

Annexes: Syria Country Evaluation Report

Table of content:

1	Annexes.....	1
1.1	Annex 1: State of the food insecurity in Syria.....	1
1.2	Annex 2: Estimated funding amounts for ESF in Syria.....	4
1.3	Annex 3: Theory of change.....	5
1.4	Annex 4: Complementary information on the evaluation methodology ...	8
1.5	Annex 5: Expansion of the ESF programme.....	12
1.6	Annex 6: Bibliography.....	13
1.7	Annex 7: List of interviewed persons.....	16
1.7.1	WFP.....	16
1.7.2	Ministry of Education.....	16
1.7.3	UN agencies.....	16
1.7.4	Private sector.....	17
1.7.5	NGOs/CPs.....	17
1.7.6	Third-Party Monitoring.....	17
1.8	Annex 8: Evaluation Matrix.....	18
1.9	Annex 9: Beneficiaries Feedback Mechanism.....	26
1.10	Annex 10: Procedures for approval of date bars distribution.....	29
1.11	Annex 11: Menu for Fresh Meals in Aleppo.....	30
1.12	Annex 12: Outcome indicators for enrolment, attendance and retention and methodology used by WFP CO for calculating them.....	31
1.12.1	Outcome indicators.....	31
1.12.2	Methodology.....	31
1.13	Annex 13: Monitoring checklists.....	34
1.14	Annex 14: Pictures of the different stages of the Syrian Conflict.....	40
1.15	Annex 15: Overlap in selected schools between two consecutive school years.....	42
1.16	Annex 16: List of trainings and workshops (2016-2019).....	45
1.17	Annex 17: Terms of Reference.....	47

1 Annexes

1.1 Annex 1: State of the food insecurity in Syria

Table 1 CARI¹ Food Insecurity breakdown by Governorate FSA²/ FSLA³ 2019 (without camps)

Governorate	Total Population (without camps)	Food secure	Marginally food secure	Moderately food insecure	Severely food insecure	Food Insecure	# Moderately food insecure	# Severely food insecure	Total # food insecure (without camps)	# at Risk of Food Insecurity	% at Risk of Food Insecurity
Damascus	1,835,380	8.7%	55.5%	33.2%	2.6%	35.8%	609,244	48,434	657,678	129,156	7.0%
Aleppo	3,819,077	5.5%	53.9%	29.2%	3.3%	35.3%	1,116,973	124,861	1,389,303	369,100	9.4%
Rural Damascus	3,160,454	11.0%	47.5%	36.3%	2.9%	39.9%	1,147,651	90,135	1,260,435	332,679	10.5%
Homs	1,451,058	16.5%	58.0%	22.8%	0.9%	23.9%	330,803	13,057	347,075	173,011	11.9%
Hama	1,342,187	9.1%	60.2%	25.7%	0.5%	28.6%	345,102	7,226	384,753	218,536	16.3%
Lattakia	1,186,494	20.0%	58.3%	20.5%	1.3%	21.7%	188,490	12,799	257,682	79,100	6.7%
Idleb	2,033,603	3.6%	53.3%	35.7%	4.9%	42.1%	726,809	98,783	856,634	283,000	10.9%
Al-Hasakeh	976,499	9.7%	60.1%	25.2%	2.1%	26.3%	245,775	20,264	278,529	105,054	9.9%
Deir-ez-Zor	741,249	0.5%	9.1%	13.9%	2.5%	66.5%	103,039	18,801	493,010	84,714	11.4%
Tartous	906,362	12.4%	64.1%	22.6%	0.9%	23.5%	204,421	8,519	212,940	51,709	5.7%
Ar-Raqqa	682,696	4.5%	37.6%	42.0%	10.5%	54.5%	286,403	71,883	376,795	46,127	6.7%
Dar'a	1,015,275	8.4%	39.0%	36.7%	4.3%	45.1%	372,356	44,045	457,845	94,007	9.3%
As-Sweida	379,170	11.8%	52.0%	34.3%	2.0%	36.3%	130,031	7,512	137,543	32,500	8.6%
Quneitra	103,269	4.4%	35.7%	29.2%	1.0%	40.8%	30,192	989	42,150	9,466	9.2%
Total	19,632,773	9.0%	51.6%	30.0%	2.9%	36.4%	5,891,543	569,447	7,152,371	1,950,965	9.6%

¹ CARI: Consolidated Approach to Reporting Indicators of Food Security

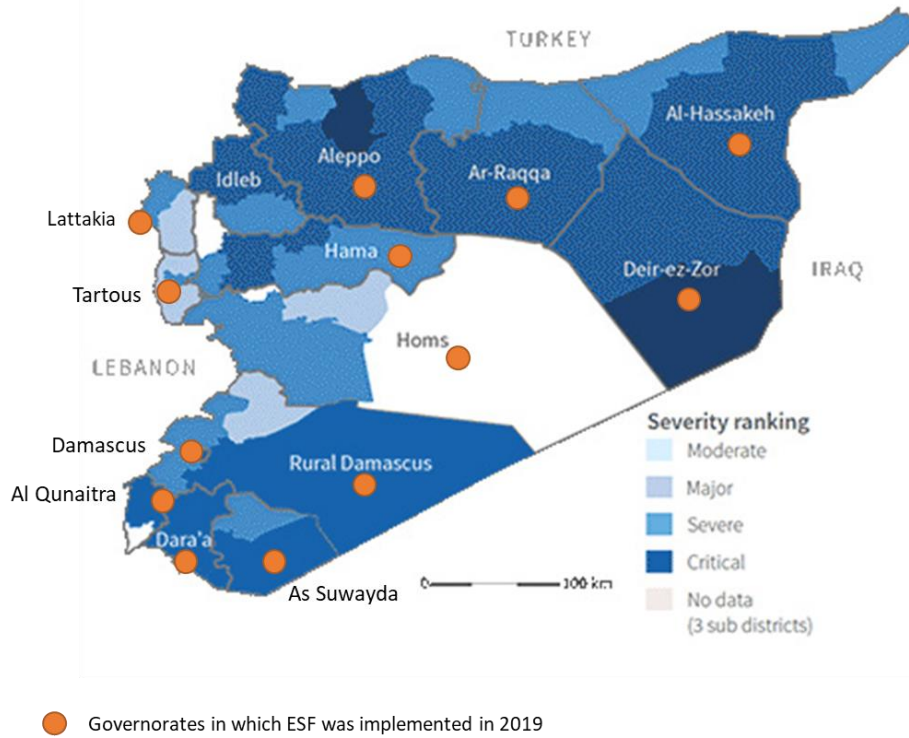
² FSA: Food Security Assessment

³ FSA: Food Security Assessment

Table 2 CARI Food Insecurity Breakdown by governorate (including camps) FSA/FSLA 2019

Governorate	Total Population (without camps)	Population in camps	Total Population	Food Insecure (no camps)	Total # food insecure (no camps)	% Total food insecure (with camps)	Total # food insecure (with camps)
Damascus	1,835,380		1,835,380	35.8%	657,678	35.8%	657,678
Aleppo	3,819,077	114,091	3,933,168	35.3%	1,389,303	38.2%	1,503,394
Rural Damascus	3,160,454		3,160,454	39.9%	1,260,435	39.9%	1,260,435
Homs	1,451,058		1,451,058	23.9%	347,075	23.9%	347,075
Hama	1,342,187		1,342,187	27.7%	384,753	27.7%	384,753
Lattakia	1,186,494		1,186,494	21.7%	257,682	21.7%	257,682
Idleb	2,033,603	554,851	2,588,454	42.1%	856,634	54.5%	1,411,485
Al-Hasakeh	976,499	83,842	1,060,341	26.3%	278,529	34.2%	362,371
Deir-ez-Zor	741,249		741,249	66.5%	493,010	66.5%	493,010
Tartous	906,362		906,362	23.5%	212,940	21.9%	212,940
Ar-Raqqa	682,696	8,105	690,801	54.5%	376,795	55.7%	384,900
Dar'a	1,015,275		1,015,275	45.1%	457,845	45.1%	457,845
As-Sweida	379,170		379,170	36.3%	137,543	36.3%	137,543
Quneitra	103,269		103,269	40.8%	42,150	40.8%	42,150
Total	19,632,773	760,889	20,393,662	36.4%	7,152,371	38.8%	7,913,260

Figure 1 Governorates in which ESF was implemented in 2019 and food insecurity



Map source: FAO and Particip. Acute Food Insecurity Situation in Syria in 2018

1.2 Annex 2: Estimated funding amounts for ESF in Syria

Table 3 Estimated funding amounts for ESF in Syria in million USD per donor and per year⁴.

	2014	2015	2016	2017	2018	2019	Total
Canada			1,700	1,714	4,965	4,057	12,436
European Commission		3,268	34,014 ⁵				37,282
Luxembourg	138						138
Private Donors		329		341	300	1,156	2,126
Saudi Arabia			3,000				3,000
Germany						16,722	16,722
Japan					769	893	1,662
Italy						569	569
Grand Total	0,138	3,597	38,714	2,056	6,034	23,397	73,934

Source: WFP CO, Inception Report, 2019

⁴ The figures in this table capture some of the budget that was allocated specifically for the ESF. However, according to the ESF team, other funds were also allocated from a collective fund for WFP emergency operations prior to 2018 that are not included in this table. The ESF team shared with the evaluation team the following total budgets: In 2016/2017/2018, a total of USD 34.4/33.2/31.9 million respectively were earmarked for ESF

⁵ "This amount reflects the in-kind, one-off contribution of milk which was donated by the EU. It does not reflect additional funding that WFP could use to implement the date bar distribution".

1.3 Annex 3: Theory of change

1. Based on the available documents for the evaluation and remote consultations with the Syria CO, the team has constructed a Theory of Change, which is further outlined below.

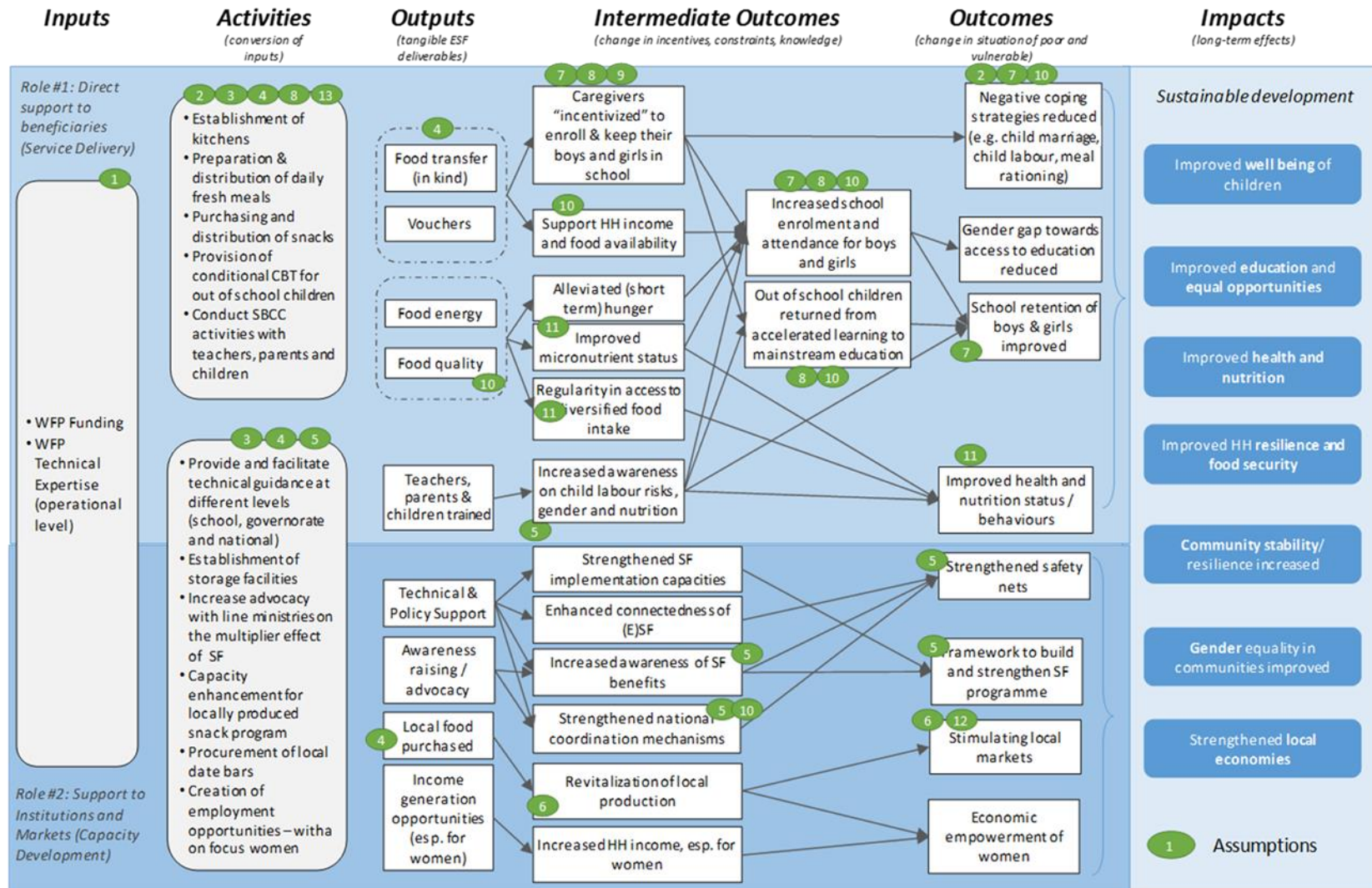
2. Overall objectives pursued:

- **Education:** Protecting children's education is always a priority, and especially in humanitarian context, where it helps providing a broken society the potential to recover. WFP's ESF programme has a multidimensional nature combining food security, nutrition, education and gender equality objectives, and hence addressing poverty and hunger from multiple angles. The ESF programme contributes to better household food security in the households of targeted children from IDP, returnee and host communities' households. It helps provide equal access to education (SDG 4) and to achieving zero hunger (SDG 2).
- **Nutrition:** ESF is meant to support energy and micronutrients, to improve nutritional intake amongst vulnerable children. This is done through date bars, which are fortified, through fresh meals that contain fruit or vegetables and are made with fortified wheat flour, and through vouchers, which are used to buy diversified food items. These types of food help improve the children's physical and cognitive condition and abilities.

3. Outcome pathways:

- **Attendance and retention in education:** Through the distribution of date bars, fresh school meals and vouchers, the programme aims to increase retention and enrolment levels and regularise attendance. This means, that school feeding is meant to incentivise a return to learning among primary school children and to keep in school, those who are already attending education.
- **Food security:** Through ESF, WFP provides vulnerable groups in the Syrian society (e.g. children from IDP families and host communities) with regular access to food.
- **Technical support:** WFP provides technical support to government to implement and monitor the school feeding programme. Capacity building of local food producers is meant to contribute to the local economy.
- **Gender:** One of the aims of the Syrian ESF programme is equal access to education. This provides girls with the same opportunities as boys to build their future. Purposively engaging women in the date bar production helped women empowerment and linked them to income generating opportunities. A stronger social and economic empowerment of women is foreseen to contribute to their household food security and their own and their children's nutrition status as well as to keeping their children in school.
- **Protection:** With more food available to their children, parents and caregivers will be less often forced to resort to negative coping strategies, which include marrying off their daughters at young age and engaging their children into contributing to the family income. Moreover, training of teachers with ILO has raised their awareness on flagging the child labour issue and contributing to its decrease.
- **Local economy and employment:** Using locally produced date bars enhances the local food value chain by promoting local food production and processing (including fortification) and value chain, which sustains and increases food-processing factories and creates local employment.
- **Systems building:** The ESF programme with its large coverage and reliable implementation intends to contribute to first steps towards supporting Syria's Government re-building the social protection system.
- **Stability and reduced tensions at community level:** Families in Syria often feel forced to use detrimental coping strategies and end up in a vicious circle of deepening hunger and poverty. ESF is expected to contribute to the restoration of the social fabric by improving social cohesion and stability and preventing families from resorting to these negative coping strategies. As the ESF programme contributes to restoring a sense of normality and reducing needs, it helps preparing for a post-crisis context.

Figure 2 Syria ESF Theory of Change



Box 1 *Assumptions underpinning the ToC*

1. Sufficient funds are available to sustain inputs and interventions in selected schools
2. Implementing agencies who can implement procurement and distribution of snacks are present
3. WFP CO has the technical capacity to design, develop, implement and MEL gender-responsive and rights-based responses
4. Required food available locally of required quality and quantities
5. Relevant institutions interested in and willing to strengthen SF capacity
6. Agricultural producers growing needed produce available locally and interested to engage with SF program
7. Parents (from IDP and returnee households and host communities) are sufficiently informed about the availability of school snacks in targeted schools
8. Schools are functioning and able to provide space for schooling
9. Children are able to access schools (distance, safety on the road...)
10. Other agencies, partners, stakeholders complement ESF activities
11. Children eat the snacks and meals and food vouchers are used, snacks and food have required nutrition value.
12. Sufficient demand for local agricultural produced generated through school feeding programs
13. Sufficient access in terms of security, delivery potential and approvals

1.4 Annex 4: Complementary information on the evaluation methodology

4. All evaluations in this series used a mixed-method, theory-driven approach. The starting point for the development of the evaluation methodology of each of the four evaluations was the reconstruction of a set of country-specific ToCs that captured how the different components of SF activities in each country were thought to facilitate the different intended results; and which assumptions WFP had made regarding the influence of external factors on the feasibility of SF activities. The evaluation team then developed a global version of the SF ToC that summarized the shared elements of the four country-specific SF ToCs (see Figure 3). Relevant global and country-specific WFP strategies and policies informed the development of these ToCs.

5. On the basis of this global ToC, the evaluation team developed a global evaluation matrix that refined the evaluation questions for each of the evaluation criteria that had been suggested in the ToR⁶. The table below gives an overview of how the evaluation team has used evaluation questions and sub-questions to adapt the scope of each of the evaluation criteria covered by this evaluation.

Table 4 Overview of Evaluation Criteria covered by this evaluation, and their adaptation to the scope of this evaluation series.

Evaluation Criterion (corresponding EQs)	Scope adapted for ESF Evaluation Series
Appropriateness (<i>Evaluation Question 1</i>)	Tailoring and design of SF activities to ensure that activities are suitable to respond to local needs of targeted beneficiaries (boys and girls; households) and adapted to specific emergency context. Assessment includes suitability of chosen SF modality to meet identified needs and the adequate integration of gender-aspects in the activities to ensure addressing specific needs of girls and boys.
Coverage (<i>Evaluation Questions 1, 3-5</i>)	The degree to which major population groups in each country that are facing life-threatening suffering, wherever they are, have been provided with impartial assistance through SF activities, proportionate to their need. Includes the analysis of differential coverage and targeting of SF activities and that impacts on key population subgroups defined by gender, ethnicity, location or family circumstance (such as displaced or returned populations).
Coherence (<i>Evaluation Question 2</i>)	The relationship between SF activities and the wider response of the humanitarian community and (where applicable) the policies and actions of the State. Includes an assessment of how SF activities take into selected humanitarian principles, foundations of effective humanitarian action and standards of accountability and professionalism of WFP, including <i>Humanity, Self-reliance, Participation, and Accountability</i> ⁷ .
Effectiveness (<i>Evaluation Questions 3 – 5</i>)	Achievement of the outputs and objectives of SF in the emergency conditions in target areas, in particular in relation to education, food and nutrition security, the ability of households to deal with crises, and other unforeseen effects.

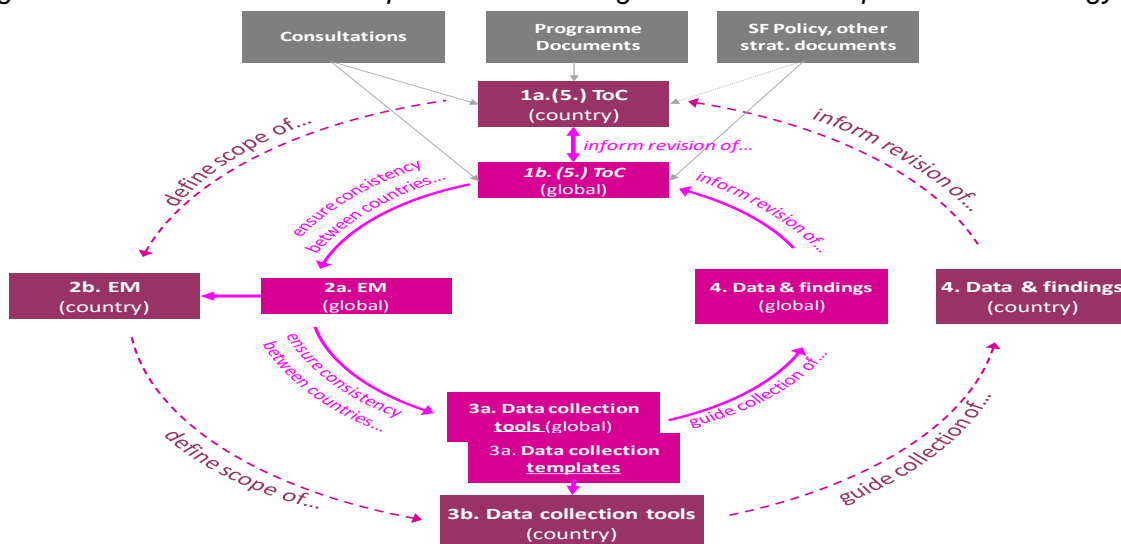
⁶ As required by the Terms of Reference (ToR), our evaluation team applied the evaluation criteria of appropriateness, coherence, effectiveness, impact (contribution), coverage and sustainability. While the ToR initially had also mentioned efficiency as an evaluation criterion, WFP decided to drop this criterion from the scope of the evaluation. Discussions of the Evaluation Manager with WFP staff at headquarters, the regional bureaus, the COs and the Evaluation Team when WFP stakeholders determined that questions related to the efficiency of SF were not among the key issues this evaluation series should address.

⁷ See “Humanitarian Principles”, WFP Executive Board Annual Session, Rome, 24 – 26 May 2004, Agenda Item 5 (WFP/EB.A/2004/5-C).

Impact (Contribution) <i>(Evaluation Questions 3 – 5)</i>	Assessment of the contribution of SF to wider effects in relation to the main thematic areas of education, food and nutrition security, the ability of households to deal with crises, and other unforeseen effects.
Sustainability / Connectedness <i>(Evaluation Question 6)</i>	The degree to which SF activities were carried out in a way that took longer-term and interconnected problems into account (e.g. in relation to refugee/host community issues; further-reaching relief and resilience support, integration of SF into national programs, policies and laws and local (incl. community-driven) efforts).

6. The team used sets of sub-questions and indicators to detail their scope and to describe the data that would be collected to answer them. This matrix served as the common framework for data collection and analysis for four all evaluations in this series to ensure consistency between them. Each country team then adapted the global evaluation matrix to the specificities of SF activities in their country (see Figure 3). The resulting country-specific evaluation matrices guided data collection in the different countries. The evaluation matrix for this evaluation of SF activities in Syria can be found in Annex 7 of this report.

Figure 3 Framework and process for defining SF evaluation scope and methodology



- The Syria evaluation adopted a mixed-method approach. The evaluation matrix for Syria outlined the evaluation questions and sub-questions, indicators, as well as the main sources of evidence and ways of collecting the data. Data collection combine a review of secondary information and primary data collection. Primary data collection took place in Homs only since Aleppo was not accessible due to security conditions. Triangulation was used where appropriate (e.g. comparing the perspectives of different stakeholders interviewed).
- **Desk review:** A library of documentation was put together and was analysed for the purpose of the inception report. The secondary data collection focused on documentation and output and outcome data from WFP, as well as information about the situation and needs, and the engagement of others working in similar subject and geographical areas. The review also looked into national strategies and priorities as well as coordination efforts.
- **Primary data collection:** The primary data collection included key informant interviews (KII) and focus group discussions (FGD). A careful combination of both data collection approaches ensured that the evaluation maximised the use of secondary data thus reducing the burden on stakeholders of primary data collection. Secondary data provided insights to some of the questions in the evaluation matrix. Primary data collection was used to cover those indicators in the matrix that were not sufficiently

addressed using secondary data, or to collect details behind the links between outputs and outcomes.

- **In-depth qualitative interviews** provided the team with a grounded understanding of WFP ESF activities at different levels. This provided key information on context, ESF management, complementarities with the work of other agencies, sustainability, unintended outcomes, positive and negative consequences, and impact on beneficiaries. The interviews also provided an understanding of other initiatives that are going on in the overall environment and which might have an influence on the outcomes of the project. Apart from Damascus, the team also interviewed stakeholders (Department of Education, partner NGOs and other humanitarian actors working on education and food security in that geographic area) in the selected governorates.
- **Focus group discussions (FGDs)** were held with students and parents in Homs. The team visited sites as approved by MoE to conduct FGDs with respondents of various backgrounds. FGDs allowed the team to get an insight into the perception of beneficiaries and other stakeholders.
- **Field-based observations** of the CBT modality provided first-hand insights into the process of the e-vouchers. Observation of the fresh meals preparation and distribution – tough planned – were not carried out. Similarly, the team was unable to observe the distribution of date bars. As an alternative, the evaluation team sought to gain an understanding of the school feeding process during interviews and FGDs.
- **Gender and equity considerations** were taken into account by the team. The team made a strong effort to interview girls and boys, as well as female and male teachers, parents and members of committees. For interviewing principals and certain stakeholders, the team did not have a choice though.
- **Adaptation of global evaluation matrix** to country study. A global evaluation matrix was developed to serve as a basis for all country-level evaluations. Though it was useful to Syria as well, a few adaptations had to be made. As there will be no quantitative surveys, the school survey and household survey were taken out as sources of information.
- Other than that, under EQ 6 on sustainability and connectedness, two sub-questions were considered not relevant to the situation in Syria: 6.2 Has WFP been able to strengthen the integration of school feeding in national social protection policies and legislative frameworks? And 6.3 Has WFP been able to link ESF planning and delivery to an accepted, and well-established implementation partner and an active, government-driven, inclusive coordination mechanism? Due to the situation in Syria, a national social protection system is not in place or implemented and the government is not yet able to steer an inclusive coordination mechanism. These factors are external to WFP and it would be unfair to hold the CO accountable for it.
- The evaluation still considered sustainability and connectedness though, as included in the global evaluation matrix, but in a slightly different manner. As the evaluation is seen as an opportunity to invite the government to consider opportunities for school feeding as a safety net component, the evaluation will attempt to gather data that will help advocacy for the establishment of a SF framework and policy.
- **Site mapping and sample strategy:** the evaluation team selected specific sites within the governorates (based on feasibility and size of activities) for focus group discussions with the various respondents and for observing school meal preparation (where relevant) and/or distribution. The selected sites were agreed with the Ministry of Education (MoE), a process which was also supported by WFP. The location of key stakeholders was identified with the help of WFP.
- For the data collection, the team proposed the **following locations:** (1) Damascus: to interview key informants that have been engaged at the strategic level as partners of WFP in school feeding, including MoE, members of the Education Sector, as well as to interview WFP staff. (2) Aleppo: to gather information on all three programme modalities (in-kind date bars, in-kind fresh meals, cash-based food vouchers). (3)

Homs: to gather information on the two modalities used in this governorate (in-kind date bars and cash-based food vouchers). The WFP CO was consulted to confirm the feasibility of this proposal.

- The **choice of the sites to be visited** took into account security constraints, which also imposed certain restrictions on the sample size. As such, the field mission to Aleppo was cancelled at the last minute and attempts were made to replace Aleppo with Rural Damascus but the necessary clearances were not granted. In Homs, the evaluation simultaneously used three teams of two people to cover a total of six schools. In each school, the evaluation team interviewed several school stakeholders, including children (to be gathered and accompanied by a teacher). Given that permission was not granted to hold FGDs with parents in the schools, the evaluation organized FGDs with parents in the CPs' premises. Though initially not planned, the evaluation also met with CPs implementing the OOSC in Damascus and Rural Damascus
- Lastly, emergency school feeding has been a component of **various sequential programmes** (EMOP, PRRO, T-ICSP and ICSP), which also focus on other activities. This means that there are no documents specifically for the emergency school feeding program and that the documents from which the inception phase draws its information are not very specific in terms of the outcomes, intermediate outcomes of the intervention. The evaluation has sought to address this by developing a ToC which has been shared with the country office for comments.

1.5 Annex 5: Expansion of the ESF programme

Table 5 Expansion in geographical areas and in numbers of schools

Project	Approval date	Start date	End date	Governorate		Schools	
						Planned	Actual
EMOP 200339	13 Oct 2011	15 Nov 2011	31 Dec 2016	2014	Rural Damascus (2014-2016), Tartous Aleppo		285
				2015	Rural Damascus -Tartous – Aleppo Hama – Homs – Al Hassaka	-	483
				2016	Rural Damascus, Aleppo, Tartous Dar'a, Quneitra, Lattakia, Deir Ezzor, Hama, Damascus, Al Hassaka,	910	883
PRRO 200998	17 Nov 2016	1 Jan 2017	31 Dec 2018	Rural Damascus, Aleppo, Tartous Dar'a, Quneitra, Lattakia, Deir Ezzor, Hama, Damascus, Al Hassaka,		1,629	1,591
T-ICSP	2017	1 Jan 2018	31 Dec 2018	Dar'a, Quneitra, Lattakia, Deir Ezzor, Hama, Damascus, Al Hassaka, Rural Damascus, Aleppo, Tartous, Homs, Sweida		2,244	2,034
ICSP	Nov 2018	Jan 2019	ongoing	Dar'a, Quneitra, Lattakia, Deir Ezzor, Hama, Damascus, Al Hassaka, Rural Damascus, Aleppo, Tartous, Homs, Sweida, Raqqa		1,814	1,414

Source: SPR (2014-2017), ACR 2018 and data shared by the SF team, Syria CO

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- WFP Syria. 2018. WoS Food Security and Livelihood Assessment (FSA and FSLA)
- WFP Syria. August 2018. Lessons Learned on the Distribution of Milk in WFP Syria's School Meal Programme
- WFP Syria. 2019. Country Brief
- WFP Syria. 2019. On-site monitoring (En-Ar)
- WFP Syria. 2019. PDM-OOSC Parents (En-Ar)
- WFP Syria. 2019. Resource situation
- <https://www.girlsnotbrides.org/child-marriage/syrian-arab-republic/>[accessed 25.04.2019]
- https://www.unicef.org/infobycountry/syria_statistics.html [accessed 25.04.2019]
- <https://www.savethechildren.net/article/steven-haines-education-syria>[accessed 26.04.2019]
- <https://reliefweb.int/report/syrian-arab-republic/unhcr-syria-factsheet-january-2019> [accessed 25.04.2019]

1.7 Annex 7: List of interviewed persons

1.7.1 WFP

- Antoine Renaud, Head of Programmes, (acting) Deputy Head of Operations
- Claudia Maher, Food Technologist, Head of Food Quality
- Reem Alkudsi, Food Technologist, National Officer
- Ihab Serageddine, Field Security Officer
- Cindy Kremer, Head of Nutrition and School Feeding
- Dima Chaukat, SF Programme Officer
- Hazem Hasan, SF Programme Officer
- Essam Doukmak, Programme Assistant, SF
- Yasmine Lababidi, Nutrition Specialist
- Raneem Al Ajai, Assistant, Nutrition and School feeding Programme, South Area Office
- Mohammad Al-Khaldi, Logistics Officer
- Rie Ishii, Head of Logistics and Supply Chain
- Reem Afghani, Programme Policy Officer, CBT
- Armen Wilhelm, Programme Policy Officer, CBT
- Oula Mohamad, Gender Focal Point, Lattakia Field Office
- Baian Salim, Gender Focal Point, Hama Field Office
- May Muhrez, Programme Assistant CBT, Homs Field Office
- Suzanne Al Fares, Programme Officer, Homs Field Office
- Firas Babi, Logistics Assistant CBT, Homs Field Office
- Rami Hanna, Storekeeper, Homs Field Office
- Mai Zaikha, Programme Assistant, Homs Field Office
- Najib Ashawaf, Programme Assistant, Homs Field Office

1.7.2 Ministry of Education

- Tamam Al Hilal, Advisor to the Minister of Education
- Ghassan Choghri, Director, Planning and International Cooperation
- Abdelkarim Khodr, Former Director, Planning and International Cooperation
- Taghrid Jdid, Administrative Assistant, Planning and International Cooperation
- Ahmad Al Ibrahim, Director, DoE Homs
- Nada Al Ashkar, Date Bars Coordinator, DoE Homs
- Rima Al Fendi, Out-of-school- children Coordinator, DoE Homs
- Oussam Hajj Hassan, Deputy Director, Planning Division, DoE Homs

1.7.3 UN agencies

- Fida Bashour, Associate Programme and Research Officer, UNESCO
- Rania Zakhia, Education Sector Coordinator, UNICEF
- Aurelia Ardito, Education Specialist, UNICEF
- Sheeren Kanhoush Education Officer (Curriculum B), UNICEF
- Hala Asebaai, Education Sub-sector Focal Point & Programme Officer, UNICEF Homs
- Leena Ramah, Programme Officer, ILO
- Ramez Qabaq, Trainer (consultant), ILO

1.7.4 Private sector

- Hassan Alberakdar, CEO, Food Co.
- Shadi Alberakdar, General Manager, Food Co.

