



**Terms of Reference**

**MIDTERM AND ENDLINE EVALUATIONS of**

**WFP Rwanda's Home Grown School Feeding**

**Programme 2016-2020 (USDA McGovern Dole**

**Grant FFE-696-2015/007-00)**

**in 2018 and 2020 for WFP Rwanda**

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### WFP Rwanda's Home Grown School Feeding Programme 2016-2020 (USDA McGovern Dole Grant FFE-696-2015/007-00)

### in 2018 and 2020 for WFP Rwanda

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## Table of Acronyms

CBEHPP	Community-based Environmental Health Promotion Program
CFSVA	Comprehensive Food Security and Vulnerability Analysis
CHAI	Clinton Health Access Initiative
CHW	Community Health Workers
CO	Country Office
CSR	Country Strategic Review of Food Security and Nutrition
DDP	District Development Plans
DEO	District Education Officers
DEQAS	Decentralized Evaluation Quality Assurance System
DFID	Department for International Development
EB	Executive Board
EC	Evaluation Committee
ERG	Evaluation Reference Group
ESSP	Education Sector Strategic Plan
EQAS	Evaluation Quality Assurance System
GEWE	Gender Equality and Women's Empowerment
HGSF	Home Grown School Feeding
MDG	Millenium Development Goal(s)
MGD	McGovern Dole
MINAGRI	Ministry of Agriculture
MINALOC	Ministry of Local Affairs
MINEDUC	Ministry of Education
MINESANTE	Ministry of Health
MININFRA	Ministry of Infrastructure
NST	National Strategy for Transformation
OEV	WFP Office of Evaluation
PTA	Parent-Teacher Association
RB(N)	Regional Bureau (Nairobi)
REB	Rwanda Education Board
SDG	Sustainable Development Goal(s)
SEO	Sector Education Officers
SGBV	Sexual and Gender-based Violence
SMC	School Management Committees
SPR	Standard Project Report
WFP	World Food Programme
UN CCA	UN Common Country Analysis
UNDAP	UN Development Assistance Plan
UNDSS	UN Department of Safety and Security
UNHDI	UN Human Development Index
USAID	United States Agency for International Development
USDA	United States Department of Agriculture
WASAC	Water and Sanitation Corporation

## 1. Introduction

1. This Terms of Reference (TOR) is for the midterm and endline evaluations of WFP Rwanda's Home Grown School Feeding (HGSF) Programme 2016-2020 (USDA McGovern Dole (MGD) Grant FFE-696-2015/007-00) in Rwanda. These two activity evaluations are commissioned by WFP Rwanda and will take place from June/July 2018 to ~~December~~January 20189 and July to December 2020, respectively.
2. The TOR was prepared by WFP Rwanda based upon an initial document review and consultation with stakeholders and following a standard template. The purpose of the TOR is twofold. Firstly, it provides key information to the evaluation team and helps guide them throughout the evaluation process. Secondly, it provides key information to stakeholders about the proposed evaluations.
3. The HGSF Programme supports around 85,000 primary students annually across 104 schools in Rwanda's poorest and most food insecure districts – Nyaruguru and Nyamagabe in the south and Rutsiro and Karongi in the west (see map in Annex 1). Children in the south receive a daily hot meal whereas students in the western province are provided a porridge meal. As a contribution to the project, some schools occasionally provide locally-grown vegetables to enrich the meals. The programme also undertakes activities to improve student literacy outcomes, increased use of health and dietary practices, including WASH, setting up school gardens, providing deworming medication and supporting the strengthening of government staff capacities.

## 2. Reasons for the evaluations

### 2.1. Rationale

4. The midterm evaluation is being commissioned to provide an evidence-based, independent assessment of the project's performance so that WFP Rwanda and its project partners, World Vision and Gardens for Health International, can adjust course as necessary for the remainder of the project term.
5. The endline evaluation is being commissioned to provide an evidence-based, independent assessment of the project to evaluate its success, ensure accountability, and generate lessons learned.

### 2.2. Objectives

6. Evaluations in WFP serve the dual and mutually reinforcing objectives of accountability and learning.
  - **Accountability** - The midterm and endline evaluations will assess and report on the performance and results of WFP Rwanda's Home Grown School Feeding (HGSF) Programme 2016-2020.

- **Learning** - The evaluations will determine the reasons why certain results occurred, to draw lessons and derive good practices for learning. It will also provide evidence-based findings to inform operational and strategic decision-making. Findings will be actively disseminated and lessons will be incorporated into relevant information-sharing systems.
7. Specifically, the midterm evaluation will i) review the project’s relevance, effectiveness, efficiency, impact, and sustainability, ii) collect performance indicator data for strategic objectives and higher-level results, iii) assess whether the project is on track to meet the results and targets, iv) review the results frameworks and theory of change, and v) identify any necessary mid-course corrections. Hence, more weight is given to learning as can be expected for a midterm evaluation.
  8. Specifically, the endline evaluation will i) review the project’s relevance, effectiveness and efficiency, impact, and sustainability, ii) collect performance indicator data for strategic objectives and higher-level results, iii) assess whether the project has succeeded in achieving McGovern Dole’s two strategic objectives, iv) investigate the project’s overall impact, and v) identify meaningful lessons learned that WFP, USDA, and other stakeholders can apply to future programming. Hence, about equal weight is given to learning and accountability.

### 2.3. Stakeholders and users

9. Several stakeholders both inside and outside of WFP have interests in the results of the evaluations and some of them will be asked to play a role in the evaluation processes. Table 1 below provides a preliminary stakeholder analysis, which should be deepened by the evaluation team as part of the inception phase.
10. Accountability to affected populations is tied to WFP’s commitments to include beneficiaries as key stakeholders in WFP’s work. As such, WFP is committed to ensuring gender equality and women’s empowerment (GEWE) in the evaluation process, with participation and consultation in the evaluation by women, men, boys and girls from different groups.

**Table 1: Preliminary stakeholders’ analysis**

Stakeholders	Interest in the evaluations and likely use of evaluation reports for this stakeholder
<b>WFP STAKEHOLDERS</b>	
<b>Country Office (CO) Rwanda</b>	Responsible for the country level planning and operations implementation, WFP Rwanda has a direct stake in the evaluations and an interest in learning from experience to inform decision-making. It is also called upon to account internally as well as to its beneficiaries and partners for performance and results of its operation.

<b>Regional Bureau (RB) Nairobi</b>	Responsible for both oversight of COs and technical guidance and support, the RB management has an interest in an independent/impartial account of the operational performance as well as in learning from the evaluation findings to apply this learning to other country offices. The Regional Evaluation Officers supports CO/RB management to ensure quality, credible and useful decentralized evaluations.
<b>Office of Evaluation (OEV)</b>	OEV has a stake in ensuring that decentralized evaluations deliver quality, credible and useful evaluations respecting provisions for impartiality as well as roles and accountabilities of various decentralised evaluation stakeholders as identified in the evaluation policy.
<b>WFP Executive Board (EB)</b>	The WFP governing body has an interest in being informed about the effectiveness of WFP programmes. These evaluations will not be presented to the Board but their findings may feed into thematic and/or regional syntheses and corporate learning processes.
<b>OTHER STAKEHOLDERS</b>	
<b>Beneficiaries</b>	As the ultimate recipients of food assistance, beneficiaries have a stake in WFP determining whether its assistance is appropriate and effective. Consequently, students, teachers, and Parent-Teacher Associations (PTAs) are considered key stakeholders. The level of participation of women and men, boys and girls in the evaluations through interviews, surveys and focus-group discussions in the evaluations and their perspectives will be sought. Available data will be disaggregated by sex and age when relevant.
<b>Government</b>	As WFP is implementing the HGSF Programme to support the government in setting up a national school feeding programme, the Ministry of Education (MINEDUC), the Ministry of Agriculture (MINAGRI), the Ministry of Infrastructure (MININFRA), Ministry of Local Affairs (MINALOC) and the Ministry of Gender and Family Promotion (MIGEPROF) as well as the four implementing districts have a direct interest in knowing whether activities are aligned with its priorities, harmonised with the actions of other partners, and meet the expected results. Issues related to capacity development, handover and sustainability will be of interest.
<b>Main donor USDA</b>	USDA funds WFP's HGSF Programme through a McGovern Dole Grant (FFE-696-2015/007-00) and so has a strong interest in knowing whether their funds have been spent efficiently and if WFP's work has been effective and contributed to their own strategies and programmes.
<b>Other donors</b>	Additionally, MasterCard funds some of the food commodities used in the programme, and contributed to overall implementation of complementary activities.

