” expenditure. The Corporate Results Framework 2017-2021 introduced activity categories, one of which is “School meal activities,”³⁴ and this category is used as an indicator of school feeding for the purpose of calculating expenditure. However, cross-referencing of this activity tag against the free-text activity descriptions shows that there is some mis-alignment between the two. I.e. a number of activities which describe “school meal programmes” or “school feeding programmes” are not categorized as “School meal activities.” Thus, the school meal activity tag serves at best as a proxy for school feeding expenditure.



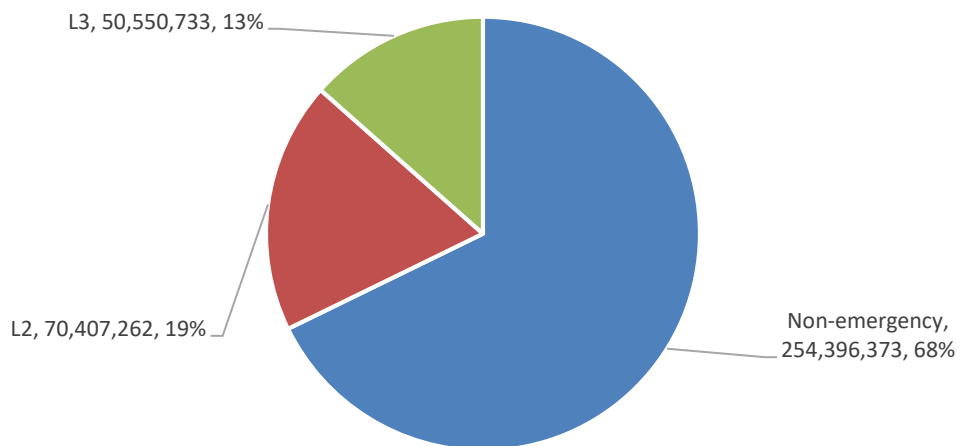
³⁴ World Food Programme, Corporate Results Framework (2017–2021)



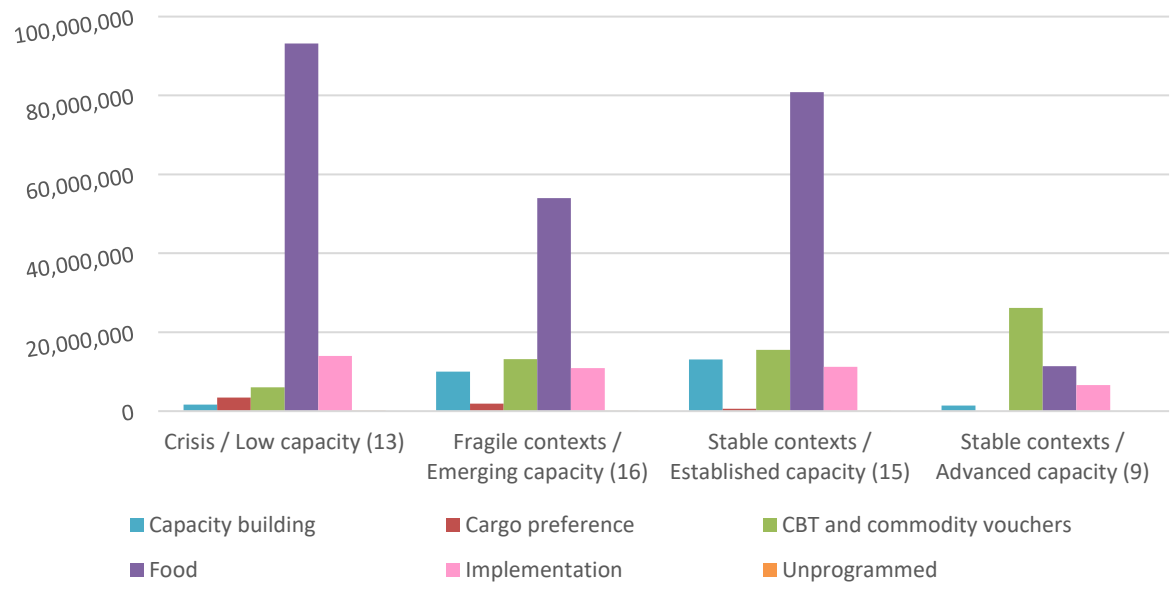
School Feeding Expenditure 2017-2019 by cost component