1.7.5 NGOs/CPs

- Randa Aboud, Director, Abna' Al Mahaba, Damascus
- Rania al Tawil, Registration Officer, Al Tamayouz, Damascus
- Lama Santir, Reporting Officer, Al Tamayouz, Damascus
- Oussama Al Khatib, Director, Mubadarat Ahel Sham, Damascus
- Moj Youssef el Najm, Coordinator CBT, Kareem Charity, Homs
- Azdachir Bedran, Distribution Manager, Kareem Charity, Homs
- Tawfiq Al Sati, Board Member, Kareem Charity, Homs
- Haythem Al Mansour, Board Member, Kareem Charity, Homs
- Hassan Hamd Ibrahim, Director, Kareem Charity, Homs
- Alaa Nurieh, Registration Officer, Helping the poor, Homs
- Nagham Salameh, Registration Officer, Helping the poor, Homs
- Luna Al Daoud, Distribution Manager, Helping the poor, Homs
- Souad Syriani, Distribution Manager, Helping the poor, Homs
- Roula Balka, Awareness Manager, Helping the poor, Homs
- Nawar Khzam, Field Monitoring Officer, Helping the poor, Homs
- Rana Yazigi, Project Manager, Helping the poor, Homs

1.7.6 Third-Party Monitoring

- Hala Asmar, Operations Coordinator, Global Surveys L.L.C.

1.8 Annex 8: Evaluation Matrix

<i>Evaluation question (EQ)</i>	<i>Sub-question</i>	<i>Measure /indicator</i>	<i>Source of information</i>	<i>Data Collection Methods</i>
Area 1: Design of the programme (appropriateness and coherence)				
EQ1 To what extent is school feeding appropriate to address the needs of boys, girls and adolescents in the evolving crisis settings and contexts in the four programme countries?	1.1 Has the choice of SF modalities been aligned with the primary food / /nutrition-related and education related needs of boys and girls and adolescents, given the dynamic contexts of the four countries? ⁸	Comparative advantages of chosen ESF modality in line with clearly identified and prioritized needs of the target group (e.g., identified in an up-to-date situation analysis); Feasible and robust solutions for operational requirements of chosen modality allow for timely delivery of SF services in the dynamic programming context. Stakeholder perceptions regarding the degree to which needs of different groups were identified appropriately; and targeting was done based on needs	Planning documents, including needs assessments, programming document, targeting criteria and instructions; Target groups (girls, boys) Community leaders, parents and caregivers Representatives of Ministry of Education, donors, humanitarian actors, other actors UNICEF, UNESCO	Document analysis KIIs Focus group discussions (FGDs) & beneficiary interviews
	1.2 Has WFP been able to coordinate with relevant partners to provide school feeding alongside and complementary to required school-health and nutrition interventions?	Schools & communities are provided with appropriate water & sanitation solutions / infrastructure; Children receive regularly deworming treatments & periodic health treatments; Children have received complementary health and nutrition education.	Planning documents, including needs assessments, programming document, targeting criteria and instructions; Data on protection and accountability (including humanitarian plans) against documentation on design of the SF programme Content of UN, WFP and other humanitarian agencies' standards and guidance Representatives of MoE, humanitarian actors Target groups (girls, boys, women and men)	Document analysis KIIs FGDs & beneficiary interviews

⁸ Nota bene: this is also about "added benefits".

<i>Evaluation question (EQ)</i>	<i>Sub-question</i>	<i>Measure /indicator</i>	<i>Source of information</i>	<i>Data Collection Methods</i>
			UN agencies	
	1.3. Have the school feeding designs benefited from a sound gender and equality analysis and is it sensitive to GEEW?	<p>Programme priorities and gender and equity strategies adhere to WFP, ministry, partner, UN and humanitarian standards on gender and equity</p> <p>Programme priorities and gender and equity strategies are aligned with the expressed needs of beneficiaries (boys and girls)</p>	<p>WFP programme documentation</p> <p>WFP guidance on GEEW</p> <p>WFP gender policy</p> <p>UN and Humanitarian guidance on gender and equity</p> <p>MoE priorities on gender and equity</p> <p>Target groups (girls, boys,)</p> <p>Community leaders, caregivers and parents</p> <p>Humanitarian actors working on GEEW in Syria</p> <p>UN agencies</p>	<p>Document analysis</p> <p>FGDs & beneficiary interviews</p> <p>KIIs</p>
EQ2 To what extent has school feeding been coherent with the overall humanitarian response of WFP and other actors?	2.1 Have principles of humanitarian assistance on protection and accountability been adequately factored into the design of the intervention? ⁹	<p>Government and school officials have had timely access to relevant and clear information about scope and nature of school feeding.¹⁰</p> <p>Government and school officials have been able to participate in the design & delivery school feeding services¹¹,</p> <p>Representatives of target communities and households have been able to participate in the design & delivery school feeding services.¹²</p>	<p>Design documents</p> <p>Data on protection and accountability (including humanitarian plans) design</p> <p>MoE</p> <p>Other UN agencies</p> <p>Humanitarian actors</p>	<p>Document analysis</p> <p>Analysis of secondary data</p> <p>KIIs</p>

⁹ Note: This sub-question focuses on humanitarian principles related to accountability and protection. Many other relevant principles and humanitarian commitments (e.g., on “relevance of assistance”, “building of local capacities”, etc. are already addressed in some of the other evaluation questions.

¹⁰ Based on WFP Humanitarian Principle #4 (“Participation”) that calls for WFP to work closely with governments and national and local levels to plan and implement assistance. (WFP “Humanitarian Principles”, Executive Board Annual Session, Rome, 24-26 May 2004).

¹¹ Based on WFP Humanitarian Principle #4 (“Participation”) that calls for WFP to work closely with governments and national and local levels to plan and implement assistance. (WFP “Humanitarian Principles”, Executive Board Annual Session, Rome, 24-26 May 2004).

¹² Based on WFP Humanitarian Principle #4 (“Participation”) that calls for WFP to “involve women and men beneficiaries wherever possible in all activities” to plan and implement assistance (WFP “Humanitarian Principles”, Executive Board Annual Session, Rome, 24-26 May 2004).

<i>Evaluation question (EQ)</i>	<i>Sub-question</i>	<i>Measure /indicator</i>	<i>Source of information</i>	<i>Data Collection Methods</i>
		Design & adjustment of school feeding services have prevented occurrence of negative effects from school feeding. ¹³ Complaints are investigated, resolved (if necessary) and results fed back to complainant ¹⁴		
	2.2. Have the ESF interventions complemented / been complemented by other relevant WFP assistance in the country?	Approaches to achieve coordination and complementarity of SF and other relevant assistance are specifically foreseen in relevant programme documents (CSP, PRROs, EMOPs) and work plans. ESF and other relevant interventions have achieved synergies in supporting the same or related target groups.	WFP programme documentation Ministry of Education UN agencies and other humanitarian actors Target population (girls, boys) Care givers, parents and teachers	Document analysis KIIs FGDs & beneficiary interviews
	2.3. Have the ESF interventions complemented the humanitarian responses of humanitarian actors and line ministry partners in the relevant sector(s)? (in education, food security and nutrition, and protection.)	ESF services have been planned in coordination with key relevant humanitarian actors. Efforts to achieve coordination and complementarity with key relevant humanitarian programmes are foreseen and documented in relevant work plans or project reports. ESF and services from other humanitarian actors have achieved synergies in supporting the same or related target groups.	Documentation on the humanitarian and development situation in the country and in the region where SF is being provided Country strategies for different sectors (education, social protection, nutrition) MoE, sector specialists, humanitarian actors, other actors.	Document analysis KIIs
	2.4. Have the ESF interventions complemented the	ESF interventions have been planned in coordination with key relevant stabilisation/development actors.	Country or regional plans for different sectors (education, social protection, nutrition)	Document analysis KIIs

¹³ Based on WFP Humanitarian Principles #1 (“Humanity”) and #5 (“Self-reliance”) that stipulate for assistance to be provided in “ways that respect life, health and dignity” and to ensure that it “does not undermine local agricultural production, marketing or coping strategies, or disturb normal migratory patterns or foster dependency” (WFP “Humanitarian Principles”, Executive Board Annual Session, Rome, 24-26 May 2004).

¹⁴ Based on WFP Humanitarian Principle #9 (“Accountability”) that calls for WFP to keep “beneficiaries and other relevant stakeholders informed of its activities and their impact through regular reporting” (WFP “Humanitarian Principles”, Executive Board Annual Session, Rome, 24-26 May 2004).

<i>Evaluation question (EQ)</i>	<i>Sub-question</i>	<i>Measure /indicator</i>	<i>Source of information</i>	<i>Data Collection Methods</i>
	longer-term development responses of WFP partners in the relevant sector(s), in keeping with main principles of the triple nexus?	ESF interventions are implemented in close coordination with key relevant development programmes. Programme documentation foresees plans and approach for transition from crisis response to development assistance.	Line ministries, sector specialists, humanitarian actors, other actors.	
Area 2 – Results of the Programme (effectiveness, impact (contribution), coverage)				
EQ3 To what extent has school feeding as an emergency response supported the education of girls and boys, and has contributed to their food and nutrition security in crises and emergency situations?	3.1 Have the intended beneficiaries been reached with the planned inputs (food and other inputs)?	Delivery of outputs has met targets set in programming documents (disaggregated by gender and age (i.e. for adolescents), geographic location and school feeding modality (average % of) school population able to access schools on feeding days; Beneficiaries report that the service was delivered according to plans (average % of) vouchers redeemed ¹⁵ (average % of) date bars are distributed daily ¹⁶ Extent to which access to school is possible and not prevented by external barriers (insecurity, cost of transportation, etc.)	WFP performance data Analysis of other national/sub-national data as available per country (if there is a need to validate/cross-check with WFP data Beneficiary groups (girls, boys) Teachers	Document analysis
	3.2 Has SF as an emergency response improved the probability for an improved health/nutritional status and behaviour among school children?	Average number of school days per month when fortified date bars and fresh meals were provided; Composition of fresh meals; Children eat the provided meals Proportion of target population who participate in adequate number of distributions	Project monitoring data Beneficiary groups (girls, boys), Teachers, parents, caregivers Documents related to SBCC activities	Analysis of secondary data FGDs & beneficiary interviews Kills.

¹⁵ Distribution of vouchers is conditional on attendance (sub-question 3.4), hence this indicator is on distributed vouchers that are distributed

¹⁶ In some cases, date bars all date bars for one week are distributed at once

<i>Evaluation question (EQ)</i>	<i>Sub-question</i>	<i>Measure /indicator</i>	<i>Source of information</i>	<i>Data Collection Methods</i>
		<p>SF services and SBCC activities have contributed to a change in the health/nutritional habits of target group members;¹⁷</p> <p>As available:</p> <ul style="list-style-type: none"> ○ Food consumption score ○ Dietary diversity score 		
	3.3 Has SF as an emergency response contributed to improved food security among children in the targeted schools?	Extent to which ESF services increased the frequency of consumption of foods in some of the food consumption groups among children targeted for food vouchers or fresh meals ¹⁸	<p>Project monitoring data / secondary data from WFP</p> <p>WFP reports on retailers and market analysis</p> <p>Situation analyses (food needs)</p> <p>Project documentation (composition of rations meals)</p> <p>Beneficiary groups (girls, boys), caregivers</p>	<p>Analysis of secondary data</p> <p>FGDs & beneficiary interviews</p> <p>KIIs</p>
	3.4 Has SF (CBT modality) as an emergency response contributed to increased attendance, enrolment and retention for boys and girls?	<p>(Change in) attendance among primary school students (by gender, school, school-district)</p> <p>(Change in) adjusted net enrolment¹⁹ (by gender, school district)</p> <p>(Change in) retention (primary school, by gender, school / school district)</p> <p>Extent to which ESF services are perceived to have incentivized caregivers and children to enroll, attend, remain in school²⁰</p>	<p>EMIS data, UNICEF data, WFP monitoring data (for enrolment, attendance, retention)</p> <p>Beneficiary groups (girls, boys), caregivers</p> <p>Teachers, school administrators</p>	<p>Analysis of secondary data</p> <p>FGDs & beneficiary interviews</p> <p>KIIs</p>

¹⁷ Qualitative indicator, examining a) change in dietary habits among target population since start of the programme / entry of participants into programme and b) existence of (unprompted) causal statements by respondents (children, caregivers, teachers) linking SF to changes in diet.

¹⁸ Starches, pulses, vegetables, fruit, meat, dairy, fats, sugar.

¹⁹ Total number of students of the official primary school age group who are enrolled at primary or secondary education, expressed as a percentage of the corresponding population.

²⁰ Qualitative indicator, used to examine the contribution of ESF to change attendance, enrolment, retention.

<i>Evaluation question (EQ)</i>	<i>Sub-question</i>	<i>Measure /indicator</i>	<i>Source of information</i>	<i>Data Collection Methods</i>
		Number of children that moved from curriculum B to the mainstream programme, disaggregated by sex		
EQ4 To what extent has school feeding in emergencies strengthened the ability of households to cope with crises and (if applicable) helped to revitalize local economies and stabilize communities?	4.1 Has school feeding as an emergency response reached households in need of food-based safety-net transfers in crises and emergencies? ²¹	Percentage of households with children in crisis areas receiving CBT services Extent to which ESF targeted schools and CBT beneficiaries are in food insecure and/or vulnerable areas.	EMIS, UNICEF data, MoE data (on attendance, enrolment) School administrators, teachers Beneficiaries (boys, girls) Parents and caregivers	Analysis of secondary data FGDs & beneficiary interviews Kills
	4.2 Have activities or effects related to ESF helped to improve economic activity in the community / communities surrounding the schools?	Suppliers, service providers for ESF activities indicate economic benefit from (support of) ESF activities; Monthly direct payments of ESF actors to members of surrounding communities (for salaries, supplies, tools & materials) (US\$ / month); Perceived financial benefits community members % of female personnel recruited by suppliers for the production of date bars and implementing partners	CBT retailers ESF implementing partners Producers of fortified date bars Retailers of ingredients for fresh school meals Women engaged in meal preparation Other community members	Kills
EQ5 To what extent has school feeding as an emergency response had effects not yet foreseen in WFP's school feeding policy ²² but important in	5.1. Have ESF activities and deliverables had any effect on communities/schools/families in terms of social relations?	School feeding activities had an impact on members from different social groups (communities, families, students, schools, IDPs/returnees/host communities)	School administrators / principals ESF implementers ESF volunteers / participants / organizers (community level) Parents, caregivers and teachers	Kills

²¹ This questions corresponds with the principle of the WFP Safety Nets Policy (2013) that defines safety nets as "the component of social protection targeted to the people in greatest need".

²² The School feeding policy of 2013 lists five main Objectives of school feeding: 1) To Provide a Safety net for Food-insecure Households through Income Transfers; 2) To Support Children's Education through Enhanced learning Ability and Access to the Education System; 3) To Enhance Children's nutrition by reducing Micronutrient Deficiencies; 4) To Strengthen national Capacity for School Feeding through Policy Support and Technical Assistance; 5) To Develop links between School Feeding and local Agricultural Production where Possible and Feasible.

<i>Evaluation question (EQ)</i>	<i>Sub-question</i>	<i>Measure /indicator</i>	<i>Source of information</i>	<i>Data Collection Methods</i>
crisis and emergency settings?	5.2 Are there any perceived changes in the well-being among beneficiaries, administrator, parents and caregivers?	Perceived changes in wellbeing of beneficiaries and their families.	Teachers, Beneficiaries (boys, girls) Parents and caregivers	FGDs & beneficiary interviews
	5.3 Has SF as an emergency response had any impact (foreseen/unforeseen) on the children and targeted communities' abilities to cope with the effects of the crises and emergencies?	(Parents / caregivers report) reduced pressure to subject children to harmful practices (negative coping strategies) ²³ Perception of beneficiaries (boys and girls), teachers, caregivers, and community of additional effects of school feeding (beyond those mentioned in 4.1 through 4.3)	Caregivers and parents (households) Teachers Beneficiaries (boys, girls)	FGDs & beneficiary interviews KIs
Area 3 – Creation of sustainable system for school feeding (connectedness)				
EQ6 To what extent has school feeding as an emergency response been coupled with creating a sustainable system for school feeding, in line with priorities and capacities of the line ministries? ²⁴	6.1 Are WFP and its partners operating on the basis of a realistic action plan for integrating school feeding in a nationally owned programme?	Capacity strengthening activities undertaken by WFP to integrate School Feeding into a nationally owned programme Advocacy activities undertaken by WFP to integrate School Feeding into a nationally owned programme	Project documentation; SPRs, ACRs List of capacity strengthening and advocacy activities WFP, line ministries, other partners	Document analysis KIs

²³ Negative coping strategies can include any of the following: First, households may change their diet. For instance, households might switch food consumption from preferred foods to cheaper, less preferred substitutes. Second, the household can attempt to increase their food supplies using short-term strategies that are not sustainable over a long period. Typical examples include borrowing or purchasing on credit. More extreme examples are begging or consuming wild foods, immature crops, or even seed stocks. Third, if the available food is still inadequate to meet needs, households can try to reduce the number of people that they have to feed by sending some of them elsewhere (for example, sending the kids to the neighbours' house when those neighbours are eating). Fourth, and most common, households can attempt to manage the shortfall by rationing the food available to the household (cutting portion size or the number of meals, favouring certain household members over others, or skipping whole days without eating).

²⁴ This question references the SABER framework for school feeding as well as the Country Capacity Strengthening (CCS) framework.

<i>Evaluation question (EQ)</i>	<i>Sub-question</i>	<i>Measure /indicator</i>	<i>Source of information</i>	<i>Data Collection Methods</i>
	6.2 Have ESF targeting & design choices been in line with national / sub-national priorities and capacities for school feeding?	ESF target groups, targeting criteria, targeting methodology and food modalities correspond to national and subnational priorities ²⁵	Project documentation; SPRs, National policy documents (different years; editions) WFP, line ministries, other partners	Document analysis KIs
	6.3 Has WFP successfully fostered community participation in and community ownership of ESF activities?	School feeding has strong support in community, schools and implementing partners	Programme documentation; Community members / representatives; Teachers, school administrators; WFP country office staff Representatives from ESF implementers	Document analysis KIs FGDs & beneficiary interviews
	6.4 Has WFP gained support from a wider range of stakeholders?	Steps WFP has taken to include school feeding in transitional education plan Steps WFP has taken to discuss School Feeding with other developmental partners in Syria	Education Sector Strategy (transitional educational plan)	Document analysis Key informant interviews

²⁵ Will be based on comparison of comparative effects of different SF modalities on school feeding outcomes; i.e., incl. enrollment, attendance, educational achievement, cognition, etc. (see Bundy, D. A. P., C. Burbano, M. Grosh, A. Gelli, M. C. H. Jukes, and L. J. Drake. 2009. "Rethinking School Feeding: Social Safety Nets, Child Development, and the Education Sector." Directions in Development Series. World Bank, Washington, DC

1.9 Annex 9: Beneficiaries Feedback Mechanism

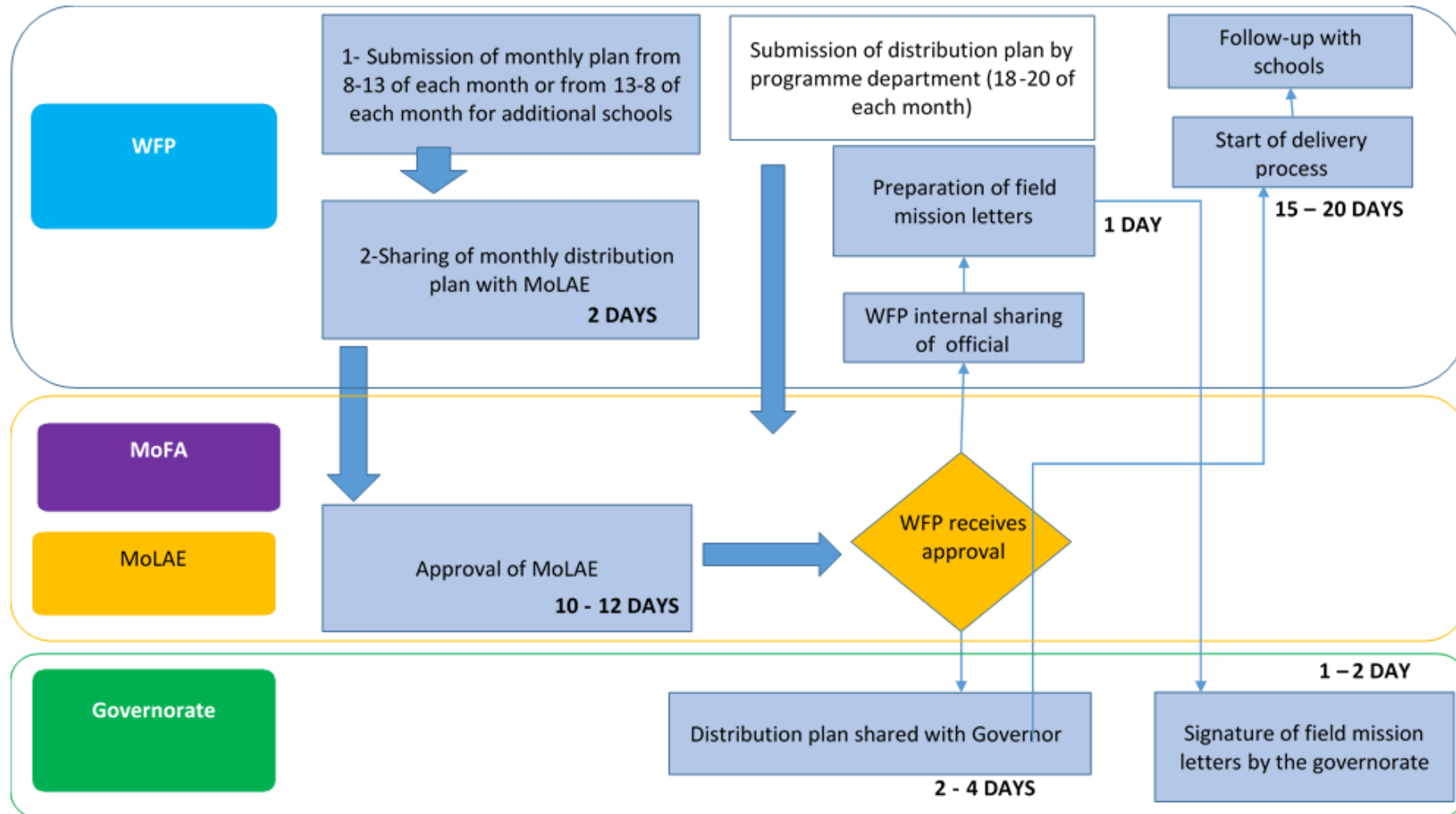
School delivery feedback Form										
General information										
School name		School Statistical No.			Number of students					
Government		District			District					
Principal name		Principal Contact no.			School contact no.					
Delivery information										
Waybill no.		Driver Name								
		Delivery Date		Delivery Time						
Categories of delivery issues (check one of the boxes below that match the issue needed to be reported)										
1	Package received were not sealed (If checked provide answers to 1.1 – 1.3)		1.1	Production date		1.2		Expiry date		
			1.3	Company name						
2	Missing quantities in the package (If checked provide answers to 2.1 – 2.3)		2.1	Production date		2.2		Expiry date		
			2.3	Company name						
3	Off-loading delivery issues (If checked provide answers to 3.1 – 3.3)		3.1	The driver arrived without labours			Yes <input type="checkbox"/>		No <input type="checkbox"/>	
			3.2	The driver / staff had behaviour attitude				Yes <input type="checkbox"/>		No <input type="checkbox"/>
			3.2	Others (Please write it here)						
4	Delivery time to school		4.1	Planned arrival time		Actual time				

	(If checked provide answers to 4.1 – 4.2)	4.2	Action taken (Please write it here)	
5	Remarks about the product (If checked provide answers to 5.1)	5.1	Please write your remarks related to the date bars below	
Description of the issue reported				
Submission information				
Submission Date		Principal Signature		

School delivery feedback form					
بيانات المدرسة					
	عدد الطلاب		الرقم الإحصائي	اسم المدرسة	
	الناحية		المنطقة	المحافظة	
	رقم تليفون المدرسة:		رقم تليفون المدير:	اسم المدير:	
معلومات عن الكميات المخطط توصيلها والشخص المسؤول عن عملية التوصيل					
		اسم السائق		رقم البوليصة	
	الكميات المستلمة		موعد التوصيل	تاريخ التوصيل	
التصنيفات الخاصة بتحديات التوصيل (برجاء اختيار احدى التصنيفات المذكورة ادناه و التي تطابق التحدي التي ترغب بتوثيقه)					
	تاريخ الصلاحية	١.٢	تاريخ الإنتاج المدون على الكرتون	١.١	١ استلمت كرتونة غير محكمة الاغلاق (في حالة اختيار هذه الخانة برجاء الإجابة على البند ١.١، ١.٢، ١.٣)
			اسم الشركة المدون على الكرتون	١.٣	

	تاريخ الصلاحية	٢.٢	تاريخ الإنتاج المدون على الكرتونة	٢.١	كميات المعمول ليست كامله في الكرتونة (في حالة اختيار هذه الخانة برجاء الإجابة على البند (٢.١، ٢.٢، ٢.٣)	٢
			اسم الشركة المدون على الكرتونة	٢.٣		
	لا	نعم	وصول السائق بدون عمال لتنزيل الكميات الي داخل المدرسة	٢.١	وجود مشاكل بعملية التنزيل (في حالة اختيار هذه الخانة برجاء الإجابة على البند (٣.١، ٣.٢، ٣.٣)	٣
	لا	نعم	سوء معاملة من السائق او العمال مع موظفي المدرسة	٢.٢		
			أخرى (برجاء شرح المشكلة)	٢.٣		
	الموعد الفعلي		الموعد المخطط لوصول السائق	٤.١	موعد التسليم للمدرسة (في حالة اختيار هذه الخانة برجاء الإجابة على البند (٤.١، ٤.٢)	٤
			الاجراء الذي تم اتخاذه (برجاء الشرح هنا)	٤.٢		
	برجاء كتابة تعليقاتك عن المنتج الذي تم استلامه في الخانة ادناه			٥.١	تعليقات عن المنتج (في حالة اختيار هذه الخانة برجاء الإجابة على البند (٥.١)	٥
شرح للمشكلة التي تم تسجيلها في هذا التقرير وفقا للتصنيف الذي تم اختياره أعلاه لتوثيق						
						برجاء كتابة شرح للمشكلة
معلومات عن تاريخ تسجيل الشكوى						
تاريخ			تاريخ		توقيع مدير المدرسة	
ختم المدرسة						

1.10 Annex 10: Procedures for approval of date bars distribution



1.11 Annex 11: Menu for Fresh Meals in Aleppo

Table 6 Menu for Fresh Meals in Aleppo

	Option 1				Option 2				Option 3				Option 4				Option 5			
	Items	weight (gr)	Kcal	Cost (USD)	Items	weight (gr)	Kcal	Cost USD	Items	weight (gr)	Kcal	Cost USD	Items	weight (gr)	Kcal	Cost (USD)	Items	weight (gr)	Kcal	Cost (USD)
Snacks	WFP Fortified Date Bars	80	344	0.24	WFP Fortified Date Bars	80	344	0.24	WFP Fortified Date Bars	80	344	0.24	WFP Fortified Date Bars	80	344	0.24	WFP Fortified Date Bars	80	344	0.24
	Milk*	200	124	0.46	Milk*	200	124	0.46	Milk*	200	124	0.46	Milk*	200	124	0.46	Milk*	200	124	0.46
	Sub-Total	280	468	0.69	Sub-Total	280	468	0.69	Sub-Total	280	468	0.69	Sub-Total	280	468	0.69	Sub-Total	280	468	0.69
Sandwich	bread (pita/hotdog bun)	70	196		bread (pita/hotdog bun)	70	196		bread (pita/hotdog bun)	70	196		bread (pita/hotdog bun)	70	196		bread (pita/hotdog bun)	70	196	
	Labneh	50	55	0.10	Cheese Spread	40	118	0.12	White Cheese	50	156	0.29	Hummus	45	75	0.08	Zaatar (Thyme)	30	83	0.06
	olive oil	3.5	22	0.01									olive oil	2.5	22	0.01	Olive Oil	15	132	0.06
Fruit	Cucumber	100	12	0.08	Cucumber	100	12	0.08	Cucumber	100	12	0.08								
	Banana	120	107.5	0.26	Apple	120	62.6	0.12	Apple	120	62.6	0.12	Banana	120	107.5	0.26	Apple	120	63	0.12
	Sub-Total	343.5	392	0.45	Sub-Total	330	389	0.32	Sub-Total	340	426	0.49	Sub-Total	237.5	400	0.35	Sub-Total	235	473	0.24
	Total	623.5	860	1.15	Total	610	857	1.02	Total	620	894	1.18	Total	517.5	868	1.04	Total	515	941	0.94

1.12 Annex 12: Outcome indicators for enrolment, attendance and retention and methodology used by WFP CO for calculating them.

1.12.1 Outcome indicators

Table 7 Outcome indicators planned versus actual by modality

Year	Modality	% Enrolment ²⁶			% Attendance			% Retention					
		Planned.	Actual		Planned.	Actual		Planned.	Actual				
			M	F		Total	M		F	Total	M	F	Total
2014	In-kind ²⁷	6	-		17	-	-	-	-	-			-
2015	In-kind					-	-	-	-	70	96	97	96
2016	In-kind	6	14	14	14	80	-		93	70	95	96	96
	CBT ²⁸		-		-	-	-		-				
2017	In-kind ²⁹	6	22	16	18	80	98	97	97	70	97	97	97
	CBT		3	4	3 ³⁰	70	92	95	93		82	80	81
2018	In-kind	6	7	10	8	80	93	95	94	70	97	98	97
	CBT ³¹				-		93	90	91				-
2019 ³²	In-kind	8	22	22	22	94	95	92	93	97	97	98	98
	CBT				-	91	81	79	80				-

Source: SPR (2014-2017), ACRs 2018 2019 and data shared by the Head of M&E Syria CO.

1.12.2 Methodology

Geographical coverage: Data is collected across all governorates in which WFP is implementing one of its programs.

Frequency of data collection: The data is collected during the normal monitoring visits to the schools, these are done mainly by WFP Monitors and were done in Aleppo also by the TPM team.

Sample size: n/a

Sampling: The sample is representative for the whole of Syria and not for specific governorates.

Note: Given the school year 2019/20 saw a late start of implementation of program activities, the required sample size for the second half of 2019 could not be reached and therefore only the mid-year value will be reported. Given the corporate requirement is only 1 value per year, this is in line with corporate minimum standards.

Data collection at school level:

1. Enrolment Rate

- Number of Children Enrolled Last Year (Sep/Oct)
- Number of Children Enrolled This Year (Sep/Oct)

²⁶ “% of Enrolment” is actually the increase in enrollment from the previous year as per the M&E Officer (Syrian CO)

²⁷ In-kind: date bars

²⁸ In 2016, the CBT were paper vouchers and data was not collected

²⁹ In-kind: date bars and fresh meals from 2017 and onward, except for the 2017 which also included milk distribution

³⁰ Implementation of the CBT modality started at the end of the year and some displaced households returned to their original residence as the security situation hence the low enrollment rate

³¹ Outcome indicators values for enrolment and retention are not available. UNICEF was expected to collect the data but was unable due to difficulties in establishing a proper methodology to collect accurate data for the Curriculum B programme. ACR 2018, p.16

³² Planned outcome indicators were increased at the corporate level and not by WFP CO. Data for 2019 is based on a small sample size

Enrolment rate = $b-a/a$ as per the corporate guidance.