<p><b>UN Country Team</b></p>	<p>The UNDAF 2018-23 contributes to the national goal of “developing Rwandans into a capable and skilled people with quality standards of living and a stable and secure society” through Outcome 3 which reads as follows: By 2023 people in Rwanda, particularly the most vulnerable, enjoy increased and equitable access to quality education, health, nutrition and WASH services. The UNCT therefore has a shared interest in the evaluation findings, particularly UNICEF, UNESCO, WHO, FAO, UNFPA and UNHCR whose work in this area is interconnected with that of WFP.</p>
<p><b>Other partners</b> World Vision, Gardens for Health International, and Rwanda Biomedical Centre</p>	<p>NGOs are WFP’s partners for the implementation of some activities while at the same time having their own interventions. The results of the evaluation might affect future implementation modalities, strategic orientations and partnerships. World Vision is a sub-grantee focusing on literacy and health. Gardens for Health International and Rwanda Biomedical Centre are key implementing partners.</p>

11. The primary users of the midterm evaluation will be:

- WFP Rwanda and its partners World Vision, Gardens for Health International, and Rwanda Biomedical Centre to adjust course as necessary for the remainder of the project term;
- MINEDUC and MINAGRI to learn whether the programme is performing well and is aligned with its priorities, particularly in terms of capacity development, handover and sustainability;
- USDA as the primary funder of the HGSF Programme to learn whether the programme is performing well. USDA may use findings and lessons learned to inform McGovern Dole programme funding, design, and implementation decisions;
- MasterCard as a funder of the HGSF programme may use the findings to inform its decision on the best models of school feeding as well as to target its funding;
- Given the core functions of the Regional Bureau Nairobi (RBN), it is expected to use the evaluation findings to provide strategic guidance, programme support, and oversight;
- WFP HQ may use the evaluation for wider organizational learning and accountability;
- OEV may use the evaluation findings, as appropriate, to feed into evaluation syntheses as well as for annual reporting to the Executive Board.

12. The primary users of the endline evaluation will be:

- WFP Rwanda and its partners World Vision, Gardens for Health International, and Rwanda Biomedical Centre to learn from programme implementation;
- MINEDUC and MINAGRI to learn whether the programme performed well and aligned with its priorities, particularly in terms of capacity development, handover and sustainability;

- USDA as the primary funder of the HGSF Programme to learn whether the programme is performing well. USDA may use findings and lessons learned to inform McGovern Dole programme funding, design, and implementation decisions;
- MasterCard as a funder of the HGSF programme may use the findings to inform its decision on the best models of school feeding as well as to target its funding;
- Given the core functions of the Regional Bureau Nairobi (RBN), it is expected to use the evaluation findings to provide strategic guidance, programme support, and oversight;
- WFP HQ may use the evaluation for wider organizational learning and accountability;
- OEV may use the evaluation findings, as appropriate, to feed into evaluation syntheses as well as for annual reporting to the Executive Board.

### **3. Context and subject of the evaluations**

#### **3.1. Context**

13. Rwanda is a densely populated, low-income country with a total population of about 12 million people, ranked 159 of 188 countries in human development (2016 UNHDI). Since the 1994 genocide, the Government of Rwanda has consistently and rather successfully pursued development objectives. Rwanda made significant progress in implementing the MDGs and is well placed to continue within the SDG framework (UNDAP 2013-18). An annual GDP growth rate of 7.2 percent since 2010 has been accompanied by decreasing income inequality, although still among the highest in Africa (UN CCA 2017).
14. Moreover, 4.8 million or 41 percent of Rwandans are undernourished and over one fifth of the population considered food insecure (SDG 2.1.1) (CFSVA 2015). Stunting among children under five years has declined but remains high at 38 percent, with significant regional variation, peaking at 60 percent in certain areas in the northwest (SDG 2.2.1). Stunting is more common among children with mothers who are young, did not complete secondary education, or are stunted themselves and have an unbalanced dietary intake. 9 percent of children under five are underweight (low weight for age) and 2.2 percent are acutely malnourished (low weight for height) (CSR).
15. Micronutrient deficiencies are also a public health concern; 37 percent of children under five and 19 percent of women of reproductive age are anemic. The most common causes of anemia are lack of iron in the diet, and intestinal worms, preventing the absorption of micronutrients and minerals such as iron. Worm infections affect 65 percent of the population in Rwanda, and school-aged children are particularly affected. Main drivers for malnutrition are poor access to quality water, health services and sanitation (WASH) as well as poor care practices such as not receiving



antenatal care, even among those who can access a nutritional, balanced diet (UN CCA 2017).

16. At 98 percent, Rwanda's primary enrolment rate is among the highest in sub-Saharan Africa. Girls and boys show very similar numbers, but equitable access is an issue among vulnerable populations such as children with disabilities. Worryingly, primary school completion has considerably dropped from 73 percent in 2012 to 65 percent (boys 59 percent, girls 71 percent) in 2016, indicating a high dropout rate. The student-to-teacher ratio is high at 62:1, leaving little time for teachers to interact with students. The extent of limited delivery of quality education is evidenced by low competencies in literacy and numeracy among primary-school-going children. Overall, less than half of students in public schools, especially in rural areas, achieve the required literacy and numeracy competency levels to move on to the next grade (UN CCA 2017). (In Rwanda, 65 percent of adult women are literate whereas the figure is 76 percent for men.) The average primary school has one toilet for every 75 students. The national target is 40:1 for boys and 30:1 for girls. MINEDUC estimates that menstrual management alone accounts for an average of 50 days/girl/year in absences. While some steps have been taken to improve the situation, menstrual management continues to negatively affect girls, especially girls in the poorest districts (UN CCA 2017). In addition, only 36 percent of schools in Rwanda have access to piped tap water (33 percent in the western province and 32 percent in the southern province).
17. The social protection system has evolved in the last decade, moving from a host of fragmented, uncoordinated and often underfunded programmes to increasingly coordinated, government-owned programmes operating at scale. Thus, great strides were made regarding poverty reduction and vulnerability, mainly with households being the primary targeting unit (UN CCA 2017). The forthcoming *Social Protection Sector Strategy 2018-24* is expected to take this further by adopting a life-cycle approach and promoting universal access to social security and protection for all Rwandans, whether poor or not. Quite a radical shift, and appropriate given the country's vision to reach upper income status by 2050.
18. Rwanda has made commendable progress in ensuring gender equality however glaring challenges still exist between males and females. While Rwanda has the highest percentage of women in parliament in the world (64 percent) and female representation in high also in other positions of power (41 percent of the cabinet, 43 percent of Supreme Court Justices), gender balance in local government leadership has not yet been fully addressed as most positions continue to be dominated by men, raising concerns around effective implementation of all gender equality related programmes. Similar observations and arguments suggest that there is a critical gap in the quality of overall participation and specifically women's participation in these platforms as there is limited evidence to suggest otherwise.