School Feeding Expenditure 2017-2019 by emergency setting

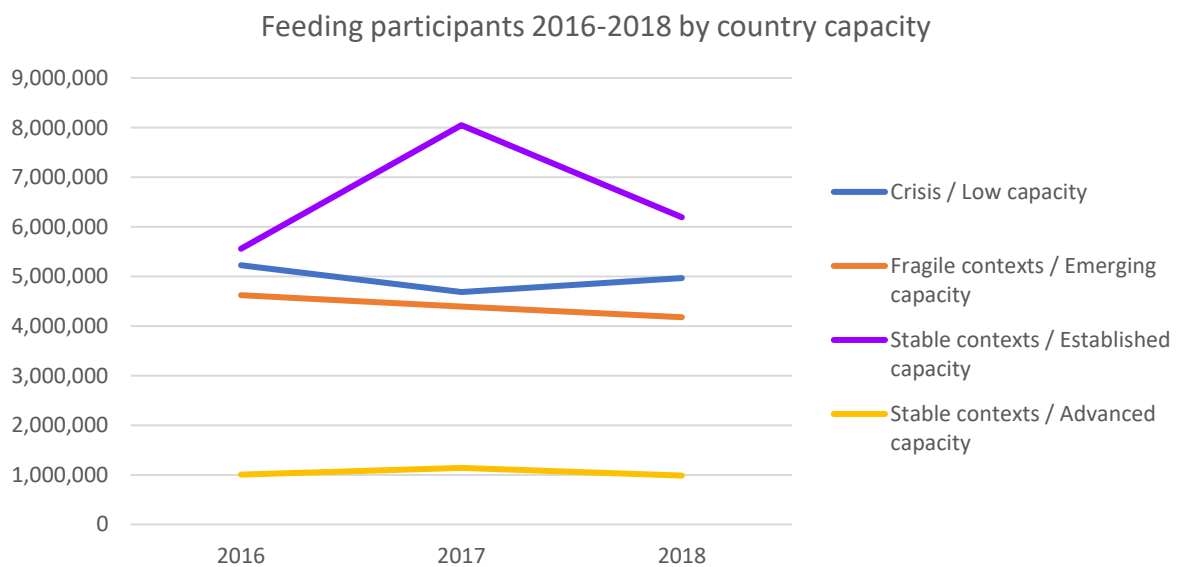
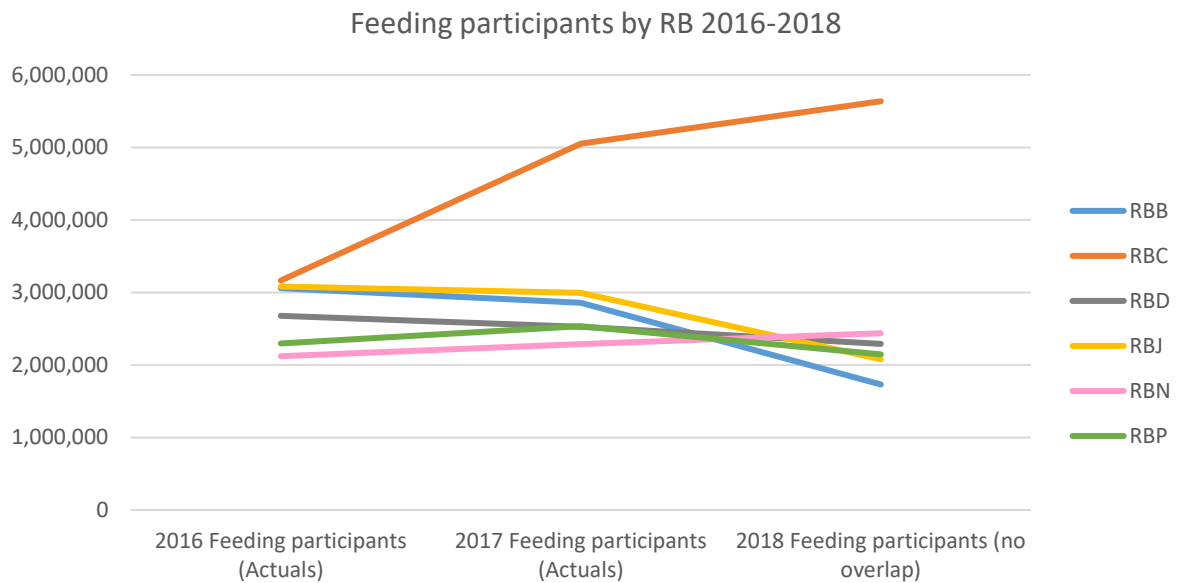


School feeding expenditure 2017-2019 per cost component by country capacity



Annex 4: School Feeding Participants by Region and Country Capacity³⁵, 2017-2019

School Feeding participants are a sub-set of Tier 1 beneficiaries. “Tier 1 beneficiaries are ‘targeted persons provided with food assistance.’ Tier 1 also incorporates ‘activity supporters’, persons who receive transfers as incentives to implement WFP programmes.” (source: [Beneficiary Counting in Comet](#)). However, the figures on “feeding participants” reported here were prepared by the PDS and exclude activity supporters.



³⁵ For an explanation of how Country capacity is calculated please refer to the Notes on data sources and use in Annex 5

Annex 5: Sampling Methodology and Country Selection

1. Notes on Data sources and use

The full dataset consists of 73 countries in which WFP has a school feeding programme. The list is derived from a dataset of basic indicators on WFP school feeding programmes around the world prepared by the WFP School Feeding Service (OSF). This was merged with data on country capacity for school feeding (SABER Index) and data on school feeding expenditure. To this merged dataset were added data on country income classification (as per World Bank classification), overall country capacity to deliver on policies and services and evaluation coverage.

SABER-Index is available for 52 countries. The dataset was compiled and shared by the WFP School Feeding Service (OSF) and it includes also data on WFP operational presence, WFP school feeding programme status (Funding, Handover, Operational, Protracted, Same, Scale up, TA Only), and the number of feeding participants (Tier 1 beneficiaries) 2016-2018.

“The Systems Approach for Better Education Results (SABER) is a World Bank led initiative, of which WFP is a partner, to collect and disseminate comparative data and knowledge on education policies, to help countries systematically evaluate and strengthen their education systems.”³⁶

SABER categorizes country capacity as *Latent*, *Emerging*, *Established* or *Advanced* across five dimensions:

1. Policy Frameworks:³⁷

- to what extent national level policies and strategies recognize school feeding as an education or social protection intervention,
- to what extent there is an adequate technical policy dedicated to school feeding

2. Financial Capacity;

- the extent of budgeting and funding of school feeding from the national budgets

3. Institutional Capacity and Coordination

- the extent of partnerships and inter-sector coordination of school feeding at national level
- the strength of management accountability structures in the national school feeding management unit and in schools

4. Design and Implementation

- whether there is a functional M&E system for quality assurance of school feeding programme
- adequate targeting criteria
- adequate food modalities, food safety and nutrition requirements
- sustainable procurement and logistics with preference for local procurement

5. Community roles -reaching beyond schools

- the extent of community participation in the school feeding programme (in cash, labour, or in-kind contributions)

The SABER corporate index is derived from this classification by assigning a score of 1 (latent), 2 (emerging), 3 (established) or 4 (advanced) for each dimension and taking their arithmetic mean.

