Annexes: Lebanon Country Evaluation Report

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1.1   Annex 1: AUB Survey Report

Evaluation of World Food Programme (WFP) Emergency School Feeding Programme in Lebanon

Authors: Hala Ghattas, Chaza Akik, Zeina Jamaluddine, Gloria Safadi, Sara Abou Fakher and Nehmat El Helou

Center for Research on Population and Health, Faculty of Health Sciences, American University of Beirut

List of Abbreviations

ESF	Emergency School Feeding
FGD	Focus Group Discussion
IOCC	International Orthodox Christian Charities
MEHE	Ministry of Education and Higher Education
RACE	Reaching All Children with Education
SFP	School Feeding Programme
VASyR	Vulnerability Assessment of Syrian Refugee In Lebanon
WFP	World Food Programme

1.1.1 Background

1. Currently hosting around 1 million Syrian refugees, Lebanon still has the highest per capita refugee concentration in the world[1]. According to the 2019 Vulnerability Assessment of Syrian Refugees in Lebanon (VASyR)[2], roughly 29 percent of Syrian refugee households remain moderately to severely food insecure. Present estimates predict that about half of Syrian refugee households live in extreme poverty and 73 percent live below the overall poverty line of less than 3.8 USD per day[2]. These poor living conditions ultimately force refugees to resort to negative coping strategies including reducing food consumption and having to send their children (mainly boys) to work[3].

2. The Ministry of Education and Higher Education (MEHE) in Lebanon has worked closely with partners in the education sector to develop an education response plan called Reaching All Children with Education (RACE) strategy, funded by various donor countries and the World Bank. The overall objective of this programme is to ensure that vulnerable school-aged children, affected by the Syrian crisis, are able to access quality learning opportunities in safe and conducive environments[4]. As such, the programme invested enormous resources into accommodating a large number of children within its system. The latter was achieved through creating two academic shifts: morning and afternoon for Lebanese and Syrian children respectively[4]. Following the programme's implementation, noteworthy outcomes were demonstrated including the return of Lebanese children's enrolment rates to pre-crisis levels and the attainment of over 42% of Syrian refugee children to certified education [4].

3. From a nutritional standpoint, Lebanon shows signs of a "double-burden of malnutrition"[5]; the co-existence of undernutrition and overnutrition. At one end of the spectrum, available evidence points out to an overall increase in overweight prevalence and the adoption of unfavourable eating patterns among Lebanese children [6,7]. At the other end of the spectrum, Syrian refugee children are experiencing high levels of food insecurity along with low diet diversity[2]. These conditions are overlaid with an already fragile socioeconomic and political setting with limited resources to accommodate demanding needs [4].

4. School feeding programmes (SFPs) are one of several food assistance interventions that aim to offset household food-related concerns 8 by providing income support to families through the provision of food and contributing to learning by increasing children's access to education and maintaining their nutritional status and overall health[9]. Despite mixed evidence, systematic reviews assessing the effects of SFPs have found that, if well designed and effectively implemented, SFPs have small beneficial effects on weight, height, school attendance and school performance in younger children [10]. Studies have additionally shown improvements in psycho-emotional/social wellbeing among children receiving school feeding [11]; highlighting that feeding programs can be viewed as social interventions that indirectly foster a sense of engagement, motivation, interaction, and involvement within and between children [12,13].

5. A recent review conducted by the World Food Programme (WFP) and University College London emphasizes the need for SFPs implemented in the Middle East and North Africa region to consider the double burden of under and over nutrition,[14.] This could be achieved by the inclusion of fruits and vegetables along with behaviour change interventions during the design of food provision activities[14].

6. In 2016, WFP launched an Emergency School Feeding (ESF) programme as part of its support to Lebanon in reaching Sustainable Development Goal 2 on Zero Hunger [15]. This ESF is provided to Lebanese and Syrian refugee children residing in the most vulnerable communities across Lebanon as identified by UNICEF and UNHCR [16]. The ESF programme provides a daily snack pack (fruit, protein and dairy) which is hypothesised to act as an incentive to improve children's school enrolment, attendance, and academic retention [9]. It additionally includes a nutrition education component that encourages children to make healthy choices. This element is of prime importance, since poor dietary

behaviours in childhood potentially track into adulthood [17]; in turn highlighting the essential role of SFPs in shaping future eating habits [13].

7. Since the beginning of the implementation of the ESF in Lebanon, regular post-distribution monitoring has been conducted in schools receiving the ESF; however, the programme's effectiveness at achieving its goals has yet to be assessed. For this purpose, a research study was designed to evaluate the contribution of the ESF programme to the nutritional and educational wellbeing of children attending schools in which the programme was implemented.