19. The HGSF Programme supports students in Rwanda's poorest and most food insecure districts: Nyaruguru and Nyamagabe in the southern province and Rutsiro and Karongi in the western province (see map in Annex 1). Nyaruguru and Nyamagabe districts have particularly high numbers of households led by women and people with disabilities, compounding vulnerability. The 104 programme schools were selected from sectors with the highest poverty levels per the government's household poverty classification (UBUDEHE), also considering each school's capacity and willingness to implement activities (WFP Rwanda 2015 MGD proposal).
20. WFP is implementing the HGSF Programme to support the government in setting up a national school feeding programme, with a view to build capacity and complete a full handover of activities by 2020. At least since 2017, the Minister of Education has stressed the government's desire to expand the HGSF model countrywide, including eventual ownership – an important step towards universal and sustainable school feeding in Rwanda (HGSF semi-annual report Nov 2017). Since its establishment in 2017, MINEDUC and WFP co-chair the HGSF National Steering Committee which is bringing together key stakeholders to coordinate the programme and ensure sustainability.
21. The Government of Rwanda's mid- to long-term outlook is guided by the national development plan *Vision 2020* and its new iteration *Vision 2050* (forthcoming), which together envision Rwanda transforming from an agrarian to a knowledge-based economy, attaining upper middle-income country status by 2035 and high-income status by 2050. To help achieve this, the country's key poverty reduction strategy, the National Strategy for Transformation (NST), focuses on three pillars, of which the social transformation pillar has a priority area to ensure quality of education for all, aiming at building a knowledge-based economy (UN CCA 2017).
22. As the lead of the education sector, MINEDUC heads policy formulation, planning, coordination, regulation, monitoring and evaluation of the entire education sector (UN CCA 2017). The ministry works closely with the semi-autonomous Rwanda Education Board (REB) which provides national oversight for coordinating and implementing education activities at pre-primary, primary and secondary level.
23. Under the Local Government Act (2013) District Administrations have responsibility for the delivery of education services. The extent to which MINEDUC and REB have influence at the district level is determined by the level of interest and priority afforded to education by the District Executives. District Development Plans (DDPs) determine district priorities and where resources are allocated. District Education Officers (DEOs) are employed by the Ministry of Local Government (MINALOC) and managed by their District Administrations. DEOs are actively involved in the planning, delivery and monitoring of education in their districts. Below the DEOs are sector education officers (SEOs) responsible for overseeing delivery of education services and running of schools.

24. Guided by the Education Sector Strategic Plan (ESSP), now in its fourth cycle, Rwanda has invested significant resources towards improving the quality and coverage of all levels of education, as well as towards implementing policies that aim to achieve universal and equitable access to basic education for all Rwandan children. The provision of universal, compulsory and free nine years of basic education for children aged seven to 15 years has had a significant impact on increasing access, and this is now being expanded to 12 years. The curriculum has undergone a major reform, with a new competence-based curriculum being phased in from January 2016 (UN CCA 2017).
25. MINEDUC, Save the Children, and World Vision are implementing Literacy Boost, a proven literacy instruction methodology focused on improving children's reading abilities. Literacy Boost is improving the literacy of 195,000 children in grades 1-3 in 280 primary schools in central Rwanda and was scaled up using MGD resources. MINEDUC also worked with USAID's Literacy, Language, and Learning (L3) project 2012-2016 on improving the quality of education (WFP Rwanda 2015 MGD proposal).
26. In support of school health, the Ministry of Health (MINESANTE) has a '12+ Programme', supported by the Nike Foundation and PSI, targeting 114,500 girls between the ages of 10-12 years in primary schools across Rwanda, funded by DFID, with the objective of reducing drop-out of girls by creating safe spaces in schools for girls. World Vision also has a cost-sharing partnership with Rwanda's Water and Sanitation Corporation (WASAC) through its Ubuzima WASH project partnering with MINESANTE, training Community Health Workers (CHWs) and school-based volunteers through the Community-based Environmental Health Promotion Program (CBEHPP). CBEHPP is MINESANTE's approved methodology of working with communities to help them identify and solve their own health and hygiene issues. World Vision is Rwanda's largest implementer of CBEHPP and outside of the MGD project is supporting MINESANTE in training 45,000 CHWs in 15,000 villages to reduce hygiene-related diseases in communities and within schools (WFP Rwanda 2015 MGD proposal).
27. UNICEF has supported modelling and scaling-up Child-Friendly School standards, which were adopted as the national quality guidelines for school infrastructure and software inputs. The Learning Achievement in Rwandan Schools (LARS) Assessment was supported by UNICEF to improve the quality of education and measure learning outcomes in literacy and numeracy. The joint UN Development Assistance Programme (UNDAP) 2018-2023 is focusing on increased and equitable access to quality education, health, nutrition and WASH services.
28. The Clinton Health Access Initiative (CHAI) has been implementing a program with the government since 2013 to work with food producers to combat malnutrition. CHAI is assisting the government to reduce chronic malnutrition among infants and pregnant and lactating women (WFP Rwanda 2015 MGD proposal). CHAI is supporting the Africa Improved Foods (AIF) on sourcing local agricultural produce to use in its factory which produces nutritious fortified blended foods that can be distributed throughout the country.

### **3.2. Subject of the evaluations**

29. This is an activity evaluation of a USD 25 million grant to improve literacy and increase the use of health and dietary practices. The midterm evaluation will take place in 2018, while the endline will be completed in 2020. The midterm evaluation will cover the 2016-2018 (second quarter included) timeframe, while the endline evaluation will cover the entire implementation period (2016-2020).
30. The HGSF Programme supports students across 104 schools in Rwanda's poorest and most food insecure districts – Nyaruguru and Nyamagabe in the south and Rutsiro and Karongi in the west (see map in Annex 1). Children in the south receive a daily hot meal whereas students in the western province are provided a porridge meal. The programme started in October 2015 and is anticipated to conclude in late 2020.
31. WFP has planned to reach 83,000 students annually in grades 1-6, and reached 99 percent in 2016 and 103 percent in 2017, with similar numbers of boys and girls. Over the programme cycle, WFP plans to use 4,657 metric tonnes of SuperCereal and 540 metric tonnes of vegetable oil. Additionally, maize, beans, salt and sugar are non-USDA commodities and as such purchased from other mobilized funds (WFP Rwanda 2015 MGD proposal).
32. The HGSF Programme aims to achieve the McGovern Dole strategic goals of improved literacy of school-age children (MGD SO1) and increased use of health and dietary practices (MGD SO2) in the targeted areas through a set of interconnected activities, with a view to supporting the government in establishing a national school feeding programme, including building capacity at national, district and school levels to facilitate a future handover (see results frame in annex).
33. WFP, together with its implementing government partners MINEDUC and MINAGRI as well key implementing NGO partners, is carrying out activities to achieve MGD SO1 by: promoting teacher attendance and recognition; distributing school supplies and materials; improving literacy instruction materials; increasing the skills and knowledge of teachers and administrators; providing school meals; developing partnerships with farmer groups to supply food to schools; establishing and maintaining school gardens; increasing use of health and dietary practices; raising awareness on the importance of education; and reducing health-related absenteeism at schools.
34. WFP and partners carry out activities to achieve MGD SO2 by: raising awareness on good hygiene practices; enhancing food preparation and cooking practices; building and rehabilitating latrines and water collection systems; distributing deworming medication; and building/rehabilitating kitchens, cooking areas and storerooms, and providing fuel-efficient stoves.
35. To ensure the development of a nationally-owned, sustainable school feeding programme, WFP and partners carry out activities to achieve MGD

foundational results by: increasing the capacity of government institutions (1.4.1/2.7.1), improving the policy and regulatory framework (1.4.2/2.7.2), and increasing government support (1.4.3/2.7.3). To increase engagement of local organizations and community groups (1.4.4/2.7.4), WFP and partners train PTAs, raise awareness on the importance of education, develop partnerships with farmer groups and local cooperatives to supply food to schools, engage parents and communities through the establishment and maintenance of school gardens, and strengthen school health clubs through training and awareness on good health and hygiene practices.