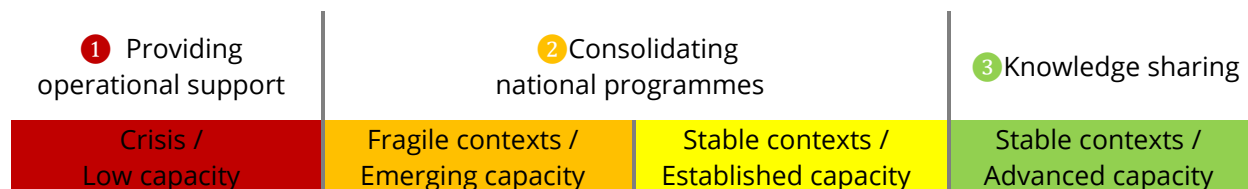
Data on the overall country capacity to deliver on policies and services comes from the WFP 2019-2030 draft School Feeding Strategy.

³⁶ WFP 2017-2021 Programme Indicator Compendium (April 2019 update)

³⁷ SABER School Feeding Rubric

The country capacity categories were determined by aggregating 1. Governance Index (World Bank); 2. Gross National Income (GNI) Index (World Bank) and 3. Fragile States Index (Fund for Peace) with equal weighting.³⁸

The draft strategy then maps the four categories onto the proposed WFP strategic roles in school feeding as follows:



Data on school feeding expenditure was compiled and shared by the OSF. It is available for 53 country offices. There are challenges for the reliability of expenditure data for two reasons:

First, the source of the dataset is the COMET database, and the earliest year for which it is available is 2017 (for a handful of countries that started CSP in 2017); for most countries it is available as of 2018 or 2019 according to the start of their CSP. Additionally, as data was obtained at the beginning of October 2019, it does not indicate full 2019 expenditure figures. This means that the expenditure figures presented below (the sum of 2017, 2018 and 2019) are not necessarily indicative of the scale of WFP interventions in each country, as they sum up expenditure figures at different points of the CSP cycle (1st, 2nd or 3rd year).

The second reason for concern is the difficulty of determining what constitutes “school feeding” expenditure. The Corporate Results Framework 2017-2021 introduced activity categories, one of which is “School meal activities,”³⁹ and this category is used as an indicator of school feeding for the purpose of calculating expenditure. However, cross-referencing of this activity tag against the free-text activity descriptions shows that there is some mis-alignment between the two. I.e. a number of activities which describe “school meal programmes” or “school feeding programmes” are not categorized as “School meal activities.” Thus, the school meal activity tag serves at best as a proxy for school feeding expenditure.

³⁸ World Food Programme, School Feeding Strategy 2019-2030 (draft - for consultation)

³⁹ World Food Programme, Corporate Results Framework (2017-2021)

2 Method and Criteria for Country selection.

The selection of countries was based on a purposeful sampling approach. The criteria used include the following:

1. Overall country capacity to deliver on policies and services
2. SABER-SF Corporate Index
3. Type of WFP SF programme
4. Emergency setting
5. Nutritional situation
6. School enrolment
7. Gender discrepancy between enrolment rates
8. Evaluation coverage
9. Key donors contribution

To operationalize this selection process, countries were classified primarily according to their overall capacity and the SABER corporate Index. While SABER Index and the country capacity variables are composed of related variables measuring policy and financial capacity, the correlation between the two is not strong; countries with similar values of the SABER-SF Index appear across the country capacity categories. Therefore, both are used to categorize countries. Further to this, a number of countries are missing the SABER-SF Index; these are treated as another category, thus creating a 4x4 matrix of 16 cells to serve as the starting point for the selection process.

The country capacity variable is an especially important measure because it captures a wealth of information about multiple dimensions relevant to school feeding. Figure 1 below illustrates how the country capacity categories reflect the nutrition and food security dimension within countries. Higher country capacity categories are associated with much lower average prevalence of undernourishment (SDG indicator 2.1.1.), lower prevalence of severe food insecurity in adult population (SDG indicator 2.1.2.) and lower proportion of children moderately or severely stunted (SDG indicator 2.2.1.); higher country capacity categories are weakly associated also with higher proportion of children moderately or severely overweight and lower proportion of children moderately or severely wasted (SDG indicator 2.2.2.)

Figure 1. SDG 2 indicator overview by country capacity



Figures 2 and 3 below further show how the country capacity categories capture variation among countries in education. Countries with established and advanced capacity have higher rates of school enrolment and enrolment rates for girls tend to be higher than for boys. This association is more pronounced in secondary school enrolment rates than in primary school enrolment rates.

