

**DRAFT Terms of Reference**  
**MID-TERM evaluation of**  
**WFP’S USDA McGovern -Dole International Food for Education and**  
**Child Nutrition Program’s Support in Kenya from 2016 to 2020**  
**WFP Kenya Country Office**

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## **1. Introduction**

1. This TOR is for a mid-term evaluation of the World Food Programme (WFP) McGovern-Dole (MGD) International Food for Education and Child Nutrition Program in Kenya, 2016-2020. This evaluation is commissioned by WFP Kenya Country Office. The evaluation objective is to provide an evidence-based, independent assessment of the performance of the school feeding project at mid-term so that WFP and its partners can adjust course as necessary for the remainder of the project term. MGD program is managed by USDA, and aims to support education, child development and food security in low-income, food-deficit countries around the globe. The program provides U.S. produced agricultural commodities and financial assistance, and supports capacity development and enhanced monitoring and reporting. Sustainability is an important consideration, and the grantees are expected to work to support government and community ownership. School feeding in Kenya is a multi-donor funded project.
2. These TOR were prepared by WFP Kenya M&E unit based upon an initial document review and consultation with stakeholders and following a standard template. The purpose of the TOR is twofold. Firstly, it provides key information to the evaluation team and helps guide them throughout the evaluation process; and secondly, it provides key information to stakeholders about the proposed evaluation.

## **2. Reasons for the Evaluation**

The reason for the evaluation being commissioned are presented below.

### **2.1 Rationale**

3. USDA manages the MGD Food for Education program which is a major funding mechanism for school feeding worldwide. It aims to reduce hunger and improve literacy and primary education and has, more recently, incorporated goals related to boosting teacher attendance and capacity as well as students' academic performance. The program provides U.S. produced agricultural commodities and financial assistance, and supports capacity development and enhanced monitoring and reporting. Sustainability is an important consideration,

and the grantees are expected to work to support government and community ownership.

4. USDA is one of the long -standing, key donor to WFP School feeding in Kenya. USDA awarded WFP Kenya a total of US\$ 28 million of support for the period 2016-2020. The grant agreement incorporates specific performance indicators and results indicators against which performance of the programme will be measured (Annex 4). In the evaluation plan agreed with USDA, WFP commits to conducting a mid-term evaluation to assess progress so far and feed into plans for the remaining project period.

## 2.2 Objectives

5. The main objective of the mid-term evaluation is to provide an evidence-based, independent assessment of the performance of the school feeding project so that WFP and its partners can adjust course as necessary for the remainder of the project term. Specifically, the mid-term evaluation will:
  - ❖ review the project’s relevance, effectiveness, efficiency, coherence and sustainability;
  - ❖ collect performance indicator data for strategic objectives and higher-level results;
  - ❖ assess whether the project is on track to meet the results and targets;
  - ❖ Identify any necessary mid-course corrections.
6. The mid-term evaluation will also focus on the implementation of the program with the evaluation findings targeted at adjustments or program management decisions aimed at helping improve implementation. As such, the evaluation will look at interim or anticipated results, partnerships, implementation arrangements and systems, and any factors affecting the results achieved at the mid-point.
7. The evaluation will serve the dual and mutually reinforcing objectives of accountability and learning.
  - **Accountability** - The evaluation will assess and report on the mid-term values of the USDA MGD support to WFP School Feeding Programme in Kenya from 2016 to 2020.
  - **Learning** - The evaluation will determine the reasons why certain results occurred or not to draw lessons, derive good practices and

pointers for learning. It will provide evidence-based findings to inform operational and strategic decision-making. Findings will be actively disseminated and lessons will be incorporated into relevant lesson sharing systems. The evaluation will use a quasi-experimental design set up at baseline.

### 2.3 Stakeholders and Users

8. A number of stakeholders both inside and outside of WFP have interests in the results of the evaluation and some of these will be asked to play a role in the evaluation process. Table 1 below provides a preliminary stakeholder analysis, which should be deepened by the evaluation team as part of the inception phase. 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 in the evaluation process, with participation and consultation in the evaluation by women, men, boys and girls.

**Table 1: Preliminary Stakeholders’ analysis**

<b>Stakeholders</b>	<b>Interest in the evaluation and likely uses of evaluation report to this stakeholder</b>
<b>INTERNAL STAKEHOLDERS</b>	
<b>Country Office (CO) Kenya</b>	Responsible for the country level planning and operations implementation, it has a direct stake in the evaluation and an interest in learning from experience to inform decision-making. It is also called upon to account internally as well as to its beneficiaries and partners for performance and results of its operation.
<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 account of the operational performance as well as in learning from the evaluation findings to apply this learning to other country offices.
<b>Office of Evaluation (OEV)</b>	OEV has a stake in ensuring that decentralized evaluations deliver quality, useful and credible evaluations. OEV management has an interest in providing decision-makers and stakeholders with independent accountability for results and with learning to inform policy, strategic and programmatic decisions.
<b>WFP Executive Board (EB)</b>	The WFP governing body has an interest in being informed about the effectiveness of WFP operations. This evaluation results will not be presented to the EB but its

	findings may feed into corporate learning processes.
<b>EXTERNAL 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. As such, the level of participation in the evaluation of women, men, boys and girls will be determined and their respective perspectives will be sought. More specifically, teachers, parent-teacher associations and students should be considered as key stakeholders.
<b>Government, National and County Levels</b>	Both county and national governments have a direct interest in knowing whether WFP activities in the country are aligned with its priorities, harmonised with the action of other partners and meet the expected results. The Government has the overall ownership of the school feeding programme, and shares the interest in learning lessons for design of future programmes, including transition to the HGSMP model. The key line Ministries are: Ministry of Education, Ministry of Agriculture, Ministry of Health, Treasury including relevant Ministries at county level. County and Sub-county Education Officers, School Management Committees are also key as they are involved in programme implementation and policy support.
<b>United Nations and Development Partners</b>	The Kenya United Nations Development Assistance Framework (UNDAF) should contribute to the realisation of the government developmental objectives. Kenya United Nations Country Team (UNCT) has therefore an interest in ensuring that WFP operation is effective in contributing to the United Nations concerted efforts. WFP implements the programme within a wider UN system of support to government priorities. The partner agencies are interested in learning to what extent WFP interventions are contributing to the overall outcomes committed to in the UNDAF particularly UNICEF, UNESCO, FAO, UNDAF thematic working groups, the Education Sector Development Partners Group.
<b>NGOs</b>	Some NGO's like Feed the Children, are members of the national school feeding technical committee where coordination and joint monitoring of the overall national programme - of which this project fits within, is done.
<b>Donors</b> [USDA, Australia, Germany, Russia, Private donors]	WFP operations are voluntarily funded by a number of donors. The school feeding programme is a multi-donor initiative in which USDA's support is complemented by other donors. As such, USDA and donors will have an interest in knowing whether their funds have been spent efficiently and if WFP's work has been effective and contributed to their strategies and programmes.

9. The primary users of this evaluation will be:
- The Kenya country office and its partners in decision-making, notably related to programme implementation and/or design, Country Strategy and partnerships
  - This mid-term evaluation and subsequently the final evaluation will contribute to the body of knowledge on the MGD program. USDA, as the funder of the evaluation, will use findings and lessons learned to inform program funding, design, and implementation decisions.
  - Given the core functions of the Regional Bureau (RB), the RB is expected to use the evaluation findings to provide strategic guidance, programme support, and oversight
  - WFP HQ may use evaluation for wider organizational learning and accountability

### **3. Context and Subject of the Evaluation**

#### **3.1 Context**

10. Kenya has a population of 44 million people. It has diverse natural resources and highly varied terrain. The country's highlands comprise one of the most successful farming regions in Africa; the port of Mombasa is a major regional hub; and the unique geography supports abundant and diverse wildlife of great economic value. In September 2014, the World Bank reclassified Kenya's economy as lower-middle income. However, poverty, food insecurity, under-nutrition and income inequality remain high; 45.6 percent of Kenyans live below the national poverty line. The most severe conditions exist in the arid north, which is underdeveloped, drought-prone and is often disrupted by local conflicts. Food availability is constrained by poor transport infrastructure and long distances to markets. Kenya is a food-deficit country, ranking 145 of 188 countries in the 2015 Human Development Index (two positions up from previous year).<sup>1</sup> The country's 2015 Global Hunger Index was 24, ranking 67th out of 117 assessed countries. Many parts of the county, especially the arid and semi-arid lands which comprise 80 percent of Kenya's land area, are characterized by undernourishment, wasting, stunting, and child mortality. Global acute malnutrition among children aged 6 - 59 months in arid areas often

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<sup>1</sup> United Nations Development Program (2014). "Human Development Report 2015".

exceeds 15 percent while micronutrient deficiencies are above 50 percent.

11. Poverty is linked with worsening droughts and flooding that force poor households to resort to negative coping mechanisms such as withdrawing children from school and selling productive assets. Kenya has a ten-year Ending Drought Emergencies plan (2013-2022) which aims to create “a more conducive environment for building drought resilience” by investing in infrastructure, security, human capital and improved financing for drought risk management.
12. Kenya has several social-assistance programmes which cover only 27 percent of the poor; 90 percent of the funding comes from development partners. In the 2012 Government of Kenya (GOK) formulated a social-protection policy that aims at increasing access to services for vulnerable populations, incorporating school feeding as a major social safety net.
13. Education is fundamental to the Government’s strategy for socio-economic development. In 2010, national net enrolment in primary education was 93 percent for boys with 88 percent completion, and 92 percent for girls with 78 percent completion.<sup>2</sup> In the north-eastern counties net enrolment dropped to 40 percent with 35 percent completion, and adult literacy was 8 percent;<sup>3</sup> education in these areas is frequently disrupted by conflict, drought and flooding. Girls’ enrolment improved from 0.96 in 2008 to 1.0 in 2012, but gender disparities persist.<sup>4</sup> Retention and educational quality are ongoing challenges. Early childhood development (ECD), education and care are weak and reach only half of pre-school-age children.
14. The National Education Sector Support Programme (2013–2018)<sup>5</sup> aims to enhance basic education in terms of access and quality. The 2010 National School Health Strategy includes access to safe water and sanitation components.
15. Of children under 5, 84 percent are deficient in vitamin A, 73 percent in iron and 51 percent in zinc; a quarter of children have inadequate iodine intake. Iron deficiency affects 55 percent of pregnant women, 46 percent of adolescents in refugee camps and 21 percent of schoolgirls in western Kenya. Many households cannot afford a nutritious diet, and

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<sup>2</sup> MOEST administrative data.

<sup>3</sup> Government of Kenya (2015). “National Education Sector Plan: Volume One”. Nairobi: MOEST.

<sup>4</sup> Government of Kenya. (2012). “Second Medium Term Plan, 2013–2017” Nairobi.

<sup>5</sup> Government of Kenya (2015). “National Education Sector Plan: Volume One”. Nairobi: MOEST.

an estimated 1.8 million children are chronically undernourished; high stunting levels persist. The 2012 National Food and Nutrition Security Policy aims to: i) improve nutrition; ii) ensure that adequate food is accessible and affordable; and iii) protect vulnerable populations through safety nets linked to long-term development. It prioritizes the prevention of nutrition-related vulnerabilities in the first 1,000 days of life and links nutrition education with targeted nutrition interventions. Kenya joined Scaling Up Nutrition (SUN) in 2012, and is developing its National Nutrition Action Plan implementation strategy.

### 3.2 Subject of the evaluation

16. This program provides daily school lunch to a total of 358,000 primary school children in targeted arid and food insecure counties of Kenya as shown in the table 2 below.

Table 2: Target Numbers per County

No.	Name of County	Number of schools	Boys	Girls	Total
1.	Baringo	114	8,174	6,394	14,568
2.	Garissa	163	32,782	20,598	53,379
3.	Mandera	211	58,574	28,232	86,806
4.	Turkana	248	60,284	54,702	114,986
5.	Wajir	218	37,785	22,407	60,191
6.	West Pokot	120	15,003	12,941	27,944
	<b>Total</b>	<b>1,074</b>	<b>212,602</b>	<b>145,274</b>	<b>357,874</b>
	<b>Figures rounded off</b>		<b>213,000</b>	<b>145,000</b>	<b>358,000</b>

It builds on more than three decades of joint WFP-Government of Kenya school feeding efforts and over a decade of USDA support that has been provided in a series of distinct programs as detailed in table 3 below.