36. The McGovern Dole grant for the five-year programme is USD 25 million. WFP estimates that the total value of contributions mobilized for this project outside of McGovern Dole resources will be around USD 12,1 million. These resources have enabled the full implementation of the programme, including locally procuring maize and beans with funding from MasterCard.
37. The HGSF baseline study report from July 2016 focused on indicators that could be measured before project implementation. Some indicators could not be measured because their definition is linked to the implementation of project activities. Baseline values for each indicator measured against its corresponding target, as per the project document, were summarized (see baseline report in annex). Following the baseline study, the report continues, it is essential that WFP reviews and realigns the targets. In preparation for the midterm and endline evaluations, there is also a need for a strong programme monitoring component that collects and compiles data from each of the beneficiary school and related activities on a regular basis. All indicators, including policy-related indicators, require specific project records.
38. The centralized midterm evaluation of WFP Rwanda's Country Programme (June 2017) noted that although the McGovern Dole grant provided much-needed funding for HGSF, it has also led to some unalignment with WFP as well as national priorities. The MGD intervention saw a return to providing (for part of the beneficiaries) food imported from the U.S. - a condition which was clearly required by the donor. This modality is in contradiction with the Government of Rwanda's own expressed preference but also with the logic promoted by WFP's School Feeding Policy of giving priority to helping countries establish and maintain nationally owned programmes linked to local agricultural production. However, WFP has sought to address this by designing the project in such a way that it will support the local production of vegetable oil and CSB+ and contribute to the development of a national strategy that if successful will sustain the benefits of USDA support beyond the life of the project. The report says that it was too soon to measure sustainability/handover in 2016.
39. The evaluation report concludes that HGSF activities are "completely" integrated in government planning and monitoring at local level, with officials participating in all steps of the process. The programme promotes the participation of girls and the baseline allows monitoring against gender

indicators as advised by the WFP 2009 Gender Policy (later subsumed by the WFP 2015-20 Gender Policy), the report continues. The programme does not, however, include a specific approach to address Gender Equality and Women's Empowerment (GEWE) or Sexual and Gender-based Violence (GBV) as foreseen in the 2009 policy.

40. A cost-benefit analysis conducted by WFP in collaboration with MasterCard in November 2017 concluded that every dollar invested in school meals in Rwanda can generate a return of USD 4.8 and 5.6 for home-grown and in-kind modalities, respectively, over a child's lifetime. Finally, the midterm and endline evaluations will be guided by the WFP Evaluation Policy 2016-2021 and the USDA Monitoring and Evaluation Policy 2013.

## **4. Evaluation approach**

### **4.1. Scope**

41. WFP Rwanda is looking to assign one contract for both a midterm and endline evaluation of the 2016-2020 McGovern Dole grant. The programme started in late 2015 with the goal of supporting school feeding in 104 schools in four districts: Nyaruguru, Nyamagabe, Rutsiro and Karongi in Rwanda (see map in Annex 1).
42. This is an activity evaluation of a USD 25 million grant to improve literacy and increase the use of health and dietary practices. The programme provides U.S. produced agricultural commodities and financial assistance, and supports capacity development and enhanced monitoring and reporting, with a key emphasis on sustainability and government ownership. In addition to USDA-provided commodities, WFP procures maize and beans locally through additional funds raised separately through private donors, such as MasterCard.
43. The midterm evaluation will take place in 2018, while the endline will be completed in 2020. The midterm evaluation will cover the 2016-2018 (second quarter included) timeframe, while the endline evaluation will cover the entire implementation period (2016-2020).
44. The beneficiaries of the programme are 85,000 primary school students per year, grades 1-6. Of these, 49 percent are female. Other stakeholders who get access to capacity building activities are Parent-Teacher Associations (PTAs), School Management Committees (SMCs), teachers and head teachers, store keepers and cooks.

### **4.2. Evaluation criteria and questions**

- 45. Evaluation Criteria.** The evaluations will address all five OECD-DAC criteria (relevance, effectiveness, efficiency, impact and sustainability), as per USDA Monitoring and Evaluation policy.
- 46. Evaluation Questions.** Aligned with the evaluation criteria, the evaluations will address the following key questions, which will be further

developed by the evaluation team during the inception phase. Collectively, the evaluation questions aim at highlighting the key lessons and performance of the HGSF Programme, which could inform future strategic and operational decisions. The four key questions that need to be investigated are:

- a. Have literacy rates of school age children improved over the duration of the programme? If so, how and why? For example, are students able to read grade-level text? Are teachers demonstrating new methods of teaching?
- b. Has the use of health and dietary practices increased? If so, how? Has illness-related absence decreased? Are students washing their hands and are schools and school kitchens clean? How are school gardens being used?
- c. What is the level of community-level involvement and participation in decision-making in school governance mechanisms (PTAs and SMCs)? Particularly, what is the level of involvement and participation of men? Also, what is the level and sustained continuity of community contributions in cash and in kind?
- d. What are the key institutions (i.e. international, national, provincial/district and local stakeholders) and governance structures required to effectively deliver, implement, and sustain school meal interventions? What relationship structures among these institutions yield the most successful and effective school meal programmes? Is WFP's capacity support to smallholder farmers and key line ministries appropriate/sufficient to effectively facilitate national ownership? Has the provided capacity support increased the government's capacity to own and sustain a national school meals programme?

**47.** The evaluation questions will be reviewed within the course of the inception period, and there will be some differentiation between midterm and endline questions. For example, the midterm will also include achievement of outputs rather than only outcomes and objectives, whereas the endline will focus more on impact.

**48.** Gender equality and empowerment of women should be mainstreamed throughout the evaluation, including disaggregation of all data and considering whether gender has been integrated in design, planning, implementation and results. Reflecting UNDAP concern on gender equality "Ensure women's full and effective participation and equal opportunities for leadership at all levels of decision making in political, economic and public life", the evaluators are specifically required to investigate gender aspects in question c. above.

**49.** Table 2 below presents key evaluation criteria and corresponding questions:

## **Table 2: Criteria and evaluation questions**

Criteria	Evaluation Questions
Relevance	<p>To what extent is the programme in line with the needs of beneficiaries (boys and girls) and partners, including government?</p> <p>To what extent is the activity aligned with community, local government, and national government policies and priorities?</p> <p>To what extent is the intervention based on a sound gender analysis? To what extent is the design and implementation of the intervention gender-sensitive?</p>
Effectiveness	<p>To what extent are the outcomes or objectives of the intervention likely to be achieved?</p> <p>What are the major factors influencing progress in achievement or non-achievement of the outcomes/objectives of the intervention?</p> <p>To what extent does the intervention deliver results for boys and girls?</p>
Efficiency	<p>Is the programme implemented in a timely way? Are the activities cost-efficient? Is the programme implemented in the most efficient way compared to alternatives? Were the project strategies efficient in terms of financial and human resource inputs as compared to outputs?</p> <p>Does the monitoring system efficiently meet the needs and requirements of the project?</p>
Impact	<p>What are the medium-term effects on beneficiaries' lives?</p> <p>What are the gender-specific medium term impacts? Did the intervention influence the gender context?</p>
Sustainability	<p>To what extent is the government taking ownership of the programme (e.g. demonstrated commitment and contributions)?</p> <p>What is the demonstrated capacity at central and sub-national levels to manage the programme?</p> <p>Are local communities (PTAs, farmers' groups, etc.) fully involved in and</p>



	<p>contributing toward school feeding and education activities?</p> <p>Has the policy framework supporting the HGSF been strengthened within the project period?</p> <p>What are the major factors influencing the achievement or non-achievement of sustainability of the program?</p>
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### 4.3. Data availability

**50.** The evaluations will entail qualitative and quantitative primary data collection that the evaluation team will be responsible for. In addition, the following is a list of background data and/or information available for the evaluation team. It is expected that the team will expand this at inception phase.