Figure 2 Average primary and secondary school enrolment (%) by country capacity

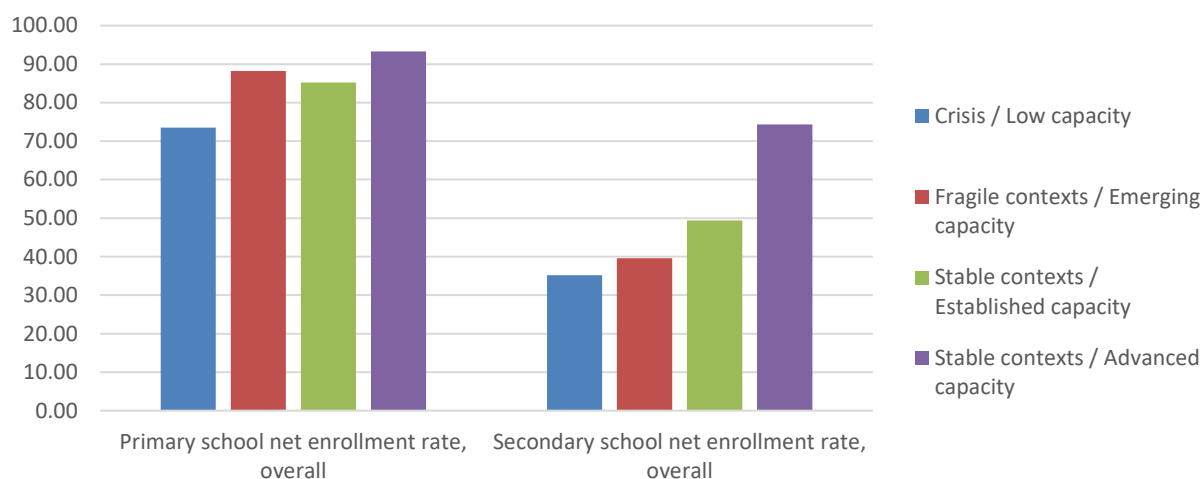
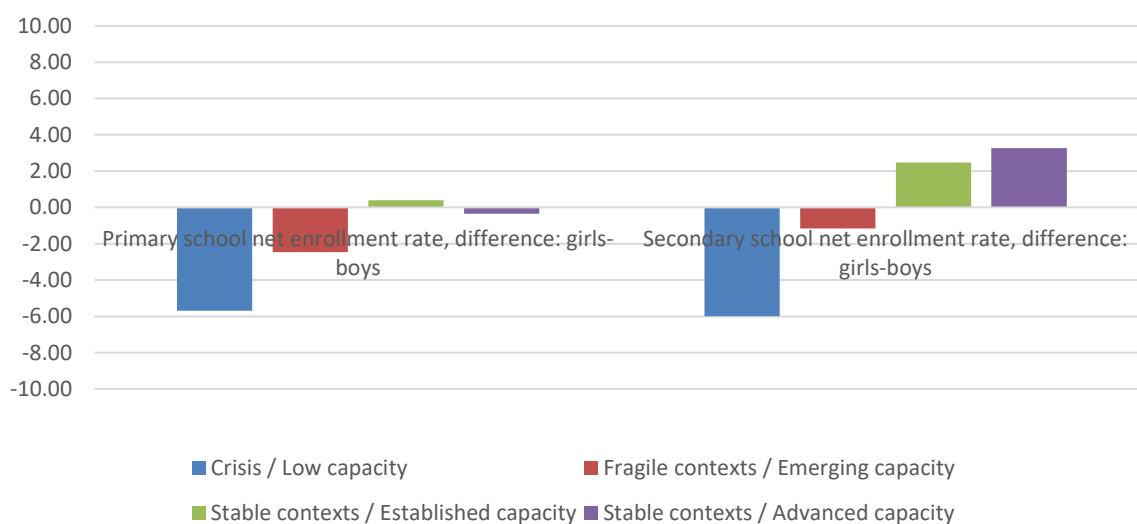


Figure 3 Difference in primary and secondary school enrolment rates (girls-boys) by country capacity



The next criterion of selection is a measure of WFP engagement with each country. It is a simple indicator of whether WFP is providing school feeding services directly or only technical assistance to the government. WFP provides technical assistance only in 10 of the 73 countries in which it has a school feeding programme. The expenditure on these programmes is less than 1% of total expenditure from 2017 to 2019, but given that these programmes represent a different mode of engagement with the country governments, they are taken into consideration as a separate category.

Operations in emergency settings represent a significant portion of WFP operations. The 13 L2/L3 (as of October 2019) countries account for one third of the total 2017-2019 school feeding expenditure.

The selection was also informed by prioritizing countries covered by funding from USDA (Mc Govern Dole) and from the Canadian Government, the latter particularly as relates to school feeding in emergencies and the focus on adolescent girls. Finally, evaluation coverage was also factored in to select country visits.

As a result, a long list of 17 countries has been identified. Out of this list, 6 countries will be selected for field visits and up to 6 for desk studies. Within this sample, the evaluation team will conduct one visit during the inception phase and 6 visit (one per each country selected) during the data collection phase. The final selection of countries to be visited will be confirmed during the inception phase.

The table 1 below provides a snapshot of the countries included in the long list. Table 2 illustrates their classification according to the SABER and Country Capacity Indexes and table 3 provides the full the data set for each of these countries.

Table 1. Long list of Selected Countries	
Country visit	Desk review
RBB	
Afghanistan	Cambodia
Myanmar	
RBC	
Tajikistan	Syria
	Tunisia
RBD	
Benin	Sierra Leone
Côte d'Ivoire	
RBJ	
Namibia	Congo, Republic of
	Lesotho
RBN	
Rwanda	Kenya
RBP	
Haiti	Honduras
Peru	

Table 2: Country Classification

Country Current L2/L3
Country School feeding TA only
Country Country visit
Country Desk review