Table 3 : USDA Funded WFP Kenya 2004 to 2015



Project	2004	2005	2006	2007	2008	2010	2012	2013	2014	2015	Grand Total
CP 102640	4,525,286										4,525,286
		9,939,020									9,939,020
			7,346,680								7,346,680
				10,231,600							10,231,600
					9,333,500						9,333,500
CP 106680					9,700,500						9,700,500
						17,078,195					17,078,195
							8,792,200				8,792,200
								6,550,460			6,550,460
CP 200680								8,233,459		8,233,459	
									3,639,100	3,639,100	
<b>Total</b>	4,525,286	9,939,020	7,346,680	10,231,600	19,034,000	17,078,195	8,792,200	6,550,460	8,233,459	3,639,100	95,370,000

17. In the first three years of the 2016-2020 program, WFP will combine the direct provision of meals in the arid lands with technical assistance to support the Government to sustainably expand the Government-financed and -managed Home Grown School Meals Program (HGSMP) in these areas; and in the last two years, after full hand-over of the project areas to the HGSMP, WFP will fully shift to technical assistance to strengthen institutional structures and capacities required for quality home-grown school meals in Kenya.
18. The five years (FY2016 to FY2020) will cover a total of eight counties i.e. Baringo, Garissa, Mandera, Turkana, Wajir and West Pokot, Marsabit with Tana River not receiving food but benefitting from complementary activities. Hot lunch with food from MGD funds is served for 120 out of the 190 school days, comprising 150 grams of bulgur wheat, 40 grams of green split peas, 5 grams of vegetable oil (fortified with vitamin A and D), and 3 grams of iodized salt –procured separately by WFP. The number of children reached is progressively decreasing as counties are handed over and by the end of 2019, all the counties will have fully transitioned to the Government’s HGSMP.
19. Throughout the five-year program, WFP is collaborating with literacy actors and other partners to ensure that the meals contribute to tangible learning results. Specifically, Kenya is implementing Tusome, a nation-wide early grade literacy and numeracy programme (2014 - 2018)<sup>6</sup> that is supported by USAID and other donors that targets all the schools that WFP reaches through school feeding (100% overlap). WFP is facilitating the development of the revised School Health Policy and

<sup>6</sup> The Tusome Early Grade Reading Activity is implemented by Ministry of Education (MOE) and RTI International, and supported by USAID and DIFD. For a project overview, see <http://www.education.go.ke/home/images/Project-KPED/Brief%20on%20TUSOME%20.pdf>

of the policy framework and operational guidelines for the use of micronutrient powders in school meals, as well as on the integration of nutrition into the school curriculum. WFP and UNICEF jointly work to contribute to the UN Development Assistance Framework (UNDAF) (2014-2018) for Kenya, Strategic Result Area on Human Capital (Education), <sup>7</sup> and UNDAF 2018- 2022 which is currently under development.

20. The program uses MGD commodities and cash funding to contribute directly towards both of the MGD program's highest-level Strategic Objectives, MGD SO1: Improved Literacy of School-Aged Children; and, MGD SO2: Increased Use of Health and Dietary Practices.<sup>8</sup> The following activities (See Annex 3 for activity details) contribute toward the achievement of MGD SO1: Providing school meals; building capacity of national and county-level actors to manage school feeding; raising awareness on the importance of education; advocacy for increased government support and investments; and, supporting the increased engagement of local organizations and communities.
21. To contribute towards the achievement of MGD SO2, the following activities are being /planned to be undertaken: conducting on-job training to increase knowledge of safe food preparation and storage practices; conducting nutrition and hygiene education activities; carrying out information, education and communication on nutrition, sanitation and hygiene; building/rehabilitating 24 model kitchens with storage and energy saving cooking stoves in six target counties; strengthening the beneficiary complaints and feedback mechanisms; and, promoting food safety and quality in HGSMF through supply chain analysis, training, monitoring and coaching, and provision of blue boxes.
22. WFP has also incorporated a strong focus on capacity building to ensure sustainability by targeting the following MGD Foundational Results: MGD 1.4.1/2.7.1: Increased Capacity of Government Institutions; MGD 1.4.2/2.7.2 Improved Policy and Regulatory Framework; MGD 1.4.3/2.7.3: Increased Government Support and MGD 1.4.4/2.7.4 Increased Engagement of Local Organizations and Community Groups. Activities that contribute to these Foundational results include: strengthening governance and multi-sectoral coordination and collaboration for the school meals programme; advocacy and dialogue to ensure adequate and regular budget

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<sup>7</sup> <https://www.unops.org/SiteCollectionDocuments/Information-disclosure/UNDAs/Kenya-UNDAF-2014-2018.pdf>

<sup>8</sup> See Annex 1: Results framework

allocations and to maintain political commitment to the programme; strengthening oversight and management functions; empowering communities to manage school feeding activities through trainings for school managers, teachers, and parents in order to ensure a solid level of awareness about school feeding implementation principles. At the school-level, WFP will train education officials to monitor school feeding and train trainers among local education, health and agriculture officers, equipping them to facilitate school feeding management trainings at the sub-county level.

23. WFP and the MOE, building upon three decades of excellent partnership, jointly implement the project. WFP continues to manage the commodity pipeline and ensure timely delivery of food from WFP's central warehouse in Mombasa to extended delivery points within the target counties. MOE then transport commodities from sub county (former District Education Officers' (DEO)) warehouses to the schools. In this manner, transportation costs are shared between the two organisations.
24. At the school level, Boards of Management, head teachers and school meals program teachers manage commodity storage, meal preparation and serving. With support from WFP field monitors, MOE officers at the county level are responsible for monitoring the program, mobilizing communities, and supervising day-to-day implementation.
25. Several evaluations were undertaken during the period under the FFE-615-2013/041-00 agreement (2013-2016). A baseline was conducted from May to July 2014, a mid-term evaluation in October 2015<sup>9</sup> covering the period September 2013 to Dec 2014 and the final evaluation was launched in June 2016 . In addition to this, an evaluation of the transitional Cash Transfer to Schools (CTS) pilot in Isiolo County was done in 2015<sup>10</sup>. In 2017, a baseline was done for this current grant. The substantive findings and methodological lessons generated from the above evaluations and baseline will feed into the midterm and final evaluation. The midterm evaluation will be guided by the WFP Evaluation Policy 2016-2021<sup>11</sup> and the USDA Monitoring and Evaluation Policy 2013<sup>12</sup>.

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<sup>9</sup> <https://www.wfp.org/sites/default/files/Kimetrica%20-%20SFP%20Kenya%20Mid%20Term%20Evaluation%20final%20final%2016%20Oct%20%2715%20Final.pdf>

<sup>10</sup> <https://www.wfp.org/sites/default/files/External%20Evaluation%20of%20WFPs%20Cash%20Transfers%20to%20Schools%20Pilot%20Project.pdf>

<sup>11</sup> <http://documents.wfp.org/stellent/groups/public/documents/eb/wfp277482.pdf>

<sup>12</sup> <http://www.fas.usda.gov/sites/default/files/2014-03/evalpol.pdf>

## **4. Evaluation Approach**

### **4.1 Scope**

26. This evaluation will focus on MGD-supported, WFP School feeding activities implemented from 2016 to 2020 in the arid counties of Baringo, Garissa, Mandera, Turkana, Wajir, West Pokot, Marsabit and Tana River. The evaluation team will use quasi experimental design developed during the projects baseline. The detailed methodology can be found in Annex 1. the methodology clearly outlines the sample design, sample size calculations, counterfactual group and method of analysis.
27. The evaluation will provide an evidence-based, independent assessment of the performance of the school feeding project so that WFP and its partners can adjust course as necessary for the remainder of the project term. Specifically, the mid-term evaluation will (1) review the project's relevance, effectiveness, efficiency, coherence 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 and (4) identify any necessary mid-course corrections. The evaluation will be conducted during the 2018 second school term, while schools are in session i.e. from May 2018, the same time period as the baseline
28. The evaluation will also focus on the implementation of the program with the evaluation findings targeted at adjustments or program management decisions aimed at helping improve implementation. As such, the evaluation will look at interim or anticipated results, partnerships, implementation arrangements and systems, and any factors affecting the results achieved at the mid-point.

### **4.2 Evaluation Criteria and Questions**

29. The evaluation will assess the project for relevance, effectiveness, efficiency, impact and sustainability, appropriateness, coherence, coverage and connectedness. The table below provides key evaluation questions relevant to these focus areas, and the relevant data sources:

**Table 3: Preliminary Key Mid-term Evaluation Questions**

Focus Area	Key Questions	Data Source
Relevance	<p>To what extent is the programme approach and activities relevant to the Government and other key stakeholders?</p> <p>To what extent is the activity aligned with WFP, partner UN agency and donor 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> <p>Is the package of interventions coherent and relevant?</p> <p>Is the investment in the right, relevant areas?</p>	<p>Document review, key informant interviews with stakeholders, focus group discussions with communities</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 various groups of beneficiaries</p>	<p>Monitoring data Document review key informant interviews with stakeholders</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? Does the monitoring system efficiently meet the needs and requirements of the project?</p>	<p>Monitoring data Document review key informant interviews with stakeholders</p>
Impact	<p>What are the medium term effects? what are the medium term effects of transition and handover?</p>	<p>Document review, key informant interviews with stakeholders, focus group discussions with communities</p>
Sustainability	<p>To what extent is the government taking ownership of the programme? (e.g. demonstrated commitment and contribution to the programme);</p> <p>What is the demonstrated capacity at central and sub-national levels to manage the programme?</p> <p>How are local communities involved in and contributing to the implementation of the programme?</p>	<p>Document review, key informant interviews with stakeholders, focus group discussions with communities Monitoring data Complaints and Feedback Mechanism data</p>

	<p>Is the HGSMP adequately funded? Was disbursement of cash to schools for the purchase of food under HGSMP done in a timely manner and at an adequate level?</p> <p>Has the policy framework supporting the HGSMP 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>	
General	<p>What are lessons learned from the project up to this point?</p> <p>Are there any recommendations for mid-course corrections to improve the project's relevance, efficiency, effectiveness, impact, and sustainability?</p> <p>What are the management strengths, including technical and financial, of this project?</p>	Document review, key informant interviews with stakeholders, focus group discussions with communities
Appropriateness	<p>Is the intervention approach chosen the best way to meet the food security/nutrition needs of beneficiaries and the capacity gaps of key institutions?</p> <p>Are the adopted transfer modalities and choice of complementary activities the best way of meeting beneficiary needs?</p> <p>Are protection needs met?</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>	Document review, key informant interviews with stakeholders, focus group discussions with communities
Coverage <sup>13</sup>	<p>Is WFP's assistance provided proportionally according to the needs in the context?</p>	Document review, key informant interviews with stakeholders, focus group discussions with communities
Coherence	<p>To what extent is WFP's activity coherent with key policies/programming of other partners operating in the context?</p> <p>To what extent are human rights taken into account?</p>	Document review, key informant interviews with stakeholders, focus group discussions with communities
Connectedness	<p>To what extent has the programme been situated within an analysis of longer-term and interconnected problems of the context?</p> <p>To what extent has the project successfully coordinated and collaborated with key</p>	Document review, key informant interviews with stakeholders, focus group discussions with communities

<sup>13</sup> ALNAP Humanitarian Definitions for Coverage, Coherence, and Connectedness

	<p>stakeholders including the Government of Kenya, NGOs, other international organizations and the private sector?</p> <p>To what extent had the project collaborated with partners and leveraged complementary resources by collaborating with the USAID-supported MOEST-led literacy program Tusome, UNICEF's child friendly schools and school infrastructure activities and the Ministry of Health's de-worming programs? What impact have these collaborations had, if any, on the implementation of the school feeding programme, the school environment and on learning?</p>	
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**4.3 Data Availability**

30. The evaluation will entail qualitative and quantitative primary data collection that the evaluation team will be responsible for as per the PMP (See annex 4). In addition, the following is a list of back ground data and or information available for the evaluation team. It is expected that the team will expand this at inception phase.

- Baseline study report for WFP’S USDA McGovern -Dole International Food for Education and Child Nutrition Program’s Support in Kenya from 2016 to 2020
- Evaluation, mid-term and final evaluation reports for FFE-615-2013/041-00 Kenya
- Kenya Country Programme 200680 (2014-2018) project document and log frame
- School feeding handbook
- WFP School feeding policy
- 2016 and 2017 Standard Project Reports (SPRs).
- Strategy to Strengthen & Expand the Home Grown School Meals (HGSM) Programme into the Arid Lands of Kenya (Validated version 2013)
- USDA commitment letter for Agreement
- Evaluation Plan
- Government of Kenya Education related policies and strategies
- UWEZO annual reports

31. Concerning the quality of data and information, the evaluation team should:

- Assess data availability and reliability as part of the inception phase 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**

32. This evaluation will use exactly the same methodology developed and used for the baseline study included in this TOR as Annex 1. The methodology will be expected to:

- Demonstrate impartiality and lack of bias by relying on a cross-section of information sources (stakeholder groups, beneficiaries, etc.) The selection of field visit sites will also need to demonstrate impartiality.
- Using mixed methods (quantitative, qualitative, participatory etc.) to ensure triangulation of information.
- Ensure through the use of mixed methods that women, girls, men and boys from different stakeholder’s groups participate and that their different voices are heard and incorporated into the evaluation process. This may include, for example conducting female-only focus groups so that women feel comfortable and encouraged to participate.
- Take into account data availability challenges, budget and timing constraints.
- Mainstream gender equality and women’s empowerment as per WFP’s evaluation principle of Gender equality.<sup>14</sup>

#### **4.5 Quality Assurance and Quality Assessment**

33. 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. 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.

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<sup>14</sup> <http://documents.wfp.org/stellent/groups/public/documents/reports/wfp279331.pdf> (pg. 11)



34. DEQAS will be systematically applied, to this evaluation. The evaluation Manager will be responsible for ensuring that the evaluation progresses as per the DEQAS Step by Step Process Guide and for conducting a rigorous quality control of the evaluation products ahead of their finalization.
35. 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/evaluation products. The Checklist will be applied at each stage, to ensure the quality of the evaluation process and outputs.
36. In addition, to enhance the quality and credibility of this evaluation, an external reviewer directly managed by WFP’s Office of Evaluation in Headquarter will provide:
  - a) systematic feedback on the quality of the draft inception and evaluation reports; and
  - b) Recommendations on how to improve the quality of the evaluation.
37. This quality assurance process does not interfere with the views and independence of the evaluation team, but ensures the report provides the necessary evidence in a clear and convincing way and draws its conclusions on that basis.
38. 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.

