

Annexes: Niger Country Evaluation Report

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1 Annexes

1.1 Annex 1: 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

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1. Introduction

1. These Terms of Reference (TOR) are for a decentralised evaluation¹ 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

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

¹ 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."

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.² 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-).³ 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

16. 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.
Strengthen the global SF evidence base through in-depth evidence on ESF programming in protracted crisis contexts.

² FAFO (2017), "Rethinking Emergency School Feeding: A Child-Centred Approach", FafO report 2017: 24

³ 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.

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.

17. 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.

18. 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

19. 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.

20. 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

21. WFP's work in SF is guided by WFP's 2013 SF Policy.⁴ 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.⁵
22. 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.
23. 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.
24. 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.
25. 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.
26. 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.⁶ More evidence is needed on how ESF can and does contribute to education response objectives and strategies in crises. As ESF activities are generally embedded within the education sector response, Ministries of Education and education in emergencies agencies represent key strategic partners.

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

5 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.

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

27. 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 base⁷ as lifesaving intervention.
28. 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).
29. 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

30. 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.
31. 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.
32. 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.⁸ Key development indicators for the four countries are summarised in Table 3.

Table 3: Key Indicators for Countries in the Evaluation Series⁹

	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 Female: 85.1 Male:	Total: 290, 000

7 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.

8 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).

9 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>

					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

33. 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 CBT: Voucher 	6-12	662,145	23%	43%

Note: CBT = cash-based transfer

34. 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.

35. 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.¹⁰
36. 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).
37. 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 school¹¹ 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.
38. 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.
39. 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.
40. 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).
41. 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.

¹⁰ WFP (2004), "School Feeding in an Emergency Situation: Guidelines", Rome: WFP.

¹¹ World Food Programme (2010), "Food Baskets and Ration Composition for School Feeding Programmes", Rome: WFP.

4. Evaluation Approach

42. 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.
43. 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

44. 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.
45. 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	

46. 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

47. The evaluation will apply the evaluation criteria of appropriateness, coherence, effectiveness, impact (contribution) coverage, efficiency and sustainability.¹² 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.
48. 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 Questions¹³

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

49. 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.
50. 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, boys and girls have been considered in the design, selection, implementation and monitoring of the ESF programmes.
51. The country-specific annexes bring out aspects important to consider for each country.

4.3 Data Availability

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

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

52. 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.
53. At the global level, WFP has developed a Theory of Change¹⁴ 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.
54. Each ESF operation has available a logical framework with targets. Objectives of programmes are measurable.
55. 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.
56. 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
NATIONAL EDUCATION DATA (EMIS)	√	√	N/A	√ (partial)
DATASETS/SURVEYS ON FOOD SECURITY	√	√	√ (Syrian refugees only)	√

14 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.

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.

57. 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.

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

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

60. 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.

61. 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

62. 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.

63. 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.

64. 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.

65. The synthesis should use a mixture of synthesis methods, including literature review and synthesis of the country evaluations.

66. 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).

67. 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. • 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

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

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

69. 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 2. Orientation for core team in Rome (including meetings with CO staff in global SF meeting in Rome) 3. Inception mission for Syria	Bibliography of literature reviewed Theory of Change for ESF (draft, global level) Debriefing at the end of inception mission for Syria Debriefing at the end of inception mission for Niger (TBC)	March-2019
	4. Preparation of the inception report	Global PPT and presentation of consolidated inception report in Rome. A draft and final inception report . Comments matrix that record	March-April 2019

		s 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

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

71. 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.

72. 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.

73. 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.

74. 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

75. 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.

76. 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.

77. 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.

78. 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.

79. 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](#),¹⁵ a rationale should be provided for any recommendations that the team does not take into account when finalising the report.

80. 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.

81. The evaluation team will be required to ensure the quality of data (validity, consistency and accuracy) throughout the analytical and reporting phases. The evaluation team should be assured of the accessibility of all relevant documentation within the provisions of the directive on disclosure of information. This is available in [WFP's Directive CP 2010/001](#) on Information Disclosure.

82. 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

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

7.1 Evaluation Conduct

83. The evaluation team will be hired following agreement with WFP on its composition.
84. 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

85. 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.
86. 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.
87. 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 DRC).
88. 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
 -

89. 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.
90. The inclusion of regional and/or national consultants is strongly encouraged. To the extent possible, the evaluation team should be gender-balanced.
91. The person/team carrying out the synthesis analysis and report drafting should have the required expertise for carrying out synthesis assignments.
92. 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

93. 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.
94. 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.
95. 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

96. 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.
97. 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

98. **The Director of the Commissioning Unit** (School Feeding Service, OSF) will take responsibility to:¹⁶

- 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

99. **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.

100. 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).

101. **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).

102. **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.

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

- Assign a focal point to help coordinate the evaluation.
- 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.

¹⁶ 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.

- 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.
104. **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.
105. **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.
106. **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.
107. **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

108. 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.
109. 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.
110. 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.
111. 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.
112. As part of the international standards for evaluation, WFP requires that all evaluations are made publicly available.
113. The required language of the deliverables is detailed in Table 10.

9.2 Budget

114. 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.
115. 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.
116. 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

117. 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 base¹⁷ 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.¹⁸
118. 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.
119. 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.¹⁹
120. 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 insecure and conflict-affected and crisis contexts, children's dietary intake is affected and,

¹⁷ 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.

¹⁸ 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/>

¹⁹ FAFO (2017), "Rethinking Emergency School Feeding: A Child-Centred Approach", Fafo report 2017: 24

in turn, how ESF does and could best safeguard it.²⁰ Furthermore, ESF could become more relevant through nutrition linkages, as WFP's Nutrition Policy²¹ 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.²² 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.

121. 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.
122. 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.²³ 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.²⁴ These themes are subject to limited evidence but are highly relevant in emergencies, representing potentially key considerations for ESF programming.
123. 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.²⁵ 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.
124. WFP seeks to enhance SF monitoring and evaluation systems.²⁶ 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.²⁷
125. This evaluation series is intended to provide evidence that can help WFP to address some of these global questions and challenges.

²⁰ Same as above

²¹ WFP (2017), "Nutrition Policy", WFP/EB.1/2017/4-C.

²² Bundy et al. (2017), "Investment in child and adolescent health and development: key messages from Disease Control Priorities".

²³ 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.

²⁴ 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.

²⁵ Bundy, D. et al. (2009), Rethinking School Feeding. Social Safety Nets, Child Development and the Educational Sector. Washington, D.C., World Bank;

²⁶ 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.

²⁷ FAFO (2017), "Rethinking Emergency School Feeding: A Child-Centred Approach", Fafo report 2017: 24

3. Annex 2 Global Evidence Base for School Feeding

126. 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”.
127. 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.²⁸ This established evidence-base mainly stems from stable contexts, and evidence on ESF from crisis settings is limited.
128. With regards to education, the unique feature of SF is that it can potentially promote both school participation and learning and academic achievement.²⁹ Evidence on access (enrolment, attendance and retention) is relatively strong and positive.³⁰ Meta-reviews have found that improved attendance linked to SF constitutes four to eight more days of schooling in a year.³¹ 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.³² Generally, there is some evidence that girls’ attendance can improve in particular.³³ The relationship between SF and learning, which depends on the broader quality of education, is less well document, but positive.³⁴ This includes a slight positive impact in mathematics skills and cognitive tasks.³⁵
129. 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.³⁶ A significant effect on anthropometry, i.e. weight and height gain, has been found to exist in some contexts.³⁷

²⁸ 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.

²⁹ 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*

³⁰ 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.

³¹ 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*

³² 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*.

³³ 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.

³⁴ 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.

³⁵ 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*

³⁶ 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.

³⁷ 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*

130. 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.³⁸ WFP evaluations have confirmed that snacks tend to provide the smallest transfer, meals slightly larger, and THRs the largest income transfer.³⁹ 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.⁴⁰
131. 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.⁴¹
132. 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 ESF⁴², and the centralised impact evaluation series on SF which was finalised in 2012.⁴³ 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 ESF⁴⁴ 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

³⁸ 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

³⁹ 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.

⁴⁰ 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.

⁴¹ 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.

⁴² Lister, et al. (2011), "WFP's School Feeding Policy: A Policy Evaluation", Report number OE/2012/002.

⁴³ 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>

⁴⁴ Steinmeyer et al. (2007), "Thematic Evaluation of WFP School Feeding in Emergencies", Rome: WFP.

4. Annex 3 Country 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

133. 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 0.832.⁴⁵ The total population is estimated at 94 million people.⁴⁶ 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.⁴⁷
134. The DRC crisis is protracted and volatile.⁴⁸ 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.⁴⁹ 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.⁵⁰
135. 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.⁵¹ The 2016 DRC humanitarian response plan was 60percent funded, and the 2017 plan was 57 percent funded.⁵²
136. 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

⁴⁵ 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>

⁴⁶ DRC Humanitarian Needs Overview 2017

⁴⁷ DRC Humanitarian Needs Overview 2017

⁴⁸ 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>

⁴⁹ White, S. (2014), Now What? The International Response to the Internal Displacement in the DRC. Brookings Institution.

⁵⁰ DRC Humanitarian Needs Overview 2017

⁵¹ White, S. (2014), “Now What? The International Response to the Internal Displacement in the DRC”. Brookings Institution.

⁵² OCHA Financial Tracking Service: <https://fts.unocha.org/appeals/587/summary>

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 insecurity.⁵³ 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.⁵⁴

137. 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 4percent at pre-primary, 107percent 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.⁵⁵ 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.⁵⁶ 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.⁵⁷ 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.⁵⁸ Even through access has improved, quality of education remains poor: it has been estimated that nearly half of those completing primary schools cannot be considered literate.⁵⁹ 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.

138. 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

139. The DRC-specific evaluation will focus on ESF activities implemented during 2014 – 2019 under the PRROs 200540 and 200832, and the ICSP.⁶⁰

140. 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.

⁵³ DRC Humanitarian Needs Overview 2017

⁵⁴ DRC ICSP document

⁵⁵ UNDP Human Development Report data: <http://hdr.undp.org/en/countries/profiles/COD>

⁵⁶ 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.

⁵⁷ Sleggh et al, (2014), cited in DRC Humanitarian Needs Overview 2017

⁵⁸ République démocratique du Congo (2015), Stratégie sectorielle de l'éducation et de la formation 2016-2025.

⁵⁹ 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.

⁶⁰ 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.

141. 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 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.
142. 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.
143. 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.
144. 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.
145. 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.
146. 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:
- Strategic Outcome 1 - targeted food-insecure population affected by shocks can meet their basic food requirements in times of crisis
 - The outcome indicators for ESF are: enrolment rate, attendance rate, and retention rate in the assisted schools.
147. A baseline survey for the ICSP, including ESF, will be carried out during the ICSP, however limited to education access indicators for ESF.
148. 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).
149. Other evaluations of relevance for this exercise are:
- **WFP Portfolio Evaluation 2009-2013** commissioned by the OEV and completed in 2014.⁶¹ 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

⁶¹ 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=2.48110951.191414858.0.1529908733-2056168618.1508178223

a more in-depth evaluation based on a strategic reflection and the development of a theory of change.

- **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.

150. 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.

151. 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

152. 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	- 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	