Here is the data collection table:

Grade	3.2 How many children enrolled in the last school year (as of Sept/Oct)			3.5 How many children enrolled in the current school year (as of Sept/Oct)		
	Boys	Girls	Total	Boys	Girls	Total
Grade - 1						
Grade - 2						
Grade - 3						
Grade - 4						
Grade - 5						
Grade - 6						
Total						

2. Retention/Dropout rate

- Number of Children Enrolled Last Year (Sep/Oct)
- Number of Children Dropped-Out during Last Year (May)

Retention rate = $a-b/a$

Grade	3.2 How many children enrolled in the last school year (as of Sept/Oct)			3.4 How many of them dropped out during last school year (as of May)		
	Boys	Girls	Total	Boys	Girls	Total
Grade-1						
Grade -2						
Grade -3						
Grade -4						
Grade -5						
Grade -6						
Total						

3. Attendance Rate

For this indicator, a proxy is used, given many schools only have limited records on this. For OOSC, ideally WFP would rely on the data received from the MoE, but for 2019, data was used from WFP's on-site monitoring

4.3	How many girls are currently enrolled in the curriculum B programme?	<input type="text"/>
4.3.1	How many of them (girls) attended at least 4 times a week during last month	<input type="text"/>
4.4	How many boys are currently enrolled in the curriculum B programme?	<input type="text"/>
4.4.1	How many of them (boys) attended at least 4 times a week during last month	<input type="text"/>

Girls: 4.3.1.-4.3/4.3

Boys: 4.4.1-4.4/4.4

2) For Date bars and Fresh meals, for 2019 the following information was collected during the on-site monitoring

Grade	3.5 How many children enrolled in the current school year (as of Sept/Oct)			3.6 How many enrolled children are attending on the day of the visit		
	Boys	Girls	Total	Boys	Girls	Total
Grade -1						
Grade - 2						
Grade - 3						
Grade - 4						
Grade - 5						
Grade - 6						

- Attendance for Boys = the sum of boys across the 6 grades
- Attendance for Girls = sum of Girls across the 6 grades
- Total attendance = Attendance for Boys + Attendance of Girls
- Estimated attendance rate = Total attendance (on the day of the visit) / Total enrolment for the current year

1.13 Annex 13: Monitoring checklists

Table 8 Fresh Meals – Healthy Kitchens Checklist (2017)

FAM:		CP:	
Date of visit: D / M / Y		Time:	
Field monitor observation			
#	Item	√ / X	Comments
Storage Area			
1.	Clear of insects & rodents in the storage area		
2.	Proper storage space		
3.	Proper ventilation		
4.	Raw materials are stored properly		
5.	Dry goods are stored at least 0.20 meters above the floor on pallets and shelving.		
Meal Preparation Area			
6.	Proper ventilation of preparation area		
7.	All doors closed during food processing		
8.	Separated from the rest room area with no air access from there		
9.	Women are wearing the specified gloves, coats, caps & slippers		
10.	Sandwiches are kept in the specified trays to be packed		
Fruit and Vegetables			
11.	Fruit and vegetables are fresh		
12.	Fruit and vegetables show no scars or cuts on the surface		
Meal Packaging Area			
13.	Separate space specified for packaging the meal		
14.	The package consists all items of the meal		
15.	Containers used for transportation of meals are clean and in good shape		
16.	Is the expiry date visible on the meal pack		
Kitchen Equipment & Cleanliness			
16.	The fridge is clean has an appropriate cooling temperature		
17.	Basin for washing fruits and vegetables is clean		
18.	Water used for washing fruits and vegetables is clean		
19.	Vegetables and/or fruits are dried in kitchen paper and clean		
20.	Rolling/ zipping machine is functional and cleaned after use		
21.	All surfaces are clean and dry		
22.	All doors of the kitchen areas are kept closed		
23.	Floors are thoroughly cleaned and mopped		
Time Keeping			
24.	Workers arrive on time		

25.	Meals are prepared on time		
26.	Meals are dispatched on time		
Records and reporting			
27.	Records are being collected from school on a daily basis <i>(to update the production plan accordingly)</i>		
Remaining Quantities			
28.	Extra produced quantities are being collected and distributed to a different location		

Table 9 Education Program School Monitoring Checklist

1. GENERAL INFORMATION										
Visit Date	D / M / Y		Governorate		District					
District code			Sub-district		Sub-district code					
School Name					MoE School Code					
Principle Name					School Telephone Number					
Distribution Month			Cooperating partner name (CP)							
Monitored By	0 =WFP <input type="checkbox"/> 1 =Project Facilitator <input type="checkbox"/> 2 =CP <input type="checkbox"/>				Enumerator Name					
Activities	0 = School Snacks <input type="checkbox"/> (sections 2-3, 5-8 – no highlights) 1 = OOSC <input type="checkbox"/> (sections 2 and 4) 2 = Fresh Meals <input type="checkbox"/> (sections 2-3, 5-8 – highlighted)				Commodities		0 = Date bars <input type="checkbox"/> 1 = Milk <input type="checkbox"/> 2 = Sandwich <input type="checkbox"/> 3 = Fruits <input type="checkbox"/> 4 = Vegetables <input type="checkbox"/>			
2. OVERALL SCHOOL RECORDS (Scholastic Year Sept 15 to 31 May)										
2.1	Are the records properly maintained at the school level? (Select only one option. <i>The records are complete, if they are available for each month of the year, organized and clearly understandable</i>)									
	Attendance Register: Complete <input type="checkbox"/> Incomplete <input type="checkbox"/> No records available <input type="checkbox"/>									
	Enrolment Register: Complete <input type="checkbox"/> Incomplete <input type="checkbox"/> No records available <input type="checkbox"/>									
2.2	Number of school days in the last school month <input type="text"/> Days									
3. ONLY SCHOOL SNACKS AND FRESH MEALS - STUDENTS										
3.1	Number of actual feeding days in last school month <input type="text"/> Days									
Grade	Enrolment in the last academic year (ao October)		Promoted to the next class from the last academic year (ao May)		Drop-out from the last academic year (Oct-April)		Enrolment into the current academic year (Oct)		Attendance on the day of visit (registration)	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Grade-1										
Grade -2										
Grade -3										
Grade -4										
Grade -5										

Grade -6										
Total										
3.7 Main reasons of drop-out for boys, if applicable	Long Distance	Displacement	Conflict	Work	Poverty	Inadequate Utilities	Others			
	_	_	_	_	_	_	_			
3.8 Main reasons for drop-out for girls, if applicable	Long Distance	Displacement	Conflict	Work	Poverty	Inadequate Utilities	Early Marriage	Others		
	_	_	_	_	_	_	_	_		
4. ONLY OUT OF SCHOOL CHILDREN - STUDENTS										
4.1.	How many children who are at least one year behind on their education have been enrolled into curriculum B during the previous month?								_	
4.2.1					Girls		_ _ _			
4.2.2	How many students are currently enrolled in the curriculum B program?				Boys		_ _ _			
4.2.3					Total		_ _ _			
4.3	How many of these boys are attending at least 4 times a week? (in the last month)								_	
4.4	How many of these girls are attending at least 4 times a week? (in the last month)								_	
4.5.1	How many boys have dropped out of curriculum B in the last month?						_ _			
4.5.2	How many girls have dropped out of curriculum B in the last month?						_ _			
4.6	Do you know if any of the current students are currently involved in child labor? 0 = No; 1 = Yes; 2 = Don't know <i>Note: Children's participation in work that affects their health and personal development or interfere with their schooling.</i>						_			
4.6.1	If yes, then what is the estimated number?						_ _			
4.7 Main reasons of drop-out for boys, if applicable	Long Distance	Displacement	Conflict	Work	Not receiving assistance	Inadequate Utilities	Others			
	_	_	_	_	_	_	_			
4.8 Main reasons for drop-out for girls, if applicable	Long Distance	Displacement	Conflict	Work	Not receiving assistance	Inadequate Utilities	Early Marriage	Other		
	_	_	_	_	_	_	_	_		
5. IMPLEMENTATION AND CONSUMPTION										
DELIVERY AND DISTRIBUTION										
5.1	Did the most recent delivery match your request/plan? Yes _ _ ; No _ _									
5.2	Did the school run out of food before the most recent delivery? Yes _ _ ; No _ _									

5.3	Do you receive the school meals between the first and second breaks? (9:25 – 10:45 am / 01:55 – 3:05 pm). Yes <input type="checkbox"/> ; No <input type="checkbox"/> ; Usually <input type="checkbox"/> ; Sometimes <input type="checkbox"/> ; NA <input type="checkbox"/>		
5.4	Did the school run out of commodities? Yes <input type="checkbox"/> No <input type="checkbox"/> NA <input type="checkbox"/>		
If yes, then list the reasons below: (check all that apply)			
Commodity		Issues	Issue code:
5.4.1	Date bars	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	0 = High attendance/enrolment 1 = Losses upon receipt 2 = Daily ration size not followed 3 = Theft at storage room 4 = Other, specify _____ 5 = NA
5.4.2	Milk	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
5.4.3	Sandwiches	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
5.4.4	Fruits & Vegetables	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
5.5	Does the school have an excess of commodities stored (open balance) from the previous month? Yes <input type="checkbox"/> ; No <input type="checkbox"/>		
5.6	Does the school have an excess of commodities (leftovers) from yesterday's fresh meal delivery? Yes <input type="checkbox"/> ; No <input type="checkbox"/> ; NA <input type="checkbox"/>		
If yes, then list the reasons below: (check all that apply)			
Commodity		Issues	Issue/action code:
5.6.1	Date bars	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	0 = Low attendance/enrolment, 1 = Excess of commodity, 2 = Pre-positioning 3 = Daily ration size not followed 4 = Theft at storage room 5 = Delays in delivery 6 = Other, specify _____ 7 = NA
5.6.2	Milk	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
5.6.3	Sandwiches	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
5.6.4	Fruits & Vegetables	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
5.6.5	What do you usually do with the leftovers of the fresh meals? 0 = Dispose <input type="checkbox"/> ; 1 = Students take home <input type="checkbox"/> ; 2 = Give away to school staff <input type="checkbox"/> ; 3 = Give away to poor people <input type="checkbox"/> ; 4 = NA <input type="checkbox"/>		
CONSUMPTION OF SCHOOL SNACKS			
6.7	Do the students usually consume the date bars at school? 0 = Never <input type="checkbox"/> ; 1 = Always <input type="checkbox"/> ; 2 = Sometimes <input type="checkbox"/> ; 3 = NA <input type="checkbox"/>		
6.8	Do the students usually drink the milk at school? 0 = Never <input type="checkbox"/> ; 1 = Always <input type="checkbox"/> ; 2 = Sometimes <input type="checkbox"/> ; 3 = NA <input type="checkbox"/>		
6.9	Do the students usually take the date bars or milk home to share with your family? 0 = Never <input type="checkbox"/> ; 1 = Always <input type="checkbox"/> ; 2 = Sometimes <input type="checkbox"/> ; 3 = NA <input type="checkbox"/>		
7. UTILITIES AND FOOD STORAGE			
7.1	Does the school have drinking water?		Yes <input type="checkbox"/> No <input type="checkbox"/>
7.2	Does the school have a toilet facility?		Yes <input type="checkbox"/> No <input type="checkbox"/>
7.3	Do all class rooms have hygiene bottles?		Yes <input type="checkbox"/> No <input type="checkbox"/>
7.4	Is milk/date bars stored at the school?		Yes <input type="checkbox"/> No <input type="checkbox"/>
If yes, then list the reasons below: (check all that apply)			

7.4.1	Is it well secured?	Yes <input type="checkbox"/> No <input type="checkbox"/>		
7.4.2	Is it well-ventilated and dry?	Yes <input type="checkbox"/> No <input type="checkbox"/>		
7.4.3	Are the general hygiene standards adequate?	Yes <input type="checkbox"/> No <input type="checkbox"/>		
7.4.4	Are pallets placed under the stored commodities?	Yes <input type="checkbox"/> No <input type="checkbox"/>		
7.4.5	Are the stored date bars in any of these conditions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.4.6	Are the stored milk packs in any of these conditions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
0 = Expired 1 = Rodents 2 = Damaged packages 3 = Good				
General comments on the storage status				
7.4.7				
8. STUDENTS INTERVIEW – ON SITE FEEDING ONLY SCHOOL SNACKS AND FRESH MEALS		Boys	Girls	
8.1	Number of students in the classroom	<input type="checkbox"/>	<input type="checkbox"/>	
8.2	How many times did you eat date bars in the last 5 days?	<input type="checkbox"/>	<input type="checkbox"/>	01 to 05
8.3	How many times did you drink milk in the last 5 days?	<input type="checkbox"/>	<input type="checkbox"/>	01 to 05
8.4	How many times did you eat the school sandwiches in the last 5 days?	<input type="checkbox"/>	<input type="checkbox"/>	01 to 05
8.5	How many times did you eat fruits and/or vegetables in the last 5 days?	<input type="checkbox"/>	<input type="checkbox"/>	01 to 05
8.6	How many date bars did you receive today?	<input type="checkbox"/>	<input type="checkbox"/>	0 = One packet 1 = Less than one packet 2 = More than one packet
8.7	How many milk packets did you receive today?	<input type="checkbox"/>	<input type="checkbox"/>	0 = One packet 1 = Less than one packet 2 = More than one packet
8.8	Do you like the school snacks (date bars and milk) provided?	<input type="checkbox"/>	<input type="checkbox"/>	0 = Not at all 1 = Yes 2 = Somewhat
8.8.1	If not, what are the reasons? Select all options that apply.	<input type="checkbox"/>	<input type="checkbox"/>	0 = Bad taste 1 = Always the same 2 = Foreign matter 3 = Not sweet enough 4 = No packing 5 = _____ Other: 6 = Do not know

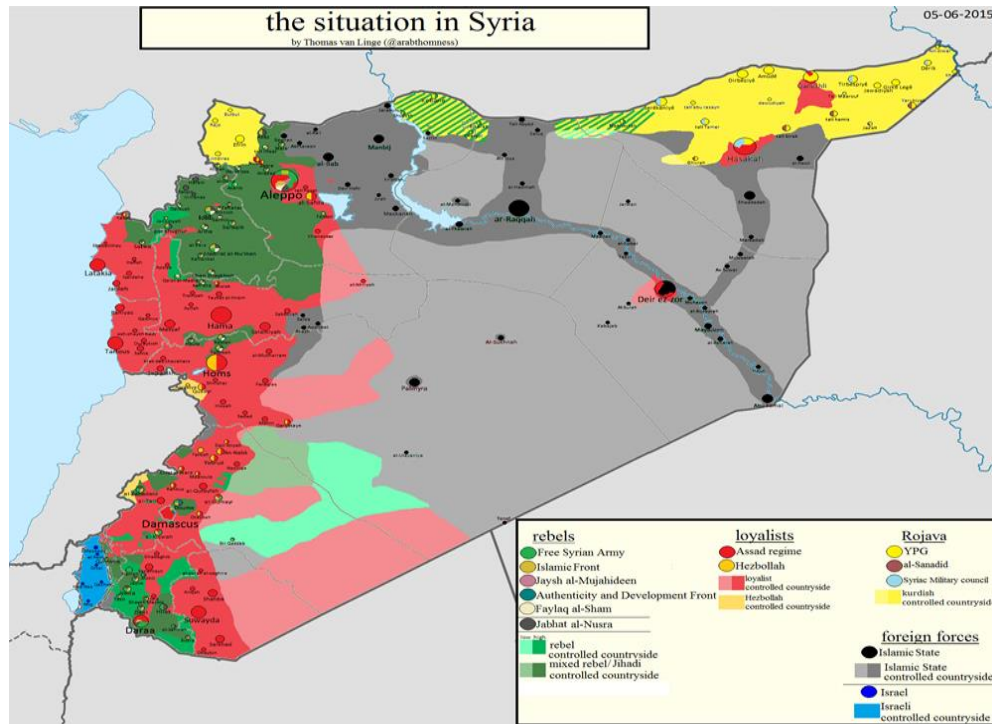
8.9	Did you eat all items of the fresh school meal?	<input type="checkbox"/>	<input type="checkbox"/>	0 = Sandwich 1 = Fruit 2 = Vegetable
8.10	What was the quality of the fresh school meal?	<input type="checkbox"/>	<input type="checkbox"/>	0 = Good 1 = Bad
8.10.1	If the quality was not good then why?	<input type="checkbox"/>	<input type="checkbox"/>	0 = Dry 1 = Hard 2 = Not enough filling 3 = Moist
8.11	Was the meal enough?	<input type="checkbox"/>	<input type="checkbox"/>	0 = No 1 = Yes
8.11.1	If not then why?			

Table 10 Types of monitoring reports for ESF

<i>Toolkit</i>	<i>2018</i>	<i>2019</i>	<i>Grand Total</i>
2018 v1 School Feeding	262	381	643
2019 OOSC Parent PDM v1	-	30	30
2019 School Monitoring Checklist	-	137	137
Out-of-School Children (OOSC)	115	63	178
Grand Total	377	611	988

Source: WFP CP M&E Team

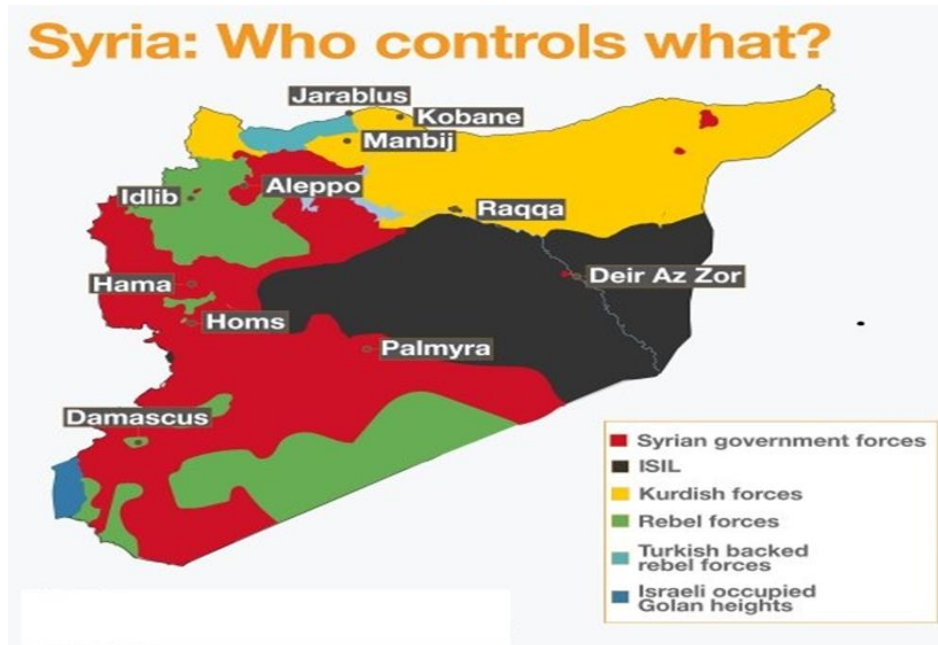
1.14 Annex 14: Pictures of the different stages of the Syrian Conflict



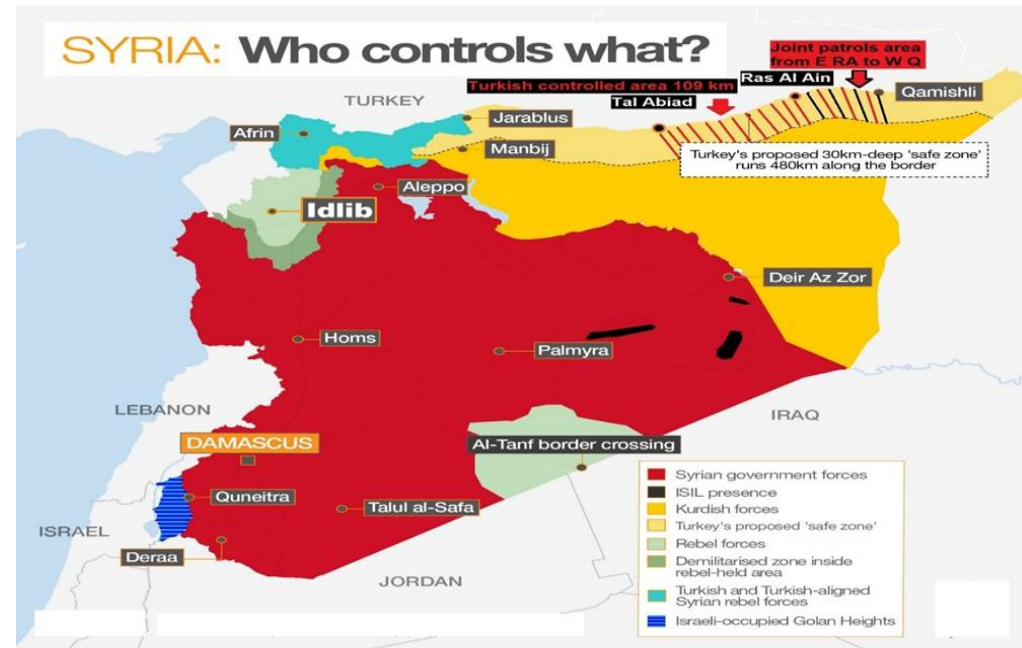
Situation in Syria in 2015 (Source: WFP Country Office in Syria)



Situation in Syria in 2017 (Source: WFP Country Office in Syria)



Situation in Syria in 2018 (Source: WFP Country Office in Syria)



Situation in Syria in 2019 (Source: WFP Country Office in Syria)

1.15 Annex 15: Overlap in selected schools between two consecutive school years.

Table 11 Overlaps in selected schools

Governorate	2017/18 School Year				2018/19 School Year				% of continued schools from last Academic year	% of not continued schools from last Academic year
	# of Districts	Districts List	Schools	caseload	# of Districts	Districts List	Schools	caseload		
Aleppo	4	اعزاز, دير حافر , سمعان, السفيرة	462	104,000	4	اعزاز, دير حافر , سمعان, السفيرة	462	104,000	100%	0%
As Sawidha	3	السويداء, صلخد, شهبأ	267	57,015	3	السويداء, صلخد, شهبأ	43	12696	100%	0%
Damasus	6	الشاعور, القابون ,القدم , الميدان ,برزة, كفر سوسة	63	38,970	8	التضامن, الزاهرة , الشاعور, القابون ,القدم , البرموك ,برزة, عش الورور	47	31289	100%	0%
Dir Alzour	0	N/A	0	0	9	البوكمال ,لبوليل ,التبني, العشارة ,المدينة , الميادين ,حطلة ,مراط , هرايش	122	47000	N/A	N/A
Hama	1	مدينة حماة	185	95,745	1	مدينة حماة	216	122800	100%	0%
Hasakah	0	N/A	0	0	2	القامشلي, الحسكة	121	43,000	N/A	N/A
Homs	1	مدينة حمص	69	57,979	1	مدينة حمص	82	62281	100%	0%
Lattkia	1	مدينة اللاذقية	52	65,078	1	مدينة اللاذقية	41	48101	100%	0%
Quntiera	3	مدينة دمشق, مدينة القنيطرة, ريف دمشق	56	36,934	2	مدينة القنيطرة, ريف دمشق	23	6922	80%	20%
R.Damas		الكسوة, قدسيا, دوما, الغزلانية, التل, قطنا , ببيلا, الديماس	139	105,419	5	الثل, القطيفة, داريا, دوما, قطنا	184	109984	90%	10%
Idelb	0	N/A	0	-	0	N/A	0	0	N/A	N/A
Daraa	3	درعا , ازرع , الصنمين	56	28,833	0	N/A	0	0	N/A	N/A

Tartous	6	الشيخ بدر, القدموس, طرطوس, مشتى الحلو, صافيتا	312	52,956	5	الدريكيش, الشيخ بدر, بانياس, صافيتا, طرطوس	368	43000	80%	20%
Reqqha	0	N/A	0	0	4	السبخة, المنصورة, دبسي عفنان, معدان	104	9001	N/A	N/A
Overall overlap percentage									94%	6%

Table 12 Overlaps in selected schools

Governorate	2018/19 School Year				2019/20 School Year				Percentage of continued schools from last academic year	Percentage of not continued schools from last academic year
	# of Districts	Districts List	Schools	caseload	# of Districts	Districts List	Schools	caseload		
Aleppo	7	اعزاز, دير حافر, سمعان, الباب, السفيرة, مسكنة, منبج	462	1 04,000	7	الباب, السفيرة, سمعان, مسكنة, منبج, اعزاز, دير حافر,	484	8 7,444	80%	20%
As Sawidha	3	السويداء, صلخد, شهبا	43	12,696	3	السويداء, صلخد, شهبا	207	41811	100%	0%
Damasus	8	التضامن, الزاهرة, الشاغور, القابون, القدم, اليرموك, برزة, عش الورور	47	31,289	8	التضامن, الزاهرة, الشاغور, القابون, القدم, اليرموك, برزة, عش الورور	49	34694	100%	0%
Dir Alzour	9	البوكمال, لبويل, التبني, العشارة, المدينة, الميادين, حطلة, مراط, هرايش	122	47,000	11	البوكمال, الكشمة, العشارة, المدينة, الميادين, حطلة, مراط, هرايش, حطلة, موحسن, الجفرة	227	102602	60%	40%
Hama	1	مدينة حماة	216	1 22,800	8	الحمراء, السقيلية, سلحج, سلمية, شطحة, صوران, محردة, مصيف	671	104671	0%	100%
Hasakah	2	القامشلي, الحسكة	121	43,000	2	القامشلي, الحسكة	119	6 4,838	100%	0%

Governorate	2018/19 School Year				2019/20 School Year				Percentage of continued schools from last academic year	Percentage of not continued schools from last academic year
	# of Districts	Districts List	Schools	caseload	# of Districts	Districts List	Schools	caseload		
Homs	1	مدينة حمص	82	62,281	20	الرقاما, الفرقلس, مهين, القيو, القريتين, الناصرة, تلبيسة, تلدو, جب الجراح, حديدة, حسياء, خربة تين نور, شين, صدد, عين النسر, مخرم, مركز الرستن, القصير, تدمر, تلكلخ	589	101665	0%	100%
Lattkia	1	مدينة الاذقية	41	48,101	3	الحفة, القرداحة, جبلة	375	50059	0%	100%
Quntiera	2	مدينة القنيطرة, ريف دمشق	23	6,922	2	مدينة القنيطرة, ريف دمشق	100	40097	100%	0%
R.Damas	5	التل, القطيفة, داريا, دوما, قطنا	184	09,984	5	التل, القطيفة, داريا, دوما, قطنا	248	139613	100%	0%
Idelb	0	N/A	0	-	3	ابو الظهور, خان شيخون, سنجار	48	3698	0%	100%
Daraa	0	N/A	0	-	3	درعا, الصمنين, ازراع	421	107234	0%	100%
Tartous	5	الدريكيش, الشيخ بدر, بانياس, صافيتا, طرطوس	368	43,000	8	الدريكيش, الشيخ بدر, بانياس, صافيتا, طرطوس, الشيخ بدر, القدموس	389	48824	80%	20%
Reqqha	4	السبخة, المنصورة, دب سى, عفنان, معدان	104	9,001	5	السبخة, المنصورة, دبسي, عفنان, معدان	93	18870	100%	0%
Overall overlap percentage									59%	41%

1.16 Annex 16: List of trainings and workshops (2016-2019)

Table 13 Gender Workshops (2018-2019) - Number of planned participants per governorate

Governorate	Women	Men	Total	% Women
Damascus	20	18	38	53
Hama	16	22	38	42
Lattakia	18	20	38	47
Hassaka	27	10	37	73
Total	81	70	151	53

Source: WFP Syria Country Office

Table 14 Training for 2016-2017

Governorate	Number of trained MoE staff	Location
Tartous	140	Tartous
Rural Damascus	265	Damascus
Aleppo	150	Aleppo
Hassakha	140	Qamshli
Homs	90	Homs
Hama	125	Hama
Lattkia	130	Lattakia
Total	1,040	

Table 15 Training for 2017-2018

Governorate	Number of trained MoE staff	Location
Aleppo	160	Aleppo
Tartous	205	Tartous
Daraa	120	Damascuss
As Swidha	260	
Lattakia	660	Lattakia
Homs	180	Homs
Hama	140	Homs
Rural Damascus/ Damascus/ Qunitera/	390	Damascus
Total	2,115	

Table 16 Training for 2018-2019

<i>Governorate</i>	<i>Number of trained MoE staff</i>	<i>Location</i>
Aleppo	343	Aleppo
Tartous	OOSC Capacity Building Training: 60 Principals, 10 DoE staff, 1 MoE Staff SM Capacity Building Training: 368 Principals, 10 DoE staff, 1 MoE staff	Tartous
Daraa	0	
Lattakia	62 priciples+10 DOE	
Homs	165 Principals + 10 DOE staff (SM capacity building plan) 3 DOE staff (SM & OOSC capacity building training)	Homs Damascus
Hama	258 Principals + 10 DOE staff (SM capacity building training) 3 DOE staff (SM & OOSC capacity building training)	Hama Damascus
Rural Damascus	257	Damascus
Damascus	59	Damascus
Qunitera	30	Damascus
As Swidah	50	Damascus
Total	1,710	

1.17 Annex 17: Terms of Reference

Terms of Reference

Evaluation Series on Emergency School Feeding in the Democratic Republic of Congo,
Lebanon, Niger and Syria (2015-2019)

WFP School Feeding Service

Table of Contents

1.	Introduction	2
2.	Reasons for the Evaluation	48
2.1.	Rationale	48
2.2.	Objectives.....	49
2.3.	Stakeholders and Users.....	50
3.	Context and Subject of the Evaluation	53
3.1.	Context.....	53
3.2.	Subject of the evaluation.....	54
4.	Evaluation Approach	57
4.1	Scope	57
4.2	Evaluation Criteria and Questions.....	58
4.3	Data Availability	59
4.4	Methodology	61
5.	Phases and Deliverables	62
6.	Quality Assurance and Quality Assessment	64
7.	Organization of the Evaluation	65
7.1	Evaluation Conduct.....	65
7.2	Team Composition and Competencies	65
7.3	Security Considerations	66
7.4	Ethical Considerations	66
8.	Roles and Responsibilities of Stakeholders	67
5.	Communication and budget	68
7.5	Communication.....	68
7.6	Budget.....	69
Annex 1	Potential Questions Around the Role of School Feeding in Emergencies	69
Annex 2	Global Evidence Base for School Feeding	71
Annex 3	Country Annexes	73
	COUNTRY ANNEX: DEMOCRATIC REPUBLIC OF CONGO	73
	COUNTRY ANNEX: LEBANON	78
	COUNTRY ANNEX: NIGER	85
	COUNTRY ANNEX: SYRIA	90
Annex 4	Evaluation Schedule	98
Annex 5	WFP's Theory of Change for School Feeding	100
Annex 6	Membership of the Evaluation Committee and Reference Group	101
Annex 7	Acronyms	102

1.Introduction

1. These Terms of Reference (TOR) are for a decentralised evaluation³³ series on WFP school feeding in emergencies and protracted crises (hereafter Emergency School Feeding, ESF) and is commissioned by the School Feeding Service (OSF) in WFP's headquarters.
2. The evaluation series encompasses four country-specific activity evaluations in the Democratic Republic of Congo (DRC), Lebanon, Niger and Syria and a global synthesis report developed based on the four country evaluations.
3. The four Country Offices (CO) have adopted interesting ESF approaches adapted to context as explained in the country-specific annexes. Core ESF programme features are summarised in Table 4. Collectively, in 2017, the ESF programmes in the four countries reached around 900,000 internally displaced, returnee, refugee and host community children, which represents a considerable share of WFP's total ESF beneficiaries.
4. The evaluation series is made possible as part of a multi-year Canadian operational contribution to WFP that supports ESF activities in the four countries, along with this evaluation series. The multi-year contribution provides a unique opportunity for WFP to invest in the quality of ESF programming while at the same time generating evidence that has a significance for WFP beyond these four countries.
5. The aim of the evaluation series and its timing is designed to inform an updated version of WFP's School Feeding (SF) policy that will be developed in 2020-21, along with technical guidance on ESF, as well as Country Strategic Plans (CSP) and ESF programme design and implementation in the four WFP Country Offices concerned. The evaluation should cover WFP ESF programming during 2015-2019 (with country-specific variation as outlined in respective section).
6. The evaluation series is intended to provide evidence that can inform WFP's strategy for scaling up and enhancing the quality of ESF programming. It is also intended to make a contribution to the global SF evidence base, where there is limited evidence from crisis settings. It will also meet a strategic information need for WFP, partners in the health and education sectors and donors with a growing interest in ESF as a way to address multiple vulnerabilities of children amidst protracted crises.
7. The selection of emergencies subject to this evaluation is purposive as the four countries benefit from the Canada contribution to WFP so this is not a sector or thematic evaluation but rather a series of case studies focusing on ESF.
8. The four countries face complex and protracted crisis including displacement, leading to a rise in food insecurity, and challenging humanitarian agencies to do more with increasingly limited resources. The countries represent different regions, use a range of meals, snacks and cash-based transfer modalities.
9. WFP's implementation of ESF is not limited to these four countries. During 2018, WFP implemented ESF activities in more than 50 percent of its active level 2 and level 3 emergencies including Sahel, South Sudan, and Yemen thanks to contributions from several donors including but not limited to (in alphabetical order) Bundesministerium für wirtschaftliche Zusammenarbeit und Entwicklung (BMZ), European Union (EU), Norway and USAID.