Objectives:

8. The objective of this research was to evaluate the Emergency School Feeding (ESF) programme in Lebanon by responding to the following research questions:

- To what extent has the ESF supported the education and nutrition of girls and boys? Specifically:
  - ο To what extent has ESF contributed to diet diversity, food security and nutrition knowledge of children?
  - ο To what extent has ESF contributed to self-esteem and sense of school community?
  - ο To what extent has ESF contributed to improved school attendance, retention and educational achievement?
- What is the perception of parents, teachers and communities of the ESF's implementation and impact?

1.1.2 Methods

9. This research study adopted a mixed-methods approach using both qualitative and quantitative research methods, in addition to triangulation across the two. The study was conducted in twelve schools that implemented the ESF programme, and twelve matched control schools that did not implement the ESF programme.

10. The study involved[^]:

- Qualitative data collection in schools that implemented ESF; including interviews with twelve school directors and six focus group discussions with parents, teachers and school staff. The qualitative methods explored perceptions of participants towards the ESF programme and its potential effects and investigated challenges in implementation.
- A quasi-experimental component that collected quantitative survey data from children attending 10 ESF (intervention schools) and 10 matched non-ESF (control schools) to assess the difference in various nutritional and educational outcomes between intervention and control schools.

11. Table 1 below shows the number of interviews and focus group discussions that were carried out as part of qualitative data collection in addition to the number of schools in which quantitative data collection took place by region.

[^] Various data sources were explored for secondary data analysis, including data from the WFP Lebanon Food Security Outcome Monitoring (FSOM) and the School Snack phone questionnaire (baseline/midline/endline). After data exploration and discussions with WFP, a decision was made not to further analyze the data due to (1) a lack of counterfactual data from non-ESF schools, and (2) the fact that these datasets collect information about household level outcomes that were not expected to change significantly as a result of a relatively small school snack.

Table 1   Distribution of qualitative and quantitative data collection across governorates.

	Qualitative			Quantitative Survey	
Governorate	School Director Interview	FGD with Teachers	FGD with Parents	Control Schools	Intervention Schools
Akkar/North	4	1	1	3	3
Bekaa/ Baalbeck-El Hermel	3	1	1	3	3
Mount Lebanon	3		1	2	2
South	2	1		2	2

1.1.2.1   Qualitative school level data collection

12. Qualitative data collection involved interviews with school directors, and focus group discussions (FGDs) with parents and school staff including teachers, health educators.

1.1.2.1.1   Recruitment

Interviews with School Directors

13. The twelve school directors (7 women and 5 men) were approached directly, and consent to participate in the study was obtained in private. When the director consented to be interviewed, a face-to-face semi-structured interview was conducted covering topics such as the design and delivery of the programme, acceptance of the snack, challenges in implementation, and recommendations to improve the programme (Appendix 1).

Focus group discussions (FGDs) with parents and school staff

14. Parents and school staff – specifically math, biology, and civic education teachers of grades 4, 5, 6 as well as the supervisor and health educator at six schools received a general information sheet whereby, they were informed of the purpose of the FGDs.

15. Parents and staff were asked to indicate their interest in participating in the study by providing their phone numbers on the general information sheet and returning the slip in a sealed envelope to the research team if they wished to participate in the FGDs.

16. The AUB research team contacted interested participants to arrange the times of the FGDs. Three FGDs were conducted with a total of 29 parents, and 22 school staff participants. The table below shows the schools in which FGDs took place with parents or school staff, the gender distribution and nationality of all FGD participants (Table 2). FGD guides with parents and school staff covered topics related to school's experience with ESF, interactions with/support from communities, as well as perceived benefits for children, schools and communities (Appendix 1). As parents and school staff were asked about whether they perceived the snack to have an impact on school outcomes^.

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^ The question related to school retention was deemed to be sensitive and possibly not relevant. After asking it a few times and receiving answers that of course a small snack did not influence retention, it was omitted from the remainder of the interviews/FGDs.

Table 2   FGD location, gender division and nationality

Governorate	FGD	Total number of participants	Males	Females	Nationality
Akkar/North	Parents	8	4	4	Syrian
Bekaa/ Baalbeck-El Hermel	Parents	10	1	9	Lebanese and 1 Syrian
Mount Lebanon	Parents	11	2	9	Syrian
Akkar/North	School staff	5	1	4	Lebanese
Bekaa/ Baalbeck-El Hermel	School staff	7	1	6	Lebanese
South	School staff	10	1	9	Lebanese

1.1.2.1.2   Analysis

17. Interviews and FGDs were voice-recorded after obtaining written consent and subsequently transcribed. Transcripts were analysed using thematic analysis in Dedoose software. An initial reading of transcripts allowed the development of a preliminary list of emerging themes. We consequently organized the data into categories and identified relationships among and between categories, which ultimately allowed us to understand explanatory patterns.