## **5. Phases and Deliverables**

39. The evaluation will proceed through the 5 following phases.

<b>Date</b>	<b>Mid-term Evaluation Activity</b>
January –March 2018 (First term)	Prepare phase: <ul style="list-style-type: none"> <li>▪ Draft terms of reference (WFP)</li> <li>▪ finalize provisions for impartiality/independence (WFP)</li> <li>▪ Quality assure, consult (WFP, USDA, GOK) and finalize TOR</li> <li>▪ Select and Recruit evaluation team (WFP).</li> </ul>
April –May 2018 (First term school holiday)	Inception phase: <ul style="list-style-type: none"> <li>▪ Conduct evaluation team orientation (EM)</li> <li>▪ Desk review of key project documents (evaluation team)</li> <li>▪ Conduct inception meetings (Evaluation team)</li> <li>▪ Prepare draft inception report (Evaluation team)</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Quality assure the inception report (EM)</li> <li>▪ Circulate, finalize and approve inception report (WFP)</li> </ul>
May -June 2018 (Second term)	<p>Data collection phase:</p> <ul style="list-style-type: none"> <li>▪ Prepare evaluation field work (evaluators/WFP)</li> <li>▪ Conduct field work and preliminary analysis (evaluators)</li> <li>▪ Present end of fieldwork debriefing (evaluators)</li> </ul>
July – September 2018 (Second term)	<p>Data analysis and reporting phase:</p> <ul style="list-style-type: none"> <li>▪ prepare draft evaluation report (evaluators)</li> <li>▪ Quality assure draft evaluation report (EM)</li> <li>▪ Circulate draft ER to stakeholders for comments (EM)</li> <li>▪ Finalize the evaluation report (Evaluators)</li> <li>▪ Submit the final report for approval (EM)</li> </ul>
September onwards	<p>Dissemination follow-up:</p> <ul style="list-style-type: none"> <li>▪ Conduct workshop to share evaluation findings with key stakeholders (WFP)</li> <li>▪ Share evaluation findings with USDA (WFP)</li> <li>▪ Prepare management response (WFP)</li> <li>▪ Implement any required project changes (WFP)</li> <li>▪ Publish report and management response (WFP)</li> <li>▪ Track the implementation of follow up actions to the evaluation recommendations (WFP , M&amp;E unit/RB)</li> </ul>

40. WFP anticipates finalizing the evaluation data collection by June 2018. Table 3 below gives details of timing each of the phases.

**Table 3: Evaluation Study Timeline**

	Phases, Deliverables and Timeline	Key Dates
<b>Phase 1 - Preparation phase</b>		
	<b>Finalize Teams of reference</b>	31 <sup>st</sup> March 2018
	<b>Select evaluation team and finalize budget</b>	31 <sup>st</sup> March 2018
<b>Phase 2 - Inception Phase</b>		
	Inception phase	April 2018
	Draft inception report including the detailed methodology.	
	<b>Submit draft inception report to EM for review by internal committee and QS</b>	<b>16<sup>th</sup> April</b>
	<b>Submit revised inception report to EM who in turn shares with the Reference Group</b>	<b>30<sup>th</sup> April</b>
	<b>Submit Final Inception Report</b>	<b>21<sup>st</sup> May</b>
<b>Phase 3 - Collection and analysis of Data</b>		
	Briefing	<b>22<sup>nd</sup> May</b>
	<b>Field work</b>	<b>28<sup>th</sup> May -15<sup>th</sup> June</b>
	<b>Aide memoire/ Debriefing on initial findings</b>	<b>19<sup>th</sup> June</b>
<b>Phase 4 - Reporting</b>		
	<b>Submit Draft evaluation report to EM for Review and QS</b>	<b>16<sup>th</sup> July</b>
	<b>Submit revised evaluation report to EM for Reference Group review</b>	<b>13<sup>th</sup> August</b>

Submit final evaluation report	10 <sup>th</sup> September
Phase 5 Dissemination of final results by evaluation team	
Presentation of evaluation results by evaluation team	September

The expected deliverables from the evaluation are the following:

- a) Inception report written following WFP recommended template. The report should include but not limited to:
  - Detailed evaluation design, sampling methodology, and sample size calculations.
  - Quality Assurance Plan
  - Detailed work plan, including, timeline and activities
  - Bibliography of documents/secondary data sources utilised;
  - Final data collection tools, data bases, analysis plan
- b) Power-point on methodology, overall survey plan, timeline and activities
- c) Final report, including a first draft, and a final report using WFP recommended template. Annexes to the final report include but not limited to a copy of the final ToR, bibliography, list of sampled schools, detailed sampling methodology, Maps, A list of all meetings and participants, final survey instruments etc.
- d) Clean data set
- e) Transcripts from key informant interviews, focus group discussions, etc.
- f) Table of all standard and custom indicator follow up values
- g) List of supported schools
- h) Power-point presentation of main findings and conclusions for de-briefing and dissemination purposes

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

### **6.1 Evaluation Conduct**

41. The evaluation team will conduct the evaluation under the direction of its team leader and in close communication with the evaluation manager appointed by WFP senior deputy country director in accordance to the WFP evaluation guidelines.
42. The team members 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.

## 6.2 Team composition and competencies

43. The Team Leader should be a senior evaluator with at least 20 years of experience in research, evaluation and or evaluation s with demonstrated expertise in managing multidisciplinary and mixed quantitative and qualitative method evaluations, complemented with good understanding of School Meals programme, experience in implementing evaluations with a quasi-experimental designs and additional significant experience in other development and management positions. Where possible the same team as that of evaluation will be maintained.
44. The Team leader will also have expertise in designing methodology and data collection tools and demonstrated experience in leading similar evaluation s or evaluations. 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) refining the evaluation approach and methodology; ii) guiding and managing the team; iii) leading the evaluation mission and representing the evaluation team; iv) drafting and revising, as required, the inception report, the end of field work i.e. (exit)debriefing presentation and evaluation report.
45. 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 FFE work and with USDA M&E Policy.
46. The team will be multi-disciplinary and include members who together include an appropriate balance of expertise and practical knowledge in the following areas:
  - Education
  - Quantitative methods specifically quasi experimental designs (Statistician)
  - Nutrition
  - Food security
  - Gender
  - Capacity development
47. All team members should have strong analytical and communication skills, evaluation experience and familiarity with Kenya or the Horn of Africa.

48. The team members will bring together a complementary combination of the technical expertise required and have a track record of written work on similar assignments.
49. 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).
50. All members of the evaluation team will abide by the Code of Conduct for evaluators (Attached to individual contracts), ensuring they maintain impartiality and professionalism.

### **6.3 Security Considerations**

51. Security clearance: where required is to be obtained from WFP Kenya office.
  - Since the consultants will be hired through the HR option, they will be covered by the UN Department of Safety & Security (UNDSS) system for UN personnel which cover WFP staff and consultants contracted directly by WFP.
  - The consultants will be required to obtain UNDSS security clearance for travelling 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>15</sup>
52. However, to avoid any security incidents, the evaluation Manager is requested to ensure that:
  - The WFP CO registers the team members with the Security Officer on arrival in country and arranges a security briefing for them to gain an understanding of the security situation on the ground.
  - The team members observe applicable UN security rules and regulations.

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

### **53. The Kenya Country Office:**

The Kenya country Office management (Senior Deputy Country director) will take responsibility to:

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<sup>15</sup> Field Courses: Basic <https://dss.un.org/bsitf/>; Advanced <http://dss.un.org/asitf>

- Appoint an Evaluation Manager in line with WFP evaluation guidelines
- Compose the internal evaluation committee and the reference group
- Approve the final TOR, inception and evaluation reports.
- Ensure the independence and impartiality of the evaluation at all stages
- Participate in discussions with the evaluation team on the evaluation design and the evaluation subjects with the evaluation Manager and the evaluation e team
- Organise and participate in two separate debriefings, one internal and one with external stakeholders
- Oversee dissemination and follow-up processes

#### **54. Evaluation Manager:**

- Manages the evaluation process through all phases including drafting this TOR
- Ensure quality assurance mechanisms are operational
- Consolidate and share comments on draft TOR, inception and evaluation reports with the evaluation team
- Ensures expected use of relevant quality assurance mechanisms (checklists, quality support etc.)
- Ensure that the team has access to all documentation and information necessary to the evaluation; facilitate the team's contacts with local stakeholders; set up meetings, field visits; provide logistic support during the fieldwork; and arrange for interpretation, if required.
- Organise security briefings for the evaluation team and provide any materials as required

55. **An Internal Evaluation Committee** has been formed as part of ensuring the independence and impartiality of the evaluation. The membership includes evaluation manager, technical unit in charge of school feeding programme, VAM, Senior deputy country director (Chair), and WFP Nairobi Regional Bureau Evaluation officer. The key roles and responsibilities of this team, includes providing input to evaluation process and commenting on evaluation products.

56. **An evaluation reference group** has been formed, as appropriate, with representation USDA/FAS, Ministry of Education and WFP

Country office and will review the evaluation products as further safeguard against bias and influence.

57. **Independent evaluation team:** under the leadership of the evaluation team leader, the evaluation team will be responsible for undertaking the evaluation, as per this TOR, independently. The evaluation team will select and interview staff from the Country Office. The team will also have contact with CO staff who are members of the RG during inception and dissemination. The CO staff who are members of the RG will be required to provide comments on the evaluation products. The responsibilities of the evaluation manager are clearly stated above and will, in addition to other provisions for impartiality already put in place, ensure the evaluation is implemented as per the WFP decentralized evaluation quality assurance system. Any support e.g. logistical support, that will be required from by the evaluation team from the CO will be discussed with evaluation manager who will in turn follow up and organize with CO.
58. **Other Stakeholders** (Government, NGOs, and UN agencies) will be identified for interviews by the evaluation team in addition to the list provided by WFP Kenya which will be based on the preliminary stakeholder analysis detailed in table 1.

## **8. Communication**

59. To enhance the learning from this evaluation, the evaluation team should place emphasis on transparent and open communication with key stakeholders. These may for example take place by ensuring a clear agreement on channels and frequency of communication with and between key stakeholders.
60. Communication with evaluation team and stakeholders should go through the evaluation manager.
61. WFP will discuss the report with USDA and disseminate the findings and recommendations in various ways, including through discussions with WFP senior management and staff as well as with the key partners including the Ministry of Education, non-governmental partners and United Nations agencies and publication of both the report and management response.

## **9. Annexes**

### **Annex 1: Baseline methodology**

#### **Overview**

A detailed methodology for the baseline was drawn up during the inception phase and presented in an Inception Report (Visser et al, 2017). An important aspect of the Inception phase was to establish whether the envisioned quasi-experimental design for the study was feasible. As the team's assessment showed that this was feasible the study was designed in line with these parameters.

The inception phase also identified key parameters for the study including the required sample size, data collection approach and tools, and the approach to data analysis.

#### **Feasibility of the proposed quasi-experimental design**

The Inception phase confirmed that a quasi-experimental design could be employed in this study.

The assessment was based on the fact that a quasi - experimental design is feasible when one can get a match between the intervention and control. This was deemed feasible in this case because the study team was able to:

- i) Generate variables 'good enough' for the PSM.
- ii) Other data sets (livelihoods and food security data) were found to be available and sufficiently suitable for identification of locations
- iii) Successfully carry out the PSM.
- iv) Successfully identify matching: WFPSMP-Controls and WFSMP - HGSMP Schools.

#### **Overall evaluation design**



A pre-test post-test quasi-experimental design was set up to measure both the difference before and after the intervention in the treatment groups, and also the difference between control and treatment. The study quasi-experimental design thus compares three groups:

- **WFPSMP:** Selected schools located in counties where WFPSMP under the USDA - MGD funding is to be implemented (the intervention schools).
- **HGSMP:** Selected schools located in counties where WFPSMP was being implemented but now transitioning to HGSMP.
- **Control:** Selected schools located in counties where neither WFPSMP nor HGSMP is to be implemented.