2.Reasons for the Evaluation

2.1. Rationale

³³ WFP's Evaluation Policy (2016-2021) notes WFP commissions centralised and decentralised evaluations. The latter are defined as: "commissioned and managed by country offices, regional bureaux or Headquarters-based divisions other than OEV. They are not presented to the Board. They cover operations, activities, pilots, themes, transfer modalities or any other area of action at the sub-national, national or multi-country level. They follow OEV's guidance – including impartiality safeguards – and quality assurance system."

10. WFP is the largest supporter of school feeding programmes worldwide, reaching around 18 million children each year directly. SF has been one of WFP's key tools aimed at providing a safety net for children and their families, but also building longer-term human capital through education, health and nutrition. SF is also subject to growing momentum as a key component of essential education and health investments are required throughout the first 8,000 days or 21 years of a person's life.
11. A key focus of WFP is to scale up quality ESF programmes in humanitarian crises. This represents a key WFP niche. Humanitarian needs, and hunger are on the rise, with conflict being one of the main drivers, and nearly a quarter of the world's children are estimated to live in conflict or disaster-affected areas. In these areas, children see their key rights violated, and basic services and community and family structures disrupted. Through the delivery of ESF, WFP seeks to address children's humanitarian needs, while contributing to resilience and development objectives. ESF offers a hope for a more peaceful future. Therefore, well-designed programs are increasingly part of the crisis response for normalizing communities and building peace.
12. Similarly, ESF is potentially an important base for shock-response offering flexibility to rapidly expand to include additional beneficiaries or additional support when there is a downturn, ensuring that food is targeted directly to the children who need it most, when they need it most.
13. At the same time, comprehensive evidence on ESF is very limited. This was highlighted in a recent review that also challenged WFP's Theory of Change of ESF and noted tensions around the intervention's contribution to humanitarian response, specific aspects of programme design and results measurement. The review called for investment in evidence on ESF.³⁴ Stakeholders note that evidence gaps on ESF as life-saving intervention prevented programmes from accessing certain funds such as Central Emergency Response Fund (CERF).
14. At the country level, the four country-specific evaluations are timed so that they can inform country-specific ESF operations and Country Strategic Plans (the DRC CSP 2021-, Lebanon CSP 2021-, Niger CSP 2020-, Syria CSP 2021-).³⁵ The evaluations should be used to establish a multi-faceted baseline for planned Country Portfolio Evaluations (CPE) to take place in Syria, Lebanon and DRC in late 2019 or 2020.
15. This evaluation series aim to provide an in-depth theory-based analysis of ESF operations in crises that are protracted and conflict-driven, as a contribution to wider organisational learning on ESF. The global Theory of Change is especially important as it will inform future WFP's SF policy and Corporate Results Framework (CRF). The Theory of Change shall be integrated as a key strategic document/tool within key corporate guidance for SF. It will be further used to foster discussion and improve synergies across programming areas. Lastly, it will be shared with partner organizations and research institutions. At the country level, the country-based Theory of Change will inform future programme design dialogue, strategic reviews, and quality reviews.

2.2. Objectives

Drawing on evidence from the four countries, the objectives of this evaluation series are the following:

Table 1: Objectives of the Evaluation Series

OVERALL GOAL OF EVALUATION SERIES
Inform WFP's global policy and strategic direction for ESF.
Inform WFP efforts to strengthen its capacity to design and deliver high-quality ESF programmes, particularly in protracted crisis contexts, including conflict.

³⁴ FAFO (2017), "Rethinking Emergency School Feeding: A Child-Centred Approach", Fafo report 2017: 24

³⁵ WFP's operational structure is undergoing a transition from separate humanitarian and development operations to consolidated Country Strategic Plans incorporating the entire humanitarian and development portfolio.

Strengthen the global SF evidence base through in-depth evidence on ESF programming in protracted crisis contexts.
OBJECTIVES OF SYNTHESIS REPORT
Synthesise findings on programme results in the four countries, situating the analysis within the existing literature and evidence base.
Synthesise the lessons learnt and operational best practices across the four country evaluations.
Synthesise the conclusions and recommendations of the four country evaluations and recommend improvements that WFP can make to its ESF policy, guidance and practice.
Present a global Theory of Change for ESF.
Make recommendations on how WFP should develop its ESF monitoring, indicators and measurement of results globally.
OBJECTIVES OF COUNTRY REPORTS
Establish a multi-faceted baseline for planned Country Portfolio Evaluations (CPE) and/or other evaluations.
Document best practices and generate evidence about ESF programme design and delivery and analyse results in the specific context: what works, what does not work, and why.
Generate context-specific recommendations for how programme design and delivery can be improved that can inform the Country Office's ESF/SF programming under the current/future Country Strategic Plan.

16. Evaluations in WFP serve the dual and mutually reinforcing objectives of accountability and learning.

- **Accountability** – The series will include an assessment of the results of WFP ESF activities funded by Global Affairs Canada, in this manner fostering accountability to donors contributing to WFP ESF in the four countries, as well as to the wider humanitarian community.
- **Learning** – The evaluation will help WFP better understand what works in ESF, identify possible improvements, and to derive good practices and lessons to inform operational and strategic decision-making. Findings will be actively disseminated within WFP and relevant external stakeholders and networks to foster learning.

17. Emphasis in this evaluation series is on learning for WFP at the strategic and operational levels, to inform global policy and guidance related to ESF programming.

2.3. Stakeholders and Users

18. Several stakeholders both inside and outside of WFP have interests in the results of the evaluation. Table 2 below provides a preliminary stakeholder analysis, which will be deepened by the evaluation team as part of the Inception phase.

19. Accountability to affected populations is tied to WFP's commitments to include beneficiaries as key stakeholders in WFP's work. WFP is committed to integrating gender and age in the evaluation process and content, with participation and consultation in the evaluation by women, men, boys and girls, and review of results from the various groups.

Table 2: Preliminary Stakeholders' Analysis

Stakeholders	Interest in the evaluation and likely uses of evaluation report
INTERNAL STAKEHOLDERS	
WFP Headquarters (HQ): School Feeding Service (OSF)	The team is the commissioning unit responsible for managing and decision-making in this evaluation series. Overall, the unit oversees developing and overseeing the rollout of WFP's global SF policies, strategies and guidelines, WFP's global SF learning agenda, global SF partnerships, and supporting external relations, advocacy and

	communication related to SF. The evaluation series will inform future policy and technical guidance developed by the service.
WFP Country Offices (CO)	Responsible for country-level planning and implementation of operations, the four COs have a direct stake in the evaluation and an interest in learning from experience to inform decision-making and country strategies. The evaluation can support the four COs to account internally as well as to beneficiaries and partners for ESF performance and results. The evaluations will inform the country-specific ESF programmes and CSPs. More broadly, the results will be of interest to other WFP COs engaged in ESF. The results may also be used by COs in policy dialogue for more shock-sensitive national SF strategies.
WFP Regional Bureaux (RB) - Cairo, Dakar and Johannesburg	Responsible for both oversight of COs and strategic and technical guidance and support, the RBs have an interest in an impartial account of operational performance. The RBs may utilise the findings to provide technical advice to CO on programme design as well as inform their regional SF policy dialogue, learning agendas, communication and partnerships. The RB also provide technical advice and oversight over evaluation design and support CO follow-up on evaluation recommendations.
WFP HQ Technical Units	WFP HQ technical units are responsible for issuing and overseeing the rollout of normative policies, strategies and guidance related to their specific thematic areas. They also have an interest in the lessons that emerge from evaluations. The relevant HQ units (e.g. Nutrition, Gender, Emergencies, VAM, Monitoring and Transitions) should be consulted to ensure that key policy, strategic and programmatic considerations are understood from the onset of the evaluation.
Office of Evaluation (OEV)	OEV has a stake in ensuring that decentralized evaluations deliver quality, credible and useful evaluations respecting provisions for impartiality as well as roles and accountabilities of various decentralised evaluation stakeholders as identified in the evaluation policy. OEV is the primary provider of technical backstopping for this HQ-commissioned decentralised evaluation series.
WFP Executive Board (EB)	The WFP governing body has an interest in being informed about the effectiveness of WFP operations. This evaluation will not be presented to the EB, but its findings may feed into annual syntheses and into corporate learning processes.
EXTERNAL STAKEHOLDERS	
Beneficiaries	As the ultimate recipients of assistance, the programme beneficiaries – school-children and their households - have a stake in WFP determining whether its assistance is appropriate and effective. As such, the participation in the evaluation of women, men, boys and girls from different groups will be a priority. Also, WFP, together with partners, is expected to feed the findings back into the community.
School-Level Stakeholders	Headmasters, teachers, cooks, and parent-teacher associations have key responsibilities in ESF implementation and intimate knowledge about the programme and local context and impact of ESF. They will be key informants in this evaluation series.
Governments	The four relevant Governments, as well as relevant national and sub-national institutions, have a direct interest in knowing whether WFP activities in the country are aligned with their priorities, harmonised with the actions of other partners and meet the expected results. Governments may learn from WFP experiences to inform their own SF programmes and national SF strategies. The Ministries of Education, including regional and local levels thereof, of the four

	countries will be engaged and consulted through the national-level reference groups for the evaluation.
Partner NGOs	International and national NGOs are WFP's key partners in the implementation and monitoring of ESF and have an intimate knowledge of needs and operational realities on the ground. The results of the evaluation may inform future ESF programming of NGOs. NGO partners in the four countries will be key informants, support the evaluation process, and play a key role in implementing and disseminating the findings of the evaluation with the communities.
UN Agencies	The UNCT's/UNHCT's harmonized action should contribute to the realisation of the humanitarian actions and developmental objectives. It has therefore an interest in ensuring that WFP operation is effective in contributing to the UN concerted efforts. Various UN agencies are also direct partners of WFP both at the strategic and operational levels in the four countries. Due to the topic of the evaluations, key UN agencies to be involved are UNICEF, and UNESCO. UN agencies are consulted as key informants and engaged in the evaluation reference groups.
Donors	WFP operations are voluntarily funded. Donors have an interest in whether WFP's work has been effective and contributed to their own strategies and programmes. Numerous donors contribute to WFP ESF operations or provide core contributions to WFP and have an interest in the findings of this evaluation. Donors will be consulted and engaged in this evaluation process through the global reference group and at country level. Canada is the donor for this evaluation series. Canada's primary interests are learning what works in ESF with regards to nutrition, education, and protection, and understanding gender- and age-specific dynamics, particularly how ESF interacts with girl's and women's empowerment. Canada may use the evaluations for its accountability, reporting and communication purposes and is engaged and consulted throughout the global reference group.
Clusters/Sectors (global and country-level)	Clusters/sectors are accountable for adequate and appropriate humanitarian assistance and coordination between humanitarian actors, national authorities, and civil society. They support information sharing, advocacy, resource mobilisation and provide technical support, build response capacity and develop policies and guidelines. The Education Cluster at the global and cluster/sector at country levels will be key stakeholders in this evaluation series as ESF forms part of this sector's coordination structures in most countries. The Education Cluster will be consulted in this evaluation and engaged in the reference groups. The Education cluster, the Child Protection Area of Responsibility of the Protection Cluster and the Food Security Cluster/Sector also key stakeholders at the country level.
Education in Emergencies actors	Education in emergencies platforms and entities have an interest in understanding how ESF contributes to education sector responses and results in different crisis contexts. These actors include the Global Partnership for Education and Education Cannot Wait, along with regional initiatives such as No Lost Generation. These entities may be consulted in the evaluation process. WFP adheres to the International Network for Education in Emergencies' Minimum Standards for Education in Emergencies and ensures the conduct of context analysis to minimize protection risks such as violence towards students, especially girls.

Global school feeding community	The SF community includes academics, philanthropic institutions, and individuals engaging in SF policy dialogue, advocacy and research. The evaluation series will involve key SF actors in the reference groups and as key informants, to ensure that the evaluations link to global expertise, policy discussions and the global SF evidence base.
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3. Context and Subject of the Evaluation

3.1.Context

20. WFP's work in SF is guided by WFP's 2013 SF Policy.³⁶ The current SF policy notes that WFP has a dual role in SF that comprises technical assistance to governments and direct delivery of programmes. WFP delivers SF directly where the government is unable to do so, particularly in fragile and crisis contexts. SF can contribute to the achievement of many SDGs - particularly SDG 2 on hunger; but also, SDG 1 on poverty, SDG 4 on education, SDG 5 on gender equality, SDG 17 on partnerships and potentially SDG 16 on peace and justice through its multiple and mutually reinforcing benefits related to social protection, education, food security, nutrition, health, and social cohesion which materialise to a different extent in different contexts.³⁷
21. WFP school feeding has traditionally focused on access to education especially in context where there are large numbers of out-of-school children, gender disparities persist, and school feeding – with other interventions – can help to draw hard-to-reach children into the education system. Strong evidence shows that school feeding can act as an incentive to enhance enrolment and reduce absenteeism and drop out, especially for girls.
22. Existing guidance highlights the importance of partnerships to ensure that school feeding is provided alongside school health and nutrition interventions such as water and sanitation, deworming, health and nutrition education, and periodic health screenings – that contribute to an environment conducive to learning and protective of children's health.
23. Addressing gender-specific needs is key focus area for WFP school feeding programmes. While written guidance focus on take-home rations as an incentive for girls' participation, programmes are designed to address specific needs for girls and boys including, for example, the provision of packages of support for girls, particularly adolescent girls, to address their vulnerabilities. These packages could include crucial health, nutrition and protection service. Despite efforts, there are calls to design programmes more cognizant of the nutrition needs of girls and adolescents, risk of early marriage and, gender-based violence and protection concerns related to school environments.
24. WFP's Emergency School Feeding (ESF), - the provision of SF specifically in emergency and protracted crisis contexts –reached 2.5 million children (48 percent girls and 52 percent boys) in level 2 and level 3 emergencies in 14 countries in 2017, out of the total of 18.3 million children reached through WFP SF programmes that year. This is a low estimate, as there are additional beneficiaries in crises not declared Level 2 or Level 3. Importantly, there is no official WFP definition of ESF, resulting in different alternative ways to estimate the total ESF beneficiaries.
25. ESF is in most crisis contexts integrated in education sector response plans. However, there is global alarm about the high needs in education in emergencies, which the sector is struggling to meet due to very constrained resources: an estimated 65 million children's schooling is impacted by crisis; and four of the five countries with the largest gender gap in education are conflict-affected, and yet, education appeals attract only 2% of humanitarian funding.³⁸ More evidence is needed on how ESF can and does contribute to education response objectives and strategies in crises. As ESF activities are generally

36 WFP (2013), "Revised School Feeding Policy: Promoting innovation to achieve national ownership".

37 According to the Policy, WFP's strategy is to provide SF as a safety net for food-insecure households and to support children's (especially girls') education; enhance the nutrition-sensitiveness of school meals; strengthen national capacities to implement SF; and to scale up local procurement for SF programmes.

38 Nicolai, S., S. Hine and J. Wales (2015), "Education in Emergencies and Protracted Crises: Towards a Strengthened Response", London: ODI.

embedded within the education sector response, Ministries of Education and education in emergencies agencies represent key strategic partners.

26. ESF is seen as an intervention with great potential to address the triple (humanitarian-development-peace) nexus as it is also regularly deployed in humanitarian response, even though in these settings, its value-add, appropriateness and effectiveness are at times questioned, in relation to design factors including the relatively inflexible targeting, and the exclusion of out-of-school children and the weak evidence base³⁹ as lifesaving intervention.
27. ESF programmes can also be supportive of the local market and/or provide livelihood opportunities to affected communities when programmes are designed with local economic actors involved in the food supply chain (such as the case in Syria and DRC).
28. Annex 1 provide an overview of potential questions and challenges around the role of ESF. Annex 2 provides overview of the global evidence base for school feeding.

3.2. Subject of the evaluation

29. This evaluation series will focus on ESF programming in four countries: The Democratic Republic of Congo (DRC), Lebanon, Niger (Diffa region) and Syria. The country selection was agreed with the donor (Canada), as the evaluations are linked to a Canadian multi-year contribution towards ESF in these countries.
30. To inform this TOR, extensive consultations have been carried out by the commissioning unit, including visits to the four countries by the Evaluation Manager with support from OEV and the Regional Bureaux. Systematic evaluability assessments have *not* been completed.
31. Together, the four countries are low- and middle-income countries experiencing a protracted crisis classified as either level 2 or level 3 crisis by WFP.⁴⁰ Key development indicators for the four countries are summarised in Table 3.

Table 3: Key Indicators for Countries in the Evaluation Series⁴¹

	GDP per capita, PP (constant 2011 int'l \$)	Human Development Index score	People in need of humanitarian assistance (million)	People in need of food assistance (million)	Gross enrolment rate primary school (%)	Out-of-school children (number)
DRC	808	0.435	13.1 (2018)	9.9 (2018)	Total: 108 Female: 107.6 Male: 108.4 (2015)	Official information is not available.
Lebanon	13,297	0.763	3.3 (2018)	1.1 (Syrian refugees)	Total: 89.1	Total: 290, 000

39 These arguments are cited in e.g.: FAFO (2017), "Rethinking Emergency School Feeding: A Child-Centred Approach", Fafo report 2017: 24; DG ECHO (2009) "Guidelines for Funding School Feeding", and various WFP evaluations. The weak evidence base is confirmed in Tull, K. & Plunkett, R. (2018). School feeding interventions in humanitarian responses. K4D Helpdesk Report 360. Brighton, UK: Institute of Development Studies.

40 While there is no one definition of protracted crisis, their characteristics include long duration, conflict, weak governance, unsustainable livelihood systems, poor food security outcomes and break-down of local institutions (see e.g. State of Food Insecurity in the World 2010).

41 Table 2 Sources: GDP per capita from the World Bank's World Development Indicators database: databank.worldbank.org; HDI from UNDP Human Development Report database: hdr.undp.org/en/countries; People in need of assistance figures from the respective Humanitarian Needs Overviews (Except: figures for Lebanon from LCRP and "Monitoring food security in countries with conflict situations: A joint FAO/WFP update for the United Nations Security Council (June 2017)"); GER and OOSC data from the UNESCO Institute of Statistics: <http://uis.unesco.org> except for Syria where OOSC is based on the 2018 HNO and for Lebanon based on a recent report by Save The Children for Syrian refugees in Lebanon : <https://www.savethechildren.net/article/alarmspike-number-syrian-refugee-children-out-school-exposing-thousands-child-marriage>

					Female: 85.1 Male: 93.2 (2016)	
Niger	915	0.353	2.3 (2018)	1.4 (2018)	Total: 73.7 Female: 68.1 Male: 79.1 (2016)	Total: 1,282,980 Female: 714,446 Male: 568,534
Syria	N/A	0.536	13.1 (2018)	6.5 (2018)	Total: 63.2 Female: 62.4 Male: 64 (2013)	Total: 1,750,000 Female: 889,000 Male 861,000

32. The four Country Offices (CO) have adopted interesting ESF approaches adapted to context as explained in the country-specific annexes. Core ESF programme features are summarised in Table 4. Collectively, in 2017, the ESF programmes in the four countries reached around 900,000 internally displaced, returnee, refugee and host community children. In DRC, the number of ESF beneficiaries has decreased over the past years, while in the three remaining countries, scale-up is planned or on-going, subject to resource availability.

Table 4: ESF Programme Overview for the Four Countries

Country	Year ESF programme introduced	Types of transfer in ESF	Age range covered through ESF (years, approx.)	Number of beneficiaries (actual, 2017)	WFP ESF beneficiaries as share of total school-aged population (% national level)	WFP ESF beneficiaries as share of total enrolled population (% national level)
DRC	2001	<ul style="list-style-type: none"> In-kind: On-site meal 	6-15	152,725	1%	1%
Lebanon	2016	<ul style="list-style-type: none"> In-kind: On-site Snack CBT: Cash 	5-14	63,000	3%	3%
Niger	2015 (Diffa)	<ul style="list-style-type: none"> In-kind: On-site meal 	4-14	23,079	6% <i>(national, not limited to ESF and Diffa region)</i>	9%
Syria	2014	<ul style="list-style-type: none"> In-kind: On-Site Snack In-Kind: On-Site Meal 	6-12	662,145	23%	43%

		• CBT: Voucher				
<i>Note: CBT = cash-based transfer</i>						

33. In an emergency, WFP can introduce an entirely new SF programme, or scale up an existing SF programme. Once the situation stabilises, ESF may transition to a longer-term SF programme. In DRC, the ESF programme has been running since 2001, while in the remaining three countries the programmes were launched in the period 2014-2016.
34. At the corporate level, under WFP's previous 2014-2017 Strategic Plan, ESF contributed to the Strategic Outcome 1 – Save lives and protect livelihoods in emergencies, and under the current 2017-2021 Strategic Plan, to Strategic Objective 1 - End hunger by protecting access to food. Across the four countries, outcome indicators for ESF currently measured focus on education (school enrolment, attendance and retention). The four countries have had logical frameworks in place for their ESF programme from the start of implementation. WFP's core programme guidance for ESF is contained within WFP's corporate Programme Guidance Manual, as well as in a set of ESF-specific guidelines.⁴²
35. WFP's ESF modalities include food- and cash-based transfers, which are well represented in the four countries: in-kind on-site meals (DRC, Niger, Syria), in-kind on-site snacks (Lebanon, Syria), take-home rations provided in the form of cash-based transfers in Syria and cash-based transfers that monetize the value of the meal in Lebanon. Meals and snacks are provided to children every school day (except for Niger, where meals are provided on weekends in some schools) and take-home rations to the household monthly. WFP guidance allows COs to choose from a range of modalities and combinations thereof. Different ingredients, fortification and micronutrient supplementation methods are possible, as are various procurement models (including local procurement).
36. SF programmes regardless of context should contribute 30-45 percent of the recommended daily energy and micronutrients for half-day, 60-75 percent for full-day, and 85-90 percent in boarding school⁴³ but variation is common in emergencies, especially when snacks are used. In Lebanon, where snacks are utilised, the content does not meet the energy requirement as the focus is on dietary diversity, while the other three meet the minimum requirements. In contexts with significant micronutrient deficiencies, with anaemia prevalence of more than 40% among school-age children, WFP SF programmes should include an explicit nutrition objective and have a nutrition-sensitive design, but such objectives are not used in any of the four countries.
37. For targeting, the four countries utilise a first layer of geographical targeting based on food security and education indicators, as is generally recommended in WFP SF programmes. Generally, WFP recommends targeting all schools within a geographical area, but in the four countries, the resourcing situation does not allow WFP to cover all schools in need, and WFP has prioritised specific schools within the target area, generally based on needs within the schools and opportunities for synergies to reach the most vulnerable (e.g. schools providing afternoon cycle for refugees, with a high concentration of IDPs or refugees, or with learning programmes provided by partners). Access also influences targeting outcomes.
38. The four ESF programmes mainly cover formal primary schools, but some pre-primary, non-governmental or faith-based (DRC) and informal schools (Niger), accelerated learning (Syria) and summer programmes (Lebanon) are also included. As access to education has been disrupted in the four contexts, the actual age range of children includes is wider than the official primary school age range.

⁴² WFP (2004), "School Feeding in an Emergency Situation: Guidelines", Rome: WFP.

⁴³ World Food Programme (2010), "Food Baskets and Ration Composition for School Feeding Programmes", Rome: WFP.

39. WFP either directly implements the ESF activities in cooperation with the Ministry of Education (Niger, Syria, Lebanon), or works with NGO cooperating partners (DRC, Syria, Lebanon).
40. For example, in Niger, WFP leverages existing partnerships with UN agencies such as UNICEF, UNFPA, WHO, FAO and UNWOMEN to deliver an additional package of support including health, nutrition and protection services, geared to breaking the barriers to the education and wellbeing of children and adolescents.

4. Evaluation Approach

41. This evaluation series will be theory-based and focused on organisational learning. The contractor is expected to produce a coherent series of four activity evaluations and a meaningful global synthesis that uses the country studies as the principal evidence base but includes other relevant evidence on ESF globally to demonstrate how the evidence from the four countries fits with the global evidence base. Together, the series should tell a coherent story, answer the overarching evaluation questions, and address issues and evidence gaps outlined in the preceding section.
42. The evaluation series should build on and add to the existing evidence on WFP ESF programming in the four countries and globally. This can be accomplished through a thorough literature review, identifying gaps and adjusting evaluation questions based on gaps.

4.1 Scope

43. Canada's contributions have been allocated towards the country-specific ESF portfolio; however, the country evaluations are not constrained to looking only at activities funded through this Canadian contribution. The whole ESF portfolio in each country will be included as relevant.
44. The country evaluations will tentatively focus on the period and operations highlighted in blue in the below figure. This selection takes into consideration timing to inform CSP processes, previous evaluation scopes, and learning priorities. The final scope for each individual country will be confirmed in the inception phase.

Figure 1: Scope of the Evaluation

	2015	2016	2017	2018	2019	2020
DRC	PRRO 200540 (Jan 2014 -)	PRRO 200832		ICSP		
Lebanon		Reg-EMOP 200433	Reg-PRRO 200987	CSP		
Niger	Reg-EMOP 200777 (BR4 Jan 2015-)				T-ICSP	
Syria	EMOP 200339 (BR12 Jan 2015-)		PRRO 200988	T-ICSP	ICSP	

45. More specifically, this evaluation series will cover:

- For DRC, the CO's full ESF portfolio as implemented under the Protracted Relief and Recovery Operations (PRRO) 200540 and 200832 and the Interim Country Strategic Plan (ICSP), in the overall period 2014 – 2019.
- For Lebanon, the CO's full ESF portfolio under the Country Strategic Plan (CSP) in the period 2018 – 2019.
- For Niger, the ESF activities implemented in Diffa Region under the Regional Emergency Operation (EMOP) 200777 (Budget Revision 4/2015 onwards), and the Transitional Interim Country Strategic Plan (T-ICSP), in the period 2015 - 2019.

- For Syria, the whole ESF portfolio implemented under EMOP 200339 (Budget Revision 12/2015 onwards), PRRO 200988, the T-ICSP, and the ICSP, in the period 2015 – 2019.

4.2 Evaluation Criteria and Questions

46. The evaluation will apply the evaluation criteria of appropriateness, coherence, effectiveness, impact (contribution) coverage, efficiency and sustainability.⁴⁴ Appropriateness, effectiveness, coverage and impact relate to clarifying the main contribution of SF to addressing humanitarian needs, which can inform WFP efforts to appropriately conceptualise, coordinate, communicate and measure the results of the programme. Coherence relates to ESF's linkages to the priorities in the relevant sectoral responses. Sustainability addresses how ESF can contribute to the building of longer-term systems to address development objectives, and avenues for addressing the humanitarian-development-peace nexus. Efficiency is central as humanitarian resources are increasingly overstretched in protracted crises and WFP seeks to enhance value for money for its programme.
47. The overarching evaluation questions are outlined in Table 5. They have been identified by the commissioning unit based on a review of key documents and in consultation with the COs and RBs, and other stakeholders.

Table 5: Criteria and Evaluation Questions⁴⁵

Evaluation Questions	Criteria
1) To what extent school feeding is an appropriate intervention in crisis settings, and aligned with the needs of boys and girls and adolescents in the four countries and the evolving crisis context ?	Appropriateness
2) How does school feeding contribute to the overall humanitarian response of WFP and of partners in the relevant sector(s)?	Coherence
3) To what extent the school feeding objectives were achieved and whether school feeding contributed to the education, safety net, and food and nutrition security of girls and boys in crisis and households' ability to cope with the crisis? 4) Did school feeding have additional effects that are important in crisis but not foreseen in the corporate theory of change (e.g. on protection, psycho-social well-being, social cohesion, peace and stability)?	Effectiveness Impact (Contribution) Coverage
5) Could the same outcomes be attained at lower costs, or higher outcomes be achieved with the same resources?	Efficiency
6) How likely are the interventions to be sustainable? 7) How could WFP ensure the programmes support community and institutional coping and recovery (e.g. return to normalcy, social cohesion; local economy), and contribute to building long-term systems (national school feeding, social protection and education systems)?	Sustainability

48. The contractor is expected to update the evaluations questions, and formulate sub-questions, at inception. The questions will be adapted for each country, while ensuring that evidence useful for the global synthesis is generated. An evaluation matrix is expected to be used, with a clear methodology to address all the evaluation matrix elements.
49. The evaluation is expected to apply consistent gender analysis and assess in detail the extent to which the different needs, priorities, voices and vulnerabilities of women, men,

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

45 The questions will be explored for women, men, girls and boys

boys and girls have been considered in the design, selection, implementation and monitoring of the ESF programmes.

50. The country-specific annexes bring out aspects important to consider for each country.

4.3 Data Availability

51. This evaluation series is likely to rely heavily on primary data collection, but the evaluation contractor should explore and assess the available data and utilise them to the extent possible.

52. At the global level, WFP has developed a Theory of Change⁴⁶ for SF that is contained in the 2013 SF Policy (see Annex 5). However, this is not adequately adapted to humanitarian settings where additional impact pathways – as noted in evaluation question 4- are relevant. At inception, the contractor should develop an ESF-specific Theory of Change to guide the evaluation series, and country-specific Theories of Change to inform the country-specific evaluations. The synthesis report should present a final global Theory of Change for ESF.

53. Each ESF operation has available a logical framework with targets. Objectives of programmes are measurable.

54. Baseline surveys are available but generally focus on education indicators (enrolment, retention), as well as food security indicators at the household level. They are therefore not comprehensive enough to meet all the needs of the evaluation series. Control/comparison groups are generally not included in the baseline surveys. The extent to which existing baselines can be used is to be confirmed in the inception stage.

55. Key sources of existing data for this evaluation series include the following (country-specific availability summarised in Table 6):

- Primary data collected by the evaluation contractor
- Existing baseline surveys for ESF
- Food security/vulnerability assessments by WFP and partners
- WFP Standard Project Reports/Annual Country Reports
- WFP monitoring data that covers outputs, processes, and outcomes. At the level of outcomes, WFP indicators are generally limited to education access. Food security outcome monitoring is available and collected twice a year for WFP beneficiaries and a reference group, focusing on the household. Data on beneficiaries are generally disaggregated by sex. WFP has introduced remote monitoring through mVAM in DRC, Niger and Syria (see details in Table 7).
- National administrative data on education
- Humanitarian needs assessments
- National datasets on living standards/poverty
- Cluster/sector-specific data sources at country level, such as the Monitoring Reporting Mechanism of the Child Protection Area of Responsibility

Table 6: Data Availability Overview by Country

Data Sources	DRC	Niger	Lebanon	Syria
WFP BASELINE SURVEYS	√	√	√	N/A
WFP VAM	√	√	√	√
mVAM	√	√	N/A	√
WFP/THIRD PARTY MONITORING	√	√	√	√
NATIONAL CENSUS	N/A	√ (2012)	N/A	N/A

46 WFP defines a Theory of Change as follows: “A theory of change explains how and why an intervention is expected to influence social change. It maps out the sequence of results that is expected to unfold (i.e. the results chain), makes explicit the various assumptions that underlay the processes of change (including causal mechanisms), and identifies risks and contextual factors that support or hinder the theory from being realized.” (WFP (2017), “Guidance on Developing Theories of Change”. Rome: WFP.