1.1.2.2   Quantitative child level data collection

1.1.2.2.1   Study design and sample size

18. At the beginning of the school year, a total of 39 intervention schools were receiving the ESF programme provided by WFP in Lebanon for at least one school year. No pre-intervention baseline data were available on outcomes of interest.

19. The quasi-experimental study was designed to have a sample size large enough to detect small yet meaningful outcome effects. For this, the evaluation was powered to detect a difference in dietary diversity between control and intervention children. The study was also powered to enable us to stratify the analysis by morning and afternoon shift and detect differences in each strata[1]^. We based our assumptions on data from a previous pilot study (conducted in two public schools receiving snack in Lebanon). Taking the cluster design into account, in order to detect a difference of 1 point on the dietary diversity score (a previous pilot study found a mean diet diversity of 5 in children attending schools with a school snack program as compared to a mean diet diversity of 4 in children from control schools), with a standard deviation of 1.2, intra-class correlation of 0.5, with 95% confidence and 80% statistical power, the required sample size was found to be 80 students per school (40 children in the morning shift and 40 children the afternoon shift), attending 12 control and 12 intervention schools.

20. In order to select the school sample, we matched each of the 39 intervention schools to a comparable non-programme school, to obtain the "closest match" or "nearest neighbour". A list of eligible schools was provided by the Ministry of Education and Higher Education (MEHE). In collaboration with MEHE, each intervention school was matched to a control school based on predicted probability relative to specific school characteristics, i.e. size of the school^, geographic location of the school, school type (co-ed vs single sex schools), other interventions occurring in the schools, and whether the schools operated an

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^ The sample size was not calculated to further enable us to stratify by gender within these school shifts. As a consequence, the gender-specific results in Annex may not detect all programme effects with sufficient statistical precision.
^ Although we note that some transfer may have occurred from control to intervention schools, we do not expect the size of the school to change as the capacity of the schools is limited to the number of classrooms and the allowed number of children per classroom.

afternoon shift. The ministry provided a shortlist of all the schools within a 10km radius to the 39 intervention schools. Of this potential list of control schools, schools with similar size, gender distribution, and presence of an afternoon shift were retained as possible matches. MEHE then provided information on which complementary interventions were occurring in all the intervention and possible matched control schools. After stratifying by region, the best matches within geographical strata were selected.

21. Following the matching process, schools were stratified by geographical region, and within region, intervention schools with both morning and afternoon shifts, and those with best-matched controls were selected for data collection.

22. One key limitation of this study is the absence of data from baseline (pre-distribution of snacks) in control and intervention schools. With the absence of baseline data on outcomes of interest, it is not impossible to determine whether the control and intervention groups were comparable at baseline. We were unable to establish pre-operation exposure conditions and conduct difference in difference analysis across intervention and control schools. By matching the control and intervention school using school level characteristics, the aim was to try to get as close a match as possible, knowing that possibly parents from the same region who send children to neighbouring public schools have very similar socio-economic status.

23. Data collection began on 30 January 2020 and was planned to continue through 4 March 2020 however, due to the forced school closures that came into effect on 29 February 2020 in response to the emerging Covid19 pandemic, we were unable to complete data collection in two control schools and two intervention schools. The data presented in this report therefore evaluates the difference in outcomes between children attending 10 programme schools matched to 10 control schools.

1.1.2.2.2   Recruitment

24. After obtaining approval from MEHE, school directors in the control and intervention schools were contacted by telephone whereby an explanation of the study was provided and approval to conduct the evaluation was sought. Once approval was granted, an introductory meeting was set with the school director to further explain the research study.

25. Within intervention and control schools, the two strata of Lebanese children (morning shift) and Syrian refugee children (afternoon shift) were randomly sampled. To reach our estimated sample size, an average of 150 parent/caregiver consent forms were distributed to students in grades 4, 5 and 6 in both morning and afternoon shifts. Consent forms were sent home to parents/caregivers in envelopes. All children were asked to return the signed forms in sealed envelopes for directors to collect and segregate according to grade and shift. The consent form also included three questions for parents to complete related to household characteristics.