Country capacity	SABER Index 1-2	SABER Index 2-3	SABER Index 3-4	No SABER Index
Crisis / Low capacity	Burundi Chad Guinea-Bissau Haiti Sudan	Guinea Niger Sierra Leone Zimbabwe		Afghanistan CAR Congo DR Korea DPR Liberia Somalia S. Sudan Syria Yemen
Fragile contexts / Emerging capacity	Burkina Faso Cameroon Congo Rep. Ethiopia Gambia Madagascar Mali Mauritania Mozambique Tajikistan Togo Uganda	Bangladesh Cote d'Ivoire Myanmar Nepal	Malawi	Iraq
Stable contexts / Established capacity	Benin Djibouti Egypt Senegal Zambia	Cambodia Honduras Kenya Laos Rwanda Sao Tome & Principe Tanzania	Kyrgyzstan	Lebanon Lesotho Nicaragua Pakistan Swaziland
Stable contexts / Advanced capacity	Indonesia	Armenia Bolivia Bhutan Ghana Jordan Morocco Namibia Sri Lanka Tunisia	Cuba Peru	Algeria Colombia Dominican Rep. Ecuador India Iran Philippines

Table 3: Country Selection Data Set

Country Office	Capacity to deliver on policies and services	SABER Index (corporate formula)	SF Profile	L2/L3 (October 2019)	SDG 2.2.1 Proportion of children moderately or severely stunted	SDG 2.2.2 Proportion of children moderately or severely overweight	SDG 2.2.2 Proportion of children moderately or severely overweight	SDG 2.1.1 Prevalence of undernourishment (%)	SDG 2.1.2 Prevalence of severe food insecurity in	Primary school net enrollment rate, overall	Primary school net enrollment rate, girls	Primary school net enrollment rate, boys	Primary school net enrollment rate, difference: girls-boys	Secondary school net enrollment rate, overall	Secondary school net enrollment rate, girls	Secondary school net enrollment rate, boys	Secondary school net enrollment rate, difference:	Largest SF donor 2013-2018	CPE/CSPE	PE/SE/CEE	DEs thematic evaluations	Audits
RBB																						
Cambodia	Stable contexts / Established capacity	2.4 (Jan 2014)	Direct		32.4	2.23	9.84	18.5	14.4	90.27	90.19	90.33	-0.14					USA	CPE 2017	Safety Nets (Country Visit)	School feeding	2014, 2016, 2017
Myanmar	Fragile contexts / Emerging capacity	2.0 (Jan 2017)	Direct	L2	29.4	1.51	6.63	10.5	NA	97.66				59.62	62.02	57.24	4.78	Australia				2015, 2016, 2020
Pakistan	Stable contexts / Established capacity		TA Only - subject to Funding		37.6	2.5	7.1	20.5	NA	67.70	61.61	73.37	-11.76	38.53	36.38	40.51	-4.12	Australia		Resilience Hum Protection (Desk study) Funding of WFP work		2014, 2016
RBC																						

Syria	Crisis / Low capacity		Direct	L3				NA	NA	67.96	67.04	68.85	-1.81	48.50	48.08	48.90	-0.82	European Commission	CSPE 2019	Syria + 5 L3 Hum Principles (desk study)		2014, 2015, 2017, 2018, 2019
Tajikistan	Fragile contexts / Emerging capacity	1.4 (April 2015)	Direct		17.5	3.33	5.57	NA	7.8	98.29	96.01	97.14	-1.13					Russian Federation				2014
Tunisia	Stable contexts / Advanced capacity	2.2 (April 2014)	TA only					4.9	NA	97.80								Italy			School feeding	2015, 2018
RBD																						
Benin	Stable contexts / Established capacity	1.8 (April 2017)	Direct		32.2	1.90	5	10.4	NA	97.21				46.58	39.81	53.18	-13.37	Benin			School feeding	
Côte d'Ivoire	Fragile contexts / Emerging capacity	2.6 (May 2016)	Direct		21.6	1.47	6.05	20.7	NA	90.33	86.61	94.02	-7.42	40.20	35.06	45.34	-10.28	USA				2015, 2019 (28 Oct - 8Nov)
Sierra Leone	Crisis / Low capacity	2.0 (Aug. 2018)	Direct		37.8	8.75	9.46	25.5	62.2	98.11	95.50	94.74	0.75	41.77	41.01	42.52	-1.51	Canada				2015, 2016
RBJ																						
Congo, Rep.	Fragile contexts / Emerging capacity	1.6 (June 2014)	Direct		21.2	5.91	8.17	37.5	NA									Canada	CPE 2013	People Strategy (Country Visit)		2015, 2016
Lesotho	Stable contexts / Established capacity		Direct		33.4	7.48	2.85	12.8	50.1	93.31	93.39	93.23	0.16	41.35	50.03	32.73	17.29	Lesotho		Safety Nets (Desk study)	School feeding	2015, 2018

Namibia	Stable contexts / Advanced capacity	2.4 (July 2014)	TA only		22.7	4.00	7.14	25.4	41.4									Namibia	CSP Pilots (Desk study), Capacity Develop. Policy	Joint eval. of the national SF prog.	
RBN																					
Kenya CO	Stable contexts / Established capacity	2.8 (Dec. 2015)	Direct		26.2	4.14	4.18	24.2	31.8									USA	CPE 2011 Resilience Safety Nets Desk study CSP Pilots (Country visit) People Strategy IR mission	School feeding	2014, 2015, 2016, 2017, 2018
Rwanda	Stable contexts / Established capacity	2.2 (Dec. 2011)	Direct		36.9	5.55	1.96	36.1	NA	94.79	95.14	94.44	0.70	35.87	38.79	32.93	5.86	USA	CPE 2011 Gender Policy (Country Visit)		2016, 2017
RBP																					
Haiti	Crisis / Low capacity	1.4 (Aug. 2015)	Direct		21.9	3.37	3.72	45.8	NA									USA	CPE 2011 Funding of WFP Work	School feeding	2014, 2015, 2016, 2017, 2018
Honduras	Stable contexts / Established capacity	2.2 (Apr. 2015)	Direct					15.3	NA	80.09	80.93	79.29	1.63	43.78	46.72	40.95	5.77	Private donors	CSPE 2020 (plan)	School feeding Progr. & Cap. Dev.	2014, 2015, 2016, 2020