NATIONAL EDUCATION DATA (EMIS)	√	√	N/A	√ (partial)
DATASETS/SURVEYS ON FOOD SECURITY	√	√	√ (Syrian refugees only)	√
DATASETS/SURVEYS ON NUTRITION, HEALTH (E.G. DHS, SMART)	√ (DHS 2014, MICS on-going)	√ (DHS on-going, SMART 2017)	N/A	√ (SMART 2016)
NATIONAL DATASETS/SURVEYS ON LIVING STANDARDS (E.G. LSMS, MICS)	√ (MICS on-going, data collected)	√ (LSMS 2014; LSMS on-going)	N/A (LSMS planned, MICS planned for 2018)	N/A
HUMANITARIAN NEEDS ASSESSMENTS	√	√	√	√
ISSUES/CONSTRAINTS FOR DATA COLLECTION	Interruptions to access due to security particularly for international staff	Interruptions to access due to security particularly for international staff, seasonality in access (rains July-August)	Government limitations on nutrition data collection possible	Access constraints, government clearance of data collection tools required, household visits may not be possible.

56. The evaluation contractor should explore the use of existing data collection systems. These include mVAM. It may be possible to make minor adjustments to the mVAM questionnaires or to sampling. For collecting larger amounts of additional data, additional data collection may be possible using WFP's existing call centres in the country, making use of existing agreements and rates (costs should be included in the evaluation contractor's budget).

Table 7: Details on mVAM methodology in the countries

COUNTRY	MVAM METHODOLOGY
DRC	Since February 2014, WFP collects mVAM data in DRC from about 4,000 displaced households in South Kivu, North Kivu, Tanganyika, and Ituri provinces. The scope of indicators collected through mVAM include the food consumption score, coping strategy index, household diversity score, minimum diversity diet for women and food prices.
Lebanon	N/A
Niger	Since June 2016, Niger collects mVAM data in Diffa from an average of 500 respondents, including beneficiaries and non-beneficiaries. The information retrieved includes population movement, food security, nutrition, coping strategies, community assessments on distributions and market access.

57. WFP experiences and best practices in hiring enumerators and defining sampling approaches in each country should also be consulted during inception.

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

59. assess data availability and reliability as part of the inception phase expanding on the information provided in section 4.3. This includes assessing the existing baselines to ascertain the extent to which they can be used for the purposes of this evaluation. This assessment will inform the data collection.

60. 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

61. The contractor is encouraged to propose theory-based, adaptive and innovative methodologies, and will have real scope to influence and adapt the design during inception. WFP will work closely with the contractor in this process.
62. The evaluation proposal should contain a planned methodology for each of the country evaluations, with the most appropriate methods in view of the context. It should also contain a clear overall evaluation framework and plan for the global synthesis. The final methodology will be presented in an evaluation matrix in the inception report.
63. Overall, the methodology for the evaluation series should:
- Use mixed methods (quantitative, qualitative, participatory etc.) to answer the different evaluation questions, to ensure triangulation of information through a variety of means. Methods should include interviews, focus group discussions and household surveys if needed and feasible.
 - Apply an evaluation matrix geared towards addressing the key evaluation questions, taking into account the data availability challenges, the budget and timing constraints.
 - Employ the relevant evaluation criteria.
 - Mainstream gender in process and examine gender equality in content and results.
 - Ensure that women, girls, men and boys including adolescents from different stakeholder groups participate, and that their different voices are heard and incorporated into the evaluation and analysis.
 - Demonstrate impartiality and lack of bias by relying on a cross-section of information sources (stakeholder groups, including beneficiaries, etc.) The selection of field visit sites will also need to demonstrate impartiality.
 - Give attention to humanitarian principles, protection and accountability to affected populations.
 - Ensure methods are ethical and that there are ethics safeguards in place throughout the evaluation.
 - Remain as consistent as possible across the four countries, to enhance the rigour of the evaluation series and enable drawing lessons across the four countries.
64. The synthesis should use a mixture of synthesis methods, including literature review and synthesis of the country evaluations.
65. The following mechanisms for independence and impartiality will be employed:
- Establishment of an Evaluation Committee in HQ as the decision-making body for this evaluation series; and the appointment of an Evaluation Manager in HQ, who has not participated in the design and delivery of the operations in question.
 - Establishment of a Global Evaluation Reference Group and a Country-Level Advisory Group in each of the four countries, all with WFP and external members.
 - Decentralised evaluation quality assurance system and quality review of deliverables.
 - Engagement of independent, external evaluation teams to carry out the evaluations. Potential conflicts of interest are assessed prior to hiring and all hired evaluators sign the code of conduct for evaluators in the United Nations systems.
 - Making all evaluations publicly available (not presented to the Executive Board in the case of decentralised evaluations).
66. The following potential risks to the methodology have been identified, and mitigation measures should be identified in the inception stage:

Table 8: Country-Specific Risks and Limitations for Methodology

Country	Specific Risks/Limitations
DRC	<ul style="list-style-type: none"> • Volatile access situation due to insecurity and ongoing Ebola crisis. • Long distances and poor road infrastructure that may lead to delays. • Volatile population movements may make tracing of same population at follow-up difficult.

	<ul style="list-style-type: none"> • Staff turn-over. • Lack of institutional data/records. • Difficulties in retrieving information from NGO partners no longer working with WFP. • Data collection in schools cannot be planned during school holidays.
Lebanon	<ul style="list-style-type: none"> • Volatile political and security situation. • Lack of institutional data/records. • Data collection in schools requires clearance from the Ministry of Education. • Data collection in schools cannot be planned during school holidays.
Niger	<ul style="list-style-type: none"> • Volatile access and security situation affecting movement of particularly internationals. • Staff turn-over. • Lack of institutional data/records. • Data collection in schools cannot be planned during school holidays.
Syria	<ul style="list-style-type: none"> • Access restrictions due to security context. • Approx. 6-week lead time for visa; clearances required to access certain areas/sites. • Clearance of data collection tools by Government required. • Staff turn-over. • Lack of institutional data/records. • Household visits – some restrictions (school visits possible). • Data collection in schools cannot be planned during school holidays.

5. Phases and Deliverables

67. The evaluation will proceed through the following general phases:

- inception
- data collection
- data analysis and reporting
- synthesis analysis and reporting
- dissemination and follow-up

68. The contractor should complete data collection for all country evaluations in 2019, and the synthesis work by the end of the first quarter of 2020, after completion of the country evaluations. The deliverables and key parameters for timing for each evaluation phase, subject to confirmation in the inception phase, are as follows:

Table 9: Evaluation Phases, Deliverables and Timing

Phases	Sub-phases	Deliverables	Timing
INCEPTION	1. Desk review of existing documents, literature and secondary data	Bibliography of literature reviewed Theory of Change for ESF (draft, global level) Debriefing at the end of inception mission for Syria	March-2019
	2. Orientation for core team in Rome (including meetings with CO staff in global SF meeting in Rome)	Debriefing at the end of inception mission for Niger (TBC)	
	3. Inception mission for Syria		
	4. Preparation of the inception report	Global PPT and presentation of	March-April 2019

		consolidated inception report in Rome. A draft and final inception report . Comments matrix that records all comments and how each has been addressed.	
DATA COLLECTION	<ol style="list-style-type: none"> 1. Preparation of field work 2. Fieldwork and preliminary analysis 3. Field work debriefings 	Country-specific PPTs for debriefing at the end of field work	Scenario A: April-May 2019 Scenario B: October 2019
DATA ANALYSIS & REPORTING	<ol style="list-style-type: none"> 1. Analysis of data 2. Preparation of the report 3. Quality assurance, circulation and finalisation of the reports 4. ESF learning workshop in Rome with participation of WFP COs, RBs and global stakeholders (June 2019) 	Draft and final evaluation report for each of the countries Comments matrix for each report that records all comments and how each has been addressed. Evaluation brief for each country PPT and facilitation of ESF learning workshop	Scenario A: May-September 2019 Scenario B: November 2019 – February 2020
SYNTHESIS	<ol style="list-style-type: none"> 1. Agree on final synthesis approach and work plan 2. A synthesis workshop in Rome (February 2020) 3. Preparation of the report 4. Quality assurance, circulation and finalisation of the report 	PPT of final synthesis approach and workplan PPT and facilitation of a synthesis workshop Draft and final synthesis report .	February – March 2020

69. A tentative evaluation schedule is found in Annex 4.

70. The evaluation reports should follow the standard WFP report formats, with the exception of the multi-country inception and synthesis reports for which no standard format exists. The existing formats will be shared with the contractor by the Evaluation Manager.

71. The inception report should be a consolidated multi-country inception report, containing the following elements:

- Overarching design and approach for the evaluation series.

- Overview of existing literature/evidence and how this evaluation series is situated therein.
 - Inception reports for each individual country that can also be used as stand-alone products (using WFP inception report template to the extent relevant)
 - Synthesis plan (with methodology and tentative synthesis report outline).
 - The format for this synthesis will be proposed by the contractor based on a review of the different formats available in WFP and agreed with WFP at inception.
72. The country-specific evaluation reports and the synthesis report are expected to provide clear conclusions and recommendations based on the evaluation findings and developed in dialogue with stakeholders.
73. The contractor is expected to produce deliverables that are concise and user-friendly in form and language. WFP encourages the contractors to propose reporting solutions that facilitate utilisation.

6. Quality Assurance and Quality Assessment

74. WFP's Decentralized Evaluation Quality Assurance System (DEQAS) defines the quality standards expected from this evaluation and sets out processes with in-built steps for Quality Assurance, Templates for evaluation products and Checklists for their review. DEQAS is closely aligned to the WFP's evaluation quality assurance system (EQAS) and is based on the UNEG norms and standards and good practice of the international evaluation community and aims to ensure that the evaluation process and products conform to best practice.
75. DEQAS will be systematically applied to this evaluation. The WFP Evaluation Manager will be responsible for ensuring that the evaluation progresses as per the [DEQAS Process Guide](#) and for conducting a rigorous quality control of the evaluation products ahead of their finalization.
76. WFP has developed a set of [Quality Assurance Checklists](#) for its decentralized evaluations. This includes Checklists for feedback on quality for each of the evaluation products. The relevant Checklist will be applied at each stage, to ensure the quality of the evaluation process and outputs.
77. To enhance the quality and credibility of this evaluation, an outsourced quality support (QS) service directly managed by WFP's Office of Evaluation in Headquarter provides review of the draft inception and evaluation report (in addition to the same provided on draft TOR), and provide:
- systematic feedback from an evaluation perspective, on the quality of the draft inception and evaluation report;
 - recommendations on how to improve the quality of the final inception/evaluation report.
78. The Evaluation Manager will review the feedback and recommendations from QS and share with the team leader, who is expected to use them to finalise the inception/ evaluation report. To ensure transparency and credibility of the process in line with the [UNEG norms and standards](#),⁴⁷ a rationale should be provided for any recommendations that the team does not take into account when finalising the report.
79. This quality assurance process as outlined above does not interfere with the views and independence of the evaluation team, but ensures the report provides the necessary evidence in a clear and convincing way and draws its conclusions on that basis.
80. 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

⁴⁷ UNEG Norm #7 states "that transparency is an essential element that establishes trust and builds confidence, enhances stakeholder ownership and increases public accountability"

directive on disclosure of information. This is available in [WFP's Directive CP 2010/001](#) on Information Disclosure.

81. All final evaluation reports will be subjected to a post hoc quality assessment by an independent entity through a process that is managed by OEV. The overall rating category of the reports will be made public alongside the evaluation reports.

7. Organization of the Evaluation

7.1 Evaluation Conduct

82. The evaluation team will be hired following agreement with WFP on its composition.
83. The evaluation team will not have been involved in the design or implementation of the subject of evaluation or have any other conflicts of interest. Further, they will act impartially and respect the [code of conduct of the evaluation profession](#).

7.2 Team Composition and Competencies

84. The structure of the evaluation team should be such that:
- **An overall project director** is appointed by the evaluation contractor to be responsible for the delivery of the whole series. The director will provide leadership and maintain overall quality, consistency and coordination across the evaluation series. He/she may be one of the country-specific team leaders. His/her responsibilities will be i) defining the overall evaluation approach and methodology; ii) guiding and managing the team leaders; iii) communicating on all matters relating to the evaluation series with the commissioning unit and the Evaluation Manager, reporting regularly to the Evaluation Manager on project progress and any challenges; iv) representing the team in meetings relating to the overall evaluation series; v) drafting and revising the reports as required.
 - **An evaluation team** should be established for each country (specific evaluators may participate in more than one country team if feasible), with one member with the appropriate team leadership skills and experience acting as **the team leader**. Her/his primary responsibilities will be: i) defining the country-specific 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.
 - **Evaluation team members** will i) contribute to the design of the evaluation methodology in their area of expertise; iii) conduct field work; iv) participate in team meetings and meetings with stakeholders; v) contribute to the drafting and revision of the evaluation products in their technical area(s).
 - **A specific synthesis leader** should be appointed to plan and develop the synthesis. The overall project director can assume this role if appropriate.
85. The project director will be a highly experienced evaluator with demonstrated experience in leading large-scale, complex and multi-country evaluations. He/she will have extensive technical/thematic expertise of relevance, and experience of humanitarian evaluation. The director should have excellent leadership, analytical and communication skills, and excellent English writing and presentation skills. French language skills are an asset.
86. The country-specific evaluation team leaders will have extensive technical/thematic expertise of relevance, in-depth knowledge of the country context and extensive expertise in designing methodology and data collection tools, and strong experience in leading complex evaluations, along with strong leadership, analytical and communication skills. The team leader should have excellent English writing and presentation skills (Lebanon and Syria), and excellent French writing and presentation skills (Niger and DR Congo).
87. It is expected that the teams will be multi-disciplinary, gender-balanced and include members who collectively include an appropriate balance of expertise and practical knowledge in the following areas:
- Skills and experience in mixed methods evaluation, including qualitative evaluation and consulting with local communities, preferably in humanitarian contexts

- Experience in evaluating school feeding, social protection, education and/or food and nutrition security programming
- Gender expertise/good knowledge of gender issues in humanitarian contexts
- All team members should have strong analytical and communication skills, evaluation experience and familiarity with the region or country in question
- Experience in evaluating peacebuilding programming and conflict sensitivity
-

88. 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.

89. The inclusion of regional and/or national consultants is strongly encouraged. To the extent possible, the evaluation team should be gender-balanced.

90. The person/team carrying out the synthesis analysis and report drafting should have the required expertise for carrying out synthesis assignments.

91. The language requirements are summarised below:

Table 10: Country-Specific Language Requirements

Country	Language of deliverables	Team leader minimum language skills
DRC	French & English	French
Lebanon	English & Arabic	English
Niger	French & English	French
Syria	English & Arabic	English

7.3 Security Considerations

92. WFP acknowledges the security constraints involved in carrying out evaluations in these four specific country contexts and will share information and provide support to the contractor in making travel and visit arrangements (including liaison with authorities for field and school visits). WFP expects visits by international evaluators to be possible at least to the capital cities of the countries. Should the contractor foresee specific travel restrictions, these should be indicated in the proposal. The contractor should also explain in the proposal how remote management would be successfully carried out.

93. Security clearance where required is to be obtained from relevant duty station.

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

94. To avoid security incidents, the Evaluation Manager is requested to ensure that:

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

7.4 Ethical Considerations

95. WFP evaluations must conform to WFP and UNEG ethical standards and norms in all parts of the evaluation series process and all levels concerned. The contractors are responsible for ensuring ethics at all stages of the evaluation (planning, design, implementation, reporting and dissemination). This should include, but is not limited to, ensuring informed consent, protecting privacy, confidentiality and anonymity of participants, ensuring cultural sensitivity, respecting the autonomy of participants, ensuring fair recruitment of participants (including women and socially excluded groups) and ensuring that the evaluation results in no harm to participants or their communities.

96. Contractors are responsible for managing any potential risks to ethics and must put in place processes and systems to identify, report and resolve any ethical issues that might arise during the implementation of the evaluation. Ethical approvals and reviews by relevant national and institutional review boards must be sought where required.

8. Roles and Responsibilities of Stakeholders

97. **The Director of the Commissioning Unit** (School Feeding Service, OSF) will take responsibility to:⁴⁸

- Assign an Evaluation Manager for the evaluation.
- Approve the final TOR, inception and evaluation reports.
- Ensure the independence and impartiality of the evaluation at all stages, including establishment of an Evaluation Committee and of a Reference Group (see below).
- Participate in discussions with the evaluation team on the evaluation design and the evaluation subject, its performance and results with the Evaluation Manager and the evaluation team
- Organise and participate in debriefings at the global level.
- Oversee dissemination and follow-up, including the preparation of a Management Response to the evaluation recommendations

98. The **Evaluation Manager** will:

- Manage 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
- Ensure use of quality assurance mechanisms (checklists, quality support)
- Ensure that the team has access to all documentation and information necessary to the evaluation; facilitates the team's contacts with stakeholders; sets up meetings, field visits; provides logistic support during the fieldwork; and arranges for interpretation, if required.
- Organise security briefings for the evaluation team and provides any materials required.
- Prepare a communication and learning plan with the support of relevant stakeholders.

99. An internal **Evaluation Committee** has been formed as part of ensuring the independence and impartiality of the evaluation series. This Evaluation Committee includes staff of the commissioning unit, the three regional bureaux and OEV. The Committee's key roles are:

- Making decisions on and providing strategic guidance for the evaluation process,
- Advising the Evaluation Manager
- Providing inputs and comments on evaluation products (Annex 6 contains the list of members).

100. **A Global Evaluation Reference Group** has been formed, with representation from WFP and external partners. Its roles are:

- Providing advice, maintaining an overview of the evaluation series and synthesis
- Reviewing and commenting on the draft evaluation products
- Acting as key informants to further safeguard against bias and influence (Annex 6 contains the list of members).

101. **Country-Specific Advisory Groups** will also be formed to provide country-specific advice on the evaluation, and review and comment on the country-specific draft evaluation products. The members will also act as key informants.

102. The **Country Office** will be responsible to:

- Assign a focal point to help coordinate the evaluation.

⁴⁸ Until July 2018, this role was assumed by the Chief of the Safety Nets and Social Protection Unit (OSZIS). The School Feeding Services (OSF) is created in July 2018.

- Assign a chair and members to the Country-Specific Advisory Group.
- Provide administrative and logistical support during inception mission and data collection.
- Participate in consultations and discussions on the evaluation subject and design.
- Advise the team on the context, WFP operations and systems to facilitate planning.
- Support the team in establishing contact and organising meetings with in-country stakeholders.
- Participate in and help organise in-country meetings and debriefings.
- Make available the necessary data and information to the evaluation team.
- Comment on the draft TOR, Inception and Evaluation reports.
- Provide inputs and follow-up for the Management Response to the evaluation.

103. **The Regional Bureau** (The Regional SF Focal Point and Regional Evaluation Officer) will take responsibility to:

- Provide oversight to the evaluation process and advise the evaluation manager
- Liaise with the country level evaluation reference group.
- Provide support to the evaluation process where appropriate.
- Participate in discussions with the evaluation team on the evaluation design and on the evaluation subject.
- Provide comments on the draft TOR, Inception and Evaluation reports.
- Support the Management Response to the evaluation and track the implementation of the recommendations as recommendations will be part of the regional accountability framework.

104. **Relevant WFP Headquarters** divisions will take responsibility to:

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

105. **Other Stakeholders (Government, NGOs, UN agencies)** will be invited to participate in the Reference Group and Advisory Groups as appropriate and may act as key informants.

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

9. Communication and budget

9.1 Communication

107. The Evaluation Manager will ensure consultation with stakeholders on each of the key outputs, respecting the evaluation team's independence. All stakeholders' role is advisory.

108. The Evaluation Manager will develop a Communication and Learning Plan in consultation with stakeholders. Following the approval of the final evaluation report, the commissioning unit will take the lead in the dissemination of findings. WFP welcomes dialogue with the contractor on creative evaluation dissemination and communication ideas to facilitate uptake of the findings.

109. The overall Project Director will be expected to be the primary focal point for all communication related to the evaluation series and channel communication between the evaluation teams and the commissioning unit and Evaluation Manager. There will be regular communication between the Project Director and the Evaluation Manager.

110. The evaluation team should place emphasis on transparent and open communication with key stakeholders. These will be achieved by ensuring a clear agreement on channels and frequency of communication with and between key stakeholders.

111. As part of the international standards for evaluation, WFP requires that all evaluations are made publicly available.

112. The required language of the deliverables is detailed in Table 10.

9.2 Budget

113. For the purpose of this evaluation, WFP will procure the services of an evaluation contractor through WFP's existing Long-Term Agreement established for this purpose.

114. The budget will be proposed by the evaluation contractor in a separate financial proposal submitted with the technical proposal. The budget should be based on the agreed LTA rates and the type and level of experts that are proposed to be included in the project, and the level of effort required.

115. The budget should include all costs incurred by the evaluation contractor, including all survey costs, workshop facilitation and participation by the evaluation team, travel and subsistence costs, translation and graphic design costs.

2. Annex 1 Potential Questions Around the Role of School Feeding in Emergencies

116. ESF is seen as an intervention with great potential to address the triple (humanitarian-development-peace) nexus and hence contributes to SDG 16. The intervention is commonly used in development contexts, and in these contexts, the evidence around SF's multiple benefits is strong. However, ESF is also regularly deployed in humanitarian response, even though in these settings, its value-add, appropriateness and effectiveness are at times questioned, in relation to design factors including the relatively inflexible targeting, and the exclusion of out-of-school children and the weak evidence base⁴⁹ as lifesaving intervention. In other words, SF is still seen as a predominantly development intervention, for which reason a learning priority for WFP is how ESF contributes to humanitarian response and potentially bridges the humanitarian-development nexus, including how it can contribute to peace outcomes. This latter issue of peace linkages is also subject to a separate on-going WFP research partnership.⁵⁰

117. SF is globally one of the largest safety net programmes, and WFP supports national social protection policy debates in most countries where it works. The social protection function of ESF stands out in crisis settings. It is thus interesting to understand ESF's relevance in this sphere. This also relates to the relevance of food-based safety nets in the context of the predominant use of cash-based transfers in humanitarian response and social protection. It is pertinent to review the rationale for snacks and meals in crises, and where and to what extent cash-based transfers are a suitable alternative.

118. SF is recognized as an educational intervention to support attendance, increase enrolment, strengthen children's learning capacity and achieve gender equity in education. WFP has promoted ESF in terms of its multiple benefits and role as a safety net, but it has increasingly emphasised ESF as an educational intervention to supporting educational benefits (enhanced learning capacity and improved access). Performance measurement systems in WFP are designed to show results related to education access. ESF is in most crisis contexts integrated in education sector response plans. Despite this, a recent review noted tensions around WFP's promotion of school feeding as covering an educational need and the global educational sector's view of school feeding as a food security and nutritional implementation tool. The review called for the need to build more evidence.⁵¹

119. In the food-security sphere, ESF has at times been argued to be redundant due to food assistance provided at household level. It is crucial for WFP to understand how, in food

⁴⁹ These arguments are cited in e.g.: FAFO (2017), "Rethinking Emergency School Feeding: A Child-Centred Approach", Fafo report 2017: 24; DG ECHO (2009) "Guidelines for Funding School Feeding", and various WFP evaluations. The weak evidence base is confirmed in Tull, K. & Plunkett, R. (2018). School feeding interventions in humanitarian responses. K4D Helpdesk Report 360. Brighton, UK: Institute of Development Studies.

⁵⁰ A multi-year research partnership has been launched between WFP and the Stockholm International Peace Research Institute to develop the evidence base for understanding how WFP contributes to strengthening impact within the triple nexus and supports peace outcomes through food security. See details: <https://www.sipri.org/news/2018/sipri-agrees-cooperation-world-food-programme>; and <https://docs.wfp.org/api/documents/a5b1585dbf0d46389741508fe2997888/download/>

⁵¹ FAFO (2017), "Rethinking Emergency School Feeding: A Child-Centred Approach", Fafo report 2017: 24

insecure and conflict-affected and crisis contexts, children's dietary intake is affected and, in turn, how ESF does and could best safeguard it.⁵² Furthermore, ESF could become more relevant through nutrition linkages, as WFP's Nutrition Policy⁵³ emphasises nutrition throughout the lifecycle and seeks to make WFP programmes increasingly nutrition-sensitive. While nutrition actors have highlighted the importance of the first 1,000 days, there is growing recognition that investments are necessary throughout the first 8,000 days.⁵⁴ More evidence is needed on the contribution of ESF to food and nutrition status of children in crisis settings and on how to maximise the contribution.

120. Importantly, WFP has not evaluated some of the indirect impacts of ESF that are anecdotally referred to and seen as important contributions that the programme can make in crisis settings. These relate to child protection and psycho-social benefits, namely whether ESF contributes to protecting children against child labour, early marriage, unsafe migration or recruitment into armed groups and other child protection risks, or helps to give children a sense of normalcy, structure and routine through access to school. These represent a gap in the global evidence base, and an examination of how these factors should be incorporated into ESF programming and what programmes can feasibly do.
121. ESF can interact with household- and community-level coping and resilience in different ways but these require more careful assessment. The programme acts as an income transfer to households that can reduce negative coping strategies. At the community level, it can act as an institutional market that can be harnessed to boost local production through local procurement, or as a force that brings community member of different backgrounds together through community involvement in school committees, or by bringing children from different backgrounds together to build social capital, cohesion and trust.⁵⁵ At the same time, some impacts may be negative, such as increased community tensions through targeting, burdening parents through material or labour contributions, or straining the school system and teachers.⁵⁶ These themes are subject to limited evidence but are highly relevant in emergencies, representing potentially key considerations for ESF programming.
122. SF is generally found to be a sustainable programme that governments are interested and invest in. Supporting governments to design and implement national SF programmes is a priority for WFP and it has been observed that long-term SF programmes are frequently used to respond to emergencies.⁵⁷ However, building links from ESF to longer-term SF programmes can be challenging in fragile contexts and more needs to be learned about how to build sustainability without compromising respect for the humanitarian principles.
123. WFP seeks to enhance SF monitoring and evaluation systems.⁵⁸ Clarifying the differences in the Theory of Change and delivery between SF and ESF would enable more systematic results measurement going forward. The monitoring and evaluation of SF in general is demanding due to the programme's multiple potential benefits and these challenges become accentuated in humanitarian contexts. ESF monitoring is generally education- and household-focused, undermining WFP's ability to tell the full story of the many benefits of the programme.⁵⁹
124. This evaluation series is intended to provide evidence that can help WFP to address some of these global questions and challenges.

⁵² Same as above

⁵³ WFP (2017), "Nutrition Policy", WFP/EB.1/2017/4-C.

⁵⁴ Bundy et al. (2017), "Investment in child and adolescent health and development: key messages from Disease Control Priorities".

⁵⁵ Brinkman, H.J., and Hendrix, C.S. 2011. Food Insecurity and Violent Conflict: Causes, Consequences, and Addressing the Challenges. Occasional Paper 24. Rome: World Food Programme.

⁵⁶ Mentioned in e.g. WFP's 2004 ESF guidance; WFP's Humanitarian Protection Policy WFP/EB.1/2012/5-B/Rev.1; Steinmeyer et al. (2007), "Thematic Evaluation of WFP School Feeding in Emergencies", Rome: WFP.

⁵⁷ Bundy, D. et al. (2009), Rethinking School Feeding. Social Safety Nets, Child Development and the Educational Sector. Washington, D.C., World Bank;

⁵⁸ WFP (2017), "Monitoring and Evaluation Framework for School Feeding" complements the Corporate Results Framework to enable Country Offices to capture results related to school feeding.

⁵⁹ FAFO (2017), "Rethinking Emergency School Feeding: A Child-Centred Approach", Fafo report 2017: 24

3. Annex 2 Global Evidence Base for School Feeding

125. Over the last ten years, WFP has documented the scale, benefits and coverage of school feeding programmes around the world in partnership with the World Bank, UNICEF, the Partnership for Child Development, the Institute for Food Policy and Research and others. The findings of this research were published earlier this year in a new book by the World Bank, in partnership with WFP called “Re-imagining School Feeding: a high return investment in human capital and local economies”.
126. Globally, there is a strong evidence base on the multiple benefits of SF. The evidence shows that SF has an impact on education and social protection, while the evidence on nutritional benefits is emerging.⁶⁰ This established evidence-base mainly stems from stable contexts, and evidence on ESF from crisis settings is limited.
127. With regards to education, the unique feature of SF is that it can potentially promote both school participation and learning and academic achievement.⁶¹ Evidence on access (enrolment, attendance and retention) is relatively strong and positive.⁶² Meta-reviews have found that improved attendance linked to SF constitutes four to eight more days of schooling in a year.⁶³ One of the few pieces of evidence from crisis settings comes from a recent impact evaluation of SF in conflict-affected areas in Mali that showed that children who received school meals were 10% more likely to be enrolled in school and be less absent than those not receiving school meals.⁶⁴ Generally, there is some evidence that girls’ attendance can improve in particular.⁶⁵ The relationship between SF and learning, which depends on the broader quality of education, is less well document, but positive.⁶⁶ This includes a slight positive impact in mathematics skills and cognitive tasks.⁶⁷
128. As regards food intake and nutritional status, evidence suggests that SF generally alleviates short-term hunger, contributes to the energy intake and micronutrient status of children, and reduces susceptibility to illnesses. Younger siblings’ food intake may also benefit.⁶⁸ A significant effect on anthropometry, i.e. weight and height gain, has been found to exist in some contexts.⁶⁹

⁶⁰ Drake, L. et al. (2017), “School Feeding Programs in Middle Childhood and Adolescence”, Chapter 12 in: Bundy, D. et al. (eds.), *Child and Adolescent Health and Development Disease Control Priorities* (third edition), Vol. 8. Washington, D.C.: World Bank.

⁶¹ Snilsveit, B. et al. (2016) “The impact of education programmes on learning and school participation in low- and middle-income countries”, *3ie Systematic Review Summary 7*

⁶² Jomaa, L.H., E. McDonnell, and C. Probart, (2011) “School Feeding Programmes in Developing Countries: Impacts on Children’s Health and Educational Outcomes”, *Nutrition Reviews* 69(2): 83-98; Dr Drake, L. et al. (2017), “School Feeding Programs in Middle Childhood and Adolescence”, Chapter 12 in: Bundy, D. et al. (eds.), *Child and Adolescent Health and Development Disease Control Priorities* (third edition), Vol. 8. Washington, D.C.: World Bank.

⁶³ Kristjansson, B., M. Petticrew, B. MacDonald, J. Kravec, L. Janzen, and others, 2009. “School feeding for Improving the Physical and Psychosocial Health of Disadvantaged Students”. *Cochrane Database of Systemic Reviews* 7(1).; Snilsveit, B. et al. (2016) “The impact of education programmes on learning and school participation in low- and middle-income countries”, *3ie Systematic Review Summary 7*

⁶⁴ Aurino, E., J.-P. Tranchant, A.S. Diallo, A. Gelli (2018), ‘School Feeding or General Food Distribution? Quasi-experimental evidence on the education impacts of emergency food assistance during conflict in Mali’, *Innocenti Working Paper 2018-04*.

⁶⁵ E.g. Kazianga, H., D. de Walque, and H. Alderman, 2009. “Educational and Health Impacts of Two School Feeding Schemes. Evidence from a Randomized Trial in Burkina Faso”. *Policy Research Working Paper 4976*, World Bank, Washington D.C.

⁶⁶ Drake, L. et al. (2017), “School Feeding Programs in Middle Childhood and Adolescence”, Chapter 12 in: Bundy, D. et al. (eds.), *Child and Adolescent Health and Development Disease Control Priorities* (third edition), Vol. 8. Washington, D.C.: World Bank.