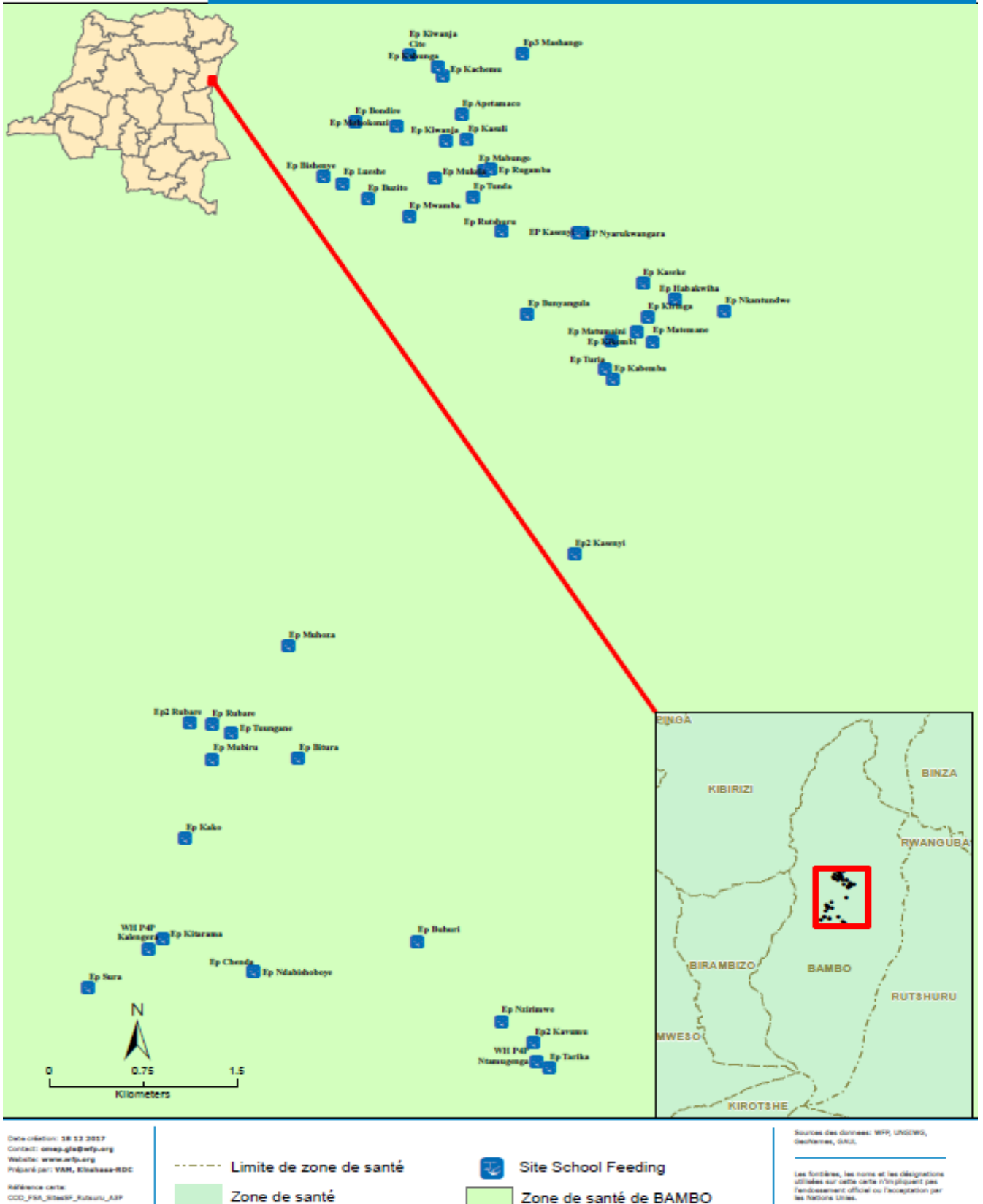


Figure 1 DRC: Map of ESF Schools in North Kivu, early 2018

COUNTRY ANNEX: LEBANON
Context

153. 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 0.893.⁶² 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.⁶³ The refugee influx has fuelled tensions and put a strain on public services, particularly the education system.
154. 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.⁶⁴ Refugees have mainly settled in poor and vulnerable communities around Lebanon, with a small share living in informal tented settlements.⁶⁵ 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 2017.⁶⁶
155. 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.⁶⁷ 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.⁶⁸
156. 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.⁶⁹ 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.⁷⁰ 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.
157. 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.⁷¹ Education indicators gradually improved leading up to the crisis but have declined.⁷² 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.⁷³ The high number of refugee children has strained the public-school system. As many as 49

⁶² 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>

⁶³ World Bank 2012 data cited in CSP

⁶⁴ Government of Lebanon and the United Nations (2018), "Lebanon Crisis Response Plan 2017-2020: 2018 update"

⁶⁵ UNHCR 2017. Annual Global Trends Report.

⁶⁶ OCHA financial tracking service: <https://fts.unocha.org/appeals/552/summary>

⁶⁷ Ministry of Agriculture, FAO, REACH (2015), Food Security and Livelihoods Assessment of Lebanese Host Communities: Assessment Report, Lebanon.

⁶⁸ ⁶⁸ <https://reliefweb.int/sites/reliefweb.int/files/resources/OCHA-HumanitarianBulletin-Issue29-31october2017-EN.pdf>

⁶⁹ Lebanon CSP 2018-2020

⁷⁰ UNHCR, UNICEF and WFP (2016), "Vulnerability Assessment of Syrian Refugees in Lebanon 2016."

⁷¹ Ministry of Education and Higher Education, National Policy for Alternative Education Pathways.

⁷² UNESCO Institute of Statistics: <http://uis.unesco.org/en/country/lb?theme=education-and-literacy>

⁷³ UNESCO Institute of Statistics

percent of Syrian children were not in school according to the 2017 Vulnerability Assessment of Syrian Refugees in Lebanon (VASYR).⁷⁴ Particularly girls have face challenges in this regard. Child labour and early marriage have been highlighted as obstacles.

158. 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.⁷⁵ 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.⁷⁶ 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.
159. 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

160. The Lebanon-specific evaluation focuses on SF implemented by WFP in Lebanon during the CSP period January 2018 – December 2020.
161. 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:
162. 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

⁷⁴ WFP, UNICEF, UNHCR (2017), VASYR 2017: Vulnerability Assessment of Syrian Refugees in Lebanon

⁷⁵ ODI (2014)

⁷⁶ ODI (2014)

modified starting 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.

163. 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.
164. 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.
165. 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.
166. 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.
167. 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.
168. 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).
169. 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.
170. Relevant evaluations include:
- **An impact evaluation of the Min Ila⁷⁷** model was done by UNICEF’s Innocenti centre in 2016-17. The purpose of this study was to measure the impact of the program on

⁷⁷ 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:

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)**⁷⁸ took place earlier in 2018, commissioned by OEV.⁷⁹ 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)**⁸⁰ 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.

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

172. 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

1. 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	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

<https://www.air.org/sites/default/files/downloads/report/Evaluation-of-No-Lost-Generation-Min-Ila-Final-Report-July-2018.pdf>

⁷⁸Betts, 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>

⁷⁹TOR available at: <https://www.wfp.org/content/evaluation-wfps-regional-response-syrian-crisis-2015-2017>

⁸⁰Drummond, 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>

Ration composition	- Apple/Banana + UHT Milk in 2017 - 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		

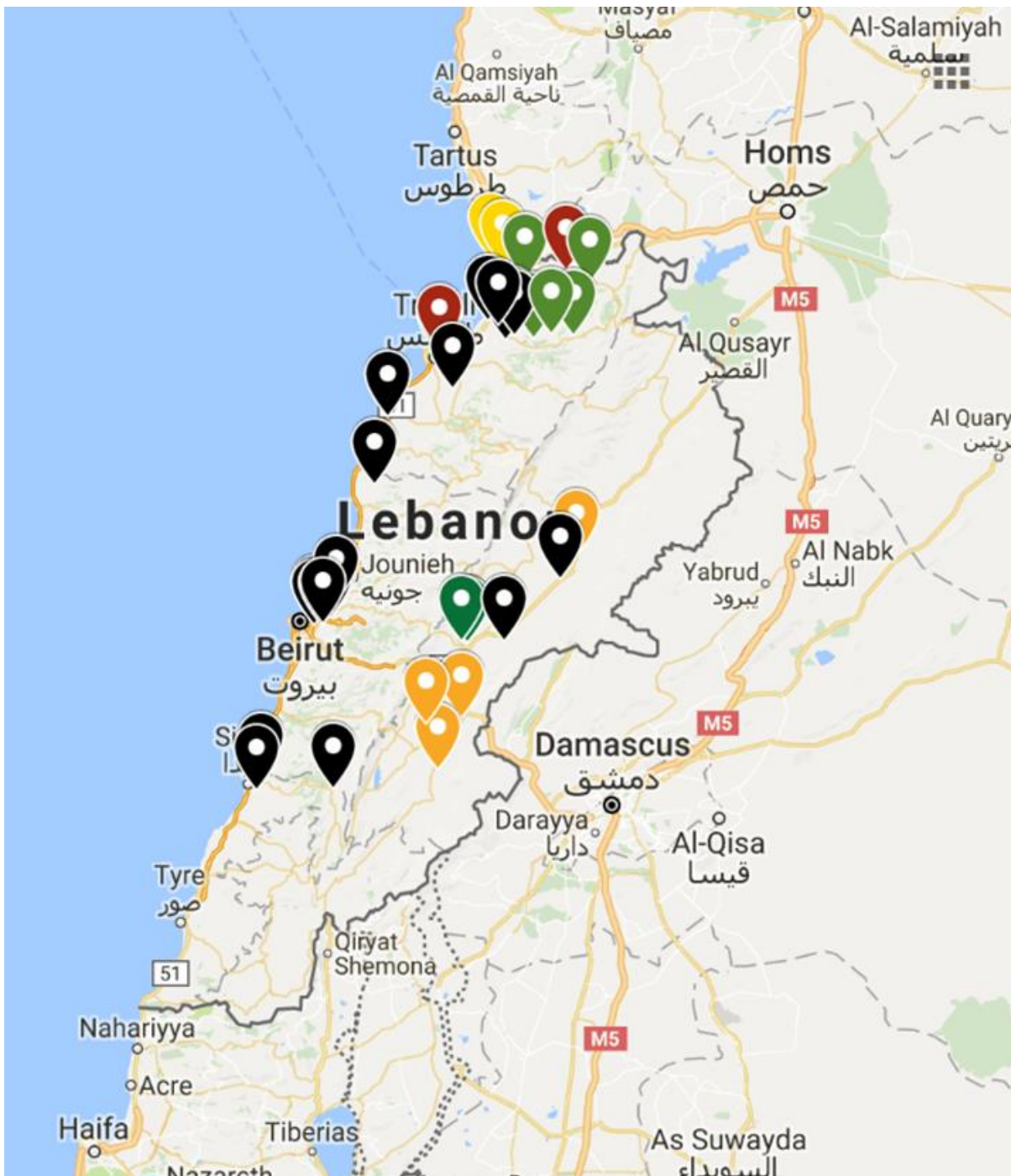


Figure 2 Lebanon: Map Schools in the Snacks Programme, 2018

6. COUNTRY ANNEX: NIGER

Context

173. 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
174. 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 2018.⁸¹
175. 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.
176. 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.⁸² 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.⁸³
177. 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.⁸⁴
178. 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.⁸⁵ Learning outcomes are generally weak.⁸⁶ The

⁸¹ OCHA financial tracking service: <https://fts.unocha.org/appeals/530/summary>

⁸² <https://www.acaps.org/country/niger/crisis-analysis>

⁸³ Niger Humanitarian Needs Overview 2018

⁸⁴ <http://www.fews.net/west-africa/niger>; Niger Humanitarian Needs Overview 2018

⁸⁵ UNDP HDR data, <http://www.hdr.undp.org/en/countries/profiles/NER>

⁸⁶ 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.

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.

179. 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.⁸⁷ 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.⁸⁸ 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.
180. 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.⁸⁹ 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

181. 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.
182. 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.
183. 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.

87 2017 HNO

88 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

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

184. 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.
185. 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.
186. Complementary activities in the schools include school construction/rehabilitation, materials, teacher training, and WASH interventions provided by the Education Cluster and other humanitarian partners.
187. 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.
188. 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.
189. 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.
190. 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.
191. 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.

192. 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:

193. the Regional EMOP 200777 Operation Evaluation⁹⁰ 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.

194. 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.

195. 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.

196. 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

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

FACTSHEET 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

⁹⁰ “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)			

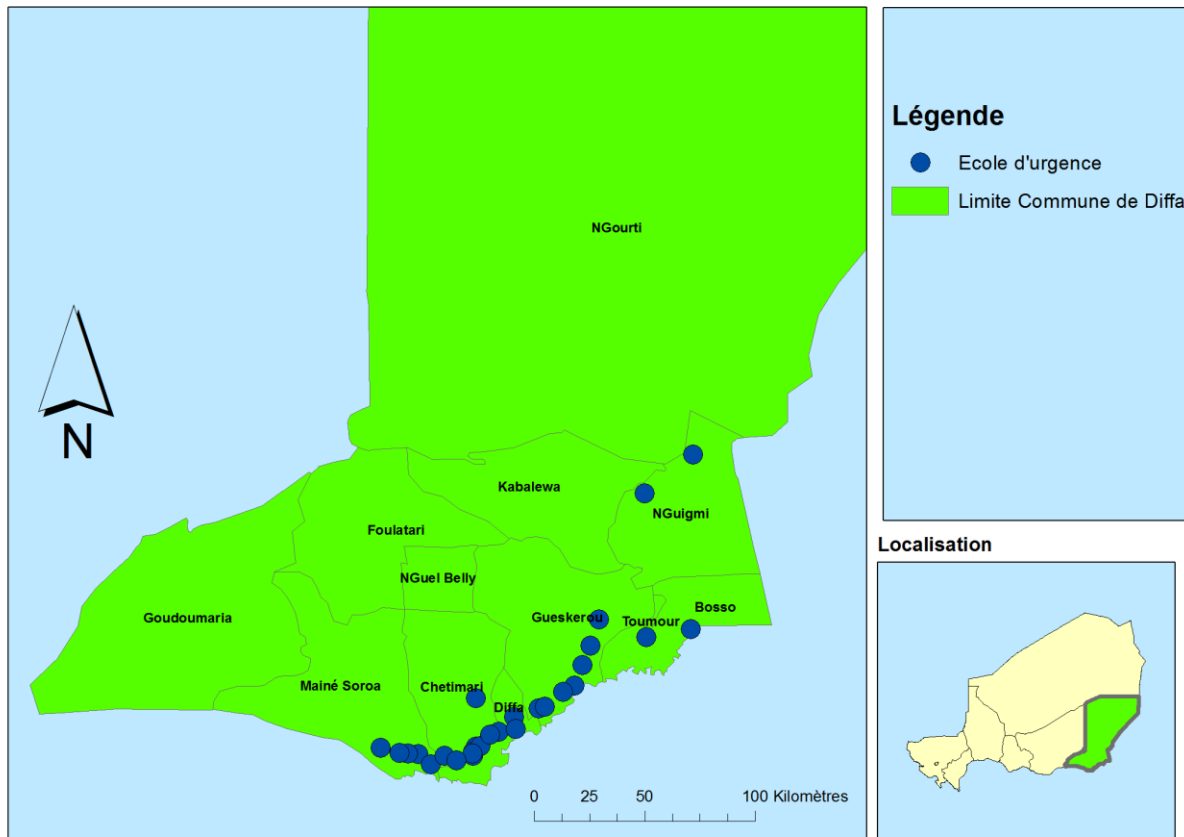


Figure 3 Niger: Map of ESF Schools in Diffa Region, 2017-2018

7. COUNTRY ANNEX: SYRIA

Context

197. 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.