26. In several schools, parent/caregiver consent was obtained from a larger number of students. In such case, 40 children in the morning shift and 40 children in the afternoon shift were randomly selected from the total pool of children whose parents/caregivers provided consent in order to participate in the survey. Response rate for the morning shift was around 80% while response rate for the afternoon shift was around 93%.

27. All selected children received verbal information pertinent to the purpose and the overall course of the survey. Assent was consequently obtained from all children in private preceding survey administration. None of the children refused to participate in the survey.

28. Confidentiality and anonymity of a child was protected by assigning him/her with a unique study ID to be used throughout the course of the study.

1.1.2.2.3   Questionnaire

29. The questionnaire included several modules, including a diet recall, a food security module, knowledge and attitudes towards nutrition and a social wellbeing module (Appendix 2). The main outcome variables are described in the results section further below.

1.1.2.2.4 Survey implementation

30. Local survey enumerators were hired and trained in all survey protocols, through B.O.T (Bridge. Outsource. Transform), an impact sourcing platform that hires skilled freelancers from marginalized communities in Lebanon. Quantitative data was collected electronically through tablets using a survey platform (KoBoToolbox). All data collection instruments were previously piloted in the field after the enumerator training and revised before the launch of the main data collection exercise. At the end of each day, enumerators uploaded the data on KoBoToolbox, which allowed the research team to monitor the progress and quality of the data in real time for each enumerator.

1.1.2.2.5 Analysis of primary data

31. We assessed differences in schoolchildren's nutritional, food security, nutrition knowledge, school engagement, sense of community, self-esteem, school absenteeism and school performance outcomes between children attending intervention schools as compared to children attending control schools. Results of the morning and afternoon shifts are presented separately.

32. We conducted multivariable linear and logistic regression analysis to examine the associations between programme participation and outcomes, controlling for covariates. Models were adjusted for child sex, age, location of the school, gender of head of household, employment of head of household. The analysis was also conducted using propensity score matching where we find similar results to the results presented in this report^. School absenteeism and dropout were analysed using negative binominal regression models adjusting for location of the school, size of the school and grade-level of the student. A P-value of 0.05 was used to indicate statistical significance. All analyses were performed using Stata 15 (StataCorp).

1.1.2.2.6 School snack assessment

33. The nutritional composition of the ESF snack was analysed to assess and evaluate its overall nutritional content. For the purpose of this analysis, we refer to the month of January (a representative month), within WFP's 2019-2020 school feeding programme calendar, as the distribution-frequency reference point. In this month, carrots were distributed on 5 days, bananas and apples on 7 days, milk on 9 days and peanuts on 10 days. Based on this, an average daily nutrient contribution provided by the snack was computed. This was achieved by multiplying each food item's nutrient profile, derived from US Department of Agriculture (USDA) databases, by its respective monthly distribution frequency divided by the number of school days per month. The obtained estimate of the snack's daily nutrient composition was then compared against the DRIs [27].

1.1.2.3   Ethical considerations

34. This research protocol was reviewed and approved by AUB's Institutional Review Board. All protocols were approved by the Ministry of Education and Higher Education prior to implementation.

35. This research posed minimal risk. Participation was fully voluntary, and we expected no more than minimal risk to participants in the standard surveys. Some questions might have been sensitive, and children therefore had the option not to answer any questions that they wished not to answer and to withdraw at any time.

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^ Using propensity score matching, two schools were dropped (removing 160 observations) due to distance larger than ideal, decreasing sample power and therefore the significance observed in the soft outcomes (school engagement and sense of community). All other outcomes; diet diversity, food security remained significant in the propensity score matching analysis, and the results were almost identical to the regression results.

36. Personal information was protected, and confidentiality was ensured by collecting data from each individual separately and storing all written information in a locked filing cabinet or on a password-protected computer in the principal investigator's office.

37. This study was conducted among Lebanese children and Syrian refugee children (among others); populations that are considered to be vulnerable. For this reason, we took special precautions to protect participant confidentiality, safety, and autonomy. Precautions included informing participants of the aims of the study and their right to decline to participate, seeking consent/assent before any data collection, protecting confidentiality through de-identification of data, and use of password-protected files and locked storage facilities for any physical data collected.

1.1.3 Results

1.1.3.1 Part 1 Process of the ESF Programme

38. The twelve selected intervention schools have been benefitting from the ESF programme for the last three to five years, with minimal interruption, mainly caused by extreme weather conditions, relocation of schools or more recently, civil protests that led to school closures.