- Baseline report for WFP’s USDA McGovern Dole HGSF Programme 2016-2020, including data collection tools;
- School feeding handbook;
- WFP School feeding policy;
- 2016 and 2017 Standard Project Reports (SPRs);
- WFP HGSF semi-annual reports to USDA;
- USDA commitment letter for Agreement;
- Evaluation Plan;
- USDA Monitoring and Evaluation Policy;
- USDA McGovern-Dole Indicators and Definitions Handbook;
- Other government education data/policies as applicable.

**51.** The evaluation team responsible for the baseline assessment warned about the availability and usability of certain data sets. Following the recommendations of the baseline team, WFP and its partners have improved data collection tools to provide the level of granularity required by the donor and to answer most of the evaluations questions. For instance, school records now provide attendance information per individual child and teacher, records are revised monthly and are subject to random checks. However, during the inception phase, the evaluation team will be responsible for controlling the quality and reliability of data sets and formulate alternative strategies to fill potential data gaps.

**52.** The evaluation team is expected to explore key questions c. (gender) and d. (institutional preparedness for hand-over) largely through qualitative data (although some quantitative data on gender parity is also

expected). Key question d. will require an analysis of similar experiences in other countries and a comparison with the situation in Rwanda.

**53.** Even though, at this point, WFP does not envision the use of such data collection tools, the evaluation team should also bear in mind that the Government of Rwanda requires formal approval of household surveys three months before the field phase takes place.

**54.** Concerning data and information, the evaluation team should:

- Assess availability, validity and reliability as part of the inception phase of the midterm evaluation expanding on the information provided in section 4. This assessment will inform the data collection;
- Systematically check accuracy, consistency and validity of collected data and information and acknowledge any limitations/caveats in drawing conclusions using the data.

#### **4.4. Methodology**

55. The independent evaluation team is responsible for developing the full methodology during the inception phase. In this stage, the ET should validate the methodological approach followed during the baseline assessment and propose improvements where required.

56. Question a. (literacy) will be answered using data collected through the EGRA standard test. To conduct the EGRA and adapt it to the local context, the selected evaluator should reference the EGRA toolkit<sup>1</sup>

57. Question b. (health and dietary practices), is likely to be based on data collected through school and student surveys, direct observation and key informant interviews.

58. Key questions c. and d. were not explicitly included in the baseline assessment and will require the team to develop an appropriate methodological approach at this stage.

59. Midterm findings on key question d. will inform the development of a hand-over strategy from WFP to the Government of Rwanda. It is expected that the evaluation team formulates clear recommendations that could help a smooth transition to a country-owned home grown school feeding program. At endline, the evaluation team should concentrate on assessing the progress made in handing over the activities.

60. The team should identify potential risks of the approach and mitigation measures. The following should be considered and included by the evaluation team:

- Firstly, confirm and define specific evaluation questions that are answered, and record them in the WFP Evaluation Matrix;
- Include description of sample categories and identify appropriate sample sizes (margin of error 5%, confidence level 95%);
- Design credible data collection instruments;

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<sup>1</sup> EGRA Toolkit, Second Edition. <https://globalreadingnetwork.net/resources/early-grade-reading-assessment-egra-toolkit-second-edition>

- Use mixed methods in the evaluation design and data collection (including quantitative and qualitative) to ensure a comprehensive design, and the reasons for the changes in indicators can be explained. This can include triangulation of information through a variety of means, or different evaluation questions being answered through different methods and types of data. The use of mixed methods should be documented in the inception report;
- To the extent possible, ensure that data collection tools are consistent with baseline tools to ensure comparability;
- WFP anticipates that the consultants will recommend a methodology that will likely include carrying out key informant interviews and focus group discussions (list of interviews to be agreed upon at inception phase). The qualitative data collection will gather information on gender equality, capacity strengthening and changes in the institutional context. However, bidding companies should also propose a wider variety of methods (including, but not limited to most significant change, outcome harvesting, etc.) whenever they feel these could be useful in enriching the evaluation products;
- Ensure the evaluation design considers ways to ensure that the voices of women, girls, men and boys are heard and documented;
- Ensure the methodology and evaluation implementation are ethical and conform to the UNEG Ethical Guidelines for Evaluation.

61. The following mechanisms for independence and impartiality are employed:

- Appointment of an Evaluation Manager with no previous involvement with the HGSF programme (Daniel Svanlund, WFP M&E Officer);
- Establishment of an Evaluation Committee;
- Establishment of an Evaluation Reference Group.

62. The main risk identified that could affect the methodology proposed for the midterm and endline is the weakness of the baseline study (the sample size of students was small; some data sets had to be reconstructed due to the unavailability of reliable data, e.g. teachers' attendance). As a mitigating measure, the evaluation team should highlight the strength of the evidence underlying the findings in the midterm and endline.

#### **4.5. Quality assurance and assessment**

63. WFP's Decentralized Evaluation Quality Assurance System (DEQAS) defines the quality standards expected from this evaluation and sets out processes with in-built steps for Quality Assurance, Templates for evaluation products and Checklists for their review. DEQAS is closely aligned to the WFP's evaluation quality assurance system (EQAS) and is based on the UNEG norms and standards and good practice of the international evaluation community and aims to ensure that the evaluation process and products conform to best practice.

64. DEQAS will be systematically applied to these evaluations. The WFP Evaluation Manager will be responsible for ensuring that the evaluations

progress as per the [DEQAS Process Guide](#) and for conducting a rigorous quality control of the evaluations' products ahead of their finalization.

65. WFP has developed a set of [Quality Assurance Checklists](#) for its decentralized evaluations. This includes Checklists for feedback on quality for each of the evaluation products. The relevant Checklist will be applied at each stage, to ensure the quality of the evaluation process and outputs.
66. To enhance the quality and credibility of these evaluations, an outsourced quality support (QS) service directly managed by WFP's Office of Evaluation in Headquarter provides review of the draft inception and evaluation report (in addition to the same provided on draft TOR), and provide:
  - a. systematic feedback from an evaluation perspective, on the quality of the draft inception/midterm/endline evaluation report;
  - b. recommendations on how to improve the quality of the final inception/midterm/endline evaluation report.
67. The evaluation manager will review the feedback and recommendations from QS and share with the team leader, who is expected to use them to finalise the inception/ evaluation report. To ensure transparency and credibility of the process in line with the [UNEG norms and standards](#)<sup>[1]</sup>, a rationale should be provided for any recommendations that the team does not consider when finalising the report.
68. This quality assurance process as outlined above does not interfere with the views and independence of the evaluation team, but ensures the report provides the necessary evidence in a clear and convincing way and draws its conclusions on that basis.
69. The evaluation team will be required to ensure the quality of data (validity, consistency and accuracy) throughout the analytical and reporting phases. The evaluation team should be assured of the accessibility of all relevant documentation within the provisions of the directive on disclosure of information. This is available in [WFP's Directive CP2010/001](#) on Information Disclosure.
70. All final evaluation reports will be subjected to a post hoc quality assessment by an independent entity through a process that is managed by OEV. The overall rating category of the reports will be made public alongside the evaluation reports.