⁶⁷ Kristjansson, B., M. Petticrew, B. MacDonald, J. Kravec, L. Janzen, and others, 2009. “School feeding for Improving the Physical and Psychosocial Health of Disadvantaged Students”. *Cochrane Database of Systemic Reviews* 7(1).; Snilsveit, B. et al. (2016) “The impact of education programmes on learning and school participation in low- and middle-income countries”, *3ie Systematic Review Summary 7*

⁶⁸ Jomaa, L.H., E. McDonnell, and C. Probart, 2011. “School Feeding Programmes in Developing Countries: Impacts on Children’s Health and Educational Outcomes”, *Nutrition Reviews* 69(2): 83-98.

⁶⁹ Kristjansson, B., M. Petticrew, B. MacDonald, J. Kravec, L. Janzen, and others, 2009. “School feeding for Improving the Physical and Psychosocial Health of Disadvantaged Students”. *Cochrane Database of Systemic*

129. As a safety net, there is practical evidence that the programme has been scaled up by governments to respond to shocks, and that the programme delivers an income transfer to households that help relieve the food situation, freeing up time and income from food towards other basic needs, and stabilise the income of the household.⁷⁰ WFP evaluations have confirmed that snacks tend to provide the smallest transfer, meals slightly larger, and THRs the largest income transfer.⁷¹ The effectiveness of SF as a safety net is supported by the generally pro-poor targeting of the programme in low- and middle-income countries.⁷²
130. Overall, numerous factors have been found to mediate the impact of SF: namely, the age, gender, levels of disadvantage at the individual level (e.g. nutrition status); the school environment and the education system; the household environment and response to SF particularly in terms of food allocation, and whether the food given at school increases the child's net food consumption or is deducted from food provided to the child at home. Design factors under WFP control are also crucial, including as the regularity and duration of the programme, timing, ration size and composition, and coordination with partners for complementary interventions.⁷³
131. Several SF evaluations have been commissioned by WFP over the years but ESF has not been an explicit focus of these exercises. This includes the centralised evaluation of WFP's 2009 SF Policy that explicitly excluded ESF⁷⁴, and the centralised impact evaluation series on SF which was finalised in 2012.⁷⁵ The approaches, methodological lessons, and findings are of relevance for this evaluation series. The only specifically ESF-focused WFP evaluation has been a 2007 centralised thematic evaluation on ESF⁷⁶ that was based on field visits (DRC, Pakistan, Sudan), desk research and a staff survey, and focused on relevance, efficiency and effectiveness, particularly the operational context and constraints, and organisational capacity. The evaluation did not discuss the theory of change, or measure in detail the effectiveness or impact of specific ESF programmes. The recommendations focused on context-specific design and implementation, partnerships, and nutrition-education linkages. The evaluation also preceded key developments in WFP's ESF portfolio (such as cash-based transfers), in humanitarian standards, and in the humanitarian landscape. A centralised Strategic Evaluation of SF is being planned by WFP for 2019, and complementarities between this series and the Strategic Evaluation will be sought.

Reviews 7(1); Snilsveit, B. et al. (2016) "The impact of education programmes on learning and school participation in low- and middle-income countries", 3ie Systematic Review Summary 7; Watkins, K., A. Gelli, S. Hamdami, E. Masset, C. Mersch, and others, (2015), "Sensitive to Nutrition? A Literature Review of School Feeding Effects in the Child Development Lifecycle". Working Paper Series No. 16, www.hgsf-global.org

⁷⁰ Bundy, D. et al. (2009), *Rethinking School Feeding. Social Safety Nets, Child Development and the Educational Sector*. Washington, D.C., World Bank; Drake, L. et al. (2017), "School Feeding Programs in Middle Childhood and Adolescence", Chapter 12 in: Bundy, D. et al. (eds.), *Child and Adolescent Health and Development Disease Control Priorities* (third edition), Vol. 8. Washington, D.C.: World Bank.; Gordon, Ross and Lister, 2012

⁷¹ Gordon, A., D. Ross, S. Lister, 2012, "Learning from Evaluations of School Feeding: A Synthesis of Impact Evaluations", Vol. I of Annex I to the report 'School Feeding Policy: a Policy Evaluation', OE/2012/002. WFP.

⁷² Drake, L. et al. (2017), "School Feeding Programs in Middle Childhood and Adolescence", Chapter 12 in: Bundy, D. et al. (eds.), *Child and Adolescent Health and Development Disease Control Priorities* (third edition), Vol. 8. Washington, D.C.: World Bank.

⁷³ Kristjansson, B., M. Petticrew, B. MacDonald, J. Krasevec, L. Janzen, and others, 2009. "School feeding for Improving the Physical and Psychosocial Health of Disadvantaged Students". *Cochrane Database of Systemic Reviews* 7(1); Snilsveit, B. et al. (2016) "The impact of education programmes on learning and school participation in low- and middle-income countries", 3ie Systematic Review Summary 7; Bundy, D. et al. (2009), *Rethinking School Feeding. Social Safety Nets, Child Development and the Educational Sector*. Washington, D.C., World Bank; Drake, L. et al. (2017), "School Feeding Programs in Middle Childhood and Adolescence", Chapter 12 in: Bundy, D. et al. (eds.), *Child and Adolescent Health and Development Disease Control Priorities* (third edition), Vol. 8. Washington, D.C.: World Bank.; Gordon, A., D. Ross, S. Lister, 2012, "Learning from Evaluations of School Feeding: A Synthesis of Impact Evaluations", Vol. I of Annex I to the report 'School Feeding Policy: a Policy Evaluation', OE/2012/002. WFP.

⁷⁴ Lister, et al. (2011), "WFP's School Feeding Policy: A Policy Evaluation", Report number OE/2012/002.

⁷⁵ The SF impact evaluation series included Bangladesh, Cambodia, Cote D'Ivoire, Gambia, and Kenya and can be retrieved at: <https://www.wfp.org/category/publication-type/impact-evaluations>

⁷⁶ Steinmeyer et al. (2007), "Thematic Evaluation of WFP School Feeding in Emergencies", Rome: WFP.

4. Annex 3Country Annexes

Country Annexes: Contents

[COUNTRY ANNEX: DEMOCRATIC REPUBLIC OF CONGO](#)

[COUNTRY ANNEX: LEBANON](#)

[COUNTRY ANNEX: NIGER](#)

[COUNTRY ANNEX: SYRIA](#)

5. COUNTRY ANNEX: DEMOCRATIC REPUBLIC OF CONGO

Context

132. DRC is a low-income, fragile state, with a GDP per capita of US\$ 808, a poverty headcount 77 percent, an HDI of 0.435 (rank 176/188), and a GDI of 0.832.⁷⁷ The total population is estimated at 94 million people.⁷⁸ The country has experienced economic collapse since the 1980s and successive waves of conflict since the 1990s. The current fragile situation is characterised by regional and internal conflicts, massive displacement, volatile politics, economic stagnation, natural disasters and epidemics. At least 70 armed groups remain active in the country. Political and inter-community tensions and conflicts, and consequently humanitarian needs, have been increasing.⁷⁹

133. The DRC crisis is protracted and volatile.⁸⁰ In October 2017, the United Nations activated a Level 3 response in the Kasai Region, Tanganyika, and South Kivu Provinces. The 2017 Humanitarian Needs Overview (HNO) estimated the number of people in humanitarian need at 6.9 million people, including 4.2 million children. For 2018, this number had risen to 13.1 million. DRC has been noted to constitute the largest displacement crisis in Africa, and displacement has affected such a large share of the population, particularly in the east of the country, that the situation has been characterised as a “culture of displacement”. The HNO estimates that, in 2018, IDPs number 6.8 million, returnees 660,000, and refugees 550,000 people. 60 percent of these groups are children. As regards the IDPs, people generally move to nearby communities and 70-80 percent live with host families while displaced.⁸¹ Conflict forces people to abandon their houses, fields and livelihoods, and disrupts access to basic services, such as schools, and places an additional burden on girls and women whose workload increases as the household situation worsens.⁸²

134. Aid agencies have been faced with the challenge to respond in an agile manner to the needs of the recently displaced with longer-term assistance, while boosting the resilience and autonomy of those in protracted displacement or living in chronic poverty. The work takes place over a massive territory with poor infrastructure, and widespread insecurity. Inadequate resourcing is a challenge, as humanitarian funding for DRC has consistently declined.⁸³ The 2016 DRC humanitarian response plan was 60 percent funded, and the 2017 plan was 57 percent funded.⁸⁴

135. While in 2016, 5.9 million people were food-insecure, in mid-2017, the number was 7.7 million. Chronic and acute food insecurity persists in most parts of the country. Severe food insecurity affects populations particularly in the Kivu region and Tanganyika province. In 2017, 850 000 people were in phase 4 of the IPC scale, concentrated in conflict zones, zones affected by natural hazards, areas receiving refugees and areas with chronic food

⁷⁷ GDP per capita (constant 2011 international \$) from the World Bank’s World Development Indicators database; other indicators from UNDP Human Development Report data: <http://hdr.undp.org/en/countries/profiles/COD>

⁷⁸ DRC Humanitarian Needs Overview 2017

⁷⁹ DRC Humanitarian Needs Overview 2017

⁸⁰ Under-SG for Humanitarian Affairs and Emergency Relief Coordinator Mark Lowcock – Remarks at the Member States Briefing on the DRC, 16 November 2017: <https://reliefweb.int/report/democratic-republic-congo/under-secretary-general-humanitarian-affairs-and-emergency-relief-0>

⁸¹ White, S. (2014), Now What? The International Response to the Internal Displacement in the DRC. Brookings Institution.

⁸² DRC Humanitarian Needs Overview 2017

⁸³ White, S. (2014), “Now What? The International Response to the Internal Displacement in the DRC”. Brookings Institution.

⁸⁴ OCHA Financial Tracking Service: <https://fts.unocha.org/appeals/587/summary>

insecurity.⁸⁵ The average energy intake per person is 1,500 kcal, and only 9.3 percent of the population consume a minimum acceptable diet nationwide. A 2016 Cost of Hunger study revealed that women, female-headed households, pregnant and lactating women, and girls and boys are the most vulnerable to malnutrition.⁸⁶

136. Considerable advances have been made in expanding access to education in DRC. Compulsory primary education lasts 6 years (age 6 – 11 years). The school system comprises a mix of public ('public' including government and church-run schools, with the latter forming the majority), private and NGO schools. The administration of the education system is partially decentralised. GER is 4 percent at pre-primary, 107 percent at primary and 44 percent at secondary level. Despite the high primary school enrolment, the primary school dropout rate is 45 percent. The mean years of schooling are 6.1 years.⁸⁷ Regional and gender disparities in enrolment persist – girls are slightly less well represented than boys in enrolment at the primary level, but at the secondary level the gap widens. Barriers to education include financial ones: households bear a disproportionate share of the cost of education and school fees are in practice still charged despite the Constitution containing the right to free primary education.⁸⁸ Girls - subject to do community and household labour and care activities - tend to be the first to be pulled out of school after a shock.⁸⁹ Conflict-affected areas have the highest numbers of out-of-school children and lowest completion rates. In these areas, the delivery of support by development partners is also the most difficult.⁹⁰ Even though access has improved, quality of education remains poor: it has been estimated that nearly half of those completing primary schools cannot be considered literate.⁹¹ The Education Sector Plan 2016-2025 seeks to develop access supported by a free primary education policy, improve quality of education, and improve governance of the education system.

137. WFP has been implementing ESF in DRC since 2001 under various EMOP and PRRO operations, and currently operates under an Interim Country Strategic Plan (I-CSP) (January 2018 – December 2020). WFP has been the biggest implementer of SF, but NGOs such as Norwegian Refugee Council have experience in implementing ESF on a smaller scale. The SF programme has not yet been firmly integrated within the national policy and budgetary frameworks, but the National Social Protection Policy acknowledges the role of SF as a key safety net in the country, and the Education Sector Plan envisions expanding SF as a tool for expansion of access to schooling. The Humanitarian Response Plan (HRP) refers to ESF as a cross-sectoral intervention contributing to the sectoral strategies under food security, education and nutrition, and WFP coordinate the programme with the Education Cluster.

Subject of the evaluation

138. The DRC-specific evaluation will focus on ESF activities implemented during 2014 – 2019 under the PRROs 200540 and 200832, and the ICSP.⁹²

139. WFP has implemented ESF in DRC since the year 2001. During the past five years, the number of beneficiaries has gradually decreased due to funding reasons.

140. WFP ESF targets specific schools with a high number of IDPs located in geographical areas with high food insecurity. WFP targets public schools (including some faith-based

⁸⁵ DRC Humanitarian Needs Overview 2017

⁸⁶ DRC ICSP document

⁸⁷ UNDP Human Development Report data: <http://hdr.undp.org/en/countries/profiles/COD>

⁸⁸ UNICEF, UNESCO (2014), République démocratique du Congo, Rapport d'état du système éducatif national, Pour une éducation au service de la croissance et de la paix.

⁸⁹ Sleggh et al, (2014), cited in DRC Humanitarian Needs Overview 2017

⁹⁰ République démocratique du Congo (2015), Stratégie sectorielle de l'éducation et de la formation 2016-2025.

⁹¹ Groleau (2017), 'Improved Management and Accountability: Conditions for Better Access and Quality of Primary Education in the Democratic Republic of Congo?' International Rescue Committee Policy & Practice Discussion Paper.

⁹² All school feeding implemented by WFP in DRC is in this ToR referred to as ESF, even though in DRC there have been discussions about the need to and efforts to distinguish between ESF and more development-focused SF.

schools). As of early 2018, WFP is currently reaching 26,000 children in 43 schools in the North Kivu Province. The schools include host community and IDP children. The modality – on-site meals – has largely remained unchanged over the years. Children are provided a daily cooked meal comprising cereals, legumes, oil and salt (628 kcal), every school day. WFP cooperating partner NGO World Vision currently supports the implementation and monitoring of the programme on the ground.

141. A defining feature of the currently implemented model is that, while under previous operations WFP purchased food internationally, it now purchases the bulk of the school ingredients (cereals and legumes) locally, from Farmer Organisations whose capacity WFP and partners support through the P4P initiative. While the main objective remains supporting access to education and catering for the food needs of children, this model is designed to harness local purchase to build community resilience, cohesion and capacity to receive IDPs. The model was introduced in September 2017 for the school year 2017/18.
142. Complementary interventions exist in the North Kivu schools currently covered by ESF but are not uniform across all the schools. These include school gardens implemented together with FAO aimed at diversifying the food basket and educational purposes.
143. A considerable overlap can be expected to exist between different types of WFP food assistance: the households of school children that are IDPs are entitled to general food distribution or food-for-assets activities.
144. While currently, WFP reaches 43 schools in North Kivu, During the ICSP (2018-2020), WFP has plans to scale up the programme and reach a total of around 186,000 children, subject to the availability of resources. The areas that WFP plans to cover are: North Kivu, South Kivu, Ituri, Haute Katanga and Kasai Provinces. The CO plans to test different ESF approaches during the ICSP. In addition to locally sourced meals, the CO is interested in testing the use of micronutrient powders particularly targeted to adolescent girls, snacks, and cash-based approaches.
145. No complete theory of change exists for the programme. A logical framework has been in place, embedded within the relevant operational project document. Under the current ICSP, ESF contributes to:
146. Strategic Outcome 1 - targeted food-insecure population affected by shocks can meet their basic food requirements in times of crisis
147. The outcome indicators for ESF are: enrolment rate, attendance rate, and retention rate in the assisted schools.
148. A baseline survey for the ICSP, including ESF, will be carried out during the ICSP, however limited to education access indicators for ESF.
149. Key strategic partners for ESF include: The Ministry of Primary, Secondary and Professional Education, the Ministry of Employment and Social Security, FAO, and Education Cluster agencies, and the main cooperating partners (in 2017-18, World Vision International).
150. Other evaluations of relevance for this exercise are:
- **WFP Portfolio Evaluation 2009-2013** commissioned by the OEV and completed in 2014.⁹³ This evaluation highlighted the role of WFP as the main provider of school meals in the country but brought attention to the tension of using humanitarian funding for ESF (which is perceived to address structural poverty rather than the most acute humanitarian needs). The evaluation made specific recommendations regarding ESF and encouraged a more in-depth evaluation based on a strategic reflection and the development of a theory of change.

⁹³ Spaak, M. Et al. (2014), "Évaluation du Portefeuille de Pays: La République Démocratique du Congo (2009-2013)", available at: https://documents.wfp.org/stellent/groups/public/documents/reports/wfp269179.pdf?_ga=2.48110951.1914148580.1529908733-2056168618.1508178223

- **A planned joint WFP-FAO impact evaluation of the P4P** activities in DRC (coordinated with WFP and FAO headquarters), to be completed by 2021. Baseline data collection has been completed. The evaluation is covering the areas of Rutshuru and Masisi in North Kivu. The evaluation may produce data and findings of relevance to this evaluation as ESF now acts as a structured market for P4P Farmers Groups. The P4P evaluation will focus on the impact of the structured market on farmer households, for which reason this thematic does not have to be included in this evaluation, to avoid duplication.
- **OEV-led CPE** will take place during 2020. This evaluation can complement this wider portfolio examination and establish a baseline where relevant.

151. This evaluation replaces the planned review of ESF included in the ICSP work plan. This evaluation can inform the development of the CSP (2021-). For this reason, at least preliminary findings should be available by the third quarter of 2019, which is when the CSP is drafted. The findings can eventually inform programme design and delivery by the CO, as well as advocacy and policy dialogue related to SF.

152. In this evaluation, issues of interest for the CO are:

- Exploring the humanitarian relevance of ESF and how the programme can contribute to addressing acute and/or protracted displacement in DRC.
- The effect of school feeding on children's food security.
- The effect on access to education and retention in school.
- The effect on gender and protection-related outcomes, such as child recruitment into armed groups, child marriage, child labour.
- The effects/impact of the P4P modality that is linked to the emergency school feeding programme

153. More information about the programme can be found in the factsheet below.

FACTHSEET: DRC	
School year	6 September – 2 July
Type of transfer	In-kind: On-site meals
Type of schools	Pre-primary if attached to primary schools; primary schools (select schools in a geographical area) Formal public schools and faith-based schools
Beneficiary population	Refugee/IDP/host/returnees
Age range	6-15 years
Targeting approach	Specific schools are targeted in highly food insecure areas receiving IDP, refugees or returnees, each school must have at least 40 percent IDPs.
Number of meals / days	1 meal a day
Ration composition	<ul style="list-style-type: none"> - 120 g cereal (rice/maize flour) - 30 g pulses (beans/peas) - 10g fortified oil - 5 g fortified salt
Local sourcing of food	Yes
Feeding days	5 days/week, 220 days/year
Complementary interventions in schools	UNICEF, UNESCO and Government provide school materials, furniture, school rehabilitation, WASH interventions including school toilets, and FAO supports school gardens
Key partners	MoE; MoSP; UNICEF, FAO, World Vision International

Key donors to SF	USAID, Belgium, Brazil, Japan, Canada, private donors				
	2014	2015	2016	2017	2018
	PRRO 200540		PRRO 200832		ICSP
Planned beneficiaries	Total: 897,048 M: 457,495 F: 439,553	Total: 342,923 M: 168,032 F: 174,891	Total: 182,760 M: 91,360 F: 91,380	189,280	186,000
Actual beneficiaries	Total: 621,507 M: 316,968 F: 304,539	Total: 224,371 M: 109,942 F: 114,429	Total: 169,500 M: 86,445 F: 83,055	152,725	26,000 (as of Feb 2018)
Planned schools	1,120	499	494	510	TBC
Actual schools	1,088	390	438	382	43 (as of Feb 2018)
Provinces	North Kivu, Katanga, Orientale	North Kivu, South Kivu, Katanga	North Kivu, South Kivu, Ituri, Tanganyika, Haute Katanga	North Kivu, South Kivu, Ituri, Haute Katanga	North Kivu (actual)
DETAILS: OPERATION					
	PRRO 200540	PRRO 200832		ICSP	
Name of operation	Targeted Food Assistance to Victims of Armed Conflict and Other Vulnerable Groups	Targeted Food Assistance to Victims of Armed Conflicts and Other Vulnerable Groups		Democratic Republic of the Congo Interim Country Strategic Plan (2018–2020)	
Start date	1 July 2013	1 January 2016		1 January 2018	
End date	31 December 2015	31 December 2017		31 December 2020	
Revisions	05/2015 - 06/2014 - 01/2014 - 11/2013	None		None	
Budget	458,650,623	242,709,344		722,646,604	
Total Beneficiaries (planned)	4,221,000	3,233,000		6 565 434	
ESF share of total beneficiaries (planned)	22 percent	7 percent		3 percent	

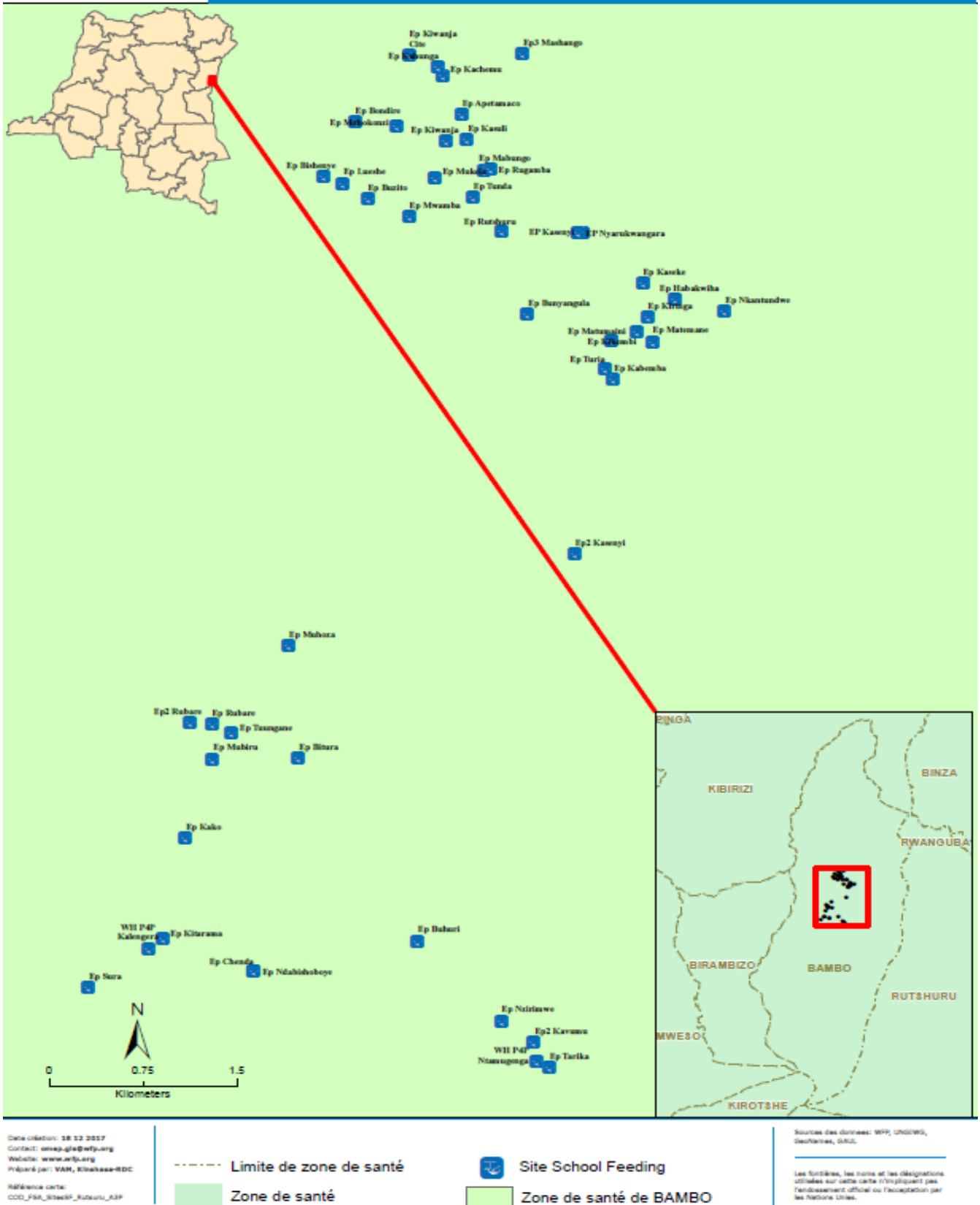


Figure 4 DRC: Map of ESF Schools in North Kivu, early 2018

COUNTRY ANNEX: LEBANON
Context

154. Lebanon is an upper-middle-income country, with a GDP per capita of \$13,297, HDI value of 0.763 (rank 76/188 countries) and a GDI of 0.893.⁹⁴ Before the onset of the Syria crisis, Lebanon had a population of approximately 5 million, and a poverty rate of 27 percent, with high income inequality and political instability. During the Syria crisis, an additional 200,000 people have slid into poverty in the country.⁹⁵ The refugee influx has fuelled tensions and put a strain on public services, particularly the education system.
155. WFP activated a regional Level 3 response to the Syria crisis at the end of 2012. Lebanon hosts the second-largest population of Syrian refugees in the region (and the highest per capita number of refugees in the world): 1.5 million refugees, of whom 1 million are registered.⁹⁶ Refugees have mainly settled in poor and vulnerable communities around Lebanon, with a small share living in informal tented settlements.⁹⁷ The humanitarian response in the country is guided by the Lebanon Crisis Response Plan (LCRP, 2017-2020) that has remained underfunded, challenging humanitarian agencies to deliver aid in a manner that does not further fuel social tensions. WFP has led the food security response to the crisis. Using increasingly harmonised delivery systems, WFP's country portfolio has been cash-based since the onset of the crisis. The Syria regional response was 61 percent funded in 2016, and 55 percent funded in 2017.⁹⁸
156. The ability of both the Lebanese and the refugees to meet their basic needs has deteriorated over the years. Among the Lebanese, 39 percent have reported difficulty in sourcing enough food for their family.⁹⁹ Despite assistance, food security among the refugees has been deteriorating. 91 percent of refugees were food insecure to some degree in 2017, with female-headed households more vulnerable to food insecurity.¹⁰⁰
157. Traditionally, Lebanon has had a low prevalence of undernourishment in comparison to the rest of the region, and it has been undergoing a nutrition transition towards diets high in energy, sugar and fat.¹⁰¹ Currently, among both the Lebanese and the Syrian children, the double burden of overweight and undernutrition is observed. In the past five years, a key issue among refugees has been the declining number of meals and dietary diversity (particularly due to a lack of fresh fruits, vegetables and animal-source protein), which have led to concerns about micronutrient deficiencies.¹⁰² The minimum acceptable diet for children 6-23 months was 3 percent in 2016, and 1.8 percent in 2017, signalling that children are entering school deprived of an adequate diet. Data on the nutrition and food security of school-aged children is generally lacking.
158. In this context of crisis, education has become seen as a key way to protect children against negative coping strategies and to combat radicalisation and social tension. Before the crisis, Lebanon had a positive education outlook, with high enrolment, and compulsory education of 9 years (ages 6-15). Public schools have been small in reach compared to private schools.¹⁰³ Education indicators gradually improved leading up to the crisis but have declined.¹⁰⁴ The latest GER figures are 78 percent at pre-primary, 92 percent at primary, and 61 percent at secondary level, with a primary school dropout rate of 6.7 percent.¹⁰⁵ The high number of refugee children has strained the public-school system. As many as

⁹⁴ GDP per capita (constant 2011 international \$) from the World Bank's World Development Indicators database: databank.worldbank.org; the other data from UNDP Human Development Report: <http://hdr.undp.org/en/countries/profiles/LBN>

⁹⁵ World Bank 2012 data cited in CSP

⁹⁶ Government of Lebanon and the United Nations (2018), "Lebanon Crisis Response Plan 2017-2020: 2018 update"

⁹⁷ UNHCR 2017. Annual Global Trends Report.

⁹⁸ OCHA financial tracking service: <https://fts.unocha.org/appeals/552/summary>

⁹⁹ Ministry of Agriculture, FAO, REACH (2015), Food Security and Livelihoods Assessment of Lebanese Host Communities: Assessment Report, Lebanon.

¹⁰⁰ <https://reliefweb.int/sites/reliefweb.int/files/resources/OCHA-HumanitarianBulletin-Issue29-31october2017-EN.pdf>

¹⁰¹ Lebanon CSP 2018-2020

¹⁰² UNHCR, UNICEF and WFP (2016), "Vulnerability Assessment of Syrian Refugees in Lebanon 2016."

¹⁰³ Ministry of Education and Higher Education, National Policy for Alternative Education Pathways.

¹⁰⁴ UNESCO Institute of Statistics: <http://uis.unesco.org/en/country/lb?theme=education-and-literacy>

¹⁰⁵ UNESCO Institute of Statistics

49 percent of Syrian children were not in school according to the 2017 Vulnerability Assessment of Syrian Refugees in Lebanon (VASYR).¹⁰⁶ Particularly girls have face challenges in this regard. Child labour and early marriage have been highlighted as obstacles.

159. The Ministry of Education and Higher Education (MEHE) and partners have made major efforts to respond to the educational needs. The Reaching All Children with Education Strategy (RACE 2014-2016, RACE II 2017-2021) has aligned the refugee response with the Government's Education Sector Development Plan (2014-2017), and streamlined efforts to support the access to school and learning by Syrian refugee and vulnerable Lebanese children.¹⁰⁷ Through RACE, MEHE and partners have invested in second shifts in the afternoon to expand capacity (the number of which has gradually increased), teachers and materials. School fees have been waived and administrative requirements for Syrians have been eased.¹⁰⁸ The No Lost Generation initiative has further mobilized support to address the needs of children and youth in the region, and there is an annual Back to School Campaign run in Lebanon. The Education Sector Working Group is led by UNICEF and UNHCR (the Education Cluster is not active in the country). UNICEF has provided school material and reconstruction, non-formal education services, psychosocial support, school supplies, and other support to ensure particularly refugee children can enrol in school. UNHCR has focused on community mobilisation to identify out-of-school children and youth, awareness raising and community-based solutions for those at risk of dropping out, among other things.

160. ESF was introduced in Lebanon in 2016, as part of WFP's regional response under Regional EMOP 200433. The aim of ESF in the region has been to build human capital, reduce child labour and exploitation, and improve food security and nutrition for children. Across the region, ESF has targeted formal and informal primary schools, refugee and host-community children, using food and cash-based modalities. Before the crisis, there was no SF programme in Lebanon. As the programme is new, the dialogue on long-term integration of the programme into the national policy and budgetary framework is being launched. SF was not specifically mentioned within the RACE but WFP works under pillar 1 related to access to educational opportunities, with the nutrition education falling under pillar 3.

Subject of the evaluation

161. The Lebanon-specific evaluation focuses on SF implemented by WFP in Lebanon during the CSP period January 2018 – December 2020.

162. The ESF portfolio in Lebanon has included two models: WFP first introduced snacks in the school year 2015/16, and in 2016/17, it joined forces with UNICEF to deliver a cash-for-education model in the framework of the No Lost Generation initiative (entitled Min Ila). Both have targeted primary school children aged 5-14 years. The former targets specific schools around the country and both Lebanese and Syrian school children, and the latter targets Syrian households in specific Governorates. The Min Ila programme was stopped at the end of the scholastic year 2017-2018 due to failure in showing effects on education outcomes and securing support from MEHE to seek further funding. At the request of MEHE, WFP is piloting early in 2019 school kitchens aimed at serving cold snacks to students in 6 additional schools that follow the double shift system. The design is as follows:

163. Snacks: WFP works with a cooperating partner that locally purchases snacks composed of 125ml UHT milk or 30g peanuts and 160 g fresh fruit i.e. apple or banana (approximately 250 kcal/day) and delivers these to vulnerable Lebanese children during the morning and Syrian refugee children during the afternoon shift, in select public primary schools in areas with high poverty and refugee density. The composition of the snack was modified starting

¹⁰⁶ WFP, UNICEF, UNHCR (2017), VASYR 2017: Vulnerability Assessment of Syrian Refugees in Lebanon

¹⁰⁷ ODI (2014)

¹⁰⁸ ODI (2014)

in 2018 (substituting some of the milk for peanuts). The programme has grown from 10,000 children in school year 2016/17 to 17,000 in 2017/18 to 24,000 in 2018/19. 39 schools reached as of late 2018, and they are evenly distributed across the governorates of the country. The snacks were contained in LCRP 2018 food security response and will move to education response in the LCRP 2019 response. An additional 10,000 students will be reached through the 6 school kitchens in early 2019 as well.