1.1.3.1.1 Decision making prior to implementation

39. When asked about the decision to implement the ESF in their schools, nine out of the twelve school directors indicated that they were approached by WFP staff for their input– whether through meetings or calls – and to discuss the implementation of the programme. Specifically, discussions cantered around the composition of the snack, mode and timing of distribution, the storage space at school, as well as other aspects, as one school director in the South indicated, "[WFP] *kept coordinating with me for a while and asking us what do you think and what do the children consume? How should we distribute it? What do you find the most appropriate way? What time is the most appropriate to distribute".* The remaining school directors indicated that they were not approached to give their input; this may be explained by the fact that directors joined after the beginning of the implementation of the programme.

1.1.3.1.2 Delivery of ESF programme

40. Most schools distribute the snack around 5 minutes before the recess for both morning and afternoon shifts, whereas others distribute the snack during recess. Two schools were found to distribute the snack to students on their way home from school for both morning and afternoon shifts, one school distributes it before recess for the morning shift and on the way home for the afternoon shifts, and one school distributes it before recess for the morning shift but after the recess for the afternoon shift. School staff handle the distribution of the snack either through the supervisors or school helpers/janitors; and health educators assist when necessary.

41. Two major reasons were reported by school directors and staff for the delay in the distribution of the snack; (1) discarding of food items and (2) large number of students in the afternoon shift.

42. When snacks were given to be consumed during the recess, students were reported to be discarding food items, mainly milk, leading to disturbance among students and the janitors having to constantly clean. In fact, this issue was reported by most schools when they referred to the beginning of the implementation of the ESF programme and it remains an issue for a few schools. As one school director in the Bekaa reported: *"This year they are not throwing food. […] The first-year milk was an issue, whether in class, in the playground, [splashing] the cars and each other."*

43. Children in intervention schools were asked additional questions on consumption of the delivered snack. Questions were based on how many times a child ate/drank the snack at school, and how many times a child took the snack home to eat/drink later The data showed that only around 5% of children attending both morning and afternoon shifts in intervention

schools reported never consuming milk, peanuts or fruits in the past week whether at home or at school (Figure 1 and Figure 2)).

44. Most schools were able to deal with this issue by having health educators or IOCC staff offer awareness shifts, or suggesting that students take the item back home as one director specified "*Until now, they don't like to drink milk, but we gave them ideas on what to do with it such as take it back home and give it to your brother, collect them at home and let your mother prepare riz-b-7alib [rice pudding]."* Other schools opted for the distribution of the snack to students on their way back home. In one school in Mount Lebanon, where afternoon students received their snack on their way home while those in the morning shift received it during the recess, the school director reported that the large numbers of students in their afternoon shift (almost 4 times those in the morning shift) made it logistically impossible for the snack to be distributed prior to or during the 15 minute recess; "*We tried to distribute the snack during the break, but it was not effective and we tried distributing the snack during classes and it was not practical. There are more than 400 students in the afternoon [shift] [...]. So, the morning [students] receive it within the break but afternoon [students] don't."*

45. In case of student absenteeism, school directors and staff reported that either the child takes the snack the following day or a parent may come to take their children's share. In order to avoid throwing the remaining snacks, schools have adopted various strategies. One school director reported that one class section is selected on a rotating-basis, where the extra snacks are distributed to students who end up taking double portions on that day. Another school prepares fruit salad with the excess which is then distributed to students.

1.1.3.1.3 Current monitoring of the ESF programme implementation

46. IOCC employees in collaboration with the school administration are currently leading the monitoring of programme implementation. IOCC employees were reported to monitor the mode of distribution of the snack, its time of delivery, the packaging and quality for both shifts, and hygiene of storage spaces. In some instances, they give nutrition education shifts at the school. Regular communication with school staff about the quantities needed and comments on the quality of the snacks provided whether by the school director, staff or students has facilitated solving issues arising in the day-to-day implementation. In fact, school directors reported being highly satisfied with the current monitoring as one school director in the South indicated "*They are always coming and going. I tell her [IOCC employee] "You were just here! but no, they revisit in the afternoon to monitor the children while eating and if they're liking it. IOCC [employee] even goes around the students and asks them about their preferences."*

47. The MEHE was also reported to contact schools to ensure that snacks are being delivered as per guidelines. One school director reported that WFP goodwill ambassadors and leaders of the programme had previously visited the school and asked both the administration and the student body about their satisfaction with the programme.