Peru	Stable contexts / Advanced capacity	3.2 (June 2015)	TA only		12.9	8.04	0.52	8.8	NA	95.65	93.05	92.43	0.63	89.31	87.71	90.92	-3.21	UN Other Funds and Agencies (excl. CERF)				
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Annex 6: Key Background Documentation

Folder name / File name	Date
WFP documents	
General Rules and Financial Regulations Organization Chart WFP Annual Report 2017 WFP Global Presence	
Strategic Plan 2008-2013 2014-2017	2008 2014
Integrated Road Map (IRM) Four Pillars	
1. Strategic Plan WFP Strategic Plan 2017-2021	2016
2. Policy on Country Strategic Plans Policy on Country Strategic Plans (2017-2021)	2016
3. Financial Framework Review Financial Framework Review (2017-2021)	2016
4. Corporate Results Framework Corporate Results Framework (2017-2021)	2016
Relevant Policy and Strategy Documents	
WFP School Feeding Policy	2009
WFP Revised School Feeding Policy	2013
Pro-Smallholder Food Assistance: A Strategy for Boosting Smallholder Resilience and Market Access Worldwide	2017
Nutrition Policy	2012 2017
Unlocking WFP's potential. Guidance for nutrition-sensitive programming	2017
Minimum Standards for Nutrition in Emergency Preparedness and Response (NIE Minimum Standards)	2017
Supply Chain Strategy 2017-2021	2017
Gender Action Plan 2015-2020 Update on Gender Policy EB.A 2018 Gender Policy 2015-2020 Gender Transformation Programme Office Guide Gender Toolkit	2017 2018 2014 2017 2018
Relevant Studies, Reports, and Other Background Materials	
State of School Feeding Worldwide	2013
School Feeding Handbook	2017
Food and Nutrition Handbook	2018
Infographic on WFP School Meals in 2016	2016

Infographic on WFP School Meals in 2017	2017
Infographic on WFP School Meals in 2018	2018
Case Study: Botswana National School Feeding Programme	2016
Case Study: Brazil - National School Feeding Programme	2016
Case Study: Kenya Home-Grown School Meals Programme	2017
How School Meals Contribute to the SDGs - A Collection of Evidence	2017
Two-Pager on Home Grown School Meals	2017
Two-Pager on School Meals and Education	2016
Two-Pager on the School Meals Investment Case	2016
Rethinking School Feeding - Social Safety Nets, Child Development, and the Education Sector	2009
Home-Grown School Feeding - A Framework to Link School Feeding with Local Agricultural Production	2009
Home-Grown School Feeding Resource Framework	2018
Infrastructure for School Feeding	2015
Nutrition-Sensitive landscape review findings report	2016
Smart School Meals - Nutrition-Sensitive National Programmes in Latin America and the Caribbean - A Review of 16 Countries	2017
The Impact of School Feeding Programmes	2019
Feed Minds, Change Lives: school Feeding, the Millennium development goals and girls' empowerment	2014
The State of Food Security and Nutrition in the World	2018
Nutrition Guidelines and Standards for School Meals	2019
The potential of cash-based interventions to promote gender equality and women's empowerment	2019
UN and other external documents	
2030 Agenda	2015
World Humanitarian Summit – Commitment to Action	2016
Quadrennial comprehensive policy review of operational activities for development of the United Nations system	2016
SG Report on UN Reform	2017
UNHCR Policy on Emergency Preparedness and Response	2017
Global School Feeding Sourcebook	2016
Making Evaluation Work for the Achievement of SDG 4 Target 5: Equality and Inclusion in Education	2019

Annex 7: Summary and list of documents for systematic review

(a) Summary of Documents (year of publication)

Type of Document	Total
Strategic Evaluations: providing balanced coverage of WFP's core planning instruments, including Strategic Plan elements and related strategies	6
Policy Evaluations: undertaken 4–6 years after implementation starts	8
Country Portfolio Evaluations: Assess the strategic positioning, performance and results of all of WFP's work in a country or region	4
Corporate Emergency Evaluations: Assess corporate emergency responses, with particular attention to humanitarian context and principles, and the coverage, coherence and connectedness of the response	2
Operations Evaluations Assess the appropriateness, performance and results of individual operations, helping to embed evaluation planning and use of results in the programme cycle	2
Impact Evaluations	1
Evaluation Synthesis Reports	11
Decentralized Evaluations	29
Relevant evaluations and assessments by other parties	29
Audits	10
Lessons learned	3
Total	105

(b) Tentative list of evaluations, audits and lessons learned documents

Strategic Evaluations	
- WFP's Capacity to Respond to Emergencies	2020
- Strategic Evaluation of WFP's Support for Enhanced Resilience	2019
- Strategic Evaluation of the Country Strategic Plans Pilots	2018
- Strategic Plan 2014-2016 Evaluability Assessment	2016
- Strategic Evaluation of REACH	2015
- Strategic Evaluation of the food security cluster	2014
Policy Evaluations	
- WFP's School Feeding Policy: A Policy Evaluation	2011
- Update of WFP's Safety Nets Policy	2019
- Evaluation of WFP Policy on Capacity Development 2009-2015	2017
- Evaluation of the WFP Corporate Partnership Strategy (2014-2017)	2017
- WFP's 2012 Nutrition Policy: A Policy Evaluation	2015
- WFP's Cash and Voucher Policy: A Policy Evaluation	2014
- Evaluation of WFP's 2009 Gender Policy. This Time Around?	2013
- Gender Policy Evaluation (forthcoming)	2020
Country Portfolio Evaluations/Country Strategic Plan Evaluations	
- Ethiopia: An evaluation of WFP's Portfolio (2012-2017).	2019
- Sri Lanka: An evaluation of WFP's portfolio (2011-2015)	2017
- South Sudan: An Evaluation of WFP's portfolio (2011-2016).	2017
- Country Portfolio Evaluation. United Republic of Tanzania: An evaluation of WFP's portfolio (2011- 2014).	2015
Corporates Emergency Evaluation	
- WFP's Regional Response to the Syrian Crisis (forthcoming)	2018
- WFP's Corporate Emergency Response in NE Nigeria (forthcoming)	2018
Operations Evaluations	