164. School Kitchens: Starting summer 2018, WFP jointly with MEHE started exploring a new modality “school kitchens” as a way to diversify snacks, ensure linkages with the school communities and potentially improve the programme’s sustainability. Accordingly, around 20 schools suggested by MEHE and spread around the country were assessed to select 6 that could accommodate cold kitchens for the preparation of sandwiches and fruits/vegetables. These school kitchens will be functional in early 2019 and will reach around 10,000 additional children. In the meantime, the equipment and refurbishment needs of each kitchen were identified by the unit with support from the engineers of the livelihoods team.

165. In terms of complementary activities, WFP provides nutrition education in schools with the snacks. A nutrition syllabus tailored to different age groups (from KG 1 to Grade 9), was developed in collaboration with the school meals cooperating partner, IOCC. As an initial step the materials/lessons and related educational tools were validated by MEHE’s school health educators from the WFP-assisted schools during 2 workshops (December 2017 and April 2018). The final content was refined accordingly and complemented with illustrations for activities. This nutrition syllabus will be submitted to MEHE in December 2018 for compilation within the overall Health Manual that is being developed by UNICEF/MEHE. In 2019, the WFP-developed nutrition lessons will be piloted in 25 schools and the health educators of these schools will be gradually trained on the 5 different nutrition themes.

166. While there is no major overlap in beneficiaries of the snack programme and those of wider WFP food assistance to the household, for the Syrian students in the second shift, an overlap may exist with household cash transfers.

167. Under the CSP, SF in Lebanon is linked to the following outcomes:

- Strategic outcome 1: Food-insecure refugees – including school-age children – and crisis-affected host populations have access to life-saving, nutritious and affordable food throughout the year.
- The outcome indicators for SF include: enrolment, attendance, retention.

168. The snacks are driven by a desire to provide an incentive for school access, to diversify diets, and to create a positive learning environment and cohesion among refugees and Lebanese communities. The core programme logic is captured in CSP logical framework.

169. A baseline food security survey was carried out of the beneficiaries of the snack model for school year 2017-2018 prior the start of the school year. This included both Lebanese and Syrian students. Together with UNICEF, extensive baseline and follow-up data has been collected for Min Ila beneficiaries (See below details on completed Min Ila impact evaluation).

170. The key strategic partners for SF are: Ministry of Education and Higher Education, UNESCO, UNHCR and UNICEF. The snacks programme engages IOCC as the cooperating partner NGO.

171. Relevant evaluations include:

- **An impact evaluation of the Min Ila¹⁰⁹** model was done by UNICEF’s Innocenti centre in 2016-17. The purpose of this study was to measure the impact of the

¹⁰⁹ Hoop, et al. (2018), “Evaluation of No Lost Generation/“Min Ila, ” a UNICEF and WFP Cash Transfer Program for Displaced Syrian Children in Lebanon Impact Evaluation Report Endline”, available at: <https://www.air.org/sites/default/files/downloads/report/Evaluation-of-No-Lost-Generation-Min-Ila-Final-Report-July-2018.pdf>

program on children's education outcomes and their broader well-being. The evaluation could not demonstrate an impact on enrolment or attendance, it did demonstrate however positive impact on household work, subjective well-being and select food-related coping strategies. These results mirror expected results from multi-purpose cash, and therefore the links with education were not justified.

- **An Evaluation of WFP's Regional Response to the Syrian Crisis (2015-2017)**¹¹⁰ took place earlier in 2018, commissioned by OEV.¹¹¹ It focused on the entirety of WFP's emergency response in the Syria+5 countries in, including strategic positioning and alignment with needs, factors driving strategic decision making, and the achievement of objectives.
- **A previous Evaluation of WFP's Regional Response to the Syrian Crisis (2011-2014)**¹¹² was commissioned by OEV and finalised in 2015, focusing on the entirety of WFP's response in the region. The evaluation preceded the introduction of ESF in Lebanon. The evaluation can, however, provide pertinent background information on the response.
- **OEV-led CPE** will take place in late 2019 or during 2020. This evaluation can complement this wider portfolio examination and establish a baseline where relevant.

172. This evaluation is expected to inform the future CSP (2021 -) for Lebanon, as well as policy engagement for a national strategy for SF.

173. Areas of interest for the CO are:

- The contribution of school feeding to child well-being in terms of education access to education (solving the issue of out-of-school children) but also in terms of readiness for learning and continuation of schooling (preventing drop-out)
- The food and dietary adequacy of the child i.e. the contribution of the school snack to filling a gap in children's food consumption and dietary diversity
- Contribution of the school snack to alleviating the cost of education and total families' expenditures

174. More information about the programme can be found in the factsheet below.

FACTSHEET: LEBANON		
School year	October - May	
Type of transfer	In-Kind: Snacks	In-kind: Kitchens
Type of schools	Pre-primary and primary; formal (morning & afternoon shift)	Pre-primary and primary; formal (afternoon shift)
Beneficiary population	Refugee/host community	
Age range	5-14 years	5-14 years
Targeting approach	Specific public primary schools are targeted in areas with high poverty and refugee density. All Syrian and Lebanese children in the school (morning and afternoon shift) receive snacks	Specific public primary schools are targeted in areas with high poverty and refugee density. All Syrian and Lebanese children in the school (morning and afternoon shift) receive the snacks prepared in the school kitchen.
Number of meals (per day)	1	1
Ration composition	- Apple/Banana + UHT Milk in 2017	-

¹¹⁰Betts, et al. (2018), "Corporate Emergency Evaluation of the WFP Regional Response to the Syrian Crisis, January 2015-March 2018", available at: <https://www.wfp.org/content/evaluation-wfps-regional-response-syrian-crisis-2015-2017>

¹¹¹ TOR available at: <https://www.wfp.org/content/evaluation-wfps-regional-response-syrian-crisis-2015-2017>

¹¹² Drummond, et al. (2015), "An Evaluation of WFP's Regional Response to the Syrian Crisis, 2011-2014", available at: <https://www.wfp.org/content/evaluation-wfp%E2%80%99s-regional-response-syrian-crisis-terms-reference>

	- 160g Apple/Banana + 125ml UHT Milk/30 g Peanuts Feb. 2018 - (~250 kcal)	TBD but generally a sandwich (dairy) plus a fruit or a vegetable.		
Local sourcing of food	Yes – whole food basket	Yes – whole food basket		
Feeding days	5 days/week, 130 days/year	5 days/week, 130 days/year		
Complementary interventions in schools	Nutrition education	Nutrition education		
Key partners	MEHE, UNICEF, UNHCR, IOCC			
Key donors	Canada, Italy, private donors			
SNACKS: INPUTS AND OUTPUTS		2016 (fall)	2017 (Mar-Dec)	2018
		Reg-EMOP 200433		CSP
	Planned beneficiaries	10,000	17,000	17,000
	Actual beneficiaries	10,000	14,500	
	Planned schools	22	38	
	Actual schools	22	36	
	Governorates	All 8 governorates	All 8 gov.	All 8 gov.
MIN ILA: INPUTS AND OUTPUTS		2016-17	2017-18	2018
	Planned beneficiaries	50,000	48,500	133,000
	Actual beneficiaries	50,000	48,500	
	Planned schools	442	699	
	Actual schools	442	699	
	Governorates	Akkar, Mount Lebanon	Akkar, Mount Lebanon	
DETAILS: OPERATION				
	Regional EMOP 200433	CSP		
Name of operation	Food Assistance to Vulnerable Syrian Populations in Jordan, Lebanon, Iraq and Turkey affected by the events in Syria	Lebanon Country Strategic Plan (2018–2020)		
Start date	1 July 2012	1 January 2018		
End date	31 December 2016	31 December 2020		
Revisions	10/2016, 02/2016 (introduces ESF in Lebanon), 05/2015, 01/2015, 12/2014, 07/2014, 01/2014, 08/2013, 03/2013, 01/2013, 12/2012, 11/2012, 10/2012, 08/2012	None		
Budget	3,213,209,658	889,615,681		
Total Beneficiaries (planned)	971,648 (Lebanon only)	622,338		
ESF share of total beneficiaries (planned)	6 percent (Lebanon only)	25 percent		

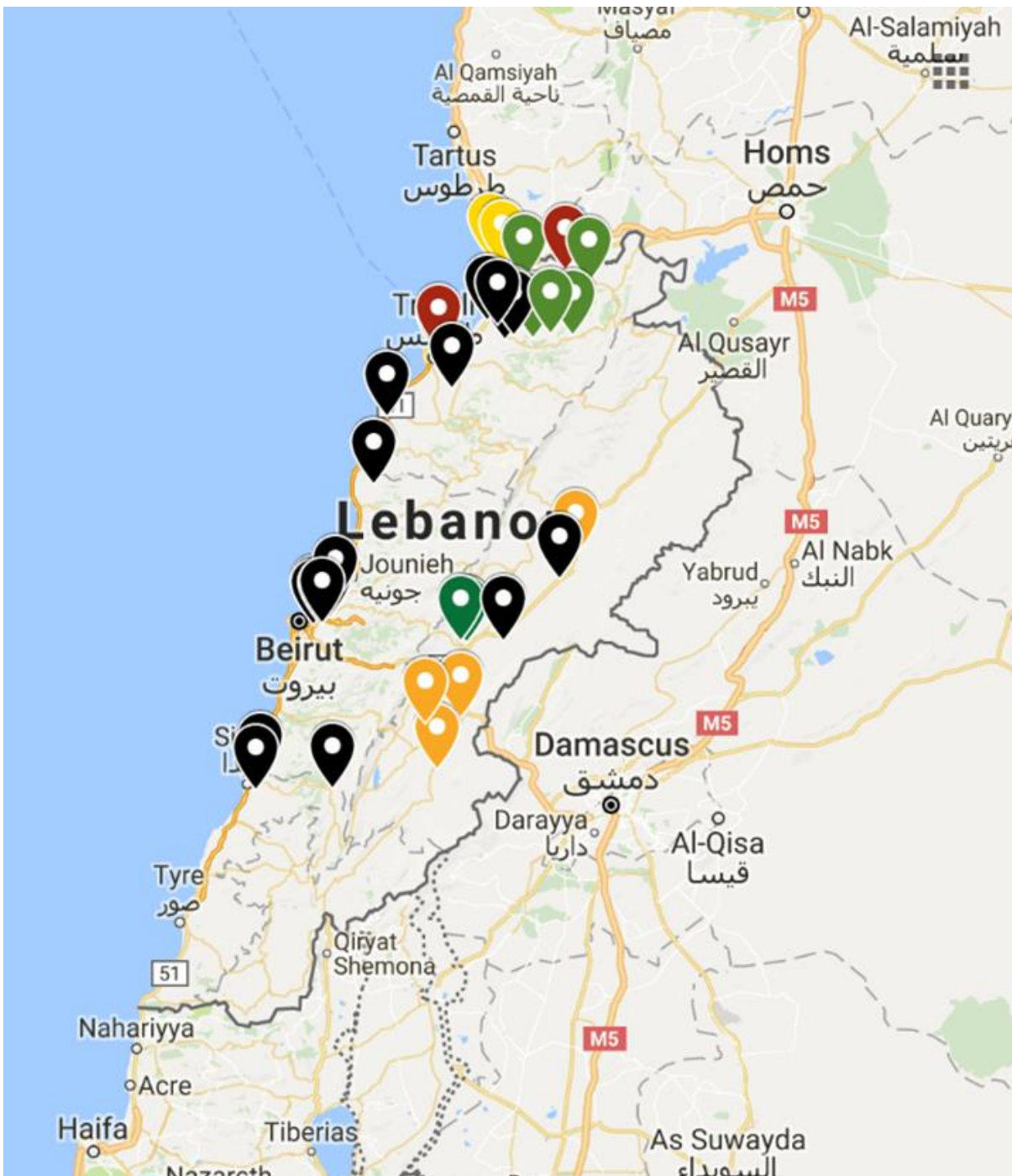


Figure 5 Lebanon: Map Schools in the Snacks Programme, 2018

6. COUNTRY ANNEX: NIGER

Context

175. Niger is a land-locked and food-deficit Sahelian country with a population of 20 million. Niger ranks last of 189 countries according to the UNDP Human Development Index (UNDP 2018). With a population of 21.5 million that is predominantly rural; 44 percent of the population live on less than USD 1.25 per day, and 80 percent are in a situation of extreme poverty, including four since 2000. On average, 5.6 million people are food insecure because of insufficient food availability associated with inadequate production, security constraints, demographic growth and other factors. Of these, about 2.65 million are affected each year, constituting the most vulnerable people. In case of shocks, up to 48 percent of the country's population can become food insecure, highlighting the chronic nature of Niger's vulnerability to food insecurity. Evidence from the 2009/10 food crisis shows that it can take three or more years for the poorest households to recover and return to pre-crisis livelihood situation, stressing the importance of investing in resilience building activities to withstand climatic shocks and changes
176. According to the HNO, 1.9 million people required humanitarian assistance in Niger in 2017, and 2.3 million people in 2018. These national humanitarian needs are driven by structural poverty and food insecurity, malnutrition, epidemics, floods and displacement. Violent conflict in particularly Mali and, most recently, Nigeria have accentuated humanitarian needs, as well insecurity. The overall Niger humanitarian response plan was 53 percent funded in 2016, and 80 percent funded in 2018.¹¹³
177. WFP launched a regional EMOP to respond to crisis in North-Eastern Nigeria in January 2015 and activated a Level 3 emergency in August 2016. The response encompasses the Diffa region of Niger.
178. Diffa, which was already poor and food insecure prior to the current crisis, has since 2015 suffered Boko Haram cross border raids, suicide and other attacks particularly targeting schools, aid workers, and IDP camps, and population displacement waves.¹¹⁴ Displacement has been both spontaneous and government-coordinated (i.e. the government has organised population movements from insecure to safer areas). The displacement is protracted, as there are limited hopes of returning, as the insurgency continues. The 2017 HNO noted that with a total population of 704 000, Diffa had 340 000 people in need of humanitarian assistance; in 2018, the HNO estimated the figure at 419 000. As of 2018, Diffa hosted around 110 000 Nigerian refugees, 130 000 IDPs, and 15 000 returnees, mostly living within the host community.¹¹⁵
179. As of early 2018, Diffa was mostly under IPC phase 2, with a risk of sliding into phase 3. Food needs in Diffa are driven by adverse climatic conditions that are undermining food production, disruptions to agriculture and livelihoods caused by the state of emergency, very limited livelihood opportunities for the displaced, and trade, movement and market constraints due to insecurity.¹¹⁶
180. Six years of primary education (ages 7-13 years) are mandatory in Niger, with a large share of education provided by the Government. The country remains far from achieving universal primary education: access and completion remain limited, even though the gross enrolment ratio (GER) has more than more than doubled from 35 percent in 2001 to 71 percent currently. Disparities are marked, with rural areas, children or poor households and girls being particularly disadvantaged. Primary school dropout rate is 36 percent, and the expected years of schooling are 5.4 years.¹¹⁷ Learning outcomes are generally weak.¹¹⁸

¹¹³ OCHA financial tracking service: <https://fts.unocha.org/appeals/530/summary>

¹¹⁴ <https://www.acaps.org/country/niger/crisis-analysis>

¹¹⁵ Niger Humanitarian Needs Overview 2018

¹¹⁶ <http://www.fews.net/west-africa/niger>; Niger Humanitarian Needs Overview 2018

¹¹⁷ UNDP HDR data, <http://www.hdr.undp.org/en/countries/profiles/NER>

¹¹⁸ World Bank (2014), Project Appraisal Document on a Proposed Global Partnership for Education Fund Grant in the Amount of US\$84.2 million to the Republic of Niger for a Support to Quality Education Project. World Bank Report PAD444.

The national Sector Programme for Education and Training (PSEF, 2014-2024) prioritises the quality of education at all levels, equitable access to basic education accompanied by a reduction in regional disparities, and overall capacity development in the sector.

181. The education scenario in Diffa is alarming: As many as 55 percent of children in the region have been estimated to be out of school. There are supply side constraints: school have been destroyed, numerous schools have closed, and materials and teachers are scarce.¹¹⁹ On the demand side, access is hindered by factors such as fear as Boko Haram attacks and abductions targeting schools, hunger, trauma that makes it hard for children to integrate back into school life, language barriers for Nigerian refugees, cultural beliefs (affecting girls' schooling), pressure to engage in child labour and household chores, early marriage, and inadequacy of school infrastructure and facilities.¹²⁰ The Education Cluster and the technical working group in Diffa have sought to provide a multisector response to ensure inclusive access to learning in a safe environment and to the protection and well-being of children.
182. WFP has implemented SF in Niger since the 1970s and remains the largest provider of SF in the country, under a single-country PRRO and a Regional EMOP operation, before transition to a CSP in mid-2019. WFP SF models have been to suit the varying local contexts and crisis dynamics around the country, including recurrent food insecurity, conflict and displacement. SF is well integrated into the national policy framework and there is an emergent commitment to SF in the budgetary framework.¹²¹ PSEF includes SF as a tool supporting the universalisation of primary education, by boosting demand among the most vulnerable and contributing to the quality of education. The national SF Strategy (launched in 2015) focuses on SF supporting education access, progression and learning, particularly for girls, while seeing the programme as entry point to build safety nets that help to ensure that every child has access to education, health and nutrition. The SF strategy includes some principles for programme design and delivery in emergencies. SF has been systematically featured in the HRPs in 2015-2018 as part of the wider education response strategy, and WFP coordinates this work with the Education Cluster.

Subject of the evaluation

183. WFP expects an activity evaluation covering ESF activities implemented by WFP in Diffa under the regional EMOP 200777 Providing Life-Saving Support to Households in Cameroon, Chad, and Niger Directly Affected by Insecurity in Northern Nigeria from the onset of ESF activities in 2015 to the time of the evaluation.
184. The EMOP originally began in January 2015, but the SF component in Diffa was launched in late 2015, through BR4 of the regional EMOP 200777. The scope of the evaluation is from this point forward to the time of evaluation. The scope excludes SF activities carried out under the PRRO 200961. Under the latest Budget Revision, the EMOP 200777 was extended until the end of 2018. In 2019, the ESF activities in Diffa is planned under the emergency response component of the Transitional Interim Country Strategic Plan (TICSP), January 2019-December 2019.
185. WFP has been implemented SF in Diffa under different operations over the past decade. The SF operation in question commenced in response to the Government's request to partners to respond to the urgent situation of out-of-school children generated by the Boko Haram insurgency. Coverage of SF has gradually expanded in line with the rising education and food needs in Diffa, from 6,000 children in the school year 2015/16, to 23,000 in 68 schools in 2017/18.

119 2017 HNO

120 Global Partnership for Education (2017), Education for protection and development in the Lake Chad Basin crisis (blog entry): <https://www.globalpartnership.org/blog/education-protection-and-development-lake-chad-basin-crisis>; REACH (2017), Evaluation de la situation en termes de protection des personnes déplacées à Diffa : http://www.reachresourcecentre.info/system/files/resource-documents/reach_ner_report_evaluation_protection_dans_la_region_de_diffa_mai_2017.pdf

121 WFP & World Bank (2017): Rapport pays SABER Niger

186.WFP provides on-site cooked meals comprising porridge and one or two cooked meals a day, in two types of schools in Diffa. The school populations comprise host community, IDP, refugee and returnee children. The number of meals is adapted to two contexts or types of schools. The two types of schools covered are:

- **écoles d'urgence:** These are primary schools, either existing or newly established, that cater to children of IDP families in spontaneous displacement sites. WFP offers 2 meals a day to children (morning porridge, and lunch of cereals and pulses), with the assumption that the children receive some food at home. In 2017/18, WFP covers 40 such schools.
- **écoles d'accueil:** These are primary schools that cater to cater for children whose schools have been closed due to insecurity and the children have been moved by the government to more secure schools to continue their education. WFP provides 3 meals a day (morning porridge, and lunch and dinner of cereals and pulses). WFP covers the full daily nutritional needs of the child, based on the assumption that the children not live with their parents but with host families or other similar arrangements. In 2017/18, WFP covers 28 such schools.

187.SF under the two WFP operations present in Diffa - the EMOP and PRRO 200582 - adopted a streamlined model and ration starting in the school year 2016/2017.

188.Complementary activities in the schools include school construction/rehabilitation, materials, teacher training, and WASH interventions provided by the Education Cluster and other humanitarian partners.

189.Under the EMOP operation, WFP provides other types of food assistance – unconditional and conditional food assistance, and nutrition activities - to some of the SF beneficiary households. WFP also implements SF in Diffa under the PRRO 200961, but the operations target different areas and beneficiaries. SF under the PRRO in Diffa is outside of the scope of this evaluation as it has been subject to a separate evaluation.

190.In the volatile situation, needs are constantly revised and the response is adapted. Adjustments to the caseload are possible mid-2018. Over 140 sites have been identified as in need of SF in Diffa, indicating that need exceed WFP ability to cover them.

191.There is no separate theory of change available, but it is expected that the evaluation team facilitate the development of a theory of change at the inception phase. The objectives of the ESF component are captured under the EMOP logical framework, as follows:

- Strategic Objective 1: Save lives and protect livelihoods in emergencies
 - Outcome: Restored or stabilised access to basic services and/or community assets
 - Retention rate (boys) in WFP-assisted primary schools
 - Retention rate (girls) in WFP-assisted secondary schools
 - Retention rate (girls) in WFP-assisted primary schools
 - Retention rate in WFP-assisted primary schools
 - Enrolment (girls): Average annual rate of change in number of girls enrolled in WFP-assisted primary schools
 - Enrolment: Average annual rate of change in number of children enrolled in WFP-assisted primary schools
 - Enrolment (boys): average annual rate of change in number of boys enrolled in WFP-assisted primary schools.

192.A nationwide baseline survey of SF (encompassing the PRRO and the EMOP) was carried out by the CO in early 2018. This covered 10 schools with EMOP ESF in Diffa. The evaluation team is expected to examine evaluate its quality to identify whether it can be made use of for this evaluation.

193.Strategic partners include the Ministry of Education, the Diffa-level education cluster working group led by UNICEF and with participation other partners as well as the Government, and the Education Cluster at the national level. In the context of refugee and

IDP interventions, UNHCR represents a key partner. WFP implements SF directly, without NGO cooperating partners.

194. This evaluation is the first time that ESF is evaluated systematically and in depth in Niger. Other relevant evaluations that touch upon SF or Diffa are:

195. the Regional EMOP 200777 Operation Evaluation¹²² commissioned by OEV covering the entirety of the operation from January 2015 – December 2016. The evaluation did not discuss SF activities in Niger in detail as the activities had just started.

196. A decentralised mid-term evaluation of PRRO 200961 commissioned by the Niger CO in 2018. This evaluation includes the Diffa region but only SF activities under the PRRO, excluding ESF under the EMOP.

197. The CO is currently starting the preparation of a CSP, with the concept note scheduled for September 2018, and the final document for late 2018. It is expected that the inception and baseline phase of this evaluation contribute to the planning of the CSP. Furthermore, there is an opportunity for the evaluation to feed into a future update of the national SF Strategy as regards the use of SF to respond to emergencies.

198. Areas of interest for the CO include:

- Effectiveness of the ration approach and programme model
- Programme alignment with children's most urgent needs
- How complementary activities such as WASH, rehabilitation and reconstruction have contributed to increase the efficiency and effectiveness of the programme?
- Cost-effectiveness
- Strong qualitative analysis

199. More information about the programme can be found in the factsheet below.

FACTHSEET NIGER	
School year	October – June
Type of transfer	In-kind: On-site meals
Type of schools	Primary (including pre-primary if contained within the same school); formal; public schools.
Beneficiary population	Refugee/IDP/host/returnees
Age range	4-14 years
Targeting approach	Specific schools are targeted based on humanitarian needs, and agreement with government and education partners
Number of meals per day	- ecoles d'urgence: 2 meals per day (breakfast, lunch) - ecoles d'accueil: 3 meals per day (breakfast, lunch, dinner) - (In 2015-16 all schools received 3 meals per day)
Daily ration content	- Ecoles d'urgence: cereals 175 g, Super cereal 80 g, pulses 40g, oil 25 g, salt 4 g - Ecoles d'accueil: cereals 295 g, Super Cereal 80 g, pulses 70 g, oil 40 g, salt 7 g
Local sourcing of food	No
Feeding days	Ecoles d'urgence: 5 days, 180 days per year; Ecoles d'accueil: 7 days a week (also weekend), 270 days per year
Complementary interventions in schools	Various WASH and education activities, but not uniform across the targeted schools
Key partners	MoE, UNICEF, UNHCR
Key donors	ECHO, DFID, USAID, Canada

¹²² "West Africa Regional EMOP 200777: Providing life saving support to households in Cameroon, Chad, and Niger directly affected by insecurity in northern Niger: An Operation Evaluation", Available at: <https://www.wfp.org/content/west-africa-regional-emop-200777-providing-life-saving-support-households-cameroon-chad-an-0>

INPUTS AND OUTPUTS		2015	2016	2017
		Reg-EMOP 200777		
	Planned beneficiaries	EU: 0 EA: 8,000	EU : 4,000 EA : 4,000 Total : 8,000 F : 3,600 M : 4,400	EU : 11,086 EA : 11,993 Total : 8, 000 F : 3,600 M : 4,400
	Actual beneficiaries	EU: 0 EA: 5,554	EU : 2,075 EA : 5,735 Total : 6,061 F : 2,727 M : 3,334	EU : 11,086 EA : 11,993 Total : 21,573 F : 9,708 M : 11,865
	Planned schools	13	16	68
	Actual schools	Total: 13 EU:0 EA:13	Total: 16 EU:4 EA:12	Total: 68 EU:40 EA:28
DETAILS: OPERATION				
Regional EMOP 200777				
Name of operation	Providing life-saving support to households in Cameroon, Chad, and Niger directly affected by insecurity in northern Nigeria			
Start date	1 January 2015			
End date	31 December 2018			
Revisions	12/2017, 01/2017, 08/2016, 06/2016, 01/2016 (introduces ESF in Diffa), 10/2015, 04/2015, 02/2015			
Total Budget (as per final revision)	1,163,382,009			
Total beneficiaries (planned)	355,400 (Niger/Diffa only)			
ESF share of total beneficiaries (planned)	6 percent (Niger/Diffa only)			

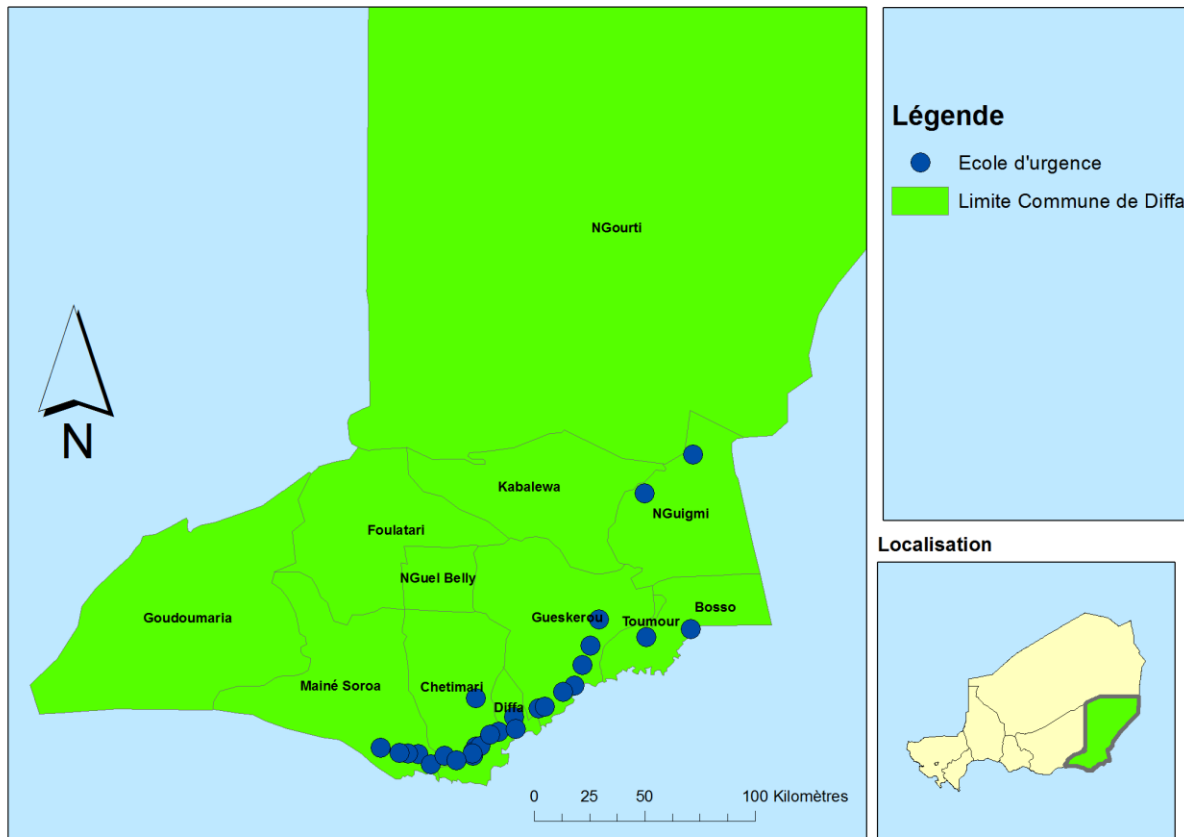


Figure 6 Niger: Map of ESF Schools in Diffa Region, 2017-2018

7. COUNTRY ANNEX: SYRIA

Context

200. Once a middle-income country, the Syrian Arab Republic has faced a prolonged crisis in recent years, which has been detrimental to development gains achieved before 2011. The human toll is substantial: 10.5 million people, including 4.4 million children, need food assistance. While acute malnutrition is not widespread, high stunting rates indicate a serious chronic malnutrition problem. Aggravating factors include population displacement, high levels of food insecurity, soaring unemployment rates and weakened infrastructure for health services. Compounded by the fact that a staggering 1.75 million children are currently not attending school; this systemic crisis is likely to have an impact on future generations.

201. The Syrian Arab Republic is now in the low human development category, ranked 149th of 188 countries in the 2016 Human Development Index and 133rd of 159 countries on the Gender Inequality Index, with a score of 0.554. Before the crisis, the country had achieved many of the Millennium Development Goals, including those related to primary education and gender parity in secondary education, and had made progress in decreasing malnutrition and infant mortality rates and increasing access to improved sanitation.

202. The country's social security and protection programmes have significantly diminished over the course of the crisis, and subsidized bread and medicines are now the Government's primary contribution to a social safety net.

203. More than 10 million people (5.2 million men and boys and 5.3 million women and girls) need various forms of food assistance, including 6.5 million acutely food-insecure people and 4 million who are at risk of becoming food-insecure, the latter figure having doubled since 2016. Internally displaced persons and returnees are among the most food-insecure population groups, along with woman-headed households (an estimated 14 percent of all households), children, persons living with disabilities or chronic illness, poor rural

households with limited or no access to markets and agricultural land and households living in hard-to-reach areas.