1.1.3.1.4 Challenges in the implementation of the ESF programme

48. Despite a difficult start to the programme, which reportedly involved chaos in the organization and distribution of the snacks, most school directors and staff reported being satisfied and facing no current challenges in the implementation of the ESF programme, as stated by a school director in the Bekaa, "*It [implementation of the ESF programme] has become very normal to us. As administration and supervisors, [we ask] aren't there apples today? What did they bring the children? What did they [children] eat? It has become an integral part of the school. [...] It has reached a very successful stage. It definitely went through major challenges but we overcame them."*

49. Yet, some highlighted the additional work and responsibility imposed on school personnel (mainly janitors) who assist in the distribution of the snack, as mentioned by a school staff in Bekaa "*The [female] janitors complain about carrying heavy weights, on top of the work they do. [...] They also have a bigger responsibility; if two or three portions are missing, it is their responsibility. [...] They worry [others would say] they took the portion."* In fact, a

school director in the South suggested giving financial incentives to deal with these challenges *"One of the challenges we face is that we have assigned our cleaners the task of moving the boxes and distributing [the snacks]. I think this is a weak aspect in the programme that is not getting enough attention. [We need to give them] a financial or other incentive because it is not part of their responsibilities. The task of distribution should be considered as part of the programme and its budget."*

50. Other schools have come up with their own systems to facilitate distribution. A number of school staff also suggested changing the mode of delivery of the snack distribution by placing the boxes in a way that each student can take his/her share while leaving the class to go to recess, which would allow students to feel more responsible and ensure a smoother process of distribution.

1.1.3.1.5　Children's attitudes and preferences towards the snack

51. When asked about children's preferences regarding items included in the snack, school directors, school staff and parents agreed that peanuts were the preferred item, followed by fruits; and milk was the least preferred. The addition of new items, such as carrots and pears, over the last year was positively perceived as one Syrian parent in Mount Lebanon pointed out *"The child wants to go outside [school], to meet his mother and father. The first thing [he says] 'Dad today they gave me apples, carrots.' We don't know what he benefits from it [the food], we are not doctors, but he is feeling something, this means he's happy. When the snack is changing 'Dad, today they gave us bananas!'"*

52. Yet interviewees highlighted aspects of quality in the fruits/vegetables being offered such as carrots where children complained about the fact that they were bitter, unpeeled and of low quality as one Syrian parent in the North mentioned *"Carrots are the only thing they are not eating [...] because of their quality. I mean not because they don't like carrots. I tasted them [the carrots] they are bitter. It's hard for the children [to eat]".*

53. Few teachers and school directors actually reported depriving students from a snack as a form of punishment. Not distributing the snack was perceived to lead students to highly abide by the rules of the school as mentioned by a school staff *"In the afternoon shift, sometimes we punish children. As we cannot shout at or hit them, we found a way. If you [student] haven't done your homework or you come tomorrow without having done your homework, I will deprive you from your snack. This way we are sure they return the notebook."* This may indicate the extent to which children like or rely on the snack, as well as a potential misunderstanding by school staff regarding the right to food approach that underlies the ESF.

1.1.3.1.6　Children's patterns of snack consumption

54. The timing of distribution of the snack and children' preferences for certain items affect when and where the snack is consumed. Students receiving the snack during school hours, whether in the morning or afternoon shifts, are either consuming it entirely during the recess, or consuming part of it and taking the rest home to be eaten by the students themselves later in the day, to prepare other foods, or to share them with family members. School directors mentioned that students take their snacks home when they are not hungry during school time, one Syrian parent in the North indicated that *"When you provide two apples, my daughter eats one at school and keeps the other one to eat at home".* Quantitative data collected from children also indicated that although peanuts and fruits were more likely to be consumed in school, around 13 to 22 percent of children did not consume the snack at school at all in the week prior to data collection (Figure 1 and Figure 2).

55. Milk was the least preferred snack generally and in order to avoid waste, students were advised by school staff to take it back home. In fact, it was highlighted that there is a cultural preference for milk to be consumed warm or with sugar or other foods, such as kaak (crackers) as indicated by a school director in the North *"Maybe in this area we are not used to drinking cold milk. [...] I add sugar to my children's milk and they drink it lukewarm not cold.* Most parents also reported preparing desserts with the milk cartons, specifically

"riz-b-halib" and "mohalabiyeh" – two versions of Arabic rice pudding, which include added sugar. This was also mentioned by a school director in the North *"They do not eat it directly, but rather take it home for their mothers to prepare riz-b-halib [rice pudding] during the weekend"* and by a Lebanese parent in Bekaa *"My eldest daughter doesn't like milk, but her brother does. Sometimes she gives it to her younger brother and sometimes she piles them until they are around 10 then asks me to prepare riz-b-halib [rice pudding] for her."* This is in line with the data from children surveys, which revealed that 35 percent of children in both morning and afternoon shifts did not drink the milk at school in the week before the survey (Figure 1and Figure 2).