- Evaluation D'Operation Sao Tomé et Principe – Project de Developpement DEV 200295- Transitions ver un Programme National d'Alimentation et de Santé Scolaire a Sao Tomé et Principe 2012-2016: Evaluation d'operation de PAM (2012-2016).	2016
- Haiti DEV 200150 Support for the National School Meals Programme: An Operation Evaluation	2014
Impact Evaluations	
- McGovern Dole 2016-2020 baseline evaluation (Kenya)	2017
Evaluation Synthesis Reports	
- Annual Synthesis of Operation Evaluations (2016 - 2017): Optimizing Performance	2017
- Annual Synthesis of Operation Evaluations (2015 - 2016): Partnerships for the Future	2016
- Annual Synthesis of Operation Evaluations (2014 - 2015) Changing Course: From Implementing to Enabling	2015
- Annual Synthesis of Operations Evaluations (July 2013 - July 2014)	2014
- Operation Evaluations Series, Regional Synthesis 2013-2017: Asia and the Pacific Region	2017
- Operation Evaluations Series, Regional Synthesis 2013-2017: Middle East, North Africa, Central Asia and Eastern Europe Region	2017
- Operation Evaluations Series, Regional Synthesis 2013-2017: West and Central African Region	2017
- Operation Evaluations Series, Regional Synthesis 2013-2017: Southern Africa Region	2017
- Operation Evaluations Series, Regional Synthesis 2013-2017: East and Central Africa Region	2017
- Operation Evaluations Series, Regional Synthesis 2013-2017: Latin America and the Caribbean Region	2017
- Synthesis on Food for Assets for Livelihoods Resilience Series	2013
Decentralized Evaluations	
- Final Evaluation of WFP'S USDA McGovern-Dole International Food for Education and Child Nutrition Programme's Support in Afar and Somali Regions in Ethiopia 2013-2017	2018
- Mid-Term Evaluation of McGovern-Dole-supported School Feeding Programme in Lao PDR September 2015 – September 2016	2017
- Evaluation of School Meals Programme in Malawi with support from USDA	2019
- Final Evaluation of the School Meals Programme in Malawi with support from USDA, and the Governments of Brazil and the United Kingdom 2013 to 2015	2018
- The Evaluation of the Joint Programme on Girls' Education (JPGE) with Financial Support from the Norwegian Government (Malawi)	2019 ⁴⁰

⁴⁰ Inception report available only (as of 29th October 2019)

- Evaluation of the Eswatini National School Feeding Programme (2010 -2018) (forthcoming)	2019 ⁴¹
- Mid-Term Evaluation of McGovern-Dole-supported School Feeding Programme in Nepal January 2015 – September 2016	2017
- Evaluation decentralisee de la modalite transfert monetaire utilisee dans le programme de cantines scolaires appuye par la PAM au Senegal	2018
- Final Evaluation of McGovern-Dole supported School Feeding Programme in Bangladesh (2015-2017)	2018
- Mid-Term McGovern Dole School Feeding Programme Evaluation (2015-2017) (Bangladesh)	2017
- Mid-term McGovern Dole School Feeding Programme Evaluation (2018 - 2020) (Bangladesh)	2019
- Baseline McGovern Dole School Feeding Programme Evaluation (2018 - 2022) (Bangladesh)	2018
- PAA Africa programme in Senegal's Kédougou region	2017
- Final evaluation of the World Food Programme USDA/McGovern-Dole International Food for Education and Child Nutrition Programme (FFE 615-2013/041/00) in Kenya (Decentralized Evaluation).	2017
- Endline Evaluation of United States Department of Agriculture (USDA) McGovern-Dole Grant Food for Education (FFE) Programme for WFP Cambodia 2013-2016	2017
- World Food Programme McGovern-Dole International Food for Education and Child Nutrition Program (FFE 699-2013/036-00-B) in Liberia.	2017
- USDA Mc-Govern Dole FY14 End-Line Evaluation in Lao PDR.	2017
- An Evaluation of the 2012-2015 Local Food-Based School Meal Programme.	2016
- Gambia DEV 200327: Establishing the Foundation for a Nationally Owned Sustainable School Feeding in the Gambia	2018
- Evaluation of the National School Feeding Programme in Lesotho, in consultation with the Lesotho Ministry of Education and Training 2007-2017.	2018
- Evaluación Final del Programa de País del PMA en el Estado Plurinacional de Bolivia	2018
- Évaluation des programmes intégrés de cantines scolaires financés par l'Ambassade des Pays Bas (provinces Bubanza, Bujumbura rural et Cibitoke) et par l'Union européenne (province Gitega) et mis en oeuvre par le PAM au Burundi 2016 à 2018	2019
- Activités du PAM de renforcement des capacités pour l'amélioration du Programme National d'Alimentation Scolaire en Tunisie de 2016 à 2018	2019
- Évaluation des activités de renforcement des capacités institutionnelles dans le domaine de l'alimentation scolaire au Togo 2016 - 2018	2019
- Evaluation of WFP Support to National School Feeding Programme (Namibia)	2020
- Final McGovern Dole School Feeding Programme Evaluation (2014-2016) combined with baseline (2017 - 2020) (Nepal)	2019
- Evaluation of McGovern Dole Funded School Feeding Programme (Baseline) (Congo, Republic of)	2018