204. High levels of food insecurity persist because of a loss of livelihoods, extremely high unemployment rates, especially among women and young people, and households' reduced purchasing power. Food prices have increased eightfold since the beginning of the crisis and remain volatile, with substantial geographical variations. Prices were at their peak at the end of 2016. Since then, they have stabilized or decreased as market access improved. The inflation rate was last officially recorded in October 2016, when it was 50.4 percent (up from 4.4 percent in 2010).
205. The crisis has reduced the cumulative gross domestic product of the Syrian Arab Republic by an estimated USD 254 billion and pushed the unemployment rate up to 50 percent, reaching 75 percent among young people and even higher among women. The proportion of Syrians living in extreme poverty with less than USD 2 per day increased from 34 percent before the crisis to 69 percent in 2017.
206. In 2010, before the onset of the crisis, agriculture contributed significantly to the national economy, accounting for 18 percent of gross domestic product and 23 percent of exports and employing 17 percent of the labour force. In 2017, the Food and Agriculture Organization of the United Nations (FAO) estimated that USD 16 billion had been lost as a result of decreased production and damage to and destruction of assets and infrastructure in the agriculture sector. Food production in the Syrian Arab Republic has deteriorated since the onset of the crisis owing to a lack of agricultural inputs such as irrigation and seeds, damage to crops and unexploded ordnance. The livestock sector has also seen substantial reductions, with herd and flock sizes falling by between 47 and 57 percent as a result of high fodder prices, inadequate veterinary services and insufficient access to grazing lands.
207. After more than seven years of crisis, both physical infrastructure and systems for providing public services are severely affected. Public services such as education, health and utilities have all deteriorated, resulting in a high number of children being out of school, a lack of adequate health facilities even for basic care, including sexual and reproductive health services, and higher prices for utilities such as water and electricity.
208. The education system is overstretched as many teachers have left and more than one in three schools have been damaged, destroyed or used as shelters. The education sector estimates that one in three school-aged children – 1.75 million children – are not in school and an additional 1.35 million children are at risk of dropping out. Many girls and boys are engaged in various forms of child labour, with boys facing the additional risk of recruitment by armed groups while girls may be married at an early age.
209. Several aggravating factors play a role in the overall nutrition status, including population displacement, high levels of food insecurity, deteriorating livelihoods, limited access to good-quality water and sub-optimum infant and young child feeding practices contributing to outbreaks of diarrhoea and other childhood diseases. These factors are exacerbated by systemic gender inequalities that pre-date the current crisis, particularly in hard-to-reach locations.
210. Under the coordination of the Ministry of Education, education partners have focused on addressing the crisis of out of school children through investment in formal, informal and accelerated learning opportunities, quality of education (e.g. teacher training and incentives), systems strengthening and policy development.¹²³ Access has improved thanks to initiatives such as Curriculum B – a fast-tracked alternative curriculum for out-of-school children, self-learning programmes, and back-to-learning campaigns.¹²⁴

123 No Lost Generation (2016), "Syria Crisis Education Strategic Paper: London Progress Report", available at: http://wos-education.org/uploads/reports/London_Education_Progress_Report_Sept2016.pdf

124 Syria Humanitarian Response Plan 2018

211. WFP has been operating in Syria since 1964. The Syria Level 3 crisis was declared in 2011 and has continued since. The country currently operates under an Interim Country Strategic Plan (ICSP, January 2019-December 2020). This contains general food assistance, ESF, food assistance for assets, and nutrition activities, among others. WFP first introduced ESF inside the country in 2014 in response to education sector reports of children being too hungry to concentrate in class, and requests by authorities and partners for WFP to introduce ESF. ESF is integrated within the education sector response plan in the HRP, as a tool to promote access to formal and informal learning.

Subject of the evaluation

212. This evaluation will be an activity evaluation of WFP's full portfolio of ESF activities in Syria, from January 2015 to the time of evaluation.

213. WFP introduced ESF in Syria for the first time in the school year 2014/15 in the form of snacks, through BR12 of the Syria EMOP 200339 Emergency Food Assistance to People Affected by Unrest in Syria. As access has improved and the CO has sought to test more diversified models that can contribute to wider sustainability, a food voucher model was introduced in 2017, and meals prepared in a central kitchen and delivered to schools started to be piloted in 2017 (both introduced under the PRRO 200988 Food, Nutrition and Livelihood Assistance to the People Affected by the Crisis in the Syrian Arab Republic). The CO currently continues to implement SF under the ICSP.

214. These efforts to encourage and protect enrolment and attendance while improving the food intake and nutrition of school children are anchored within WFP's Vision 2020 document for the Syria crisis¹²⁵ that reaffirms WFP's role in addressing urgent food and nutrition needs, but also emphasises the need for increasing investments in people through education, and in livelihoods and economic opportunities.

215. The details of the three models are as follows:

- **Snacks:** The major share of WFP SF in Syria is in the form of the snacks that WFP delivers directly in partnership with the MoE. The snack comprises a fortified date bar. WFP targets formal primary schools within districts selected based on the high number of IDPs, low food insecurity and educational indicators. Originally, WFP introduced only the date bars (currently produced within Syria), and milk was added in December 2016 thanks to an in-kind contribution for two years. The coverage of the programme has expanded from four governorates and 90 000 children in 2014 to ten governorates and 625,000 children in twelve governorates in 2018.
- **Out-of-School Children / Fresh food vouchers:** WFP started piloting an electronic fresh food voucher, aligned with its wider strategy to scale up cash-based transfers in place since 2014. The voucher is given to households whose children regularly attend the UNICEF-supported accelerated learning programme "Curriculum B". Curriculum B which is designed to facilitate re-entry into mainstream education.¹²⁶ The voucher value is approximately US\$ 20 per month and it is redeemable with WFP-contracted retailers. WFP's aim is to fully roll out the model in all schools with the Curriculum B programme in the governorates of Homs and Latakia. Scale-up to the planned target schools is ongoing: In 2016, 376 children were reached, and in 2017, the number rose to 2,500 children. Two NGO partners work with WFP to help distribute the vouchers.
- **Meals:** In the school year 2016/17, WFP started piloting locally procured meals consisting of a sandwich and a fruit/vegetable with 5 different menu options providing up to 500 kcals) in 3 schools in Aleppo. WFP works with two cooperating partner NGOs that purchases ingredients locally (including bread baked locally with fortified flour provided by WFP) and employs local women to prepare the meals. The fresh meals programme has so far reached five schools in Aleppo, with a total of 15,000 pupils.

125 WFP (2016), "Syria +5 Vision 2020: Laying the Foundation for Syria's Future", available at: http://documents.wfp.org/stellent/groups/public/documents/op_reports/wfp285730.pdf

126 See more information on Curriculum B in UNICEF (2016), "Annual Report for Syria 2016": https://www.unicef.org/about/annualreport/files/Syrian_Arab_Republic_2016_COAR.pdf

216. WFP has also built the capacity of local food manufacturers to produce the date bars. Starting 2015, WFP began supporting local manufacturers to increase their capacity to produce date bars, to cover the programme's requirement through local procurement. In 2016, the transition towards locally produced fortified date bars was progressively scaled up, contributing to enhanced local capacity and improved food value chain. In 2016, WFP bought almost half of its fortified date bars through two local suppliers, reducing the lead time and ensuring consistency with local taste preference. This enabled WFP to establish a more reliable supply and contributed to the livelihoods of 241 people employed by the two suppliers, about 70 percent of whom are women. Starting 2017, WFP was able to locally source 100 percent of its date bar requirements for the school feeding programme.
217. There have been important gaps between planned and actual beneficiaries due to the following reasons: In 2014, delayed approvals, funding constraints, delayed arrival of commodities and transportation bottlenecks; in 2015 and 2016, supply chain issues, and access issues were present; in 2016, in introducing the cash-based modality, delays in expanding the network for implementation were observed; and in 2017, access restrictions and clearances.
218. The three models target primary school aged children, with the exception that the voucher programme reaches a wider age range of children in accelerated learning.
219. Complementary activities for all models include the education cluster partners' interventions that include e.g. school materials and supplies, remedial classes, teacher training, and classroom rehabilitation. These are not consistently present in all the WFP-targeted schools. WFP also provides capacity strengthening particularly to MoE, local school administrators and teachers to contribute to effective implementation and sustainability.
220. There is partial overlap between SF beneficiaries and beneficiaries of other types of food assistance from WFP, and complete overlap between those receiving vouchers under the SF programme and general food assistance.
221. Expansion plans are in place for the three models for the duration of the ICSP, (2019-2020): WFP plans to deliver snacks to 1.1 million students, fresh meals to 50,000 students and vouchers to 100,000 pupils. The expansion is subject to the availability of resources, access and agreement with the MoE.
222. A logical framework for SF has been in place since the onset of the programme (revised in 2017/18). Under the ICSP, the SF programme contributes to:
223. Strategic Outcome 1: Food-insecure populations affected by the crisis, including host communities, internally displaced persons and returnees, in all governorates, have access to life-saving food to meet their basic food needs all year round.
224. The outcome indicators for SF are: enrolment rate, attendance rate and retention rate in assistance schools.
225. No baseline survey has so far been carried out.
226. WFP's strategic partners for SF are the MoE and UNICEF. NGO partners are key in the implementation of the voucher and meal models.
227. The ESF programme in Syria has not yet been subject to an in-depth evaluation by WFP or other partners. This evaluation is an opportunity for the CO to review the three models in a context of a gradual shift from relief to interventions focused on resilience and recovery.
228. The evaluation replaces a review of school feeding contained in the T-ICSP work plan. The findings are expected to complement the Syria Zero Hunger Review (which will be the basis for the development of the CSP), and eventually inform the SF strategy contained in the upcoming Syria CSP.
229. Other evaluations of relevance for this exercise include:

230. An Evaluation of WFP's Regional Response to the Syrian Crisis (2015-2017) taking place in 2018, commissioned by OEV.¹²⁷ This evaluation focused on the entirety of WFP's emergency response in the Syria+5 countries in, including strategic positioning and alignment with needs, factors driving WFP's strategic decision making, and the achievement of portfolio objectives. The evaluation did not focus on individual activities, reducing the risk of overlap.

231. The previous WFP evaluation of the Regional Response to the Syrian Crisis (2011-2014)¹²⁸ commissioned by OEV also focused on the entirety of WFP's response. The evaluation touched upon school snacks in Syria but did not delve in-depth into the activity. The evaluation can, however, provide pertinent background information on the response.

232. A Country Portfolio Evaluation (CPE) for the ICSP (2019-2020) planned to take place in 2020. This evaluation should establish a baseline for the Syria CPE.

233. In addition, in the ICSP, the CO has included plans for assessments, such as updated food security assessments, and a protection analysis.

234. Due to the complex context, this evaluation is expected to adopt operating principles similar to those outlined in the TOR of the Evaluation of WFP's Regional Response to the Syrian Crisis (2015-2017). The evaluation will have to remain flexible, maximise use of available evidence and build on information collected for this regional evaluation. Additional conceptual constraints are outlined in the section Data Availability.

235. In this evaluation, issues of interest to the CO are:

- The contribution of the programme to child well-being including but not limited to education access and role in return to school and continuation of schooling.
- The effectiveness of targeting both schools with a regular curriculum and those implementing a catch-up programme (curriculum B).
- Analysis of vouchers' impact on the household economy.
- Obtaining findings that can help enhance the programme models of the newer modalities: fresh food vouchers and on-site meals with linkages to local economy revival and livelihood generation for disadvantaged groups.

236. More information about the programme can be found in the factsheet below.

FACTHSEET: SYRIA				
School year	Mid-September to Mid-May			
Type of transfer	In-Kind: Snacks	Cash-based: Vouchers	In-Kind: Meals	
Type of schools covered (pre/primary/secondary; formal/non-formal)	Primary; formal	Primary formal schools with accelerated "curriculum B" programme	Primary; formal	
Beneficiary population type (refugee/IDP/host/etc.)	IDP/host community	IDP/host	IDP/host	
Age range	6-12 years	6 - years	6-12 years	
Targeting approach	All schools in specific sub-districts with low	All children in UNICEF curriculum B programme	Select schools in Aleppo	

¹²⁷ TOR available at: <https://www.wfp.org/content/evaluation-wfps-regional-response-syrian-crisis-2015-2017>
¹²⁸ Drummond, et al. (2015), "An Evaluation of WFP's Regional Response to the Syrian Crisis, 2011-2014", available at: <https://www.wfp.org/content/evaluation-wfp%E2%80%99s-regional-response-syrian-crisis-terms-reference>

	enrolment, high food insecurity, high number of IDPs	in specific locations with CBT feasibility					
Number of meals per day	1	-			1		
Daily ration content	- Date bars- 80g	Fresh food voucher, \$20/month (four food groups: meat, dairy, fruits, vegetables)			- Sandwich made from fortified bread and fresh fillings 120-240g - Fruit- 120g	-	
Local sourcing of food	Yes – date bars	N/A			Yes - all		
Feeding days	5 days/week, 141 days/year						
Complementary interventions in schools	UNICEF teaching and learning material, school supplies, training for teachers, remedial classes and classroom rehabilitation.						
Key partners	MoE, UNICEF, national NGO partners, UNESCO, ILO						
Key donors	Japan, ECHO, UK, France, KSA, private donors						
INPUTS AND OUTPUTS: SNACKS		2014	2015	2016	2017	2018	2019-2020
		EMOP 200339			PRRO 200988	T-ICSP	ICSP
	Planned beneficiaries	Total: 350,000 F: 171,500 M: 178,500	Total: 500,000 F: 245,000 M: 255,000	Total: 500,000 F: 245,000 M: 255,000	Total: 800,000 F: 408,000 M: 392,000	Total: 1,000,000 F: 510,000 M: 490,000	Total: 1,100,000 F: 539,000 M: 561,000
	Actual beneficiaries	Total: 90,055 F: 44,126 M: 45,928	Total: 315,651 F: 154,669 M: 160,982	Total: 485,450 F: 237,871 M: 247,579	Total: 660,611 M: 336,912 F: 323,699	Total: 625,000* M: 318,750 F: 306,250	
Planned schools	350	650	920	1,629	1,800	2,200	

	Actual schools	285	483	883	1,591	1,050	
	Governorates	Tartous, Aleppo, Al-Hasakeh, Rural Damascus	Homs, Rural Damascus, Aleppo, Tartous, Hama, Hassakeh, Damascus	Aleppo, Tartous, Hama, Homs, Al-Hasakeh, Damascus, Rural Damascus, Dar'a, Quneitra, Lattakia, Deir Ezzor	Dara'a, R. Damascus, Tartous, Latakia, Homs, Hama, Aleppo, As Sweida, Quneitra, Damascus	Aleppo, Ar-Raqqa, As-Sweida, Damascus, Dar'a, Deir Ezzor, Hama, Homs, Lattakia, Rural Damascus, Tartous	Aleppo, Ar-Raqqa, As-Sweida, Damascus, Dar'a, Deir Ezzor, Hama, Homs, Lattakia, Rural Damascus, Tartous
INPUTS AND OUTPUTS: VOUCHERS		2014	2015	2016	2017	2018	2019-2020
	Planned beneficiaries	0	0	50,000	50,000	50,000	100,000
	Actual beneficiaries	0	0	376	1,534	2,500*	
	Planned schools	0	0	15	74	TBD	TBD
	Actual schools	0	0	15	74	TBD	TBD
	Governorates	-	-	Homs, Latakia	Homs, Latakia	Aleppo, Al-Hasakeh, As-Sweida, Damascus, Hama, Homs, Lattakia, Quneitra, Rural Damascus, Tartous	Aleppo, Al-Hasakeh, Damascus, Hama, Homs, Lattakia, Rural Damascus, Tartous

INPUTS AND OUTPUTS: FRESH MEALS		2014	2015	2016	2017	2018	2019-2020
	Planned beneficiaries	0	0	0	N/A	10,000	50,000
	Actual beneficiaries	0	0	0	10,210	15,000*	
	Planned schools	0	0	0	3	5	
	Actual schools	0	0	0	3	5	
	Governorates	-	-	Aleppo	Aleppo	Aleppo	Aleppo
DETAILS: OPERATION							
	EMOP 200339	PRRO 200988	T-ICSP	ICSP			
Name of operation	Emergency Food Assistance to People Affected by Unrest in Syria	Food, Nutrition and Livelihood Assistance to the People Affected by the Crisis in the Syrian Arab Republic	Syrian Arab Republic Transitional Interim Country Strategic Plan	Syrian Arab Republic Interim Country Strategic Plan			
Start date	1 October 2011	1 January 2017	1 January 2018	1 January 2019			
End date	31 December 2016	31 December 2017	31 December 2018	31 December 2020			
Revisions	02/2016, 12/2015, 01/2015 (introduced ESF), 10/2014, 01/2014, 08/2013, 02/2013, 01/2013, 10/2012, 08/2012, 06/2012, 05/2012, 03/2012, 01/2012	08/2017, 05/2017, 02/2017	None	None			
Total Budget US\$ (as per final revision)	2,842,072,220	1,678,245,360	795,882,366	1,386,306,865			
Total beneficiaries (planned)	4,500,000	5,740,000	4 877 500	5,055,000			
ESF share of total beneficiaries (planned)	11 percent	14 percent	22 percent	25 percent			

* Pending final reconciliations.

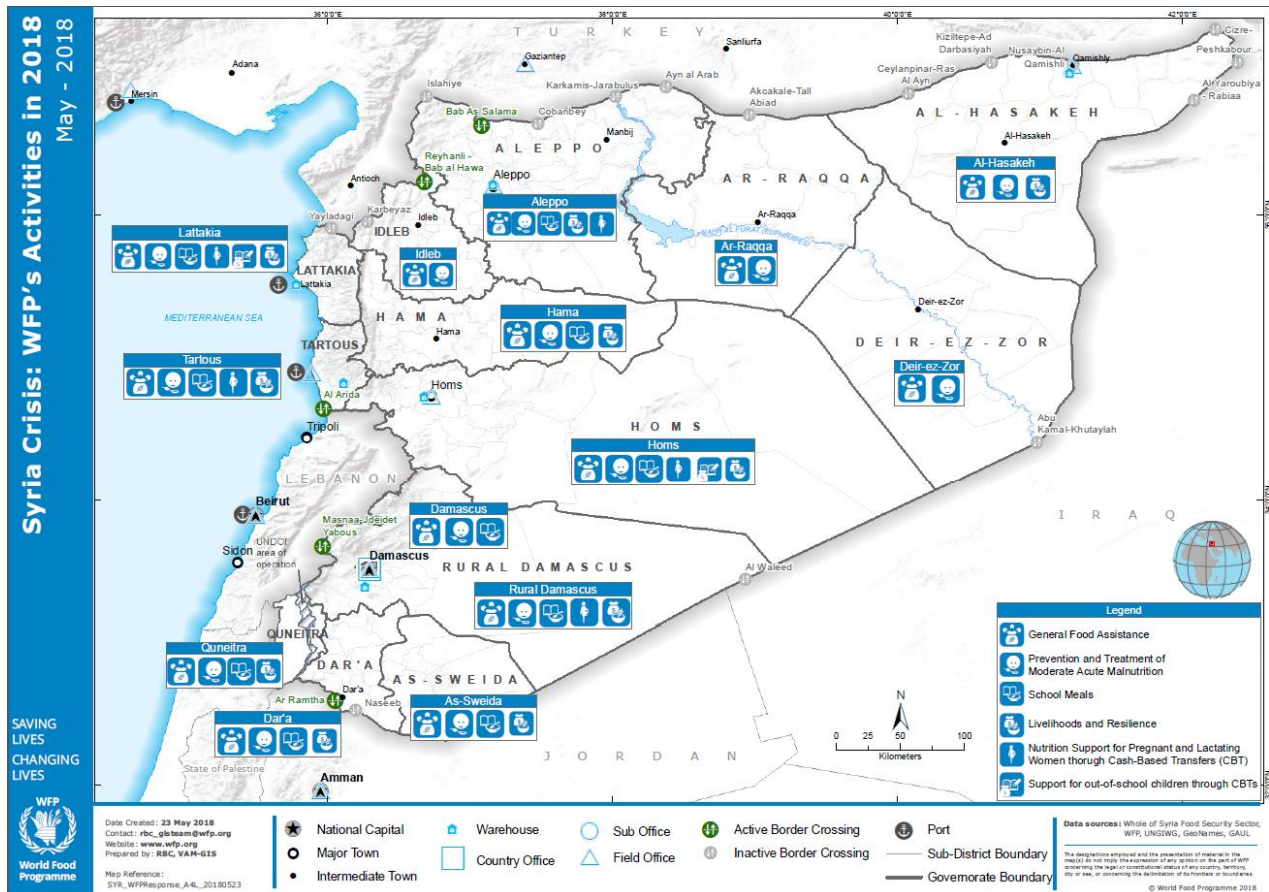


Figure 7 Syria: Map of Operations Including School feeding, 2018

8. Annex 4 Evaluation Schedule

Phases, Deliverables and Timeline (subject to confirmation)	Key Dates
Phase 1 - Preparation	Oct 2018 – Jan 2019
Draft of TOR and quality assurance (QA) using TOR QC	Oct- Nov-Dec 2018
Sharing of draft TOR with outsourced quality support service (DE QS)	By 14 Dec 2018
Review draft TOR based on QA	By 22 Jan 2019
Submits the final TOR to the ERG	By 22 Jan 2019
Submits the final TOR to the evaluation committee for approval	By 11 Jan 2019
Sharing final TOR with key stakeholders	14 Jan 2019
Selection and recruitment of evaluation team	12 Feb 2019
Phase 2 - Inception	Feb – Mar 2019
Desk review of key documents, literature and secondary data	13-18 Feb 2019
Orientation for evaluation team in Rome	19-21 Feb 2019
Inception mission for Syria	25 Feb 2019
Inception mission for Niger	25 Feb 2019
Organize remote inception meetings for Lebanon and DRC as applicable	25 Feb 2019
Submission of draft inception report (IR) to EM	15 March 2019
Sharing of draft IR with outsourced quality support service (DE QS) and quality assurance of draft IR by EM using the QC	15 March 2019
Revise draft IR based on feedback received by DE QS and EM	20-25 March 2019
Submission of revised IR based on DE QS and EM QA	25 March 2019
Circulate draft IR for review and comments to ERG, RB and other stakeholders	25 March 2019

Consolidate comments	27 Mar 2019
Revise draft IR based on stakeholder comments received	7 Apr 2019
Submission of final revised IR	10 Apr 2019
Submits the final IR to the internal evaluation committee for approval	10 Apr 2019
Sharing of final inception report with key stakeholders for information	10 Apr 2019
Phase 3 – Data collection – All four countries (Scenario A)	Apr-May 2019
Briefing evaluation team at CO	15 Apr 2019
Presentation of preliminary findings at CO	3 May 2019
Data collection	15 Apr – 3 May 2019
In-country Debriefing (s)	3 May 2019
Phase 4 – Data Analysis and Reporting – All four countries (Scenario A)	May-Sept 2019
Draft evaluation report	29 May – 19 Jun 2019
Learning workshop in Rome	24 -27 Jun 2019
Sharing of draft ER with outsourced quality support service (DE QS) and quality assurance of draft ER by EM using the QC	12 Jul 2019
Revise draft ER based on feedback received by DE QS and EM	22 – 25 Jul 2019
Submission of revised ER based on DE QS and EM QA	25 Jul 2019
Circulate draft ER for review and comments to ERG, RB and other stakeholders	25 Jul 2019
Consolidate comments	19 Aug 2019
Revise draft ER based on stakeholder comments received	20 – 23 Aug 2019
Submission of final revised ER	28 Aug 2019
Submission of evaluation brief	28 Aug 2019
Submits the final ER to the internal evaluation committee for approval	29 Aug 2019
Sharing of final evaluation reports with key stakeholders for information	2 Sept 2019
Phase 3 – Data collection – All four countries (Scenario B)	Oct 2019
Briefing evaluation team at CO	25 Oct 2019
Presentation of preliminary findings at CO	20 Nov 2019
Data collection	25 Oct –10 Nov 2019
In-country Debriefing (s)	11 Nov 2019
Phase 4 – Data Analysis and Reporting – All four countries (Scenario B)	Nov 2019 – Feb 2020
Draft evaluation report	21 Nov – 12 Dec 2019
Sharing of draft ER with outsourced quality support service (DE QS) and quality assurance of draft ER by EM using the QC	16 Dec 2019
Revise draft ER based on feedback received by DE QS and EM	25-28 Dec 2019
Submission of revised ER based on DE QS and EM QA	28 Dec 2019
Circulate draft ER for review and comments to ERG, RB and other stakeholders	28 Dec 2019 – 30 Jan 2020
Consolidate comments	30 Jan 2020
Revise draft ER based on stakeholder comments received	Feb 2020
Submission of final revised ER	Feb 2020
Submission of evaluation brief	Feb 2020
Submits the final ER to the internal evaluation committee for approval	Feb 2020

Sharing of final evaluation reports with key stakeholders for information	Feb 2020
Synthesis phase	Mar 2020
Draft synthesis report	Mar 2020
Hold synthesis workshop	Mar 2020
Circulate draft SR for review and comments to ERG, RB and other stakeholders	Mar 2020
Submission of final revised SR	Mar 2020
Submits the final SR to the internal Evaluation Committee for approval	Mar 2020
Sharing of final synthesis report with key stakeholders for information	Mar 2020
Phase 5 Dissemination and follow-up	Q1-2 2020
Prepare management response	Q2 2020
Share final evaluation reports and management response with OEV for publication	Q2 2020

9. Annex 5 WFP's Theory of Change for School Feeding

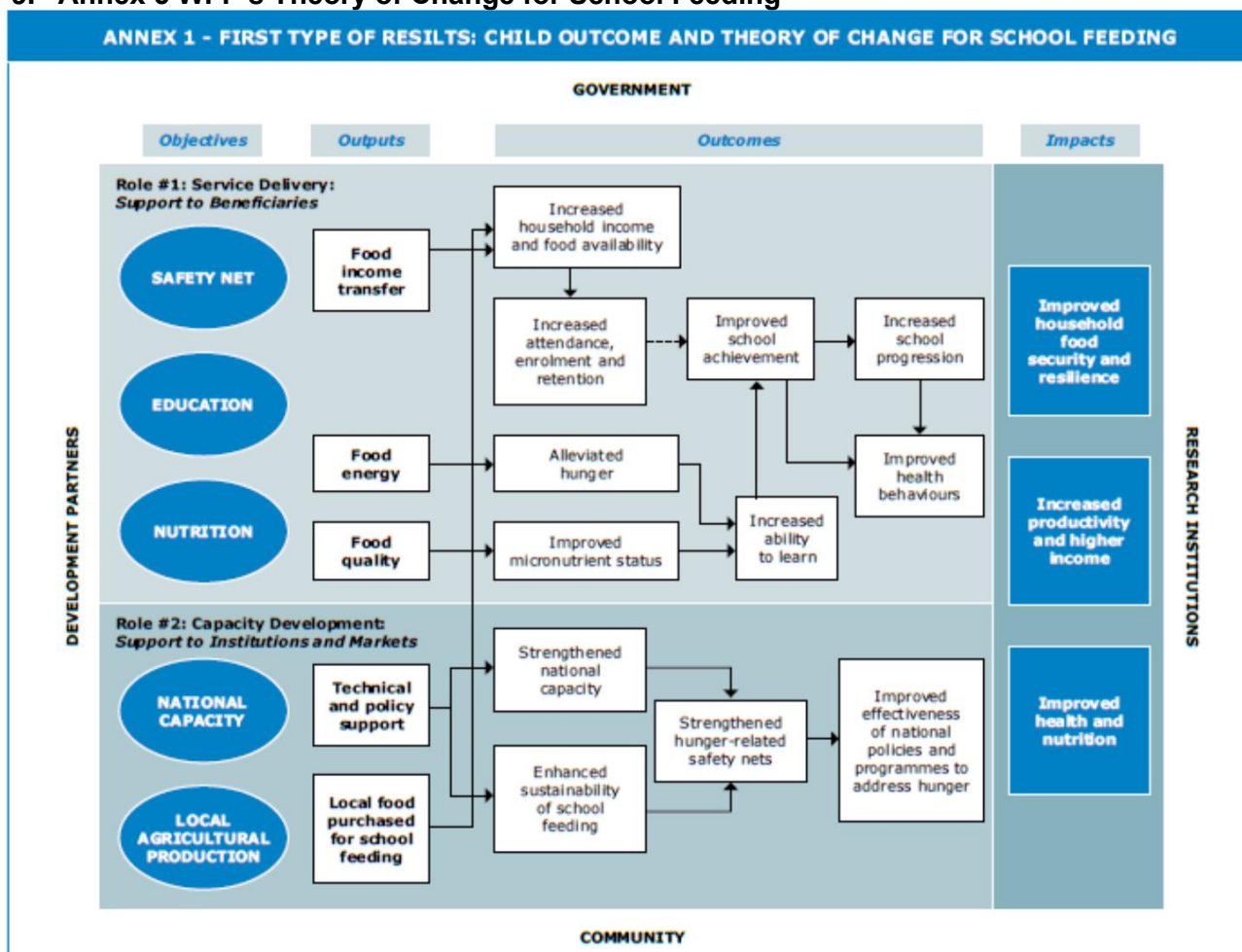


Figure 8 WFP 2013 School Feeding Policy: Theory of Change for School Feeding

10. Annex 6 Membership of the Evaluation Committee and Reference Group

Membership of the Evaluation Committee

Carmen Burbano, Director, School Feeding Service (chair of EC)
 Emilie Sidaner, Programme Policy Officer, School Feeding Service
 Edward Lloyd-Evans, Research and Policy, School Feeding Service
 Luca Molinas, Regional Evaluation Officer, RBC
 Maria Tsvetkova, Regional School Feeding Officer, RBC
 Abdi Farah, Regional School Feeding Officer, RBD
 Filippo Pompili, Regional Evaluation Officer, RBD
 Grace Igweta, Regional Evaluation Officer, RBJ
 Soha Moussa, Programme Policy Officer, Lebanon, RBC
 Dorte Jessen, Monitoring and Evaluation Officer, Syria, RBC
 Mona Shaikh, Programme Policy Officer, Syria, RBC
 Fatema Fouda, Evaluation Manager (secretary to ERG)

Membership of the Evaluation Reference Group

World Food Programme:

- Kathryn Ogden, Programme Officer, Nutrition Division
- Geraldine Lecuziat, Nutrition Officer, Nutrition Division
- Jacqueline Paul, Senior Gender Adviser, Gender Office
- Francesca Decegile, Programme Policy Officer, Emergencies and Transitions Unit
- Rachel Goldwyn, Programme Policy Officer, Emergencies and Transitions Unit
- Koffi Akakbo, Senior Programme Policy Officer, Niger, RBD
- Kountcheboubacar Idrissa, Programme Policy Officer, Niger, RBD
- TrixieBelle Nicolle, Programme Policy Officer, RBJ
- Taban Lokonga, Programme Policy Officer, DRC, RBJ
- Fidele Nzabandora, Programme Policy Officer, DRC, RBJ
- Sophia Dunn, Evaluation Officer, Office of Evaluation
- Representatives from WFP VAM and Monitoring units
- Representatives of the four WFP Country Offices

Partners:

- Arlene Mitchell, Executive Director, Global Child Nutrition Foundation
- Elizabeth Kristjansson, Professor, Centre for Research on Educational and Community Services and The School of Psychology, University of Ottawa
- Maria Agnese Giordano, Global Education Cluster Coordinator, UNICEF
- Ragen Lane Halley, Senior Programme Officer, International Humanitarian Assistance, Global Affairs Canada/Government of Canada
- Representative from UNESCO
- Randi Gramshaug, Senior Advisor, Education Section, Norad/Norway
- Zeinab Adam, Senior Advisor on Coordination, Development and Strategic Planning, Education Cannot Wait (ECW) | A Fund for Education in Emergencies
- Suyoun Jang, Researcher, Stockholm International Peace Research Institute

11. Annex 7 Acronyms

AAP: Accountability to Affected Populations
 CO: Country Office
 CBT: Cash-Based Transfer
 CERF: Central Emergency Response Fund
 CPE: Country Portfolio Evaluation
 CSP: Country Strategic Plan
 DEQAS: Decentralized Evaluation Quality Assurance System
 DRC: Democratic Republic of Congo
 EC: Evaluation Committee
 EM: Evaluation Manager
 EMOP: Emergency Operation
 ERG: Evaluation Reference Group
 ESF: Emergency School Feeding
 DHS: Demographic and Health Surveys
 GDI: Gender Development Index
 GDP: Gross Domestic Product
 GNI: Gross Domestic Income
 HQ: Headquarters
 HDI: Human Development Index
 HNO: Humanitarian Needs Overview
 HRP: Humanitarian Response Plan
 IDP: Internally Displaced People
 ICSP: Interim Country Strategic Plan
 IPC: Integrated Food Security Phase Classification
 mVAM: mobile Vulnerability Analysis and Mapping
 MICS: Multiple Indicator Cluster Survey (MICS)
 NGO: Non-Governmental Organisation
 OEV: Office of Evaluation
 PRRO: Protracted Relief and Recovery Operation
 QS: Quality Service
 RB: Regional Bureau
 SF: School Feeding
 THR: Take-home rations
 T-ICSP: Transitional Interim Country Strategic Plan
 TOR: Terms of Reference
 UNCT: UN Country Team
 UNHCR: United Nations High Commissioner for Refugees
 UNHCT: United Nations Humanitarian Country Team
 UNICEF: United Nations Children's Fund
 UNEG: United Nations Executive Group
 VAM: Vulnerability Analysis and Mapping
 WFP: World Food Programme