## **Research question and hypotheses**

The Research question and testable hypotheses that underpin the quasi - experimental design will allow WFP, USDA and its partners to establish examine whether the baseline, mid-term and end-term primary education outcomes (literacy and numeracy levels) and other educational indicators (enrolment, attendance, completion, parental involvement, etc.) in the arid and semi-arid lands (ASAL) areas of Kenya are the same in schools included in WFP/USDA-MGD school meals programme (2016 -2020) as those not included (controls and those transitioning to HGSMP). Four different hypotheses were formulated and proposed for testing at Mid-term and End term evaluation for each indicator:

Indicator 1:

- **H0:** Enrolment in schools included in WFP/USDA-MGD SMP  $\neq$  Enrolment in schools not included in WFP/USDA-MGD SMP
- **H1:** Enrolment in schools included in WFP/USDA-MGD SMP = Enrolment in schools not included in WFP/USDA-MGD SMP

Indicator 2:

- **H0:** Attendance rate in schools included in WFP/USDA-MGD SMP  $\neq$  Attendance rate in schools not included in WFP/USDA-MGD SMP
- **H1:** Attendance rate in schools included in WFP/USDA-MGD SMP = Attendance rate in schools not included in WFP/USDA-MGD SMP

Indicator 3:

- **H0:** Primary school completion rate in schools included in WFP/USDA-MGD SMP  $\neq$  Primary school completion rate in schools not included in WFP/USDA-MGD SMP

- **H1:** Primary school completion rate in schools included in WFP/USDA-MGD SMP = Primary school completion rate in schools not included in WFP/USDA-MGD SMP

Indicator 4:

- **H0:** Literacy/numeracy rate in schools included in WFP/USDA-MGD SMP  $\neq$  Literacy/numeracy rate in schools not included in WFP/USDA-MGD SMP
- **H1:** Literacy/numeracy rate in schools included in WFP/USDA-MGD SMP = Literacy/numeracy rate in schools not included in WFP/USDA-MGD SMP

## Sampling

Since the WFPSMP will run in all schools located within six selected ASAL counties (Baringo, Garissa, Turkana, Mandera, West Pokot, and Wajir)<sup>16</sup>, control schools were selected from the neighbouring areas (either within the same county or in a neighbouring county (in a manner that matched as closely as possible the socio-economic activities - livelihood zones - to ensure similarity in terms of vulnerability and food insecurity). Similarly, the HGSMP schools were selected from the neighbouring areas with comparable socio-economic activities. Selected control and HGSMP schools were matched against WFPSMP schools.

*Group comparison based on schools:* Prior to data collection propensity score matching (PSM) was used to compare and match schools using selected school characteristics derived from Education Management Information System (EMIS) tool. Selection of matching characteristics was based on theoretical background knowledge<sup>17</sup> of confounders of the measurement indicator(s). The matching characteristics were selected to be unrelated (unaffected) by the proposed intervention (WFPSMP or HGSMP). Propensity scores were constructed using the ‘participation equation’, derived from a logit regression<sup>18</sup> with programme participation as the

<sup>16</sup> Isiolo, Nairobi, Samburu, and Tana River which were targeted under the previous phases of the USDA support will not be included. These counties were excluded from the HGSMP group for the following reasons. Nairobi was excluded because of urban context issues. The majority of the counties of focus are in the Arid, rural areas, consequently, there were hardly any common contextual similarities that will match Nairobi with them. The other three have been beneficiaries of the Cash Transfers to schools Model developed and implemented by WFP before being handed over to HGSMP - consequently their evolution modality and short history of the same does not approximate to a pure HGSMP modality of government that has been going on in some of the counties selected since 2009.

<sup>17</sup> Theoretical background knowledge refers to knowledge about factors that are plausible or known to confound the relationship between the outcome(s) and the intervention. They are potential or are confirmed to be independently related to the outcome(s).

<sup>18</sup> A Logistic **regression** is a statistical method for analysing a dataset in which there are one or more independent variables that determine an outcome. The outcome is measured with a dichotomous variable (in which there are only two possible outcomes).

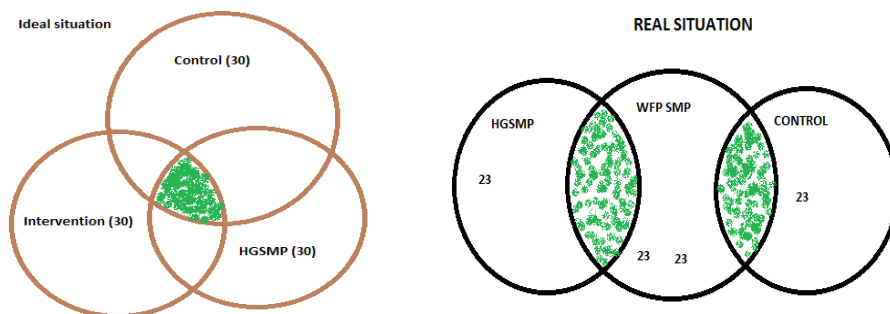
dependent variable coded as follows:

- WFPSMP school = 1, versus Control school = 0, and
- HGSMPSMP school = 1, versus WFPSMP school = 0.

Each school belonging to one of the intervention groups was matched to one school of the control group by matching each to their 'nearest neighbour' using propensity score. Characteristics that were used in matching included: boy: girl ratio, average pupils/class, pupils: teacher ratio, residence type (rural/urban). This data was taken from the Ministry of Education EMIS data set.

Schools in the first group with a propensity score lower than the lowest observed value in the second group were discarded. Similarly, schools in the second group with a propensity score higher than the highest observed value in the first group were also discarded. The same approach was used for the control group. The remaining schools were in the region of common support from which participating schools were selected. This process resulted in the identification of three groups of schools that were as similar as possible from the perspective of livelihoods and socio-economic characteristics.

The original design in the IR anticipated a matching of 30\*30\*30 for the three groups of schools where these schools would all overlap. The data collected allowed for the matching of 23 schools from each set where 23 WFPSMP schools were matched with 23 control schools, and 23 HGSMPSMP schools were matched to 23 WFPSMP schools.



In this manner, the study obtained: 23 WFPSMP matched with 23 control schools and 23 HGSMP matched with 23 WFPSMP schools. While this is different from the design it had no implications for the study as such as the comparison between WFPSMP and HGSMP was not part of the initial design.

*Group comparison based on children:* This process took place after data collection where propensity score matching was done to ensure comparability of pupils (between the groups) using selected characteristics captured during data collection, therefore reducing selection bias (the possibility that those enrolled in a particular group are systematically different from those enrolled in another group). The matching characteristics were those that are unaffected by the intervention (WFPSMP or HGSMP). Like in school comparison, each member of a specific group was matched to one member of the comparison group by matching each to their 'nearest neighbour' using propensity score. Baseline data was used for calculating propensity scores. The propensity score constructed using children characteristics was used as a weighting factor to balance the groups during analysis. The same technique will apply at mid-term and final evaluation using the same characteristics.

## **Sample size**

The results conceptual framework for the MGD intervention envisages realization of two results as follows:

1. Results framework #1: *MGD Strategic Objective (SO)1 Improved Literacy of School-Age Children.*
2. Results framework #2: *MGD SO2 Increased Use of Health and Dietary Practices.*

Since MGD SO2 is a function of MGD SO1, the sample size was calculated based on MGD SO1. The baseline estimate aligned to MGD SO1 was interpreted to be the proportion of children ages 7-13 that have attained literacy and numeracy at Standard 2 level.

UWEZO<sup>19</sup> Kenya's Sixth Learning Assessment Report December 2016, suggested that the learning outcome by selected counties on Class 3 who can do Class 2/Standard 2 level work showed a substantial degree of variance.<sup>20</sup>

Due to variation in baseline estimate across selected counties and with

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<sup>19</sup> Uwezo is a five-year initiative that aims to improve competencies in literacy and numeracy among children aged 6-16 years old in Kenya, Tanzania and Uganda, by using an innovative approach to social change that is citizen driven and accountable to the public.

<sup>20</sup> The proportions in the proposed intervention areas ranged as follows; Wajir - 9.9%, Mandera - 10.1%, Turkana - 11.4%, Garissa - 12.9%, West Pokot - 15.4%, and Baringo - 16.6%.

potential variation in other measurement indicators, this study design decided to use a 50% conservative estimate as the proportion of *children ages 7-13 that have attained literacy and numeracy of a Standard 2 level-Standard 2 competencies in literacy and numeracy*. The proportion optimized the sample size to allow for estimation of all indicators devoid of the risk of low sample size calculation. The study presumed a 20% effect size on the primary indicator.

The minimum sample size was calculated using *Fleiss, et al* (15) formula as follows:

$$n = \frac{D * (Z_{1-\alpha/2} + Z_{1-\beta})^2 * (P_1(1-P_1) + P_2(1-P_2))}{(P_2 - P_1)^2}$$

Where;

Performance indicators presented as percentages (P<sub>1</sub>, P<sub>2</sub>)

P<sub>1</sub> (estimated value of indicators at baseline) 50%

P<sub>2</sub> (estimated value of indicators at final evaluation) 70%

P<sub>2</sub>-P<sub>1</sub> (estimated change over time) 20%

α (Type 1 error) 0.05

β (Type 2 error) 0.10

Z<sub>α</sub> (Z score at desired statistical significance) 0.975 1.96

Z<sub>β</sub> (Z score at desired statistical power) 0.90 1.28

D (design effect = 1 + δ (m - 1); where m is the average enrolment per school (200) and δ is the estimated intra-class correlation coefficient, referenced from literature (0.02)) 5.0

620

The sample size (n) of measurement unit - number of sampled *children ages 7-13 in*

### *Standard 3 to 8*

Allowing for 10% non-response, the sample size is adjusted upwards ( $n / (1-L)$  where L is the provision of 10% non-response).

Adjusted sample size =  $620 / (1-0.1) = 688.88889$ , rounded upwards to 689 children.

Therefore; number of sampled children per study arm (without replacement)	689
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Overall sample size in both intervention and control arms	2,067
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In order to address gender mainstreaming and women’s empowerment as per WFP’s evaluation principle of gender equality, the evaluation will be conducted with a view to elucidating the effect of the intervention (WFPSMP or HGSMP) among boys and girls. To the greatest extent possible, the consultants will ensure both men and women are targeted as respondents. Therefore, the overall sample size in both interventions (WFPSMP and HGSMP) and control arms will triple to 4,134 (2067 boys (689 HGSMP, 689 WFPSMP, 689 Controls); 2,067 girls (689 HGSMP, 689 WFPSMP, and 689 Control). As each pupil questionnaire also includes questions for a corresponding parent (see Annex 4), there will be an equal number of parental responses. Care will be taken to have at least 40 percent female parents participating in the study.

In order to address gender mainstreaming and women’s empowerment as per WFP’s evaluation principle of gender equality, the overall sample size in both interventions (WFPSMP and HGSMP) and control arms was tripled to 4,134 (2067 boys (689 HGSMP, 689 WFPSMP, 689 Controls); 2,067 girls (689 HGSMP, 689 WFPSMP, and 689 Control). As each pupil questionnaire also included questions for a corresponding parent (see Annex 4), there were also an equal number of parental responses. The baseline targeted having at least 40 percent female parents participating in the study. In practice this target was largely surpassed.

## Sample procedure

A two-stage sampling procedure was employed at the WFPSMP sites and was set up as follows.

*First stage:* involved selection of 30 primary sampling units (PSUs) i.e. schools, across the six selected counties (Baringo, Garissa, Turkana, Mandera, West Pokot, and Wajir).<sup>21</sup> Using probability proportionate to size (PPS) method, the 30 PSUs were distributed across the six counties. Selection of schools within counties was done using simple random sampling, with application of a random number generator.

*Second stage:* involved the selection of secondary sampling units (SSUs) which were *children ages 7-13 years in class 3 to 8*, across the thirty selected schools. Distribution of school specific sample size allocation was done across gender and school grade using PPS, where gender specific samples across school grade were drawn. Selection of children within gender and across school grade was done using simple random sampling, with application of a random number generator.

## Data collection

### *a) Desk research*

The desk research consisted of two sets of work: a documentation review, supplemented by key informant interviews. Key informant (KI) interviews used semi-structured guidelines to collect information on the key roles of the various stakeholders in the intervention, their views on the policy, institutional and operational context, and their views regarding how it could be improved further, lessons learned and the potential for sustainability of the school feeding programme going forward. The respondents included a selection of WFP staff, implementing partners, donors, and education officials. The key informant interviews were done after the data collection in the schools. The second part of the desk research used secondary data sets from WFP and the Ministry of Education to establish the baseline for key indicators in the monitoring framework for which primary data was not collected.

### *b) Tool development, and School Level Data Collection*

The tools that were developed and used in the English Language. The team

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<sup>21</sup> Isiolo, Nairobi, Samburu, and Tana River counties were excluded from the HGSMP group for the following reasons. Nairobi was excluded because of urban context issues. The majority of the counties of focus are in the arid, rural areas, consequently, there were hardly any common contextual similarities that will match Nairobi with them. The other three have been beneficiaries of the Cash Transfers to schools Model developed and implemented by WFP before being handed over to HGSMP - consequently their evolution modality and short history of the same does not approximate to a pure HGSMP modality of government that has been going on in some of the counties selected since 2009.

used real time digital data collection for four of the instruments. This was supplemented by manual data registration and audio recording for the focus group discussion in schools. A Global Positioning System (GPS) picking capability was integrated into the mobile/electronic version of the data collection script. This allowed for the tracking of interviewers to ensure that data collection was indeed carried out at the sampled sites. Teams of enumerators were gender balanced to ensure that interviews with girl pupils could be done by female enumerators to the extent possible. Each team of enumerators was headed by a supervisor. In addition to overseeing the data collection process and quality assurance the supervisors also provided technical guidance to the teams and did any trouble shooting on technology. Selection of

Data collection was done by a total of 88 enumerators. Enumerator training was done by the evaluation team to ensure independence and took place over a period of five days. Training included rigorous pre-testing of tools in the field, allowing for the tools to be revised prior to use. Enumerators were selected using detailed criteria established at the inception phase (see IR), were from the regions covered by the study and had the capacity to translate each item into Kiswahili and the local language. A debriefing took place after each day of field data collection. In addition, the consultant team was mobilized and carried out data collection spot-checks in all school during the two-week data collection process.