⁴¹ Not available (29th October 2019)

- McGovern Dole evaluation of school feeding (Haiti)	2019
- School Feeding Programme & Capacity Development (Honduras)	2020
Relevant evaluations and assessments by other parties	
- Education in Emergencies and Protracted Crises: Towards a Strengthened Response	2015
- UNICEF: Evaluation of No Lost Generation/ "Min-Ila"	2018
- MOPAN – WFP	2018 2013
- FAFO: Rethinking emergency school feeding: A child-centred approach	2017
- Food Insecurity and Violent Conflict: Causes, Consequences, and Addressing the Challenges. Occasional Paper	2011
- UNICEF: School Feeding or General Food Distribution? Quasi-experimental evidence on the education impacts of emergency food assistance during conflict in Mali	2018
- 3ie: The impact of food assistance on food insecure populations during conflict in Mali	2018
- GPE: Country-level Evaluations - Synthesis Report, Fiscal Year 2018	2019
- NORAD: Evaluation of Norwegian Multilateral Support to Basic Education: Ethiopia Case Study	2015
- NORAD: Evaluation of Norwegian Multilateral Support to Basic Education: Malawi Case Study	2015
- NORAD: Evaluation of Norwegian Multilateral Support to Basic Education: Madagascar Case Study	2015
- ONE: A Growing Opportunity: Measuring Investments in African Agriculture	2013
- PCD, NEPAD, University of Pretoria: Case Study of the National School Nutrition Programme in South Africa	2013
- Young Lives: Do Boys Eat Better than Girls in India?	2016
- World Bank: Do School Feeding Programs Help Children?	2012
- CCGA: Girls Grow: A Vital Force in Rural Economies	2011
- IZA: School Feeding and Learning Achievement, Evidence from India's Midday Meal Program	2016
- FIU: Comparison of Two School Feeding Programmes in Ghana, WA	2016
- HSB, Ghana IMPA: Ghana School Feeding Program: Re-Tooling for A Sustainable Future	2011
- WB: Impact Evaluation of School Feeding in Lao	2011
- HGSF, PCD: Examining the costs and cost-efficiency of the Dubai Cares GAIN-Assisted School Nutrition Project in Bangladesh	2013

- Masset & Gelli: Improving community development by linking agriculture, nutrition and education: design of a randomised trial of “home-grown” school feeding in Mali	2013
- WFP, PCD, NEPAD: Namibian School Feeding Case Study	2012
- WB: Social Safety Nets in Fragile States: A Community-Based School Feeding Program in Togo	2011
- UNDP-IPC – Structured Demand and Smallholder Farmers in Brazil	2013
- Uwameiye & Salami: Assessment of the Impact of the UNICEF Supported School Feeding Programme on Attendance of Pupils in Federal Capital Territory	2013
- FAO: Food Security and School Nutrition in Cabo Verde	2014
- WHO: Pilot project of the Nutrition-Friendly School Initiative (NFSI) in Ouagadougou, Burkina Faso and Cotonou, Benin, in West Africa	2014
- External WFP Audits:	
- Report of the External Auditor on food-related losses WFP/EB.A/2018/6-G/1	2018
- Report of the External Auditor on Changes in Human Resources	2017
- Report of the External Auditor on Decentralization	2017
- Report of the External Auditor on Food Procurement in WFP	2014
- Report of the External Auditor on Management of Corporate Emergencies	2015
- Report of the External Auditor on the School Feeding Programme	2016
- Report of the External Auditor on use of Cash and Vouchers	2013
- Report of The External Auditor on Warehouse Management	2016
- Report of The External Auditor on Working with Cooperating Partners	2013
- Report of The External Auditor on United Nations Humanitarian Response Depot	2014
- Lessons Learned – School Feeding	
- Learning from Experience - Good Practices From 45 Years of School Feeding	2010
- Learning from Evaluations of School Feeding: a Synthesis of Impact Evaluations	2012
- Successes and Challenges of Implementing USDA McGovern-Dole Funded Food for Education Programmes in the Asia/Pacific Region 2013-2018	2019

Annex 8: Office of Evaluation Guidance

OEV Central Evaluation Quality Assurance System (CEQAS) – Strategic Evaluations
I. Guidance for process and content
II. Template for ToR
III. Quality Checklist for ToR
IV. Template for Inception Report
V. Quality Checklist for Inception Report
VI. Template for Evaluation Report
VII. Quality Checklist for Evaluation Report
VIII. Template for Summary Evaluation Report
IX. Quality Checklist for Summary Evaluation Report
OEV Style guides
Report style guide
Supplementary editorial standards for evaluation reports

Annex 9: Members of the Internal Reference Group (IRG)

The following units will be asked to identify members for the IRG.

Chief of Staff
Operations Management Department
Regional Bureau Bangkok
Regional Bureau Cairo
Regional Bureau Dakar
Regional Bureau Johannesburg
Regional Bureau Nairobi
Regional Bureau Panama
Assistant Executive Director
Programme and Policy Development Department
Smallholder Agricultural Market Support
Safety Nets and Social Protection Unit
School Feeding
Nutrition
Gender
Cash Based Transfer
Assistant Executive Director
Partnerships Department
Government Partnership
Assistant Executive Director & Chief Financial Officer
Resource Management Department
Budget and Programming
Performance Management and Reporting