198. 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.

199. 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.

200. 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.

201. 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).
202. 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.
203. 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.
204. 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.
205. 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.
206. 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.
207. 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.⁹¹ 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.⁹²

91 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

92 Syria Humanitarian Response Plan 2018

208. 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

209. 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.

210. 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.

211. 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 crisis⁹³ 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.

212. 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.⁹⁴ 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.

93 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

94 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

213. 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.
214. 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.
215. 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.
216. 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.
217. 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.
218. 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.
219. 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:
220. 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.
221. The outcome indicators for SF are: enrolment rate, attendance rate and retention rate in assistance schools.
222. No baseline survey has so far been carried out.
223. WFP's strategic partners for SF are the MoE and UNICEF. NGO partners are key in the implementation of the voucher and meal models.
224. 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.
225. 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.
226. Other evaluations of relevance for this exercise include:

227. An Evaluation of WFP's Regional Response to the Syrian Crisis (2015-2017) taking place in 2018, commissioned by OEV.⁹⁵ 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.
228. The previous WFP evaluation of the Regional Response to the Syrian Crisis (2011-2014)⁹⁶ 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.
229. 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.
230. In addition, in the ICSP, the CO has included plans for assessments, such as updated food security assessments, and a protection analysis.
231. 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.
232. 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.
3. More information about the programme can be found in the factsheet below.

FACTSHEET: 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 enrolment, high food insecurity,	All children in UNICEF curriculum B programme in specific locations with CBT feasibility	Select schools in Aleppo	

⁹⁵ TOR available at: <https://www.wfp.org/content/evaluation-wfps-regional-response-syrian-crisis-2015-2017>

⁹⁶ 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>

	high number of IDPs						
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-Hasak eh, Rural Damascus	Homs, Rural Damascus, Aleppo, Tartous, Hama, Hassakeh, Damascus	Aleppo, Tartous, Hama, Homs, Al-Hasak eh, 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, Lattakia	Homs, Latakia	Aleppo, Al-Hassak eh, As-Sweida, Damascus, Hama, Homs, Lattakia, Quneitra, Rural Damascus, Tartous	Aleppo, Al-Hassakeh, Damascus, Hama, Homs, Lattakia, Rural Damascus, Tartous
INPUTS AND OUTPUTS:		2014	2015	2016	2017	2018	2019-2020

FRESH MEALS	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.

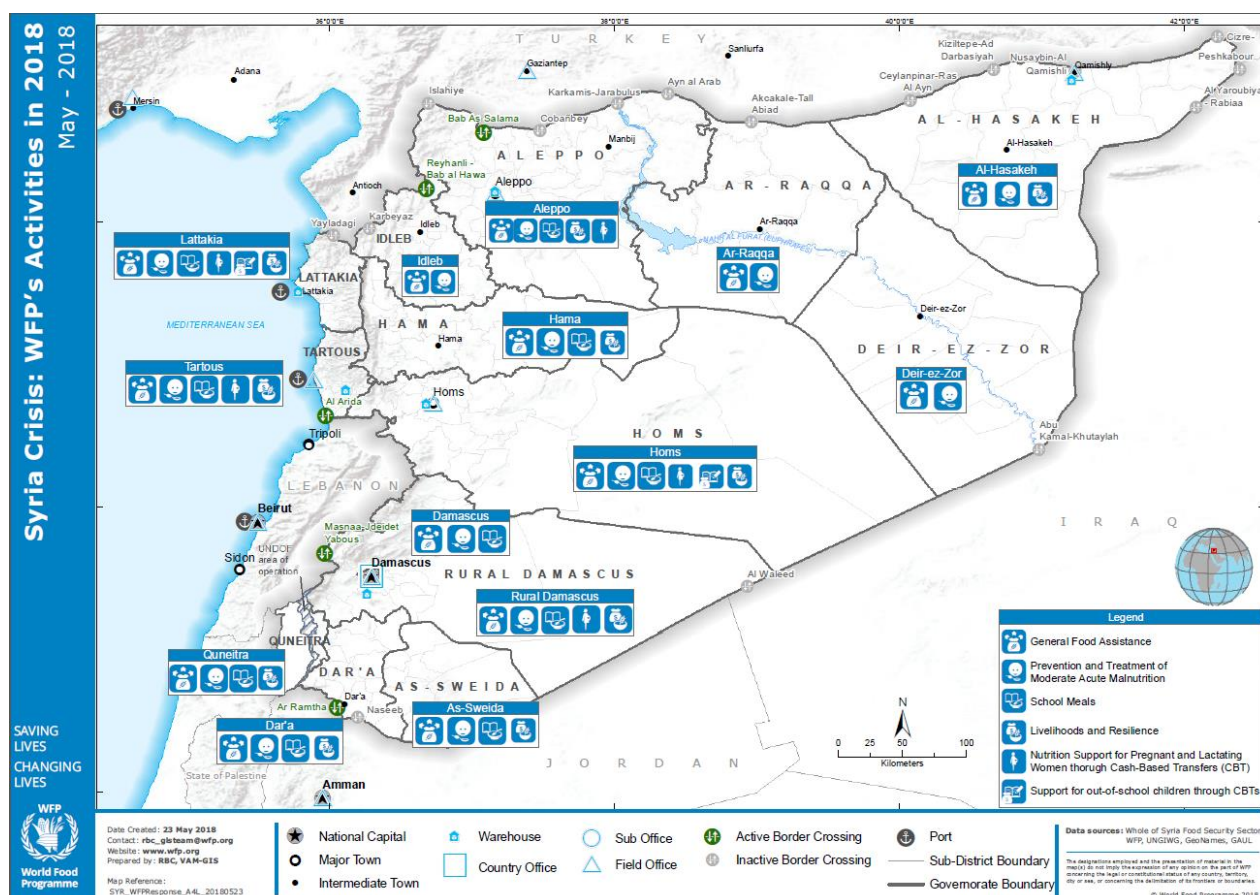


Figure 4 Syria: Map of Operations Including School feeding, 2018

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

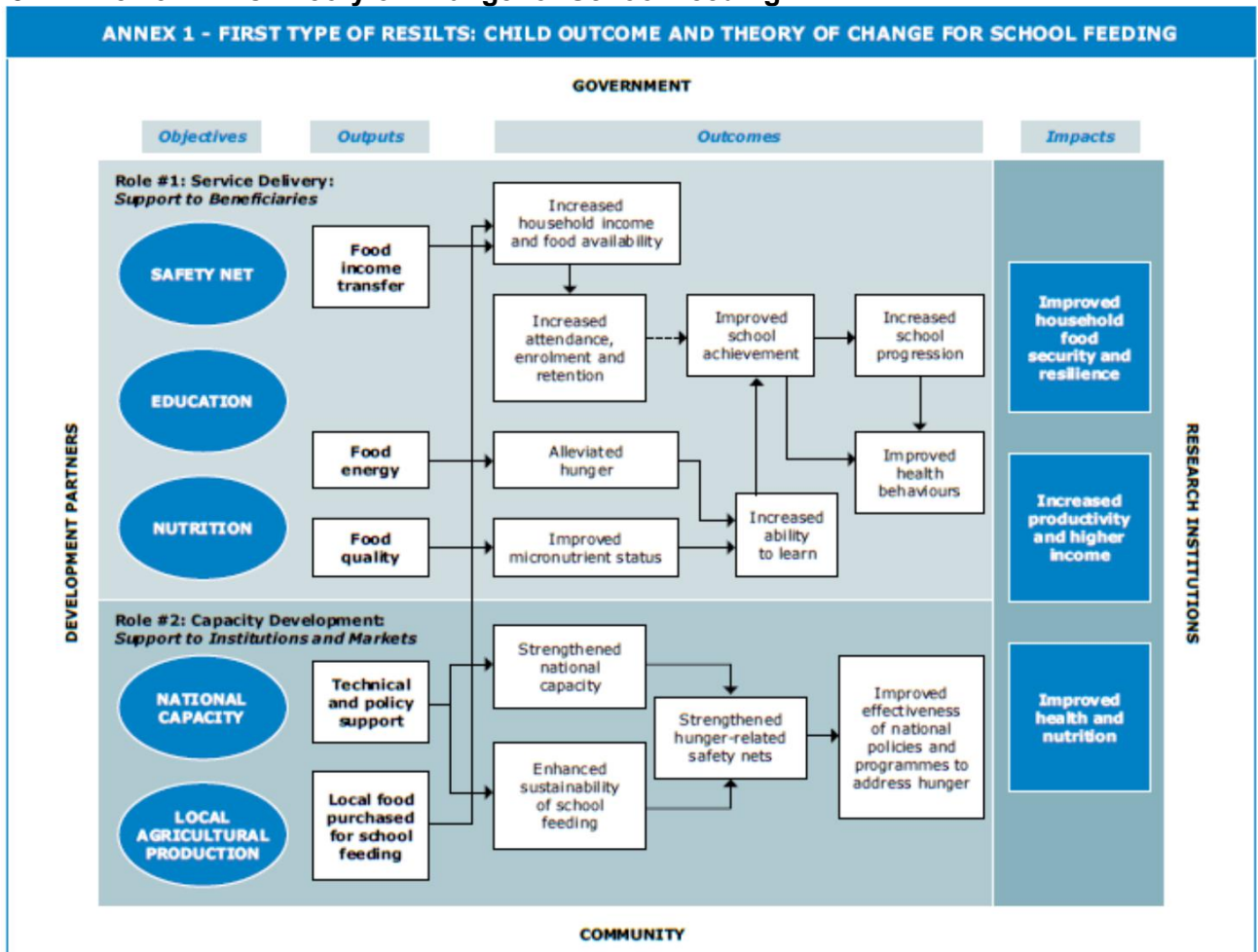


Figure 5 WFP 2013 School Feeding Policy: Theory of Change for School Feeding

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

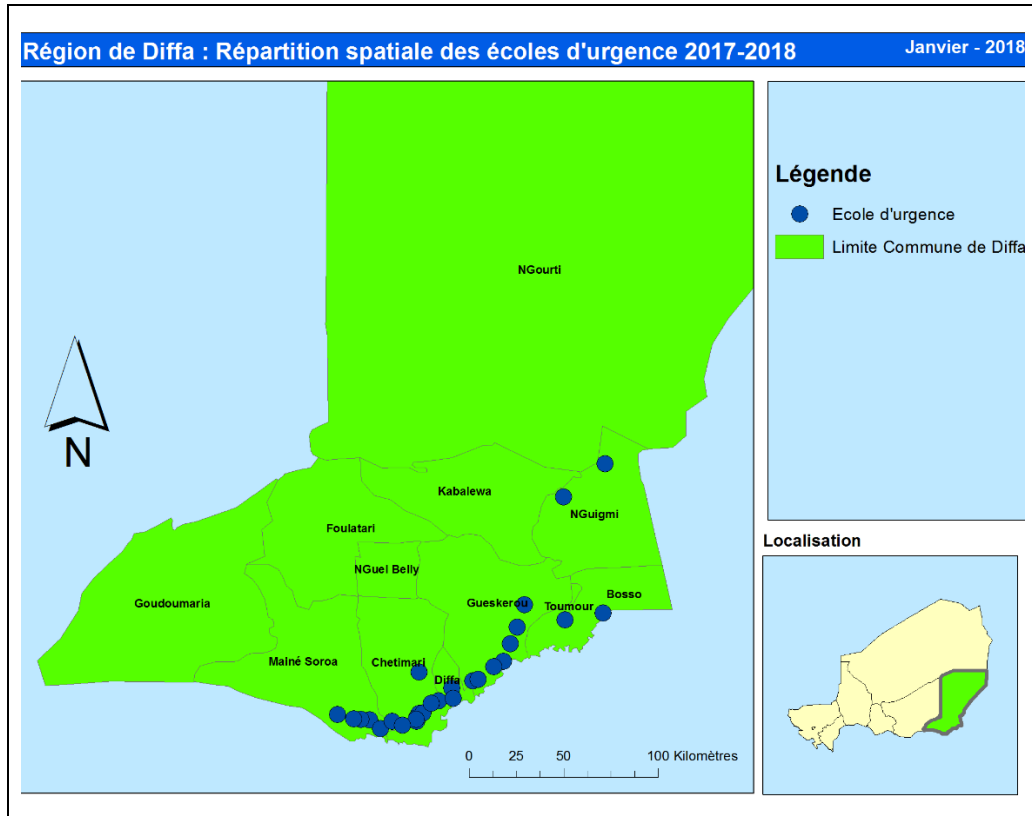
Partners:

- 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

1.2 Annex 2: Map of location of emergency schools in Diffa



1.3 Annex 3: Niger Timeline

	<i>National/ Diffa</i>	<i>WFP</i>
1971		First WFP school feeding programme started in Niger
January 2015		Regional EMOP 200777 – Life Saving Support to Households in Cameroon, Chad and Niger Directly Affected by Insecurity in Northern Nigeria
2014	Escalation of the incursion in Diffa region by Boko Haram	
2015	National SF strategy approved - includes principles for programme design and delivery in emergencies	
2016 (August)	L3 emergency declared in NE Nigeria and Diffa region	
2017		SABER conducted
2017 – 2018		Gender Transformative Programme ⁹⁷
2018		Decentralized mid-term evaluation of PRRO 200961 conducted
2018		Worsening security situation results in decision to move to bi-weekly distribution ⁹⁸
2019		Transitional Interim Country Strategic Plan (Jan to Dec 2019).
Mid 2019		Start of the WFP TiCSP

⁹⁷ See SPR 2018

⁹⁸ SPR 2018: "WFP's emergency school feeding activities in the Diffa region were confronted with challenging security situations in the area, through an outbreak of food raids in schools. To overcome the challenges and protection risks to beneficiaries, WFP worked closely with local and national authorities and the communities to determine appropriate solutions. Further, another mitigation measure was to distribute the food commodities on a bi-weekly basis" (p. 21)

1.4 Annex 4: Evaluation Matrix

<i>Evaluation question</i>	<i>Sub-question</i>	<i>Measure /indicator</i>	<i>Source of information</i>	<i>Tools & 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, education, and safety and security related needs of boys and girls and adolescents? ⁹⁹	<ul style="list-style-type: none"> Chosen ESF modality is in line with clearly identified & 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 Stakeholder perceptions regarding programmatic and operational aspects that arise from SF in Diffa being part of a regional EMOP 	<ul style="list-style-type: none"> Planning documents, including needs assessments, programming document, targeting criteria and instructions; Target groups (girls, boys, caregivers) Community leaders and parents Representatives of national and regional governments, humanitarian actors, other actors Ministry of Education Members of the Diffa level Education cluster working group 	<ul style="list-style-type: none"> 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, protection and gender interventions?	<ul style="list-style-type: none"> Schools & communities are provided with appropriate water & sanitation solutions / infrastructure 	<ul style="list-style-type: none"> Planning documents, including needs assessments, programming document, targeting criteria and instructions; Diffa level Education cluster working group Beneficiaries 	<ul style="list-style-type: none"> Document analysis KIIs FGDs & beneficiary interviews

⁹⁹ Nota bene: this is also about “added benefits”.

<i>Evaluation question</i>	<i>Sub-question</i>	<i>Measure /indicator</i>	<i>Source of information</i>	<i>Tools & methods</i>
		<p>as well as protection and gender focus;</p> <ul style="list-style-type: none"> • Children receive regularly deworming treatments & periodic health treatments; • Children have received complementary health and nutrition education. • Child protection and safety, as well as the specific needs of girls in this context, receives attention by education partners. • Beneficiaries report having access to complementary services and support.¹⁰⁰ 		
	1.3. Have the school feeding designs benefited from a sound gender and equality analysis and is it sensitive to GEEW?	<ul style="list-style-type: none"> • Programme priorities and gender and equity strategies adhere to WFP, government, partner, UN and humanitarian standards on gender and equity • Programme priorities and gender and equity strategies are aligned with the expressed needs of beneficiaries (boys and girls) 	<ul style="list-style-type: none"> • WFP programme documentation and monitoring reports • WFP guidance on GEEW • UN and Humanitarian guidance on gender and equity • Government priorities on gender and equity • Development actors working on GEEW in Niger and in particular in Diffa • Target groups (girls, boys, caregivers) • Community leaders and parents 	<ul style="list-style-type: none"> • Document analysis • FGDs & beneficiary interviews

¹⁰⁰ Whenever the term 'children' is used in this evaluation matrix, it refers automatically to both girls and boys; and assumes the disaggregation of data and analysis by gender.

<i>Evaluation question</i>	<i>Sub-question</i>	<i>Measure /indicator</i>	<i>Source of information</i>	<i>Tools & methods</i>
EQ2 To what extent has school feeding been coherent with the overall humanitarian response of WFP and other actors in education, social protection and health and nutrition?	2.1 Have principles of humanitarian assistance on protection and accountability been adequately factored into the design of the intervention? ¹⁰¹	<ul style="list-style-type: none"> Representatives of target communities and households have had timely access to relevant and clear information about scope and nature of school feeding.¹⁰² Government and school officials, representatives of target communities and households have been able to participate in the design & delivery school feeding services.¹⁰³ Design & adjustment of school feeding services have been child centred, prevented occurrence of negative effects from school feeding and are aligned with the protection needs of girls, in particular as concerns the risks of GBV.¹⁰⁴ Existence of a functioning complaints system Complaints are investigated, resolved (if necessary) and results fed back to complainant¹⁰⁵ 	<ul style="list-style-type: none"> Programme documents and reports (for evidence of changes in the design/adjustments to respond to negative effects) Data on protection and accountability (including humanitarian plans) against documentation on design of the SF programme Representatives of national and regional governments, Diffa level Education cluster working group Community leaders PTA Target groups (girls, boys, women and men) 	<ul style="list-style-type: none"> Document analysis Analysis of secondary data KIIs FGDs & beneficiary interviews
	2.2. Have the ESF interventions complemented / been complemented by other relevant WFP assistance in the country?	<ul style="list-style-type: none"> Approaches to achieve coordination and complementarity of SF and other relevant assistance are specifically foreseen in relevant 	<ul style="list-style-type: none"> WFP programme documentation and reports (SPRs etc.) National and regional government officials School directors and PTA 	<ul style="list-style-type: none"> Document analysis KIIs FGDs & beneficiary interviews

¹⁰¹ Note: This sub-question focuses on humanitarian principles related to accountability, participation, 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.

¹⁰² 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).

¹⁰³ 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).

Evaluation question	Sub-question	Measure /indicator	Source of information	Tools & methods
		<p>programme documents (CSP, PRROs, EMOPs)</p> <ul style="list-style-type: none"> • Efforts to achieve coordination and complementarity of ESF and other support are documented in work plans, SPRs and other relevant documents. • ESF and other relevant interventions have achieved synergies in supporting the same or related target groups. 		
	<p>2.3. Have the ESF interventions complemented the responses of humanitarian actors and government partners in the relevant sector(s)? (in education, food security and nutrition, gender, and child protection) and linked relief to development in ways that strengthen the Humanitarian Development Peace Nexus?</p>	<ul style="list-style-type: none"> • Efforts to achieve coordination and complementarity with key relevant humanitarian programmes are foreseen and documented in relevant work plans or project reports. • ESF services have been planned in coordination with key relevant humanitarian actors. • ESF and services from other humanitarian actors have achieved synergies in supporting the same or related target groups. • ESF provision has contributed to a stronger understanding of the importance of linking short term 	<ul style="list-style-type: none"> • Documentation on the humanitarian and development situation in the country and in the region where SF is being provided • Country/ government or regional plans for different sectors (education, social protection, nutrition) • National and regional governments officials • Diffa level clusters/working groups for education, Food Security Working Group (FSWG), protection and nutrition. • Education Cluster at National Level • SF stakeholders at national level who are engaged in other school feeding initiatives 	<ul style="list-style-type: none"> • Document analysis • KIIs

¹⁰⁴ 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).

¹⁰⁵ 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</i>	<i>Sub-question</i>	<i>Measure /indicator</i>	<i>Source of information</i>	<i>Tools & methods</i>
		<p>relief to longer term development approaches.</p> <ul style="list-style-type: none"> • Extent to which there are linkages and synergies between ESF and SF through joint planning, policies, etc. 		
	2.4. Have the ESF interventions complemented the longer-term development responses of WFP partners in the relevant sector(s), in keeping with main principles of the triple nexus?	<ul style="list-style-type: none"> • ESF interventions have been planned in coordination with key relevant development actors. • 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. 	<ul style="list-style-type: none"> • Country/ government or regional plans for different sectors (education, social protection, nutrition) • National and regional governments, sector specialists, humanitarian actors, other actors. • SF stakeholders at national level who are engaged in other school feeding initiatives 	<ul style="list-style-type: none"> • Document analysis • KIIs

<i>Evaluation question</i>	<i>Sub-question</i>	<i>Measure /indicator</i>	<i>Source of information</i>	<i>Tools & methods</i>
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)?	<ul style="list-style-type: none"> • Delivery of outputs has met targets set in programming documents (disaggregated by gender and age (i.e. for adolescents) for each of the modalities. • Proportion of population reached compared to population in need. • (average % of) school population able to access schools on feeding days;¹⁰⁶ • (average % of) schools functioning on feeding days;¹⁰⁷ • Beneficiaries report that the service was delivered according to plans • Beneficiaries report improved access to a range of services at school level as a result of coordinated action by different partners 	<ul style="list-style-type: none"> • WFP performance data • Analysis of other national/sub-national data as available (if there is a need to validate/cross-check with WFP data) • Education authorities in Diffa • Education cluster reporting and interviews • School directors • PTA • Beneficiaries (girls, boys, caregivers) 	<ul style="list-style-type: none"> • Document analysis • KIIs • FGDs & beneficiary interviews
	3.2 Has SF as an emergency response improved the probability for an improved nutritional status among school children?	<ul style="list-style-type: none"> • Average number of school days per month when multi-fortified foods or at least four food groups were provided¹⁰⁸; • Perceptions of parents and children about the importance of school meals for nutritional status. • Perception of parents and children about the quality of ratio in terms of dietary diversity and intake/ 	<ul style="list-style-type: none"> • Project monitoring data • Beneficiary groups (girls, boys) • Caregivers • Teachers • PTA • Diffa level Education cluster working group 	<ul style="list-style-type: none"> • Analysis of secondary data • FGDs & beneficiary interviews • KIIs

¹⁰⁶ Examining key assumption of the ESF ToC.

¹⁰⁷ Examining key assumption of the ESF ToC.

¹⁰⁸ Use of this indicator depends on data availability. This indicator is / was not a *key outcome indicator* for school feeding programmes under the 2014 – 2017 Strategic Results Frameworks (SRF); it therefore is not guaranteed that all ESF efforts covered by this evaluation will have collected data on this indicator.

Evaluation question	Sub-question	Measure /indicator	Source of information	Tools & methods
		<ul style="list-style-type: none"> • Increase in the proportion of target population who participate in school feeding activities¹⁰⁹; • Children eat the meals provided; • Evidence that the SF services have changed the dietary habits of members of the target groups¹¹⁰. 		
	3.3 Has SF as an emergency response contributed to improved food security among children in the targeted schools?	<ul style="list-style-type: none"> • [“Food consumption score” and / or any other standard WFP food security indicators (secondary data)] • ESF services have increased the frequency of consumption of foods in some of the food consumption groups among targeted children¹¹¹ • Reduced prevalence of food-related “negative coping strategies” (over time; in comparison to non-recipient households)¹¹² 	<ul style="list-style-type: none"> • Project monitoring data / secondary data from WFP • Situation analyses (f. food needs) & Project documentation (f. composition of rations & meals) • Beneficiary groups (girls, boys), caregivers • Community leaders • Persons in charge of social services at community level (e.g. social protection officer) 	<ul style="list-style-type: none"> • Analysis of secondary data • FGDs & beneficiary interviews • KIIs

¹⁰⁹ WFP “Key Outcome Indicator” for participation in activities aimed at reducing micronutrient deficiencies (i.e., under Outcome 2.3 of 2014 – 2017 SRF). Still to be clarified: What is considered to be an “adequate number of distributions” for school feeding? And would this indicator have been collected systematically for school feeding interventions?

¹¹⁰ 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.

¹¹¹ Starches, pulses, vegetables, fruit, meat, dairy, fats, sugar.

¹¹² 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 neighbors house when those neighbors 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, favoring certain household members over others, or skipping whole days without eating).

<i>Evaluation question</i>	<i>Sub-question</i>	<i>Measure /indicator</i>	<i>Source of information</i>	<i>Tools & methods</i>
	3.4 Has SF as an emergency response contributed to increased attendance, enrolment and retention for boys and girls and brought out-of-school children into school?	<ul style="list-style-type: none"> • (Change in) attendance rate among primary school students (by gender, school, school-district) • (Change in) adjusted net enrolment rate¹¹³ (by gender, school district) • (Change in) retention rate (primary school, by gender, school / school district) • Evidence that OOSC have been enrolled in schools • ESF services have incentivized caregivers & children to enrol, attend, remain in school¹¹⁴ 	<ul style="list-style-type: none"> • EMIS data, UNICEF data, WFP monitoring data (f. enrolment, attendance, retention) • Beneficiary groups (girls, boys), caregivers • Education authorities in Diffa • Teachers, school administrators • PTA • Community leaders 	<ul style="list-style-type: none"> • Analysis of secondary data • FGDs & beneficiary interviews • KIIs
	3.5. Extent to which the ration approach used in the two types of schools has addressed the initially identified needs, and the evolving needs of the target populations (girls and boys, as well as adolescents)?	<ul style="list-style-type: none"> • Comparison between the needs and results for the two types of schools taking into account that the schools have different starting points. 	<ul style="list-style-type: none"> • WFP performance data • Views of beneficiaries and primary caretakers • Views of school and community informants • Views of primary care givers at community level (social workers, teachers, health workers) • Cluster documentation 	<ul style="list-style-type: none"> • Analysis of secondary data • FGDs & beneficiary interviews • KII

¹¹³ 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.