The key respondents at the school level were the head teacher, selected class teachers, learners (grade 3-8) and their parents, cooks, and representatives of the Parent Teacher Associations (PTA) and the School Board of Management (BOM). These were selected as follows:

- The head teacher was automatic selection
- A school committee members were identified based on the lists of members at the schools and was preferably the chairperson and a PTA representative available in the school.
- Pupils were selected from each class. The number of -girls and boys was pegged on attendance on that day.
- A sample of parents per school - Equal numbers of male and female parents were selected for each school to correspond to the selected pupils. There was one parent for each child.
- A cook and a store keeper was selected automatically in the schools where they are available. Both male and female cooks were covered.

The following tools were used for primary data collection:

- a. A School Audit tool - Focused on establishing a baseline of the conditions in the school with respect to facilities including kitchens, water supply, latrines and school gardens.
- b. A parent-pupil data collection tool for grades 3 to 8 - was one



- continuous tool responded to first by the parent of the child and then by the child itself (without the parent present. The tool examined parents' awareness of the value of education, and views on the barriers to enrolment, participation and learning, situation at home in terms of asset ownership (productive and non-productive), agricultural land holding and land tenure system, issues of food security, nutrition, siblings and whether these go to school, and hygiene. From the pupil's perspective, the tool examined issues affecting enrolment, attendance, attentiveness, the importance of education, knowledge of nutrition and hygiene, and importantly also included the UWEZO a numeracy and literacy test. focusing on literacy and health and nutrition.
- c. A head teacher data collection tool - covered the head teacher perspectives on enrolment, attendance, retention and learning achievement., challenges and barriers in school access, to materials, and supplies; priority materials for teaching and learning to improve literacy and numeracy. The items included assessing gaps in skills and knowledge of school administration; as well as support to the school feeding programme.
  - d. A data collection tool for class teachers focusing on teachers in grades 3 to 8 - focused on issues affecting enrolment, attendance and educational achievement. It covered issues of teacher attendance, and hygiene and nutrition. The tool also served to identify the percentage of learners that are inattentive on a given day (using a spectrum from attentive - to inattentive) and to probe the reasons for this.
  - e. A focus group discussion (FGD) guideline for a focus group with the PTA, including parents, and teachers - This served to gain in-depth insight into the perception of teachers, parents and PTA members of the issues behind poor enrolment, attendance and retention. It also explored the role of school feeding and other measures which may impact on performance of pupils.
  - f. A FGD guideline for a focus group with pupils - served to gain insights into learner perspectives on enrolment, attendance and retention and explore views on the role of school feeding and other measures which may impact on performance of pupils.

### **Ethical considerations in the study**

- Enumerator training included a substantial training on the ethical considerations for conducting surveys in schools, in particular with the pupils.
- A courtesy call was made to the county district education official before starting the activity

- The head teacher consented to the study before any activity was undertaken in the school
- The teachers introduced the enumerators to the class to explain the purpose of the exercise.
- Participation was voluntary and all participants were told that they could opt not to participate and could discontinue the interview at any time without any repercussions. All participants were thanked at the end of the data collection.
- Consent was sought from teachers, pupils and parents. Parents were interviewed prior to the interviews of their respective children so that consent could be sought for the interviews with the children.
- All responses were coded and the individual performance of students was not traceable to the student or shared with the participants.

### **Data analysis**

Data analysis was done using IBM SPSS version 24.0. MS-Excel was used to generate graphical presentation of specific findings.

***Univariate analysis:*** Descriptive statistics such as measures of central tendency (mean, standard deviations) were used for analysis of continuous variables, while frequencies and percentages were used for categorical variables.

**Bivariate analysis:** Pearson's Chi-square or Fisher Exact test was used to compare the distribution of indicator variables and other observable characteristics between interventions and control groups. T-test were used to compare mean difference between interventions and control groups. Where normality assumptions were violated, appropriate non-parametric methods were used.

**Multiple regression analysis:** Binary logistic regression was used to estimate the difference in *the proportion of children ages 7-13 that have attained literacy and numeracy for a Standard 2 level* adjusting for baseline characteristics, identified to be significantly different between interventions and control groups at bivariate analysis. Threshold for statistical significance was set at  $p < 0.05$ .

**Estimation of programme effects:** The programme effect will be measured at midterm and final evaluations. Difference-in-differences (DID), also known as the 'double difference' method, will be used to compare changes in outcome (effect size) *over time* between specific intervention (HGSMP and WFPSMP) and control group. Applying the DID method removed the difference in the outcome between both interventions (HGSMP and WFPSMP) and control group at baseline.

Effect of WFPSMP: To identify the effects of WFPSMP at midterm and final evaluation, the difference in the measurement indicator between WFPSMP and control groups will first be calculated at baseline, midterm and final evaluation. The calculated baseline difference will then be differenced from the midterm and final evaluation differences to ascertain the accurate difference attributable to the WFPSMP at midterm and final evaluation.

Evaluating sustainability of SMP: To determine whether transitioning schools from WFPSMP to HGSMP sustains school performance, the comparison of HGSMP and WFPSMP was done. The indicators were measured and compared at baseline, and this will also be done at midterm and final evaluation. Owing to its rigorous programme implementation, the bench mark will be WFPSMP.

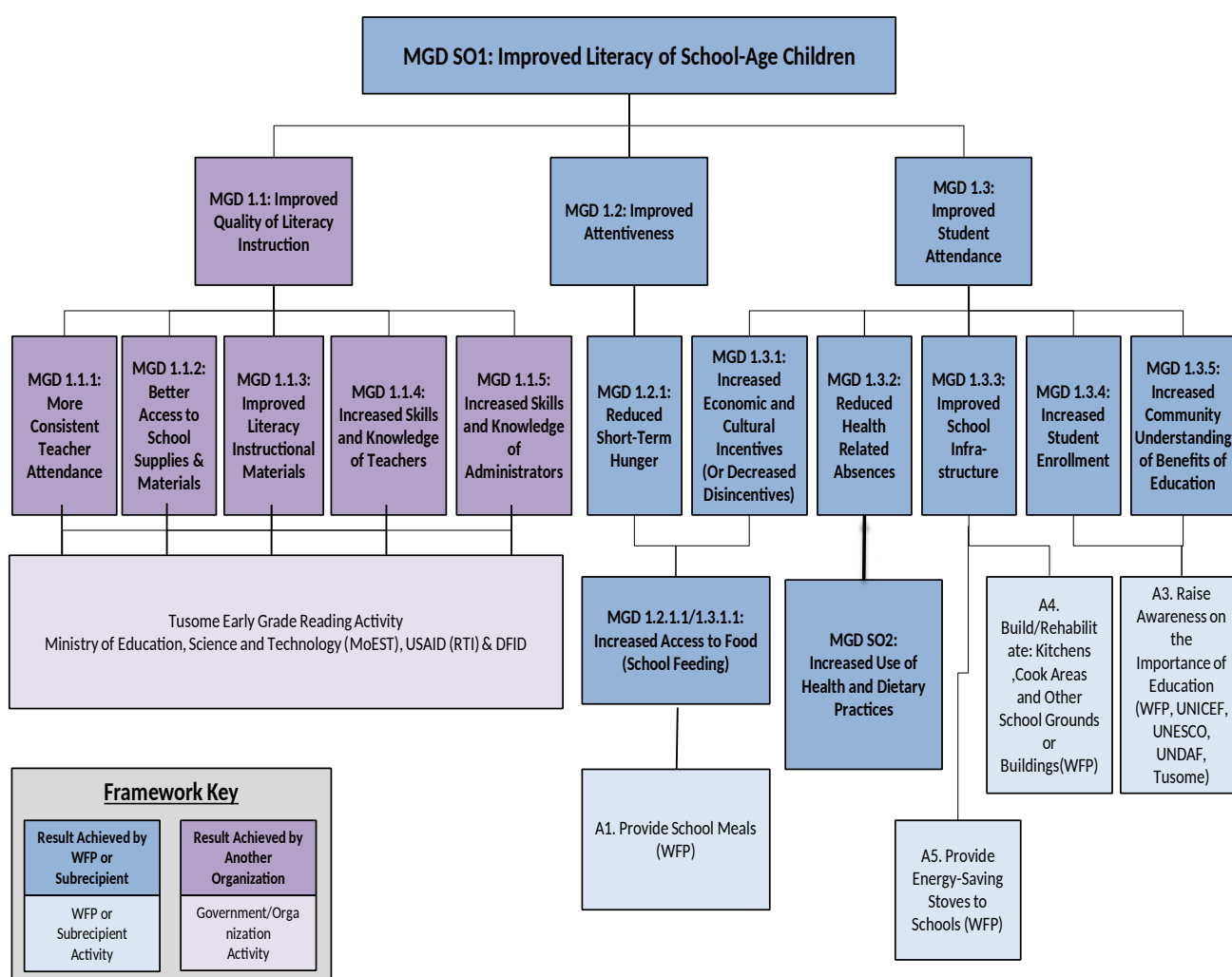
Propensity score matching was used in adjusting for differences in distribution of characteristics at baseline. A similar approach will be used during midterm and final evaluation.

### *Strengths and limitations of propensity score match in the study*

The PSM was able to balance between the treatments (WFPSMP and HGSMP) and control on several identified covariates without losing observations however, none observed factors that affected assignment to either treatment or control could not be accounted for.