56. In other instances, snacks were reported to be shared with family members either because children do not like the item or because they want other family members – parents or siblings enrolled in schools not benefiting from the ESF programme – to enjoy the snack. The latter was mostly reported among Syrian parents. As one Syrian parent in Mount Lebanon indicated *"My children know that I like [peanuts], so each one of them puts aside some of them. Mom this is for you, you like peanuts,"* and one Lebanese parent in Bekaa indicated, *"I have 4 children, two of them who do not receive the snack, so he brings the apple and shares it with his brother."*

Figure 1   Proportion of morning shift children not consuming the WFP snack at school nor at home.

Morning Session
Percentage of children that did not consume the WFP snack in the last week
(n=402)

- Milk: 34.83% (Not consumed at school), 6.97% (Not consumed at school nor at home)
- Peanuts: 13.93% (Not consumed at school), 4.98% (Not consumed at school nor at home)
- Fruits: 14.68% (Not consumed at school), 3.73% (Not consumed at school nor at home)

■ Not consumed at school ■ Not consumed at school nor at home
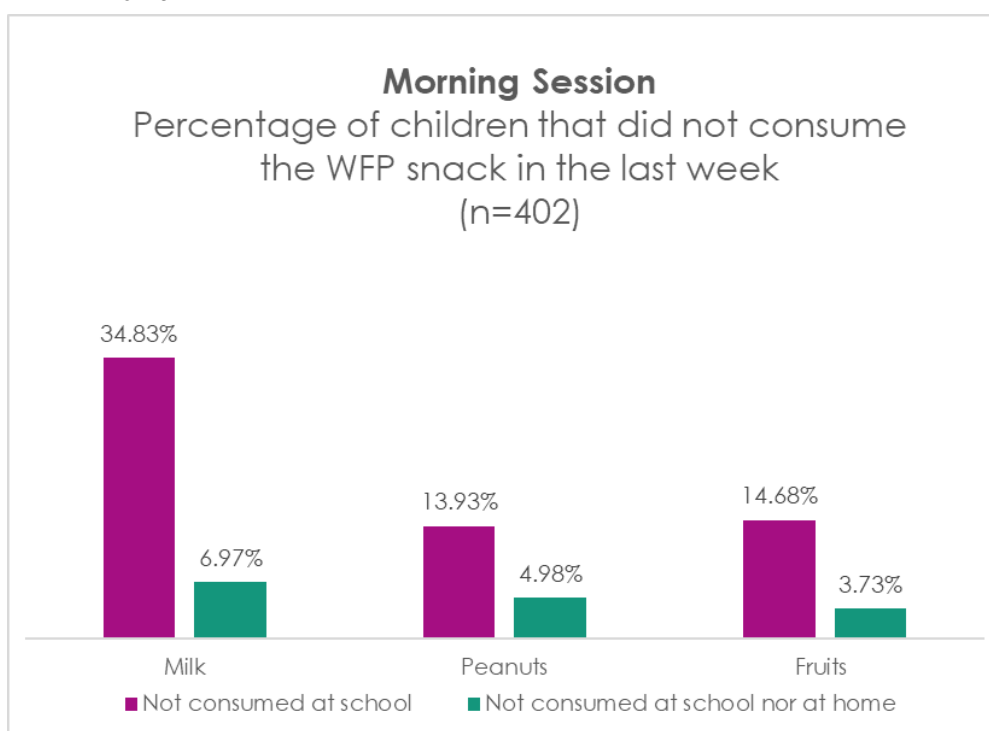
Figure 2   *Proportion of afternoon shift children not consuming the WFP snack at school nor at home*
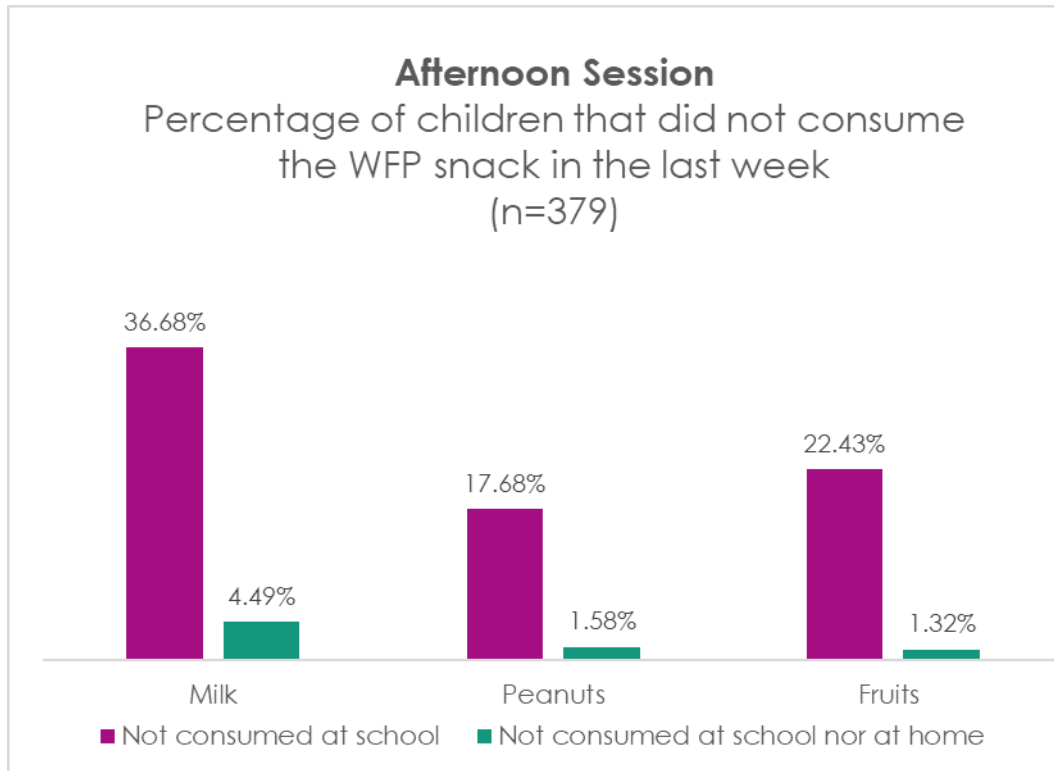
57. A major recommendation offered by parents, school staff and directors, was the diversification of the snack, by either replacing or adding certain items, and improving the quality of the fruits included. A school director in Mount Lebanon suggested to *"replace milk with something else or not distributing it on a daily basis for the child. Juice. [...] If we can replace milk with something light and without non-natural ingredients, especially if it is the one boxed in cardboard containers. The child will like it" -*. Another school director in the South suggested, *"For example dried almonds, walnuts… these beneficial foods give them more vitamins than other foods. [It would be great] if they could be included in the programme. Children desire them."*