¹¹⁴ Qualitative indicator, used to examine the contribution of ESF to change attendance, enrolment, retention.

<i>Evaluation question</i>	<i>Sub-question</i>	<i>Measure /indicator</i>	<i>Source of information</i>	<i>Tools & methods</i>
	3.6 Extent has the programme reduced gender gaps and addressed the barriers of education particularly in the context of Niger where cultural norms are affecting the schooling of girls and resulting in high rates of early marriages?	<ul style="list-style-type: none"> • Change in) attendance rate among primary school students (by gender, school, school-district) • (Change in) adjusted net enrolment rate¹¹⁵ (by gender, school district) • (Change in) retention rate (primary school, by gender, school / school district) • Perception of parents, communities and pupils of the importance of girls' education • Changes in rates of early marriages and early pregnancies 	<ul style="list-style-type: none"> • EMIS data, UNICEF data, WFP monitoring data (f. enrolment, attendance, retention) • Beneficiary groups (girls, boys), caregivers • Education authorities in Diffa • Teachers, school administrators • PTA • Community leaders 	<ul style="list-style-type: none"> • Analysis of secondary data • FGDs & beneficiary interviews • KIIs
EQ4 To what extent has school feeding in emergencies strengthened the ability of households to cope with crises?	4.1 Has school feeding as an emergency response reached the most vulnerable households in need of food-based safety-net transfers in crises and emergencies? ¹¹⁶	<ul style="list-style-type: none"> • Percentage of most vulnerable households with children receiving ESF services (alternative: children attending / enrolled in school). • Access to school is consistently not prevented by external barriers (insecurity, cost of transportation, etc.) 	<ul style="list-style-type: none"> • EMIS, UNICEF data, Government data (on attendance, enrolment) • School administrators, teachers • Beneficiaries (boys, girls), caregivers • Community leaders • Persons in charge of social services at community level (e.g. social protection officer) 	<ul style="list-style-type: none"> • Analysis of secondary data • FGDs & beneficiary interviews • KIIs
	4.2 Has school feeding (as an emergency response) improved the ability of recipient households to cope with the effects of crises and emergencies?	<ul style="list-style-type: none"> • Reduced prevalence of food-related "negative coping strategies" • Households and beneficiaries reporting perception of return to normalcy 	<ul style="list-style-type: none"> • Caregivers (households) • Situation analyses • Secondary data / information on prevalence of coping strategies 	<ul style="list-style-type: none"> • FGDs & beneficiary interviews • Document analysis

¹¹⁵ 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.

¹¹⁶ This question 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".

<i>Evaluation question</i>	<i>Sub-question</i>	<i>Measure /indicator</i>	<i>Source of information</i>	<i>Tools & methods</i>
EQ5 To what extent has school feeding as an emergency response had effects not yet foreseen in WFP's school feeding policy ¹¹⁷ but important in crisis and emergency settings?	5.1. Have ESF activities and deliverables helped to bring together members of the surrounding communities for joint activities, shared events and other occasions that have helped strengthen familiarity and relationships across social groups?	<ul style="list-style-type: none"> • School feeding activities improve relationships between members from different social groups (community, students, PTAs) • School feeding activities improve social cohesion among different groups within the community • Participants / supporters of school feeding have reduced potential of conflict with members of other social groups 	<ul style="list-style-type: none"> • WFP reports • WFP field staff • Regional education authorities • School administrators / principals • Community leaders • PTA • School directors 	<ul style="list-style-type: none"> • Document analysis • KIIs
	5.2 Have ESF activities helped to improve the psycho-social well-being among beneficiaries, administrators and caregivers?	<ul style="list-style-type: none"> • Changes in pupil behaviour (attentiveness, disruptiveness, social interaction) on SF days / days without SF • Changes in behaviour (attentiveness, disruptiveness, irritability) on school feeding / "non-school feeding" days. • Changes in terms of child protection, security, gender-based violence (GBV) and well-being of boys and/or girls as a result of SF • Improved protection arrangements for girls in terms of facilities in schools and attention to GBV. • Caregivers and administrators express improved psycho-social well-being 	<ul style="list-style-type: none"> • Teachers • beneficiaries (boys, girls) • Parents • PTA • Cooks 	<ul style="list-style-type: none"> • KIIs • FGDs & beneficiary interviews

¹¹⁷ 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</i>	<i>Sub-question</i>	<i>Measure /indicator</i>	<i>Source of information</i>	<i>Tools & methods</i>
	5.3 Has SF as an emergency response helped to reduce the risk of premature marriage and recruitment into military groups (<i>Note: practices to be identified for each country</i>)?	<ul style="list-style-type: none"> • (Parents / caregivers report) reduced pressure to subject children to harmful practices (over time)¹¹⁸ • Parents/caregivers/community report changed attitudes to girls' education, and GBV. 	<ul style="list-style-type: none"> • Caregivers (households) • Teachers • Beneficiaries (boys, girls) 	<ul style="list-style-type: none"> • FGDs & beneficiary interviews • KIIs
	5.4 Has SF as an emergency response had other non-foreseen positive or negative effects on the targeted children and communities?	<ul style="list-style-type: none"> • Perception of beneficiaries (boys and girls), teachers, caregivers, and community of additional effects of school feeding (beyond those mentioned in 5.1 through 5.4) including contribution to peace building. 	<ul style="list-style-type: none"> • WFP reports • Diffa Education Sector Working Group • Caregivers (households) • Teachers • Beneficiaries (boys, girls) • Community leaders, PTA 	<ul style="list-style-type: none"> • FGDs & beneficiary interviews • KIIs

¹¹⁸ 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 neighbors house when those neighbors 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, favoring certain household members over others, or skipping whole days without eating).

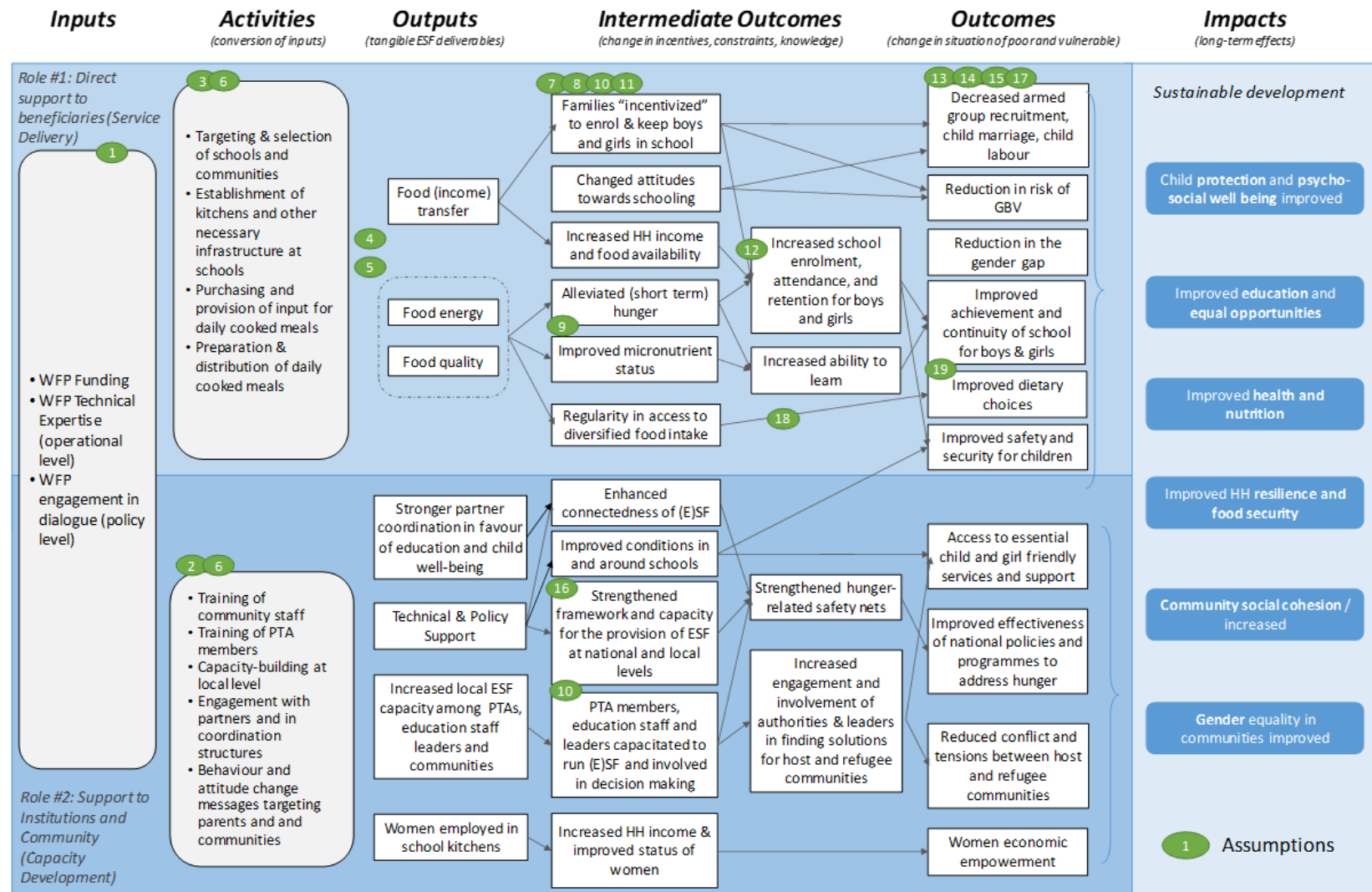
<i>Evaluation question</i>	<i>Sub-question</i>	<i>Measure /indicator</i>	<i>Source of information</i>	<i>Tools & methods</i>
Area 3 – Creation of sustainable system for school feeding (connectedness)				
EQ6 To what extent has school feeding as an emergency response been coupled with creating a sustainable system for school feeding, in line with priorities and capacities of the partner government? ¹¹⁹	6.1 (Using the SABER exercise,) are WFP and its partners operating on the basis of a realistic action plan for integrating school feeding as an emergency response in a nationally owned programme?	<ul style="list-style-type: none"> • SABER action plan that includes attention to school feeding in emergencies developed and approved by Government, WFP, other relevant parties; • Action plan items translated into concrete, funded actions by each partner; • Implementation of action plan on schedule; 	<ul style="list-style-type: none"> • Project documentation; SPRs, SABER • WFP, Government, other partners 	<ul style="list-style-type: none"> • Document analysis • KIIs
	6.2. Has WFP been able to strengthen the integration of school feeding in national social protection policies and legislative frameworks?	<ul style="list-style-type: none"> • Policy dialogue surrounding delivery of ESF triggered specific (positive) changes in national social protection policies & laws; and a recognition of issues that are specific to ESF including aspects related to child protection, social cohesion, peace, among others. 	<ul style="list-style-type: none"> • Project documentation; SPRs, SABER • National policy documents (different years; editions) • WFP, Government, other partners 	<ul style="list-style-type: none"> • Document analysis • KIIs
	6.3. Have ESF targeting & design choices been in line with national / sub-national priorities and capacities for school feeding?	<ul style="list-style-type: none"> • ESF target groups, targeting criteria and targeting methodology correspond to priorities expressed in relevant national policies (SF policy, social protection policy, etc.); • Chosen food modalities correspond to priorities and objectives expressed in relevant national policies.¹²⁰ 	<ul style="list-style-type: none"> • Project documentation; SPRs, SABER • National policy documents (different years; editions) • WFP, Government, other partners 	<ul style="list-style-type: none"> • Document analysis • KIIs

¹¹⁹ This question references the SABER framework for school feeding as well as the Country Capacity Strengthening (CCS) framework.

¹²⁰ 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.