## Annex 2: Results Framework

### WFP Kenya FY2016 McGovern-Dole Proposal: Results Framework #1



#### Framework Key

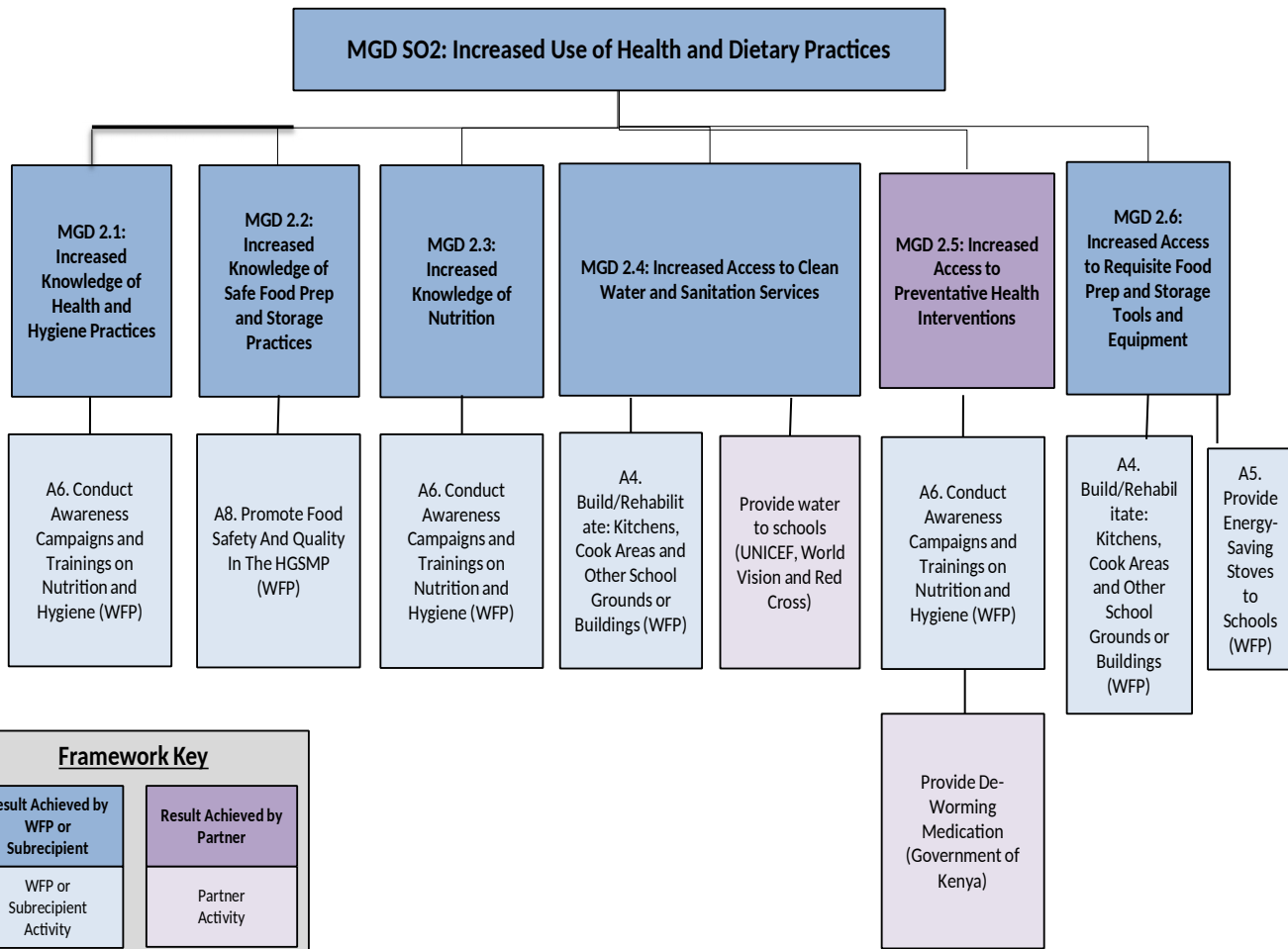
Result Achieved by WFP or Subrecipient

WFP or Subrecipient Activity

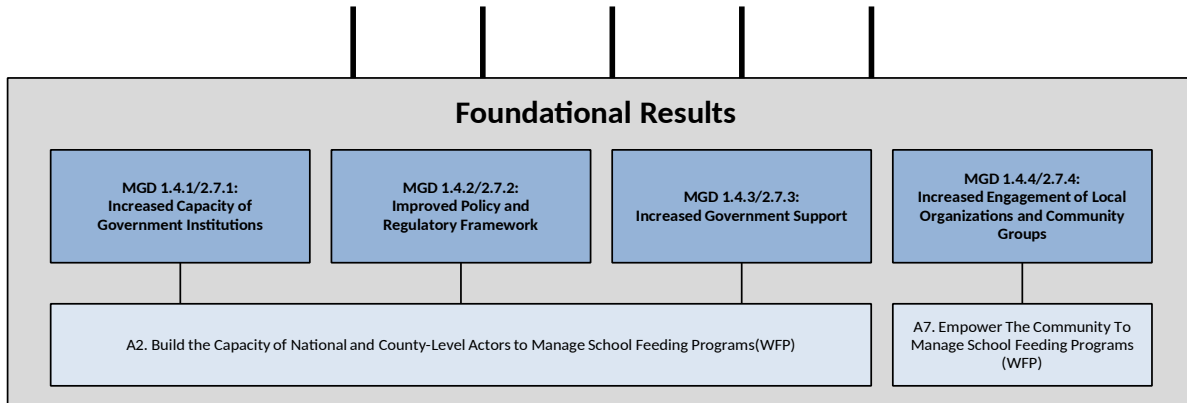
Result Achieved by Another Organization

Government/Organization Activity

# WFP Kenya FY2016 McGovern-Dole Proposal: Results Framework #2



## WFP Kenya FY2016 McGovern-Dole Proposal: *Foundational Results*



## WFP Kenya FY2016 McGovern-Dole Proposal: *Critical Assumptions*

### Critical Assumptions

- There is political commitment for the expansion of the HGSMP into the arid lands.
- The Government of Kenya will allocate sufficient and increasing funding for expanding the coverage of the national Home Grown School Meals Program into the arid lands.
- Public and private donors are able to contribute sufficient resources for WFP-Kenya to maintain a healthy pipeline for the school feeding program in the arid lands.
- Other initiatives supported by development partners to enhance learning and literacy results take place as planned in the schools targeted by WFP school feeding.

### **Annex 3: List of Activities**

The World Food Programme (WFP) will use the donated commodities and any funds provided by the Foreign Agricultural Service (FAS) under this agreement to carry out the following project activities.

#### **Provide School Meals**

WFP will complement national efforts through the provision of a daily hot lunch to primary school children in six arid counties (Baringo, Garissa, Mandera, Turkana, Wajir and West Pokot,) that will transition to the Government-led Home Grown School Meals Programme (HGSMP) by 2019. The number of children reached will be progressively scaled-down each year as counties are handed over to the HGSMP. In the last two years of the agreement, WFP will provide technical assistance to the Government of Kenya in implementing the HGSMP. The daily hot lunch will be comprised of 150 grams of bulgur wheat, 40 grams of green split peas, 5 grams of vegetable oil (fortified with vitamin A and D) and 3 grams of iodized salt – to be procured separately by WFP.

#### **Build the Capacity of National and County-Level Actors to Manage School Feeding Programs**

Capacity building will be undertaken at both national and county levels, in line with Kenya's devolved government structure.

At the national level, WFP will focus on strengthening governance, multi-sectoral coordination and collaboration for the school meals program, advocacy and dialogue to ensure adequate and regular budget allocations and maintain political commitment to the program, strengthening oversight and management functions, supporting the provision of policy guidance, developing implementation guidelines and capacity building opportunities for stakeholders on key issues such as nutrition and health standards, procurement procedures, reporting and monitoring.

At the county level in seven arid counties (Baringo, Garissa, Mandera, Marsabit, Turkana, Wajir and West Pokot), WFP will continue to invest in training county officials and school administrators in the implementation of the program. County School Meals Teams will be formed to provide leadership and coordinate the program. Communities will be sensitized and engaged in activities. WFP will continue to support the sustainable expansion of the HGSMP through the provision of technical assistance in planning, coordination, management and budget requirements for the HGSMP.

### **Raise Awareness on the Importance of Education**

WFP will work with the Ministry of Education (MOE), education partners and county governments in seven arid counties (Baringo, Garissa, Mandera, Marsabit, Turkana, Wajir and West Pokot) to raise awareness on the importance of education. WFP will collaborate with UNICEF and UNESCO through the United Nations Development Assistance Programme (UNDAF) and Tusome, a USAID funded early grade literacy program, to collaborate on such areas as classroom instruction, child friendly schools, school data management and policy dialogue with MOE for better education awareness outcomes. Additionally, WFP will continue using local radio spots which have proven very effective in reaching communities in remote areas where road transport is challenging. The previously established beneficiary complaints and feedback mechanism (telephone hotline) and other media, including posters, fliers, leaflets and community meetings will also be used to raise awareness.

### **Build/Rehabilitate: Kitchens, Cook Areas and Other School Grounds or Buildings**

WFP will build a model kitchen with storage and establish hand-washing stations in four schools in each of the following arid counties: Garissa, Marsabit, Tana River and Wajir and two schools each in Baringo and West Pokot counties. Designed in collaboration with MOE Infrastructure Unit, these model kitchens and storage facilities will provide a best-practice demonstration of how this infrastructure can be built in a low-cost and sustainable way in order to encourage the Government of Kenya and other partners to invest and replicate these facilities. The model kitchens and storage facilities will also contribute to increased awareness and practice on safe food handling and storage practices.

### **Provide Energy-Saving Stoves to Schools**

WFP will provide energy-saving stoves to four schools with model kitchens in each of the following six arid counties: Baringo, Garissa, Marsabit, Tana River, Wajir and West Pokot. The stoves will improve the efficiency of preparing the meals by requiring less fuel and water and improving the general cooking conditions.



## **Conduct Awareness Campaigns and Trainings on Nutrition and Hygiene**

WFP will harness schools as an ideal setting for promoting good nutrition and hygiene practices early in life. Targeting primary school pupils in four arid counties (Baringo, Marsabit, Wajir and West Pokot), behaviour change campaigns and trainings will be conducted that focus on promoting dietary diversity and improved health and hygiene practices such as proper hand washing and personal hygiene.

## **Empower the Community to Manage School Feeding Programs**

WFP will train school administrators, teachers and parents in six arid counties (Baringo, Garissa, Mandera, Turkana, Wajir and West Pokot) in order to ensure a high level of awareness on school feeding implementation principles. At the school-level, WFP will train education officials to monitor school feeding activities and will train trainers in addition to local education, health and agriculture officers who will facilitate trainings at the sub-county level. Training at the school level will include record keeping and reporting, importance of education, nutrition and hygiene, food preparation and commodity storage and management. Furthermore, WFP will continue to encourage parental co-responsibility in the program by encouraging parents to provide firewood, water, utensils and volunteer cooks. These messages will be disseminated through trainings and other channels tailored to suit local context such as local administration meetings, churches and mosques.

## **Promote Food Safety and Quality in the HGSMP**

WFP will work to strengthen food safety and quality management along the HGSMP supply chain. A School Meals Quality Strategy will be rolled out in all counties (Baringo, Garissa, Mandera, Marsabit, Turkana, Wajir and West Pokot) in preparation for their transition to the cash transfer to schools transitional one-year program. Intended users include County Public Health Officers, County School Meals Programme Officers, School Meals Procurement Committees and Suppliers (Traders and Farmer Organizations). Activities will include: raising awareness; strengthening capacities to conduct supply chain analysis which will include market assessments to establish transfer values prior to implementation; ensuring key stakeholders know their quality assurance responsibilities; providing and training local stakeholders with basic equipment; and strengthening skills for quality control and testing. Food preparers at school level will be trained on how to store and prepare food in hygienic condition.



## Annex 4: Performance Monitoring Plan



# DRAFT Performance Monitoring Plan (PMP)

Kenya FY 16 Award

\*NOTE: The first section includes results and performance indicators. The second section includes activities and activity output indicators. There is some overlap between the two sections where output indicators are also result indicators.

Performance Indicator and Activity output indicator	Indicator Definition and Unit of Measurement	Data Source	Method/ Approach of Data Collection or Calculation	Data Collection		Analysis, Use and Reporting	
				When	Who	Why	Who
<b>Result: MGD SO1 Improved Literacy of School-Age Children</b>							
<p>Proportion of 7-13 years olds that can solve Class 2 numeracy and literacy problems</p> <p>(Outcome Indicator: Custom; Responsible Organization: UWEZO, USAID, Tusome Project Participants)</p>	<p>This indicator measures the proportion of children ages 7-13 that have attained literacy and numeracy at a Standard 2 level</p> <p>Unit of measure: Percentage</p> <p>Disaggregation: TBD</p>	UWEZO annual reports	Review of UWEZO data	Evaluation, Midterm, and final evaluation	External evaluators	Indicates whether children's' literacy and numeracy learning outcomes are being achieved through the USAID-funded Tusome project. This project overlaps with USDA McGovern-Dole-targeted counties and the schools are	WFP, MOE, Donors, development and NGO partners, other Government of Kenya institutions

						being co-located for the achievement of MGD SO1	
<p>Number of individuals benefiting directly from USDA-funded interventions</p> <p>(Output Indicator: Standard; Responsible Organization: WFP and MOE)</p>	<p><i>This indicator measures the number of individuals directly benefitting from USDA-funded interventions. These individuals must come into direct contact with project interventions (i.e. goods or services).</i></p> <p><i>Direct beneficiaries include: children, teachers, school administrators, parents, cooks, storekeepers, farmers, and government staff.</i></p> <p>Unit of measure: individuals</p> <p>Data will be disaggregated by gender, new and continuing.</p>	<p>WFP standard Project reports, School termly reports</p>	<p>Review and analysis of project records and reports</p>	<p>Annually and quarterly</p>	<p>WFP and MOE</p>	<p>Indicates the breadth and scale of the project's impact in the target districts</p> <p>To inform annual review meetings with education stakeholders</p> <p>To inform annual reporting to USDA and WFP HQ</p>	<p>WFP, MOE, Donors, development and NGO partners, other Government of Kenya institutions</p>
<p>Number of individuals benefiting indirectly from USDA-funded interventions</p> <p>(Output Indicator: Standard; Responsible Organization: WFP and MOE)</p>	<p><i>This indicator measures the number of individuals indirectly benefitting from USDA-funded interventions. These individuals will not come into direct contact with project interventions but will benefit tangentially.</i></p> <p><i>Indirect beneficiaries assumed for this project are siblings of children receiving school meals and parents of children who are</i></p>	<p>Survey: Household/parent interviews</p>	<p>Interviews with parents to determine the average number of children per household going to school. The average household size in target areas is known. Indirect beneficiaries=Number of HH * (HH size-average number of children per HH going to school)</p>	<p>Evaluation, midterm, and final evaluation</p>	<p>Independent consultants</p>	<p>Indicates the breadth and scale of the project's impact.</p> <p>To inform annual review meetings with education stakeholders</p>	<p>WFP, MOE, Donors, development and NGO partners, other Government of Kenya institutions</p>

	<p><i>not direct beneficiaries through PTA training</i></p> <p>Unit of measure: individuals</p> <p>Data will be disaggregated by gender</p>					<p><i>To inform annual reporting to USDA and WFP HQ</i></p>	
<b>Result: MGD 1.2 Improved Attentiveness</b>							
<p><i>Percent of students in classrooms identified as inattentive by their teachers</i></p> <p>(Outcome Indicator: Custom; Responsible Organization: WFP, MOE)</p>	<p>This indicator measures the percentage of students in any given classroom that is identified as inattentive by the teacher.</p> <p><i>Unit of measure: percent</i></p>	<p>Survey: Teachers interviews</p>	<p>Primary data collection by asking teachers of the sampled schools their perception of the share of students that appeared inattentive in classes</p>	<p><i>Evaluation, midterm, and final evaluation</i></p>	<p><i>Independent consultants</i></p>	<p>To determine whether the interventions have had an effect on students' ability to be attentive.</p>	<p><i>WFP, MoE, Donors, development and NGO partners, other Government of Kenya institutions</i></p>
<b>Result: MGD 1.2.1 Reduced Short-Term Hunger</b>							
<p><i>Number of daily school meals (breakfast, snack, lunch) provided to school-age children as a result of USDA assistance</i></p> <p>(Output Indicator: Standard; Responsible Organization: WFP, MOE)</p>	<p>This indicator measures the total number of school meals provided to students in MGD-supported schools, as reported by school managers and cooperating partners.</p> <p><i>Unit of measure: no. of meals</i></p>	<p><i>WFP and MOE project records, School Termly Reports</i></p>	<p><i>Review and analysis of project records and reports</i></p>	<p><i>Bi annual and Annual, monthly reports by MOE, daily school records</i></p>	<p><i>School Administrators, WFP</i></p>	<p>To measure the number of school meals given to students.</p>	<p><i>WFP, MOE, Donors, development and NGO partners, other Government of Kenya institutions</i></p>
<p><i>Number of school-aged children receiving daily school meals (breakfast, snack, lunch) as a result of USDA</i></p>	<p><i>This indicator measures the total number of students receiving a daily cooked meal per year over the life of the project, as</i></p>	<p><i>WFP and MOE project records,</i></p>	<p><i>Review and analysis of project records and reports</i></p>	<p><i>Bi annual and Annual, monthly</i></p>	<p><i>School Administrators, WFP</i></p>	<p><i>To measure the percentage of students reached with a</i></p>	<p><i>WFP, MOE Donors, development and NGO partners,</i></p>