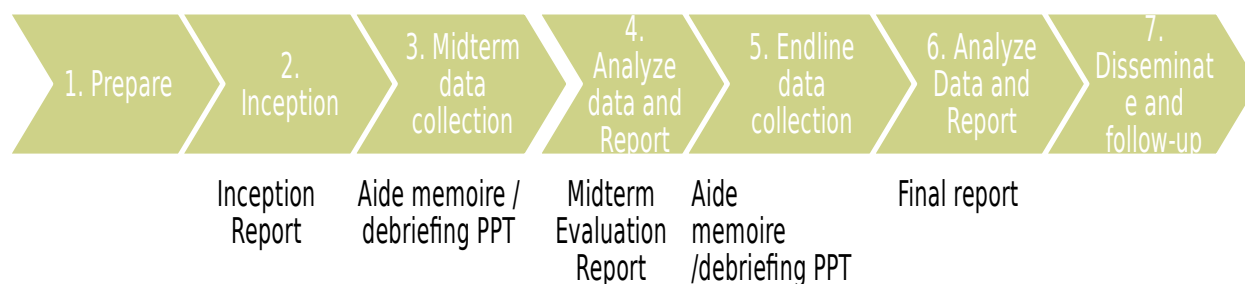
## **5. Phases and deliverables**

71. The evaluation will be conducted in two stages: a midterm evaluation to be conducted between June/July **2018** and **December/January 2018/9**, and an endline evaluation that will take place between July and December 2020. Although the two phases are interconnected steps of the same evaluative exercise, their objectives are slightly different as outlined in the following sections.
72. The deliverables and deadlines for each phase are as follows:

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[1]<sup>[1]</sup> [UNEG](#) Norm #7 states "that transparency is an essential element that establishes trust and builds confidence, enhances stakeholder ownership and increases public accountability"

**Figure 1: Summary Process Map**



### 5.1. Midterm evaluation

73. The objective of the midterm evaluation is to provide an evidence-based, independent assessment of performance of the project so that WFP and its project partners can adjust course as necessary for the remainder of the project term. Specifically, the midterm evaluation will (1) review the project's relevance, effectiveness, efficiency, impact, and sustainability, (2) collect performance indicator data for strategic objectives and higher-level results, (3) assess whether the project is on track to meet the results and targets, (4) review the results frameworks and theory of change, and (5) identify any necessary mid-course corrections. The evaluation will rely on the Baseline Study for baseline data and critical context necessary to evaluate the project at interim.

74. The evaluation firm selected for this assignment will develop the methodological approach following the indications provided in 4.2 *Evaluation Questions* and 4.4 *Methodology*. The evaluators should also validate or revise the assumptions and risk analysis underlying the project design.

75. The main deliverables of the midterm evaluation are the following:

- Inception report. It must be written following WFP recommended template. The evaluators must validate the methodology utilized in the baseline phase and/or propose alternative methods to measure the same indicators. This means setting out a full study design including what data is being collected and for what purpose, how sampling is done (to be determined by the evaluation team), how the data is being analysed and triangulated. The inception report must also include a data quality assurance plan, and how the evaluators will manage and safeguard ethics during the life of the evaluation. Annexed to the inception report, the evaluation team should include a detailed work plan including, timeline and activities.
- Midterm report, including a first draft, where the final approach, methodology and data collection tools are clearly recorded, including their limitations and mitigations measures. The report must record all standard and custom indicator baseline and midterm values.

- Clean data sets, including quantitative data sets in Excel, statistical software code, and transcripts and/or notes from focus group discussions and key informant interviews.
- Prepare and present a PowerPoint presentation of main findings and conclusions to debrief WFP Rwanda management and other relevant staff
- 2-page brief containing findings, conclusions and recommendations.

**Table 3: Midterm evaluation deliverables**

<b>Dates</b>	<b>Deliverables</b>
<b>June/July - August 2018</b>	<ul style="list-style-type: none"> <li>• Desk review of key project documents</li> <li>• Create a data quality assurance plan</li> <li>• Review baseline methodology; confirm and finalise evaluation questions and evaluation design and methodology (including sampling strategy), and draft an inception report for agreement</li> <li>• Finalize inception report with the inclusion of Evaluation Reference Group’s comments</li> <li>• Data collection instruments</li> <li>• Arrange field visits</li> </ul>
<b>September - October 2018</b>	<ul style="list-style-type: none"> <li>• Conduct field visits</li> <li>• Conduct key stakeholder focus groups and key informant interviews and collect data with other suggested methods</li> <li>• Enter, clean, and analyse data</li> </ul>
<b>October - early December/January 2018</b>	<ul style="list-style-type: none"> <li>• Draft midterm report</li> <li>• Seek Evaluation Reference Group’s comments on the draft midterm report</li> <li>• Finalize midterm report</li> <li>• Prepare and present a PowerPoint presentation of main findings and conclusions to debrief WFP Rwanda management and other relevant staff</li> <li>• Prepare and share a 2-page brief with key stakeholders</li> </ul>

## 5.2. Endline evaluation

76. The objective of the final evaluation is to provide an evidence-based, independent assessment of the performance of the project to evaluate the project’s success, ensure accountability, and generate lessons learned. Specifically, the final evaluation will: (1) use the same methodology developed for the midterm to measure key indicators, (2) analyses data to compare results before and after the intervention, and (3) identify meaningful lessons learned that WFP, USDA, and other relevant stakeholders can apply to future programming.

77. WFP anticipates carrying out the final evaluation during the final year of the USDA-MGD grant between July and November 2020.

78. The main deliverables of the endline are the following:

- Inception report. It must be written following WFP recommended template. The evaluators must validate the methodology utilized in the baseline phase and/or propose alternative methods to measure the same indicators. This means setting out a full study design including what data is being collected and for what purpose, how sampling is done (to be determined by the evaluation team), how the data is being analysed and triangulated. The inception report must also include a data quality assurance plan, and how the evaluators will manage and safeguard ethics during the life of the evaluation. Annexed to the inception report, the evaluation team should include a detailed work plan including, timeline and activities.
- Endline report, including a first draft, using WFP recommended template. It must set out a detailed methodology section, study design, and any limitations or where the study design was compromised. Should detail how data was collected, validated and analysed, and how conclusions were drawn. How different types of methods were brought together in the analysis. Annexes to the final report include but are not limited to a copy of the final ToR, bibliography, detailed sampling methodology, maps, a list of all meetings and participants, final survey instruments, table of all standard and custom indicator with baseline, midterm and endline values, list of supported schools.
- Clean data sets, including quantitative data sets in Excel, statistical software code, and transcripts and/or notes from focus group discussions and key informant interviews.
- PowerPoint presentation of main findings and conclusions for de-briefing and purposes.
- 2-4 page brief containing findings, conclusions and recommendations written for a nontechnical audience that includes photos and graphs or charts.
- Conduct a 1-day workshop to share evaluation findings with key stakeholders.