<i>Evaluation question</i>	<i>Sub-question</i>	<i>Measure /indicator</i>	<i>Source of information</i>	<i>Tools & methods</i>
	6.4. 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?	<ul style="list-style-type: none"> • Coordination mechanisms include relevant partners for all required complementary support (education, health, gender, protection); • Implementation and coordination owned, driven and accompanied by national, relevant sub-national authorities 	<ul style="list-style-type: none"> • Project documentation, SPRs; • Minutes of coordination meetings; other engagements between ESF implementer, WFP, Government and other partners; • Representatives of implementing partners, WFP partners (education, health, gender, protection) • Government representatives (social protection, education, health, gender); 	<ul style="list-style-type: none"> • Document analysis; • KIIs
	6.5. Has WFP successfully fostered community participation in and community ownership of ESF activities?	<ul style="list-style-type: none"> • Participating community organizations have institutionalized their role in ESF (e.g., through standing committees; committee chair, budget, pool of volunteers); • School feeding has strong support in community 	<ul style="list-style-type: none"> • Programme documentation; • Community members / representatives; • Teachers, school administrators; • WFP country office staff • Representatives from ESF implementers 	<ul style="list-style-type: none"> • Document analysis • KIIs • FGDs & beneficiary interviews
	6.7 Has WFP SF enhanced capacity of government and partners at different levels?	<ul style="list-style-type: none"> • Government partners have developed skills and capacities to implement school feeding activities and coordinate among partners 	<ul style="list-style-type: none"> • Programme documentation • Government representatives (social protection, education, health, gender) at different levels • WFP CO and field staff • Members of the education cluster (national and Diffa levels) 	<ul style="list-style-type: none"> • Document analysis • KIIs

1.5 Annex 5: Theory of Change



The circled numbers in the figure refer to the underlying assumptions in the ToC which are as follows:

Box 1 Assumptions underpinning the Theory of Change

1. Sufficient funds are available on time
2. Qualified and motivated local community volunteers are available
3. WFP-CO has the technical capacity to design, development, implement and MEL from the SF activities
4. WFP-CO has the logistical capacity to procure and provide high quality input in a timely manner
5. Timely delivery is not affected by pipeline breaks or other logistics constraints
6. Funding for surveys and assessments is adequate
7. Caregivers know about school-feeding services and understand their benefits
8. There is a functioning and safe education system which is equitably accessible for boys and girls
9. Children eat their meals
10. Schools and local communities are supportive of SF
11. Sufficient security allowing boys and girls to attend school and to allow WFP, government and partners to oversee the programme and provide complementary services
12. Partners have the funds and willingness to complement SF activities
13. Higher school attendance contributes to a reduction of early marriage and adolescent pregnancies
14. Higher school attendance makes recruitment of children by militias less likely
15. Caregivers / children choose school over harmful coping mechanisms (avoid school enrolment and attendance of children, early marriage)
16. Capacity development of local and central authorities possible
17. School meals decrease negative coping mechanisms
18. Hunger and micro-nutrient deficiencies result in decreased learning capacities
19. Educational inputs and services are still available / being delivered (teachers, educational support services, books, curricula, etc.)

1.6 Annex 6: Complementary information on the evaluation Methodology

233. 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 6). Relevant global and country-specific WFP strategies and policies informed the development of these ToCs.
234. 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 ToR¹²¹. 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 1: 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> ¹²² .
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.

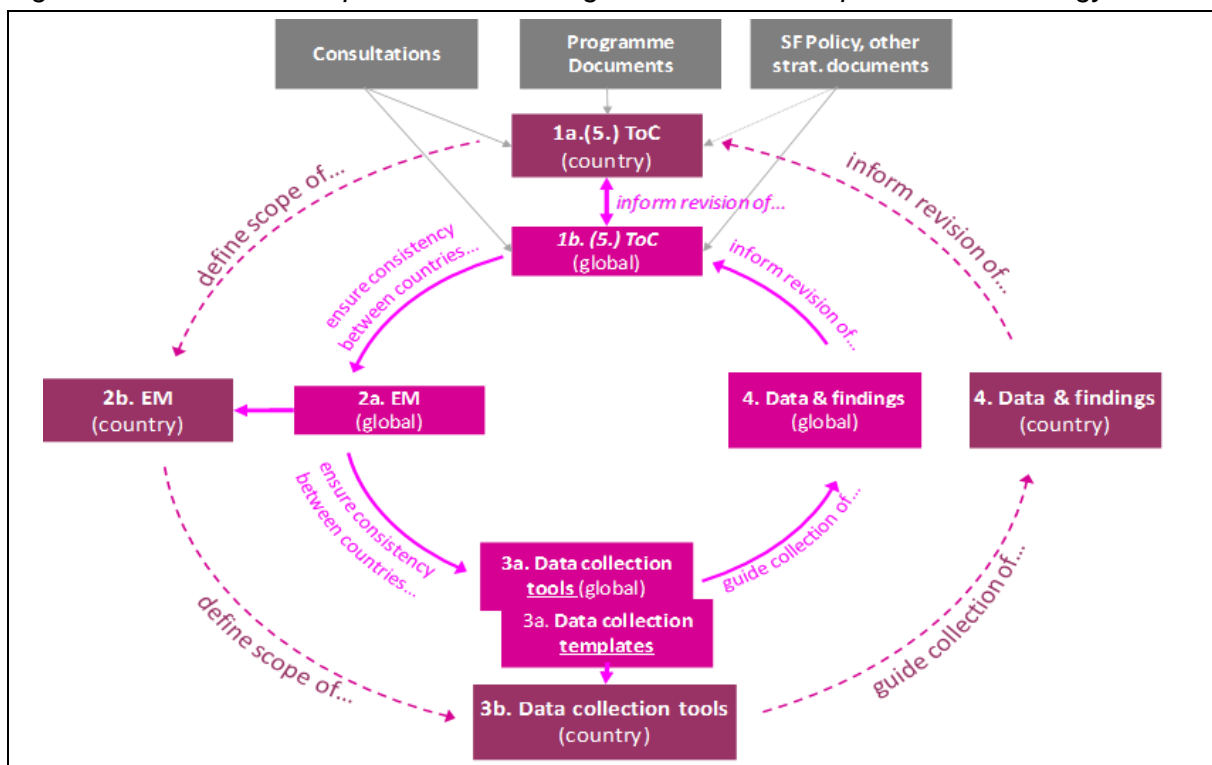
¹²¹ As required by the Terms of Reference (ToR), our evaluation team applied the evaluation criteria of appropriateness, coherence, effectiveness, impact (contribution), coverage and sustainability. While the ToR initially had also mentioned efficiency as an evaluation criterion, WFP decided to drop 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.

¹²² 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).

235. 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 6). The resulting country-specific evaluation matrices guided data collection in the different countries. The evaluation matrix for this evaluation of SF activities in the Niger can be found in Annex 4 of this report.

Figure 6: Framework and process for defining SF evaluation scope and methodology



236. The Niger evaluation adopted a mixed-method approach. The evaluation matrix for Niger outlined the evaluation questions and sub-questions, indicators, as well as the main sources of evidence and ways of collecting the data.

237. Data collection combine a review of secondary information and primary data collection. Primary data collection took place in Diffa region. Triangulation was sought across different sources and within sources as appropriate (e.g. comparing the perspectives of different stakeholders interviewed).

238. **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.

239. **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.
240. **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.
241. **Focus group discussions (FGDs):** The research 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. FGD held with community members, pupils, and parents in Diffa.
242. **Field-based observations:** The field research team carried out observations of ESF in action in all schools visited. In some schools the time of the visit did not allow for direct observation of the meal process. As an alternative, the evaluation team sought to gain an understanding of the school feeding process during interviews and FGDs.
243. **Gender and equity** considerations were taken into account by the team. The team interview girls and boys, as well as female and male teachers, parents and members of committees. In some cases, it was, however, difficult to get female respondents (e.g. members of the school committees at community level, as well as informants at the DREP and national level Ministry of Education who were all male.
244. **Adaptation of global evaluation matrix to country study:** A global evaluation matrix was developed to serve as a basis for all country-level evaluations. Adaptations had to be made for the Niger context. Details on these adaptations can be found in the Niger Inception Report.
245. **Site mapping and sample strategy:** the evaluation team selected specific sites within Diffa (based criteria listed in Annex 8) for focus group discussions with the various respondents and for observing school meal preparation (where relevant) and/or distribution.
246. The **choice of the sites to be visited** took into account security constraints, which also imposed certain restrictions on the sample size.
247. Lastly, emergency school feeding has been a component of **various sequential programmes** (EMOP, 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.

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1.8 Annex 8: List of interviewed persons

1.8.1 WFP

Sory Ouane, Country Director
 Jean-Noel Gentile – Deputy Country Director
 Koffi Akakpo – Head of Programme
 Naffiou Isiaka – WFP Niamey
 Aichatou Laoual – WFP Niamey
 Boubacar Idrissa Kountche - Monitoring and Evaluation
 Abdoullaye Danni – Monitoring and Evaluation
 Ibrahim Chirfi, logistics officer
 Kader Mato, logistics associate
 Brigitte Labbé – procurement officer
 Federico Doehnert – VAM, Monitoring and Evaluation
 Ibrahim Toujani Alou – National Emergency Programme Officer WFP
 Whabou Hassan – Point Focal Protection (since 2016) and former Food Aid Monitor started November 2014 (before the crisis)
 Silvia Moreira – Regional Advisor on Humanitarian Policy
 Amadou Samake Head of WFP sub-Office, Diffa
 Moussa Chaibou Policy Officer, Diffa
 Souleymane Zanguina Logistique Associate, Diffa
 Kellou Elhadji Abari Assistante Programme PF Education, Diffa
 Maman Tahir Nour Assistant Monitoring, Diffa
 Farouk, Head of WFP sub-Office, Diffa
 Idrissa Lawal Assistant Programme Nutrition
 Ministry of Education/ Other government departments
 Assane Hamza – Deputy Secretary General, Ministry of Primary Education
 Laouali Abdo – Directeur de la Participation Communautaire, Santé Scolaire et Education Environnementale
 Hammadou Ibrahim – Chefe de Division Cantines Scolaires
 Suleymane Mohamed – agent Cantines Scolaires (since 2017)
 Mahamane Lawali Oumarou - DREP
 Kandine Hassane- Emergency Focal Point, DREP
 Mahamane Lawali Oumarou - DREP Diffa
 Boucar – regional director agriculture, and lead of food security in Diffa

1.8.2 UN agencies

Boureima Daouda - Emergency Education Officer and Coordinator of the Education Cluster, UNICEF
 Tomoko Chibuya – Education Specialist UNICEF
 Patrick Likele– Education Cluster Lead
 Edwige Jacqueline – Head of Education UNHCR
 Alassane Mounkaila – Head of Protection UNHCR
 Mme Doro Bibata - UNICEF, Diffa

1.8.3 Cooperating partners/NGOs

Vincent Curis, French Embassy Niger, Attaché de Cooperation, humanitaire, stabilisation, santé

Barera Magaji – Education specialist - Plan International

Halilou Houssein – Planning and monitoring Specialist.

Harouna Moussa Mossi Plan International Diffa

Moussa Zakari Plan International, Diffa

Mahamane Sani Idrissa - OIM Diffa

Toumbé Kado Ibrahim - COOPI Diffa

Abdou Mahamane Moutari – International Refugee Committee- Diffa

Jean Baptiste Rafiki UNFPA – Diffa

Daoua Moustapha - ANDDH Diffa

Amadou Roufai - SFCG Diffa

Mme Mairou Binta DRPF/PE Diffa

Jacque Ayeda GTP/UNHCR Diffa

Chaibou Salifou SAVE THE CHILDREN Diffa

1.8.4 Overview of informants at field level (Diffa)

<i>Strategic groups</i> ¹²³	<i>Number of interviewees</i>
Administrative authorities, traditional authorities, CGDES, AME, APE, school protection committees	36
WFP staff and national and international NGOs	11
School directors ¹²⁴	18
Teachers	11
Pupils	13
Cooks/cantine staff	24
Guards	3

¹²³ Some informants are part of two or more different groups.

¹²⁴ This includes interviews with the directors of schools that were relocated and with the directors of the CEA.

1.9 Annex 9: List of schools visited and accompanying selection criteria

Box 2 Criteria for selection (done with the DREP Diffa and WFP Diffa)

- Urban sites (city of Diffa and Mainé Soroa)
- Villages (Rural communes of Chétimari et Geskerou and villages around Mainé Soroa.
- Spontaneous schools created as a result of the crisis (Assaga, Jalori, Boudouri,)
- Locally and inclusive schools (Awaridi, Bagara, Boulama Yacouba - Chétimari)
- Accessibility and security
- Prior knowledge of the locations by the research team to benefit from the in-depth understanding of the locations by the research team and to have a sense of evolution over time.

One location that did not have a canteen (Mataou) was included to have a comparative perspective.

Table 2 List of schools visited by the field research team

N°	Commune / village	Village / quarter	Type of school	Characteristics
1	Diffa	Awaridi	Sedentary ESF school	Primary school. Reception site of multiple schools. Date of creation. 2007. Cantine since 2018.
2	Diffa	Kangouri	Nomadic ESF school	Primary school. Established in 2007. Cantine since 2016.
3	Diffa	Mataou	Former SF school.	Former SF school, in the process of being transformed into an ESF school. Created in 2001.
4	Diffa	Balangou Yeskou	Nomadic ESF School	Bilingual Kanuri-French School. Established in 1975. Cantine since 2015.
5	Diffa	Bagara	Sedentary ESF school	Bilingual Kanuri-French School. Established in 1979. Cantine since 2017.
6	Chétimari	Boudouri	Sedentary ESF school	Franco-Arab Primary School. Established in 2016 = spontaneous school emerged with the crisis.
7	Chétimari	Gagamari	Sedentary ESF school	Primary school. Established in 2001. Reception site for a relocated Franco-Arab School. Cantine since 2015.
8	Chétimari	Boulama Yacouba	Nomadic ESF school	Primary school. Established in 1955. Cantine since 2015.
9	Chétimari	Mainekadari	Sedentary ESF school	Site which covers two schools. Primary school and a Franco-Arab School. Established in 2015 = spontaneous school
10	Geskerou	Asaga	Nomadic ESF school	Site which covers two school. Primary school and a Franco-Arab school. Established in 2015. Cantine since 2017.
11	Geskerou	Jalori	Nomadic ESF school	Primary school. Cantine since 2016. Spontaneous school
12	MainéSoroa	GuidanKaji	Sedentary ESF school	Primary school. Established in 2003. Cantine since 2015.
13	MainéSoroa	Kublelguir	Nomadic ESF School	Site which hosts a primary school established in 2015 as a result of the crisis = spontaneous school.
14	MainéSoroa	KubleElh Saidou	Nomadic ESF school	Franco-Arab primary school Established in 2010. Cantine since 2015.
15	MainéSoroa	TudunWada	Nomadic ESF school	Site which hosts a primary school established in 2015 as a result of the crisis = spontaneous school

NB: Primary schools are also called 'traditional schools'

1.10 Annex 10: Statistics on Emergency School Feeding in Niger

Table 3 State Budget, scheduled and spent by year for WFP Emergency School Feeding- Diffa governorate (2014-2019).