<i>assistance</i>  (Output Indicator: Standard; Responsible Organization: WFP,MOE)	<i>reported by school managers          and CPs</i>  Unit of measure: individuals  Data will be disaggregated by gender, new and continuing	<i>School records</i>		<i>reports by          MOE,          daily          school          records</i>		<i>daily school          meal</i>	<i>other          Government of          Kenya          institutions</i>
<i>Percent of students in target          schools who regularly          consume a meal before the          school day</i>  (Outcome Indicator: Custom; Responsible Organization: WFP)	<i>This indicator measures what          percentage of children receive a          meal at home prior to the school          meal at lunch time.</i>  Unit of measure: percent	<i>Survey: Parent          interviews</i>	<i>Primary data          collection by asking          parents from sampled          schools if their          children eat before          going to school and if          yes, how often i.e.          always, sometimes or          never.</i>	<i>Evaluation ,          midterm,          and final          evaluation</i>	<i>Independent          consultants</i>	<i>To measure the          percentage of          children who          may experience          short-term          hunger          resulting in lack          of          concentration          as a result of          not taking a          meal before          going to school</i>	<i>WFP, MOE          Donors,          development and          NGO partners,          other          Government of          Kenya          institutions</i>
<i>Percent of students in target          schools who regularly          consume a meal during the          school day</i>  (Outcome Indicator: Custom; Responsible Organization: WFP)	<i>This indicator measures what          percentage of children receive a          meal during the school day.</i>  Unit of measure: percent	<i>WFP and MOE          project          records,          School records</i>	<i>Review and analysis          of project records and          reports          complemented by          monitoring reports</i>	<i>Bi annual          and          Annual,          monthly          reports by          MOE daily          collection          by school</i>	<i>School          Administrators</i>	<i>To measure          percentage of          students          regularly          reached with a          daily school          meal</i>	<i>WFP, MOE,          Donors,          development and          NGO partners ,          other          Government of          Kenya          institutions</i>
<b>Result: MGD 1.2.1.1/1.3.1.1.Increased Access to Food (School Feeding)</b>							
<i>Number of social assistance</i>	<i>This indicator measures the</i>	<i>WFP and MOE</i>	<i>Review and analysis</i>	<i>Bi annual</i>	<i>School</i>	<i>To measure the</i>	<i>WFP, MOE,</i>

<i>beneficiaries participating in productive safety nets as a result of USDA assistance</i>  (Output Indicator: Standard; Organization: WFP)	<i>number of students who consume a daily meal at school</i>  Unit of measure: individuals  Data will be disaggregated by new, continuing and gender.	<i>project records, School records</i>	<i>of project records and reports</i>	<i>and Annual, monthly reports by MOE, daily collection by school</i>	<i>Administrators, WFP</i>	<i>number of students reached with a daily school meal</i>	<i>Donors, development and NGO partners , other Government of Kenya institutions</i>
<i>Total quantity of commodities provided to students as a result of USDA assistance.</i>  (Output Indicator: Custom; Organization: WFP)	<i>This indicator measures the total amount of commodities that have been provided as a part of this USDA-funded intervention.</i>  Unit of measure: MT	<i>WFP Logistics Data</i>	<i>WFP analysis of reports</i>	<i>Bi-annual report; quarterly</i>	<i>WFP</i>	<i>To measure the quantity of commodities that have been imported and are to be distributed.</i>	<i>WFP, MOE, Donors, development and NGO partners , other Government of Kenya institutions</i>
<b>Result: MGD 1.3 Improved Student Attendance</b>							
<i>Number of students regularly (80%) attending USDA supported classrooms/schools</i>  (Performance Indicator: Standard; Organization: WFP)	<i>This indicator measures the number of students in MGD-supported schools who attend classes at least 80 percent of the time that school is in session, as reported by school directors</i>  Unit of measure: individuals  Data will be disaggregated by gender.	<i>School records</i>	<i>Collection and analysis of students attendance data from school attendance records for a sample of students in sampled schools</i>	<i>Evaluation , midterm, and final evaluation</i>	<i>Independent consultants</i>	<i>To track progress towards improved student attendance</i>	<i>WFP, MOE, Donors, development and NGO partners , other Government of Kenya institution</i>
<b>Result: MGD 1.3.4 Increased Student Enrolment</b>							
<i>Number of students enrolled in schools receiving USDA</i>	<i>This indicator measures the number of students officially</i>	<i>School records</i>	<i>Collection and analysis of school</i>	<i>Evaluation,</i>	<i>Independent consultants,</i>	<i>To track progress</i>	<i>WFP, MOE, Donors,</i>

<p>assistance</p> <p>(Output Indicator: Standard; Responsible Organization: WFP)</p>	<p>registered in MGD-supported primary schools in a given school year.</p> <p>Unit of measure: individuals</p> <p>Data will be disaggregated by gender.</p>		<p>records on enrolment</p>	<p>midterm, and final evaluation. Termly by schools, termly by WFP through man</p>	<p>WFP, MOE</p>	<p>towards increasing student enrolment</p>	<p>development and NGO partners , other Government of Kenya institution</p>
<p><b>Result: MGD 1.3.5 Increased Community Understanding of Benefits of Education</b></p>							
<p>Percent of parents in target communities who can name at least three benefits of primary education</p> <p>(Performance Indicator: Custom; Organization: WFP)</p>	<p>This indicator measures the percentage of parents who can name at least three benefits of primary education</p> <p>Unit of measure: percent</p>	<p>Survey: Parent interviews</p>	<p>Primary data collection by asking parents from sampled schools to name at least three benefits of primary education</p>	<p>Evaluation , midterm, and final evaluation</p>	<p>Independent consultants</p>	<p>To track communities understanding of engagement with their communities education system and services.</p>	<p>WFP, MOE, Donors, development and NGO partners , other Government of Kenya institutions</p>
<p><b>Result: MGD 1.4.1 Increased Capacity of Government Institutions</b></p>							
<p>Number of county-level inter-ministerial committees for HGSM established</p> <p>(Output Indicator: Custom; Organization: WFP)</p>	<p>This indicator will measure the Number of county-level inter-ministerial committees for HGSM established at county level</p> <p>Unit of measure: Number of committees</p>	<p>Committee meetings minutes</p>	<p>Review of committee minutes</p>	<p>midterm, and final evaluation</p>	<p>Independent consultants</p>	<p>To track progress of strengthening governance and multi-sectoral coordination and collaboration for the school meals programme at county level</p>	<p>WFP, MOE, Donors, development and NGO partners , other Government of Kenya institutions</p>
<p>Number of national-level inter-ministerial coordination</p>	<p>This indicator will measure the Number of county-level inter-</p>	<p>Committee meetings</p>	<p>Review of committee minutes</p>	<p>midterm, and final</p>	<p>Independent consultants</p>	<p>To track progress of</p>	<p>WFP, MOE Donors ,</p>



committees for HGSMPE established  (Output Indicator: Custom; Organization: WFP)	ministerial committees for HGSMPE established at national level  Unit of measure: Number of committees	minutes		evaluation		strengthening governance and multi-sectoral coordination and collaboration for the school meals programme at national level	development and NGO partners , other Government of Kenya institutions
<b>Result: MGD 1.4.2/2.7.2 Improved Policy and Regulatory Framework</b>							
Number of educational policies, regulations, and/or administrative procedures in each of the following stages of development as a result of USDA assistance (Stage 5)  (Performance Indicator: Standard; Organization: WFP, MOE)	This indicator measures the number of policies/regulations/administrative procedures in the various stages of progress towards an enhanced enabling environment for education. Specifically, this includes:  1. School Nutrition and Meals Strategy 2. Revised HGSMPE Guidelines  Unit of measure: no. of policies in process and relevant stage	Government of Kenya policy related reports	Review and analysis of GOK policy related documents	Annual, Evaluation , Midterm and final evaluations	Independent consultants, WFP; MOE	To track progress made following advocacy and dialogue related activities to ensure adequate and regular budget allocations and maintain political commitment to the programme	WFP, MOE, Donors, development and NGO partners , other Government of Kenya institutions
Number of child health and nutrition policies, regulations, and/or administrative procedures in each of the following stages of development as a result of	This indicator measures the number of policies/regulations/administrative procedures in the various stages of progress towards an enhanced enabling environment for education.	Government of Kenya policy related reports	Review and analysis of GOK policy related documents	Annual, Evaluation , Midterm and final evaluation	Independent consultants, WFP; MOE	To track progress made following advocacy and dialogue related activities to ensure adequate	WFP, MOE, Donors, development and NGO partners , other Government of

<p>USDA assistance (Stage 5)</p> <p>(Performance Indicator: Standard; Organization: WFP, MOE)</p>	<p>Specifically, this includes:</p> <p>1. School Health Policy (revised)</p> <p><i>Unit of measure: no. of policies in process and relevant stage</i></p>			ns		and regular budget allocations and maintain political commitment to the programme	Kenya institutions
<b>Result: MGD 1.4.3/2.7.3 Increased Government Support</b>							
<p>Value of new public and private sector investments leveraged as a result of USDA assistance</p> <p>(Performance Indicator: Standard; Organization: WFP, MOE)</p>	<p>This indicator measures the value of public sector resources intended to complement USDA-funded activities – specifically the increased government investment in the HGSMP.</p> <p><i>Unit of measure: US Dollar</i></p> <p><i>Data will be disaggregated by type of investment</i></p>	WFP and GOK project reports	Review and analysis of project reports	Evaluation, Midterm and final evaluations, Annual	Independent consultants, WFP	To measure level of complementary support of the project outside of USDA funding.	WFP, MOE Donors, development and NGO partners, other Government of Kenya institutions
<p>Number of public-private partnerships formed as a result of USDA assistance</p> <p>(Performance Indicator: Standard; Organization: WFP, MOE)</p>	<p>This indicator measures the number of private partnerships generated in CTS counties during the transition year.</p> <p><i>Unit of measure: no of partnerships (suppliers/small traders, farmer organisations)</i></p>	WFP reports; school tender data	Review and analysis of project records and reports	Annual	WFP	To measure level of complementary support of the project outside of USDA funding.	WFP, MOE Donors, development partners, county governments; communities.
<b>Result: MGD 1.4.4/2.7.4 Increased Engagement of Local Organizations and Community Groups</b>							

Number of Parent-Teacher Associations (PTAs) or similar “school” governance structures supported as a result of USDA assistance  (Performance Indicator: Standard; Organization: WFP)	This indicator measures the number of schools that benefit from the establishment and training of PTAs  Unit of measure: No. of school governance structures	School and project records	Review and analysis of project reports	Bi-annual	WFP and MOE	To measure the effects of the project on promoting the capacity of organizations at school level	WFP, MOE, Donors, development and NGO partners , other Government of Kenya institutions
<b>Result: SO 2 Increased Use of Health and Dietary Practices</b>							
Percent of schools in target counties that store food off the ground  (Performance Indicator: Custom; Responsible Organization: WFP)	This indicator will measure the number of schools where food is stored off the ground  Unit of measure: No. of school	Survey reports, Monitoring reports	School stores will be observed to check if food has been stored off the ground.	Evaluation , Midterm and final evaluations, monthly through monthly monitoring visits at school level	Independent Consultants, WFP and MOE	To measure the effects of promoting good hygiene and health practises,	WFP, MOE, Donors, development and NGO partners , other Government of Kenya institutions
<b>Result: MGD 2.2 Increased Knowledge of Safe Food Prep and Storage Practices</b>							
Percent of food preparers at target schools who achieve a passing score on a test of safe food preparation and storage  (Outcome indicator: Custom; Responsible Organization: WFP)	This indicator will measure the percentage of food preparers (cooks) at school who achieve a passing score on a test of safe food preparation and storage  Unit of measure: individuals  Data will be disaggregated by gender.	Survey report: Results of tests administered to cooks	Primary data collection by administering a test on safe food preparation and storage to cooks in representative sampled schools	Evaluation , midterm, and final evaluation	Independent consultants	To measure effects of promoting safe food preparation and storage practices	WFP, MOE, Donors, development and NGO partners , other Government of Kenya institutions
<b>Result: MGD 2.3 Increased Knowledge of Nutrition</b>							
Number of schools benefitting	This indicator will measure the	project reports	Review and analysis	Quarterly,	WFP and	To measure	WFP, MOE,

from nutrition and hygiene education  (Output indicator: Custom; Responsible Organization: WFP)	number of schools benefitting from nutrition and hygiene education  <i>Unit of measure: No. of school</i>		<i>of project reports</i>	<i>Bi-annual</i>	MOE	number of schools that have received nutrition and hygiene related education	Donors, development and NGO partners , other Government of Kenya institutions
<i>Number of individuals trained in child health and nutrition as a result of USDA assistance</i>  (Output Indicator: Standard; Responsible Organization: WFP)	<i>Total number of individuals trained in health and nutrition in MGD-supported schools and communities, including Canteen Management Staff and School Management Committee members.</i>  Unit of Measure: Individuals  Data will be disaggregated by gender	<i>Project reports</i>	<i>Review and analysis of project training reports</i>	<i>Termly Bi-annual</i>	<i>WFP and MOE</i>	<i>Enables to know the number of people in communities' target who have knowledge in health and nutrition. Sentinel indicator for project theory of change: people trained shared nutrition and health information through communities</i>	<i>WFP, MOE, Donors, development and NGO partners , other Government of Kenya institutions</i>
<b>Result: MGD 2.6 Increased Access to Requisite Food Prep and Storage Tools</b>							
<i>Number of target schools with increased access to improved food prep and storage equipment (kitchens, storerooms, stoves, kitchen utensils)</i>	This indicator measures the number of schools fully supplied with new or rehabilitated kitchens, storerooms, fuel-efficient stoves and kitchen utensils	<i>Project reports</i>	<i>Review and analysis of project reports</i>	<i>Quarterly, Bi-annual</i>	<i>WFP and MOE</i>	To track s progress towards improving access to food prep and	<i>WFP, MOE, Donors, , development and NGO partners , other Government of Kenya</i>