**Table 4: Endline evaluation deliverables**

<b>Dates</b>	<b>Deliverables</b>
<b>July - August 2020</b>	<ul style="list-style-type: none"> <li>• Finalise updated evaluation questions and evaluation design and methodology (including sampling strategy), and draft an inception report for agreement</li> <li>• Finalize inception report with the inclusion of Evaluation Reference Group’s comments</li> <li>• Update data collection instruments</li> <li>• Arrange field visits</li> </ul>
<b>September - October 2020</b>	<ul style="list-style-type: none"> <li>• Conduct field visits</li> <li>• Conduct key stakeholder focus groups and key informant interviews and collect data with other suggested methods</li> <li>• Enter, clean, and analyse data</li> </ul>
<b>October - December</b>	<ul style="list-style-type: none"> <li>• Draft endline report</li> <li>• Seek Evaluation Reference Group’s comments on the</li> </ul>

<b>2020</b>	<ul style="list-style-type: none"> <li>draft endline report</li> <li>• Finalize endline report</li> <li>• Prepare and present a PowerPoint presentation of main findings and conclusions to debrief WFP Rwanda management and other relevant staff</li> <li>• Prepare and share a 2-4 page brief with key stakeholders</li> <li>• Conduct a 1-day workshop to share evaluation findings with key stakeholders</li> </ul>
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## **6. Organization of the evaluation**

### **6.1. Evaluation conduct**

79. The evaluation team will conduct the evaluation under the direction of its team leader and in close communication with the WFP Evaluation Manager. The team will be hired following agreement with WFP on its composition. All communication between the evaluation team and stakeholders should go through or include the evaluation manager.
80. The evaluation team will draw its own conclusions free from political influence or organization pressure. The evaluation team will not have been involved in the design or implementation of the subject of evaluation or have any other conflicts of interest. Further, they will act impartially and respect the [code of conduct of the evaluation profession](#). The Evaluation Manager has not been part of the project’s implementation.
81. Specifically, evaluators shall respect and protect the rights and welfare of human subjects and communities, in accordance with the UN Universal Declaration of Human Rights and other human rights conventions. Evaluators shall respect differences in culture, local customs, religious beliefs and practices, personal interaction, gender roles, disability, age and ethnicity, while using evaluation instruments appropriate to the cultural setting. Evaluators shall ensure prospective participants are treated as autonomous agents, free to choose whether to participate in the evaluation, while ensuring that the relatively powerless are represented. Evaluators shall make themselves aware of and comply with legal codes (whether international or national) governing, for example, interviewing children and young people.
82. The evaluation team should also guarantee the right to provide information in confidence and make participants aware of the scope and limits of confidentiality, while ensuring that sensitive information cannot be traced to its source (right to confidentiality).
83. Evaluators shall act to minimise risks and harms to, and burdens on, those participating in the evaluation, without compromising the integrity of the evaluation findings (avoidance of harm).

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



84. The Team Leader should be a senior evaluator with at least 15 years of experience in research and/or evaluation with demonstrated expertise in managing multidisciplinary and mixed quantitative and qualitative method evaluations, and additional significant experience in other development and management positions. In addition, the team leader should also have prior experience evaluating school meals programs, ideally USDA-funded McGovern-Dole grants.
85. The Team leader will also have expertise in designing methodology and data collection tools. She/he will also have leadership and communication skills, including a track record of excellent writing and presentation skills. Her/his primary responsibilities will be: i) design the approach and methodology; ii) guiding and managing the team; iii) leading the field missions and representing the baseline team; iv) drafting and revising, as required, the inception report, the end of field work i.e. (exit) debriefing presentation midterm and endline reports.
86. The team must include strong demonstrated knowledge of qualitative and quantitative data and statistical analysis will be required. It should include both women and men and at least one team member should be familiar with WFP's operations (preferably school feeding).
87. The team will be multi-disciplinary and include members who together include an appropriate balance of expertise and practical knowledge in the following areas:
- School Feeding;
  - WASH;
  - Primary Education (with a strong knowledge of early primary school reading process);
  - Food security;
  - Gender expertise;
  - Some expertise in smallholder farmer support is desirable;
  - All team members should have strong analytical and communication skills, evaluation experience and some familiarity with Rwanda;
  - The team should have knowledge of English and Kinyarwanda. The required language of both the midterm and endline reports is English.
88. Team members will bring together a complementary combination of the technical expertise required and have a track record of written work on similar assignments.
89. Team members will: i) contribute to the methodology in their area of expertise based on a document review; ii) conduct field work; iii) participate in team meetings and meetings with stakeholders; iv) contribute to the drafting and revision of the evaluation products in their technical area(s).

### **6.3. Security considerations**

**90. Security clearance** where required is to be obtained.

- As an 'independent supplier' of evaluation services to WFP, the evaluation company is responsible for ensuring the security of all persons contracted, including adequate arrangements for evacuation for medical or situational reasons. The consultants contracted by the evaluation company do not fall under the UN Department of Safety & Security (UNDSS) system for UN personnel.
- Consultants hired independently are covered by the UN Department of Safety & Security (UNDSS) system for UN personnel which cover WFP staff and consultants contracted directly by WFP. Independent consultants must obtain UNDSS security clearance for travelling to be obtained from designated duty station and complete the UN system's Basic and Advance Security in the Field courses in advance, print out their certificates and take them with them.<sup>2</sup>

**91.** However, to avoid any security incidents, the WFP Rwanda Evaluation Manager is requested to facilitate that:

- The WFP CO registers the team members with the Security Officer on arrival in country and arranges a security briefing for them to gain an understanding of the security situation on the ground.
- The team members observe applicable UN security rules and regulations – e.g. curfews, child protection protocols.

## **7. Roles and responsibilities of stakeholders**

**a- WFP Rwanda:**

**The WFP Rwanda Deputy Director** will take responsibility to:

- Assign an Evaluation Manager for the evaluation: Daniel Svanlund, M&E Officer.
- Compose the internal Evaluation Committee and the Evaluation Reference Group (see below).
- Approve the final TOR, inception and evaluation reports.
- Ensure the independence and impartiality of the evaluation at all stages, including establishment of an Evaluation Committee and of a Reference Group (see below and [TN on Independence and Impartiality](#)).
- Participate in discussions on the evaluation design and subject, its performance and results with the Evaluation Manager and the evaluation team.
- Participate in debriefing(s).
- Oversee dissemination and follow-up processes, including the preparation of a Management Response to the evaluation recommendations.

**The Evaluation Manager:**

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<sup>2</sup> Field Courses: [Basic](#); [Advanced](#)

- Manages the evaluation process through all phases including drafting this TOR.
- Ensures quality assurance mechanisms are operational.
- Consolidates and shares comments on draft TOR, inception and evaluation reports with the evaluation team.
- Ensures expected use of quality assurance mechanisms (checklists, quality support).
- Ensures that the team has access to all documentation and information necessary to the evaluations; facilitates the team's contacts with local stakeholders; sets up meetings, field visits; and provides logistic support during the fieldwork.
- Organises security briefings for the evaluation team and provides any materials as required.

b- **An internal Evaluation Committee** has been formed as part of ensuring the independence and impartiality of the evaluation (see EC TOR in annex).

c- **USDA**, as the main funder of the programme, will be given the opportunity to review and comment on the key evaluation products. USDA will also participate in the evaluation as a key informant prior to the start of in-country fieldwork.

d- **The Regional Bureau:** When not the Commissioning Office, the RB will take responsibility to:

- Advise the Evaluation Manager and provide support to the evaluation process where appropriate.
- Participate in discussions with the evaluation team on the evaluation design and on the evaluation subject as relevant, as required.
- Provide comments on the draft TOR, Inception and Evaluation reports
- Support the Management Response to the evaluation and track the implementation of the recommendations.
- While the Regional Evaluation Officer Roberto Borlini will perform most of the above responsibilities, other RB relevant technical staff may participate in the Evaluation Reference Group and/or comment on evaluation products as appropriate.

e- **Relevant WFP Headquarters divisions** will take responsibility to:

- Discuss WFP strategies, policies or systems in their area of responsibility and subject of evaluation.
- Comment on the evaluation TOR, inception and evaluation reports, as required.

f- **Other stakeholders (Government, NGOs)** will review and comment on key evaluation deliverables as experts in an advisory capacity (see ERG TOR in annex).

g- **The Office of Evaluation (OEV).** OEV, through the Regional Evaluation Officer, will advise the Evaluation Manager and provide support to the evaluation process when required. It is responsible for providing access to the outsourced quality support service reviewing draft ToR, inception and evaluation reports from an evaluation perspective. It also ensures a help desk function upon request.