Année	2014		2015		2016		2017		2018	
	Prévu	Dépensé	Prévu	Dépensé	Prévu	Dépensé	Prévu	Dépensé	Prévu	Dépensé
Valeur										
Cantines PAM										
Cantines Gouv										

Table 4 Number of emergency schools (WFP, Government, others) and regular schools in Diffa 2014-2019

	2014	2015	2016	2017	2018
Écoles d'urgence PAM		69	69	67	67
Écoles d'urgence Gouvernement		151	236	261	218
Écoles d'urgence (autres partenaires)	<i>Ce sont les mêmes chiffres que les écoles d'urgence Gouvernement que les partenaires appuient dans divers domaines excepté l'alimentation scolaire chacun en fonction de sa zone d'intervention</i>				
Écoles normales	853	735	856	977	805

Table 5 WFP Emergency School Feeding – number of schools, number of beneficiaries reached versus planned.

Année scolaire	Garçons			Filles			Total		
	Planifiés	Atteints	%	Planifiés	Atteints	%	Planifiés	Atteints	%
2014/2015									
2015/2016	3684	3684	100%	4030	4030	100%	7714	7714	100%
2016/2017	5380	5380	100%	5485	5485	100%	10865	10865	100%
2017/2018	11431	11394	99,67	11598	11689	100,78	23029	23083	100,23
2018/2019	10785	11485	106,49	11668	11897	101,96	22453	23382	104,13
2019/2020	10359			11078			21437		

Table 6 WFP School Feeding (emergency schools)- food ordered and distributed in schools in Diffa

Année	Céréales		
	Planifié	Distribué	%
2014/ 2015	Pas de cantines d'urgence		
2015/ 2016	81,61 TM	81,61 TM	100%
2016/ 2017	409,541 TM	401,682 TM	98,08%
2017/ 2018	1049,627 TM	1049,627 TM	100%
2018/ 2019	744,199 TM	744,199 TM	100%
2019/ 2020*	521,607 TM	521,607 TM	100%

*Pour 2019/2020 cette planification concerne la période d'octobre à décembre 2019

Table 7 WFP Emergency schools – Non-food items distributed per year (quantity)

Articles non alimentaires	2014/2015		2015/2016		2016/2017		2017/2018		2018/2019		2019/2020	
	Planifié	Distribué	Planifié	Distribué	Plan.	Dist.	Plan.	Dist.	Planifié	Dist.	Planifié	Dist.
Cuillères			2700	2700					386	280		
Grandes marmites			337	337					17	8		
Petites marmites			49	49					27	17		
Bols			10326	10326					1347	1337		
Sceaux métalliques			352	352					4	4		
Louches			720	720								
Spatules			180	180								
Bassines			532	532								
Tasses			2065	2065								

*Table 8 Number of days covered by the ESF programme (2014-2019) in Diffa**

Année	Nombre de jours prévus cantines relocalisées	Nombre de jours effectifs	Nombre de jours prévus cantines spontanées	Nombre de jours effectifs
2014/2015	NA	NA	NA	NA
2015/2016	270	240	180	150
2016/2017	270	250	180	160
2017/2018	270	230	180	140
2018/2019	270	250	180	160

*Gap linked to populations displacements and holidays

Table 9 Training sessions undertaken within the Emergency programme

Année	Description de l'activité de formation	Nombre et type de participants
2014/2015		
2015/2016		
2016/2017	Formation sur la gestion des cantines	138 dont 69 directeurs d'écoles et 69 membres des comités de gestion des écoles
	Formation sur les rôles et responsabilités des différents acteurs	138 dont 69 directeurs d'écoles et 69 membres des comités de gestion des écoles
2017/2018		
2018/2019		
2019/2020		

Table 10 Number of registered children, attendance rate, drop-out rate by year and gender (2014-2018) in emergency schools supported by WFP.

Année	Élèves inscrits		Taux de fréquentation		Taux d'abandon		Taux de promotion	
	Garçons	Filles	Garçons	Filles	Garçons	Filles	Garçons	Filles
2014/2015								
2015/2016	869	1265	88,14	75,08	1,68	2,07	56,9	49,45
2016/2017	4474	6932	92,67	89,12	0,59	1,45	58,02	51,8
2017/2018	11394	11689	94,58	91,09	1,40	2,85	62,3	55,6
2018/2019	10 635	11 444	94,15%	96,50%	3,5%	4%	73%	81%

Table 11 Number of teachers (per year and gender), teacher-student ratio by class (per year) in all WFP emergency schools.

School year	Number of teachers		Teacher/pupil ratio
	Male	Female	
2015/2016	149	135	27,16
2016/2017	176	114	31,41
2017/2018	139	228	62,74
2018/2019	99	156	88,64

1.11 Annex 11: Review of Assumptions underlying the ToC

No.	Assumption	Assessment
1.	Sufficient funds are available on time	Assumptions partially supported. Funds have not been sufficient to cover all the needs and funding gaps have required for choices to be made.
2.	Qualified and motivated local community volunteers are available	Assumption partially supported. Communities are generally motivated to be involved in ESF activities but involvement in practice has not been sufficiently inclusive, with women, and refugees not always adequately represented. Capacity gaps are in evidence at the level of the management of the school communities. Some characteristics of the ESF model put a high burden on communities/community volunteers i.e. the transformation of the millet (time consuming) and the preparation of warm meals.
3.	WFP-CO has the technical capacity to design, development, implement and MEL from the SF activities	Assumption partially supported. WFP has not shown capacity to innovate and has implemented its 'traditional' SF model in an emergency context with only minor adaptations (frequency of delivery to schools has been adjusted because of security concerns). Monitoring has only captured part of the effects of ESF. Feedback loops to decision making through the cluster system is in evidence but actions undertaken have not addressed the weaknesses.
4.	WFP-CO has the logistical capacity to procure and provide high quality input in a timely manner	Assumption partially supported. WFP has been able to procure and distribute food. However, quality concerns were raised during the field checks and supervision has been patchy.
5.	Timely delivery is not affected by pipeline breaks or other logistics constraints	Assumption partially supported. Pipeline breaks in evidence resulting from security concerns and staggered delivery of food to schools.
6.	Funding for surveys and assessments is adequate	Assumption partially supported. WFP has funding for monitoring. Government has not been able to adequately supervise ESF. Monitoring and assessment have been insufficiently linked to making changes in the design and implementation of the ESF model
7.	Caregivers know about school-feeding services and understand their benefits	Assumption supported – communities are motivated to send children to schools where ESF is in place (ESF also provokes displacement of pupils because not all schools in a given area are supported).
8.	There is a functioning and safe education system which is equitably accessible for boys and girls	Assumption supported – Government and cluster partners have worked closely to ensure continuity of education under very difficult circumstances
9.	Children eat their meals	Assumption partially supported – The quality of the meals is at times poor, with evidence that in some schools, children have not eaten their meals, or chose only to eat the sauce. Sharing of food with other community members, distribution of food to take home (rather than on-site preparation), food exchange and use of food for payments all have consequences for the frequency and nutrition value of the school meals.
10.	Schools and local communities are supportive of SF	Assumption supported – schools and communities in Diffa are supportive of education and interested in having school meals in schools.
11.	Sufficient security allowing boys and girls to attend school and to allow WFP, government and	Assumption partially supported – presence of school feeding is a factor that attracts Boko Haram to schools and that puts children and teachers in danger. In addition, deterioration of the

No.	Assumption	Assessment
	partners to oversee the programme and provide complementary services	security situation has implications for the functioning of schools (shortened hours, and teachers arriving late and leaving early or being absent). Complementarity is better on paper than in practice.
12.	Partners have the funds and willingness to complement SF activities	Assumption only partially supported. Government has not provided sufficient resources to complement the food inputs by WFP and to allow for monitoring. Donor funding is not sufficient to put in place a full complementary package of support for children in Diffa and to extend such services to other levels/modalities of education.
13.	Higher school attendance contributes to a reduction of early marriage and adolescent pregnancies	Assumption partially supported (anecdotal evidence). Insufficient opportunities exist for girls to continue beyond primary school when the risk of marriage is high. Other factors intervene to put girls at risk of marriage/early pregnancy e.g. the wish to strengthen relations by “marrying into” the new community. Additional measures are needed to ensure that the potential of school attendance can be achieved.
14.	Higher school attendance makes recruitment of children by militias less likely	Assumption partially supported. Anecdotal evidence
15.	Caregivers / children choose school over harmful coping mechanisms (avoid school enrolment and attendance of children, early marriage)	Assumption partially supported. Caregivers find education important and will accord priority to enrolling children in school. However other competing interests combined with irregular SF may intervene.
16.	Capacity development of local and central authorities possible	Assumption supported. Capacity development is possible but has focussed mainly on procedures and has not been sufficient to guarantee the quality of the intervention.
17.	School meals decrease negative coping mechanisms	Identical to assumption 15. See above.
18.	Hunger and micro-nutrient deficiencies result in decreased learning capacities	No evidence of direct interaction between hunger and learning capacities. This could not be measured with this evaluation design. However, hunger will reduce enrolment in schools and result in negative coping strategies (see assumption 15 and 17).
19.	Educational inputs and services are still available / being delivered (teachers, educational support services, books, curricula, etc.)	Assumption mostly supported. The DREP, together with the Cluster have coordinated the provision of educational inputs as well as innovative measures to provide education and ensure that teachers are able to teach (introduction of bridging classes, support for teacher transportation, changed starting and ending times for schools etc.). Quality and coverage challenges exist, however.

1.12 Annex 12: Overview of the range of structures for community participation at school level in Diffa

248. For many years **COGES** (*Comité de Gestion des Etablissements Scolaires*) have been gradually set up in the majority of schools throughout Niger¹²⁵. Originally, these school management committees have been established to receive direct subsidies from the government and have the following main functions: monitoring-control of activities at local level; management of textbooks and school supplies; preventive management of school infrastructure and equipment; management and monitoring of contracts for contractual teachers; management of school supplies. The COGES is a body for the participation of teachers, parents, communities and other partners and actors in the life of the school to consolidate the partnership around the school and enable the local authority to follow the life of the school. It operates with contributions from the communities and actions are estimated on the basis of an action plan adopted at the general assembly. In WFP assisted schools visited in Diffa, COGES are composed of members of three structures, namely APE (Association des Parents d'Elèves), AME (Association des Mères Educatrices) and Gouvernement scolaire (School Government). Members of COGES are expected to monitor the attendance of pupils and teachers and contribute (financially or in kind through the supply of wood, condiments) for the smooth running of the school canteen. They play a role of intermediary between teachers and parents. They are also in charge of making up the classes, the storage facilities and the kitchen. In some schools, they also assist in the reception of stocks delivered by WFP and in the delivery of cooked daily rations. Women play the role of treasurer on these committee, although interviews conducted in the field found that in some cases this role is rather fictitious because they don't really have access to the money. The mobilization of money is weak and is often done at the whim of the expenditure. It is generally the school director or the president of the COGES who manages the money mobilized. According to the focal point of the school canteens at the DREP, "*the committees really have no means; they make enormous efforts*".
249. The **Comité de protection** (Protection committee) often acts as an interface between the populations and the Forces de Défense et de Sécurité (FDS). In addition to this, it is also in charge of guiding families who want to move to villages with schools that can accommodate their children. This committee raises awareness on child protection, early marriage, good relations with peers, flood measures, etc. Members also make night patrols to deter young offenders who take advantage of the insecurity to steal food.
250. The **APE** (Association des Parents d'Elèves) brings parents together to ensure enrolment and regular attendance of pupils at school. It also contributes to meeting the needs of the school.
251. In some WFP assisted schools, members of the **AME** (Association des Mères Educatrices) pay a fee to cover the cost of condiments and to pay the cooks. It may happen that cooks are members of the AME's board. Members of the AME also take care of the monitoring of the children and make sure that they stay at school until the end of the class.
252. The **Gouvernement scolaire** (School government) is essentially composed of students and its structure includes a president and various ministers. Through this body, the aim is to involve children in the management of the common good.

¹²⁵ The first COGES have been established in 240 schools in 3 regions out of 8 in 2002-2003 and expanded to the whole country in 2007-2008.