(Output indicator: Custom; Organization: WFP)	<i>Unit of measure: no. of schools</i>					storage equipment	<i>institutions</i>
<b>Activity 1: Provide School Meals</b>							
<i>Number of school-aged children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance</i>  (Output Indicator: Standard; Organization: WFP, MOE)	This indicator measures the total number of students receiving a daily cooked meal per year over the life of the project, as reported by school managers and CPs  <i>Unit of measure: individuals</i>  <i>Data will be disaggregated by gender.</i>	<i>Project reports</i>	<i>Review and analysis of project reports</i>	<i>Monthly, quarterly Bi-annual</i>	<i>WFP and MOE</i>	To measure the success of school meals at reducing short term hunger	<i>WFP, MOE Donors, development and NGO partners , other Government of Kenya institutions</i>
<b>Activity 2: Build the Capacity of National and County-level Actors to Manage School Feeding Programs</b>							
<i>Number of parents trained or certified as a result of USDA assistance</i>  (Output Indicator: Custom; Organization: WFP)	This indicator measures the number of parents that have been trained as a result of USDA assistance  Unit of measure: individuals  <i>Data will be disaggregated by gender.</i>	<i>Project reports</i>	<i>Review and analysis of project training reports</i>	<i>Bi-annual</i>	<i>WFP and MOE</i>	To track progress in building capacity of school –level actors (BoM members) to manage school feeding programs	<i>WFP, MOE, Donors, development and NGO partners , other Government of Kenya institutions</i>
<i>Number of school administrators and officials in target schools trained or certified as a result of USDA assistance</i>  (Output Indicator: Standard; Responsible Organization:	This will measure the number of school head teachers trained on school meals programme management  <i>Unit of measure: individuals</i> <i>Data will be disaggregated by gender.</i>	<i>Project reports</i>	<i>Review and analysis of project training reports</i>	<i>Bi-annual</i>	<i>WFP and MOE</i>	To track progress in building capacity of school head teachers to manage school feeding programs	<i>WFP, MOE, Donors, development and NGO partners , other Government of Kenya institutions</i>

WFP)							
<p><i>Number of county-level officials trained or certified as a result of USDA assistance</i></p> <p>(Output Indicator: Standard; Responsible Organization: WFP)</p>	<p>This will measure the number of education officials trained on school meals programme management</p> <p><i>Unit of measure: individuals Data will be disaggregated by gender.</i></p>	<i>Project reports</i>	<i>Review and analysis of project training reports</i>	<i>Bi-annual</i>	<i>WFP and MOE</i>	To track progress in building capacity of school head teachers to manage school feeding programs	<i>WFP, MOE, Donors, development and NGO partners , other Government of Kenya institutions</i>
<p><i>Number of school administrators and officials in target schools who demonstrate use of new techniques or tools as a result of USDA assistance</i></p> <p>(Output Indicator: Standard; Responsible Organization: WFP)</p>	<p>This will measure the number of school head teachers trained on school meals programme management</p> <p><i>Unit of measure: individuals Data will be disaggregated by gender.</i></p>	<i>Project reports</i>	<i>Review and analysis of project training reports</i>	<i>Bi-annual</i>	<i>WFP and MOE</i>	To track progress in building capacity of school head teachers to manage school feeding programs	<i>WFP, MOE, Donors, development and NGO partners , other Government of Kenya institutions</i>
<p><i>Number of county-level officials in target schools who demonstrate use of new techniques or tools as a result of USDA assistance</i></p> <p>(Output Indicator: Standard; Responsible Organization: WFP)</p>	<p>This will measure the number of education officials trained on school meals programme management</p> <p><i>Unit of measure: individuals Data will be disaggregated by gender.</i></p>	<i>Project reports</i>	<i>Review and analysis of project training reports</i>	<i>Bi-annual</i>	<i>WFP and MOE</i>	To track progress in building capacity of school head teachers to manage school feeding programs	<i>WFP, MOE, Donors, development and NGO partners , other Government of Kenya institutions</i>
<b>Activity 3: Raise Awareness on the importance of Education</b>							
<i>Number of radio spots held</i>	This indicator will measure the	<i>Project reports</i>	<i>Review and analysis</i>	<i>Monthly,</i>	<i>WFP and</i>	To track the	<i>WFP, MOE,</i>

(Output Indicator: Custom; Organization: WFP)	number of radio spots held to pass messages on benefits of education. These will target communities where the programme is implemented  <i>Unit of measure: number of radio spots</i>		<i>of project reports</i>	<i>Quarterly, Bi-annual</i>	MOE	number of radio spots held	<i>Donors, development and NGO partners , other Government of Kenya institutions</i>
<i>Number of community members benefiting from radio spots</i> (Output Indicator: Custom; Organization: WFP)	This indicator will measure the number of community members in targeted counties (Baringo, Garissa, Mandera, Turkana, Wajir and West Pokot) reached through radio spots with messages on benefits of education.	<i>Project reports</i>	<i>Review and analysis of project reports</i>	<i>Monthly, Quarterly, Bi-annual</i>	<i>WFP and MOE</i>	To track the number of community members reached through the radio spots	<i>WFP, MOE, Donors, development and NGO partners , other Government of Kenya institutions</i>
<i>Number of posters, fliers, leaflets distributed</i>  (Output Indicator: Custom; Organization: WFP)	This indicator will measure the number of posters, fliers, leaflets distributed  <i>Unit of measure: number of posters, fliers, leaflets</i>	<i>project reports</i>	<i>Review and analysis of project reports</i>	<i>Termly Bi-annual</i>	<i>WFP and MOE</i>	To track number of posters, fliers, leaflets distributed	<i>WFP, MOE, Donors, development and NGO partners , other Government of Kenya institutions</i>
<b>Activity 4: Build/Rehabilitate: Kitchens, Cook Areas and Other School Grounds or Buildings</b>							
<i>Number of educational facilities (i.e. school buildings, classrooms, and latrines)</i>	<i>This indicator will measure the number of kitchens and /or storage facilities constructed as a result of USDA assistance</i>	<i>project reports complemented by monitoring</i>	<i>Review and analysis of project reports</i>	<i>Bi-annual, monthly monitoring reports</i>	<i>WFP and MOE</i>	To track number of kitchens constructed	<i>WFP, MOE, Donors, development and NGO partners , other</i>

<p><i>rehabilitated/constructed as a result of USDA assistance</i></p> <p>(Output Indicator: standard; Organization: WFP)</p>	<p>Unit of measure: number of kitchens</p>	<p>reports</p>					<p>Government of Kenya institutions</p>
<p><b>Activity 5: Provide Energy-Saving Stoves to Schools</b></p>							
<p><i>Number of energy saving jikos installed in schools as a result of USDA assistance</i></p> <p>(Output indicator: Custom; Responsible Organization: WFP)</p>	<p><i>This indicator will measure the Number of energy saving jikos installed in schools as a result of USDA assistance</i></p> <p>Unit of measure: number of energy saving jikos</p>	<p><i>project reports complemented by monitoring reports</i></p>	<p><i>Review and analysis of project reports</i></p>	<p><i>Bi-annual, monthly monitoring reports</i></p>	<p><i>WFP and MOE</i></p>	<p><i>To track number of energy saving jikos installed at school level</i></p>	<p><i>WFP, MOE, Donors, development and NGO partners , other Government of Kenya institutions</i></p>
<p><b>Activity 6: Conduct Awareness Campaigns and Trainings on Nutrition and Hygiene</b></p>							
<p><i>Number schools benefitting from nutrition education and hygiene</i></p> <p>(Output Indicator: Custom; Responsible Organization: WFP)</p>	<p><i>This indicator measures the number of schools benefitting from nutrition and hygiene education</i></p> <p>Unit of measure: number of schools</p>	<p><i>project reports complemented by monitoring reports</i></p>	<p><i>Review and analysis of project reports</i></p>	<p><i>Bi-annual, monthly monitoring reports</i></p>	<p><i>WFP and MOE</i></p>	<p><i>To track the number of schools benefitting from nutrition education and hygiene</i></p>	<p><i>WFP, MOE, Donors, development and NGO partners , other Government of Kenya institutions</i></p>
<p><i>Number of children benefitting from nutrition education and hygiene</i></p> <p>(Output Indicator: Custom; Responsible Organization: WFP)</p>	<p><i>This indicator measures the number of children benefitting from nutrition and hygiene education</i></p> <p>Unit of measure: individuals</p> <p>Data will be disaggregated by gender</p>	<p><i>project reports complemented by monitoring reports</i></p>	<p><i>Review and analysis of project reports</i></p>	<p><i>Bi-annual, monthly monitoring reports</i></p>	<p><i>WFP and MOE</i></p>	<p><i>To track the number of children benefitting from nutrition education and hygiene</i></p>	<p><i>WFP, MOE, Donors, development and NGO partners , other Government of Kenya institutions</i></p>



Activity 7: Empower the Community to Manage School Feeding Programs							
<p>Number of counties where beneficiary feedback has been incorporated into community training and awareness activities</p> <p>(Output Indicator: Custom; Organization: WFP)</p>	<p>This indicator will measure the number of counties where beneficiary feedback has been rolled out</p> <p>Follow up to increase awareness on the helpline will include radio spots, public meetings and distribution of posters and leaflets</p> <p>Unit of measure: Number of counties</p>	<p>project reports complemented by monitoring reports</p>	<p>Review and analysis of project reports</p>	<p>Quarterly, Bi-annual, monthly monitoring reports</p>	<p>WFP and MOE</p>	<p>To track the number of counties with beneficiary feedback mechanism in place</p>	<p>WFP, MOE Donors, development and NGO partners, other Government of Kenya institutions</p>
Activity 8: Promote Food Safety and Quality in the HGSMF							
<p>Number of officials trained on food quality in HGSMF supply chain</p> <p>(Output Indicator: Custom; Organization: WFP, MOE)</p>	<p>This indicator measures the number of officials (County Public Health Officers, County School Meals Programme Officers, School Meals Procurement Committee and traders) trained on food quality in HGSMF supply chain</p> <p>Unit of measure: individuals</p> <p>Data will be disaggregated by gender</p>	<p>project reports</p>	<p>Review and analysis of project training reports</p>	<p>Bi-annual,</p>	<p>WFP and MOE</p>	<p>To track to the number of officials trained on food quality in HGSMF supply chain.</p>	<p>WFP, MOE, Donors, development and NGO partners, other Government of Kenya institutions</p>
<p>Number of farmer organizations trained on food quality</p>	<p>This indicator measures the number of farmer organizations trained on food quality</p>	<p>project reports</p>	<p>Review and analysis of project training reports</p>	<p>Bi-annual,</p>	<p>WFP and MOE</p>	<p>To track to the number of farmer organizations</p>	<p>WFP, MOE, MOALF, Donors, development and NGO partners,</p>

<i>(Output Indicator: Custom; Organization: WFP)</i>	Unit of measure: farmer organizations					trained on food quality	other Government of Kenya institutions
Number of traders trained on food quality  <i>(Output Indicator: Custom; Organization: WFP)</i>	This indicator measures the number of traders trained on food quality  Unit of measure: individuals  Data will be disaggregated by gender	<i>project reports</i>	<i>Review and analysis of project training reports</i>	<i>Bi-annual,</i>	<i>WFP and MOE</i>	To track to the number of traders trained on food quality	WFP, MOE, MOH, Donors , development and NGO partners , other Government of Kenya institutions
Number of individuals who demonstrate use of new safe food preparation and storage practices as a result of USDA assistance  <i>(Outcome Indicator: Standard ; Organization: WFP)</i>	This indicator measures the number of farmer organization, officials and traders applying improved food quality practises after undergoing training on food quality.  Unit of measure: Number of farmer organizations, officials and traders  Data will be disaggregated by farmer organizations, officials and traders	<i>Survey reports complemented by project reports</i>	<i>Primary data collection through observation and interviewing traders and farmer organization representatives on what improved food quality practises they are applying that they did not before the training</i>	<i>Evaluation, midterm, and final evaluation</i>	<i>Independent consultants</i>	To measure effectiveness of the training	WFP, MoE, Donors, development and NGO partners, other Government of Kenya institutions
Number of testing kits (Blue Boxes) distributed to public health officials  <i>(Output Indicator: Custom; Organization: WFP)</i>	This indicator will measure the number of testing kits (Blue Boxes) distributed to public health officials  Unit of measure: Number of blue boxes	<i>project reports</i>	<i>Review and analysis of project reports and blue boxes distribution reports</i>	<i>Bi-annual, annual</i>	<i>WFP and MOH</i>	To track to the number of testing kits (Blue Boxes) distributed to public health officials	WFP, MOE, MOH, MOALF, Donors, development and NGO partners, other Government of Kenya institutions

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