## **8. Communication and budget**

### **8.1. Communication**

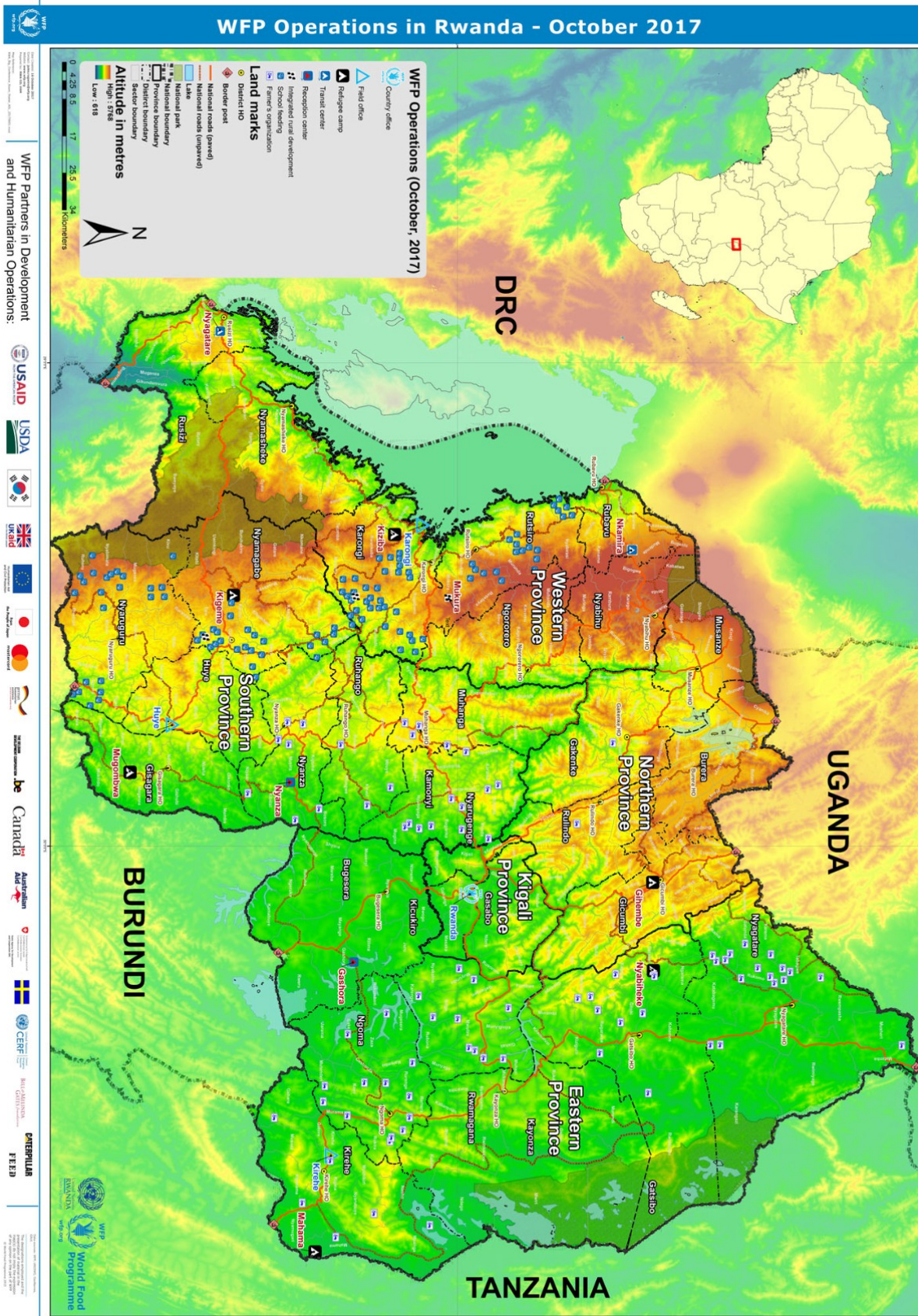
92. To ensure a smooth and efficient process and enhance the learning from these evaluations, the evaluation team should place emphasis on transparent and open communication with key stakeholders. This will be achieved by ensuring a clear agreement on channels and frequency of communication with and between key stakeholders. All communication between the evaluation team and stakeholders should go through or include the evaluation manager.
93. As part of the international standards for evaluation, WFP requires that all evaluations are made publicly available. Following the final approval of the evaluation reports, findings and recommendations shall be shared in various ways, including through discussions with WFP senior management and staff (primarily to enhance strategic and operational aspects) as well as with key partners including USDA, MINEDUC and MINAGRI, as well as World Vision, ADRA and relevant UN agencies. WFP will publish both the reports and the management responses. The published versions of the evaluation reports must be free from proprietary and personal identifying information.
94. The evaluation team is requested to prepare and present PowerPoint presentations (to debrief WFP management to inform strategic and operational decision-making) and 2-page briefs on the midterm and endline reports, both of which will be published on the WFP website and shared with national stakeholders and other WFP country offices currently receiving USDA grants. The evaluation team will also organize a one-day workshop at WFP Rwanda premises to share the findings and recommendations from the endline evaluation with key stakeholders. WFP and the evaluation team may discuss further the detailed communication/dissemination plan.

### **8.2. Budget**

95. For this evaluation, the budget will:
- Be based on procurement through Long-term Agreements. Rates are guided by pre-agreed rates.
  - As detailed in the project's Evaluation Plan, the total combined budget for this contract will not exceed USD 300,000.
  - Travel/subsistence/other direct expenses should be accounted for as instructed in the WFP budget template.

Please send any queries to the Evaluation Manager, Daniel Svanlund, M&E Officer, WFP Rwanda at [daniel.svanlund@wfp.org](mailto:daniel.svanlund@wfp.org).

# Annex 1 Map



**41.**

## Annex 2 Tentative Evaluation Schedule

Phases and Deliverables	Who	Timeline
<b>Phase 1 - Preparation</b>		<b>6 weeks</b>
Circulation of draft TOR for review to HQ, ERG and USDA; incorporate feedback	EM	3 weeks
<b>Share final TOR with stakeholders</b>	EM	-
<b>Selection and recruitment of evaluation team</b>	EM	3 weeks
<b>Phase 2 - Inception</b>		<b>6 weeks</b>
Desk review of key project documents; create a data quality assurance plan	ET	1 week
Confirm and finalise evaluation questions, design and methodology (including sampling strategy)	ET	1 week
Draft the Inception Report	ET	1 week
Circulation of draft Inception Report for review to HQ, ERG and USDA	EM	2 weeks
Prepare data collection instrument; arrange field visits	ET	(1 week)
Incorporate feedback and finalize the Inception Report	ET	1 week
<b>Share final Inception Report with stakeholders</b>	EM	-
<b>Phase 3 - Data collection</b>		<b>3 weeks</b>
Briefing evaluation team at CO	EM	1 day
<b>Data collection</b>	ET	3 weeks
<b>In-country debrief</b>	ET	1 day
<b>Phase 4 - Analyze data and report</b>		<b>7 weeks</b>
Enter, clean, and analyse data	ET	1 week
Draft evaluation report	ET	2 weeks
Circulation of draft Evaluation Report for review to HQ, ERG and USDA	EM	2 weeks
Incorporate feedback and finalize the Evaluation Report	ET	2 weeks
<b>Share final Evaluation Report with stakeholders</b>	EM	-
<b>Phase 5 - Dissemination and follow-up</b>		<b>4 weeks</b>
Prepare and share a concise PowerPoint presentation of main findings and conclusions/recommendations to help debrief WFP Rwanda management/staff	ET	1 week
Prepare a 2-4 page brief (findings, recommendations, methods etc.)	ET	1 week
Coordinate preparation of management response	EM	2 weeks
<b>Share management response with OEV for publication</b>	EM	-

**Annex 3 EC TOR**

**Annex 4 ERG TOR**

**Annex 5 Results frame**