1.13 Annex 13: Different modalities of SF as foreseen in the SNAS

253. The National School Feeding Strategy formulated in 2015 includes a typology of interventions for primary education: school canteens in boarding schools, school canteens type 2/5, mid-morning snack, tutoring.
254. From the outset, the implementation of the WFP intervention in emergency schools in the Diffa region was carried out according to two of the nutritional methods provided for in the SNAS which are shown in the Table below, in the right-hand column.

SNAS	ESF Diffa
<p>Canteen type 2/5: two meals a day (breakfast at 10:30 am and a hot meal at 12 pm), five days a week. Covering 60% of energy needs, in macro and micronutrients.</p> <p>Tutoring (children's accommodation)¹²⁶: three meals a day (breakfast at 7:30 a.m., a hot meal at 12 p.m. and a dinner at 7 p.m.), seven days a week, i.e. 280 days a year. 100% coverage of energy needs in macro and micro-nutrients.</p>	<p>Ecole spontanée: two meals a day (morning porridge, and lunch of cereals and pulses) five days a week, with the assumption that the children receive some food at home. In the spontaneously set up schools the rations were composed of 175 g cereals, 40 pulses, 25 g oil, 4 g salt and 80 g of Super Cereal.</p> <p>Ecole d'accueil: three meals a day (morning porridge, and lunch and dinner of cereals and pulses), seven days a week. WFP covers the full daily nutritional needs of the child, based on the assumption that the children do not live with their parents but with host families or other similar arrangements. In the relocated schools, daily rations per child consisted of 295 g of cereals, 70 g of pulses, 40g of oil, 7 g of salt and 80 g of fortified cereals (Super Cereal).</p>

¹²⁶ Tutoring involves bringing a volunteer family close to school to accept the responsibility of a child whose parents are absent. Full tutoring is a system in which the guardian family takes care of the child's accommodation and provides all his meals seven days a week. This care modality is intended for children of nomadic breeders who can find guardians among members of their community who do not migrate.

1.14 Annex 14: WFP assistance to the Education Sector in Niger from 1972 up to today: from development project to resilience to crisis.

255. **WFP assistance to the education sector in Niger began in 1972 with intervention at the primary and secondary levels.** In 1975 these two types of intervention were brought together in the same project "*Food aid to primary schools in nomad and transhumant areas*" (NER 2445)¹²⁷. This project has undergone four extensions and its last technical review in February 2001 revealed that it had achieved positive and significant results: the number of new admissions to WFP assisted schools had increased significantly; the enrolment rate in the targeted nomadic areas had increased more than in rural areas in general; a notable increase had been noted in the enrolment of girls in the targeted schools mainly thanks to the introduction of take-home rations since 1996 for girls' families.
256. After the fourth phase of the NER 2445 project, WFP intervention in the education sector continued as a basic activity within the Country Programme 1999-2002¹²⁸. The evaluation conducted in February 2002, while deploring the lack of certain data, made it possible to emphasize that the presence of a WFP school canteen encourages parents to send their children to school and keep them there. Under the title "*Food Assistance to Primary Schools in Vulnerable Areas*" (10015.0. Act2) the activity was extended until December 2003 in order to harmonize the programming cycle of WFP assistance with those of UNDP, UNFPA, and UNICEF.¹²⁹ A pilot experiment aimed at enrolling and retaining girls in secondary school was launched in January 2003 in the department of Tillabéri through support to the boarding school for young girls in CAFOJEC (*Centre d'Accueil et de Formation de Jeunes Collégiens*). A pilot deworming activity in the school environment (pupils, teachers and auxiliary staff) was integrated into the activity during the 2002/03 school year.
257. The successor Country Programme 2004-2007 (CP 10285.0) benefited from a one-year extension through a budget revision to be harmonized with the then prevailing UNDAF¹³⁰. The CP included Activity 2 "*Support to Basic Education*" which aimed at promoting access to basic education for children from poor households in six regions (Agadez, Diffa, Maradi, Tahoua, Zinder and Tillabéri), especially for girls, the targeting of regions being based on the conclusions of the VAM study. The activity supported canteens in primary schools and secondary schoolgirls' families. In order to promote the schooling of girls, take-home rations were distributed to the mothers of schoolgirls in WFP-assisted schools where the proportion of girls was particularly low. In addition, a deworming of students, teaching and auxiliary staff was carried out in all the targeted schools. WFP assistance thus helped to increase enrolment and attendance rates and reduce gender disparity in schools.
258. Following the recommendations from a 2006 mid-term evaluation, the Country Programme 2009-2013 (CP 10614.0)¹³¹ included a component 1 "*Support for the achievement of the MDGs in the Education Sector*" whose long-term objective was to support the government in the implementation of its educational policies and strategies. Its specific objectives were to contribute: i) To improve the enrolment and attendance of pupils in schools benefiting from WFP assistance; and ii) encourage girls to complete their primary education.
259. Targeted departments were selected based on the level of food insecurity and the gross enrolment rate (less than 40 percent). About 90,000 students enrolled in public schools and community schools or madrassa officially recognized by the Ministry of Education have been targeted during the 2009/10 school year. In total, WFP targeted 702 schools out of

¹²⁷ WFP/EB.2/96/5-A

¹²⁸ WFP/EB.3/98/7/2

¹²⁹ WFP/EB.3/2003/9-B

¹³⁰ WFP/EB.A/2008/11-B

¹³¹ WFP/EB.2/2008/7/1

8,023 rural schools. Particular attention was paid to establishments located in the joint implementation zones of the "Essential educational package" initiative.¹³² Community schools and certain madrassa were selected in the same way as public schools if they met the established criteria.

260. Two hot meals (breakfast and lunch) were distributed for 180 days to all students to encourage them to stay in school. Family take-home rations of 100 kilograms were distributed to girls during the last two years of the primary cycle (CM1 and CM2) since there was a demonstrated widening gap between girls and boys from the end of the fourth year. The two meals included: a breakfast consisting of 80 grams of enriched soy flour, 10 grams of sugar and 5 grams of enriched vegetable oil and a lunch consisting of 120 grams of cereals, 30 grams of pulses, 15 grams of enriched vegetable oil and 3 grams of iodized salt.
261. The Protracted Relief and Recovery Operation 2014-2016 (*Saving Lives, Protecting Livelihoods and Enhancing the Resilience of Chronically Vulnerable Populations* - PRRO 200583) included school feeding activities. Implementation modalities indicated that school feeding would provide daily cooked meals, complemented by deworming tablets provided by the Government. WFP would provide take-home rations for the families of girls in the final years of primary school and support the Government in encouraging girls to attend secondary school. Communities would be encouraged to construct canteens and warehouses and prepare meals. School feeding would be linked with FFA and local purchasing and complemented by partners' interventions on health and nutrition education, teacher training and school gardens, and aligned with Nourishing Bodies, Nourishing Minds and the home-grown school feeding initiative. (...) The number of school feeding beneficiaries would double from 2012 in response to the Government's request. Because capacity limitations prevented complete coverage in all areas with FFA, TFA and BSF interventions, school feeding targeted communes in Diffa, Dosso, Maradi, Tahoua, Tillaberi and Zinder where indicators converged. WFP planned to cover 80 percent of school-age children; in nomadic areas coverage was to be higher.¹³³
262. As part of a resilience package, the Protracted Relief and Recovery Operation 2017-2019 (*Strengthening Resilience in the Niger through an Integrated Multi-Sector and Multi-Partner Safety Net and Disaster Risk Reduction Approach* - PRRO 200961) integrated school feeding activities designed to encourage school attendance, especially among girls and children from nomadic families. WFP support for school meals was countrywide and focused on the most vulnerable municipalities, assisting children from targeted poor households who attend primary schools identified as priorities in the Government's national school meals strategy. Particular attention was to be given to nomadic schoolchildren and adolescent girls.¹³⁴
263. In early 2019, a budget revision was approved, allowing the continuation of activities implemented under PRRO 200961 and enabling their integration into a transitional interim country strategic plan (T-ICPS) in 2019. This revision did not affect WFP's strategic orientation in Niger. There was no essential change, except that the T-ICSP provides greater coherence and integration between resilience and crisis response activities, particularly in refugee and crisis-affected areas where relief assistance will be implemented as part of a long-term strategy to enhance self-reliance and strengthen livelihoods, thus reinforcing the humanitarian-development-peace nexus.¹³⁵

¹³² Building on the FRESH (Focusing Resources on Effective School Health) framework the essential package outlines 12 interventions from basic education to fuel efficient stoves that are necessary to improve the health and nutrition of school-age children.

¹³³ WFP/EB.2/2013/7-C/3/Rev.1

¹³⁴ WFP/EB.2/2016/8-B/3

¹³⁵ WFP/EB.1/2019/8-D/2/1

1.15 Annex 15: Comparison of key characteristics of Emergency School Feeding and regular School Feeding

This table of comparison was drafted by the Niger team based on field observations and evaluation results. It is offered as part of the annexes to encourage reflection moving forward.

Observations:

- There is no clear consensus that school feeding is fundamentally different in emergency settings. Rather, a view that school feeding is the intervention, and the emergency part of it is the context in which it takes place, where emergency is a generic term for situations of shock and crises of shorter and longer nature, which may vary considerably.
- Emergency situations expose children to higher risk and in such situations the 'risk' factor becomes the more important part of the objectives (see under objectives in table below).
- Limitations – school feeding across settings will not reach the children that are out of school, and who might be the most needy. *(see table on the next page)*

	<i>Emergency school feeding</i>	<i>'Regular' school feeding</i>
Target groups	Children of IDP, refugees, and children in host communities Children of people who are displaced and at risk	Children in pre-existing schools, in prioritized geographical areas
Geographical focus	Areas affected by conflict or (protracted) crises	Vulnerable regions (e.g. to drought or poverty)
Rationale	ESF as critical to immediate response, but may play a role in longer-term shock response	SF as critical to educational and development goals, mixed with some elements of shock-response (e.g. drought)
Objectives	<p>School feeding in emergency context has objectives that are more strongly focussed on immediate needs. There will be a strong focus on:</p> <p>Protection – providing safe spaces and psycho-social benefits such as preventing/reducing child labour, early marriages, unsafe migration and recruitment into armed groups. Protection of girls may be particularly important.</p> <p>Social cohesion (and peace building) – schools as a way to rebuild community cohesion and bring a renewed sense of citizenship and state building.</p> <p>Normalcy and return to structure and routine (mainly in crisis or shock situations) for the individual and for community.</p> <p>Nutrition and social protection functions may be important, but not predominant. There is not necessarily a focus on education results, and on agriculture.</p>	<p>In regular contexts stronger focus on longer term development objectives:</p> <p>Education function: to enhance attendance, enrolment, learning capacity, gender equality</p> <p>Nutrition and dietary intake function: improve energy and micro-nutrient intake</p> <p>Social protection function - income transfer effect on households (stability of income), household food security, reduction in negative coping strategies.</p> <p>Agriculture and local production – boost to local production through local procurement, may link to food systems work (e.g. FAO and others)</p>
Other objectives	In fragile contexts, (WFP) reputational issues will be important. There will be less focus on sustainability and longer-term systems strengthening.	More likely to also include a focus on systems strengthening, capacity development, inter-sectoral linkages (with social protection, agriculture, health), and integration of school feeding in government policies and financing frameworks. May include a focus on gradual hand-over to government.
Gender dimensions	ESF can be used to reduce/address the increased risk of GBV in conflict settings Cultural/social/economic factors may affect girl's access to and participation in school, and be part of the rationale for ESF	Cultural/social/economic factors may affect girl's access to and participation in school, and be part of the rationale for SF.

	<i>Emergency school feeding</i>	<i>'Regular' school feeding</i>
Way of operating (embedding)	<p>Will be a multi-sectoral intervention, of which ESF is a part. WFP operates as part of the whole humanitarian response.</p> <p>Schools may be used to deliver other services as part of emergency response.</p> <p>Delivery may be all year round</p>	<p>WFP operates in a development context, coordinating with other education partners.</p> <p>May be quite stand-alone – not necessarily linked to other interventions or partnering with other interventions (although is desirable).</p> <p>Delivery of school meals only during school year (i.e. no school meals when schools closed)</p>
Delivery	<p>Schools may not be physical structures in these contexts</p> <p>WFP in direct implementation role (with local partners)</p> <p>Focus on quick and efficient response in settings where structures are often disrupted.</p> <p>Government may have a minor/ no role</p>	<p>WFP more hands-off, focus on facilitating, system strengthening, dialogue, advocacy</p> <p>Strong government role</p> <p>Delivery through government systems.</p>
Institutional dimensions	<p>May be a stand-alone intervention, not embedded in government policy or strategy</p> <p>Institutional setting disrupted, weak and/or non-existent.</p>	<p>SF is provided in the regular context of a government education policy, integrated in the institutional context, and frequently also embedded in public social protection policies</p>
Benefits	<p>ESF is likely to be part of a layering of different interventions that seek to provide relief and support to affected communities and populations</p>	<p>Beneficiaries are not necessarily targeted by other types of support.</p>
Identification of beneficiaries	<p>UNHCR may take the lead and provide key data</p>	<p>Government takes the lead in identifying priority schools and areas</p>
Measure of success	<p>Number of children reached, access, attendance</p>	<p>Number of children reached, access, attendance</p>

1.16 Annex 16: Photos of field work in Diffa region.