58. Many interviewees stressed the importance of diversity as children might get bored of eating the same food items over time, as one Syrian parent in the North pointed *"Of course [the healthy snack] is nutritious but give him bananas every day, he will hate bananas. [He might accept it] the first week, the second week he will hate it. Give him apples every day, he will hate apples, so you need to diversify his diet, so he is well nourished and do not keep giving him the same type of food".* Another Syrian parent in the North reported, *"This snack includes an apple or a small peanut bag or a milk box. They stick to these throughout the academic year. After a while, the child might get bored. How about replacing the apple with a banana one day or an orange; maybe a cake instead of the peanut bag. [...] The idea here is to diversify, not for the child to live in luxury but so the child desires it."*

1.1.3.1.7   Part 1- Interpretation

59. Despite encountering challenges in the initial stages, all selected intervention schools reported successful and smooth implementation of the ESF programme, and good relationships with implementing and monitoring partners.

60. This assessment revealed a general acceptability of the snack by beneficiaries and their families, with 5% of children reporting never consuming the snack. Parents reported their general satisfaction by also recommending increasing the variety of food items included and highlighting the need to ensure high quality of snack items to sustain acceptability of the snack. Milk was generally less consumed at school and was more likely to be taken home.

61. The timing of distribution of the snack and children' preferences for certain items have resulted in the snack not being consumed fully by all children at school; and when taken home, it may be shared with the family or used to prepare other foods. Thus, children are unlikely to be benefitting fully from the snack in terms of reducing short-term hunger in school.

1.1.3.2   Part 2- Impact of the ESF Programme on children's outcomes

1.1.3.2.1   Demographic characteristics of children

62. In total, 1582 children in 20 schools were randomly selected to participate in the present study. In the morning shift, no significant differences were found between children attending control or intervention schools (Table 3). The morning shift sample comprised around 46% females with a mean age of 11 years. Most children in this shift were of Lebanese nationality (87% in the control schools – 84% in the intervention schools) with other children being of either Syrian or Palestinian origin. In the afternoon shift, no significant differences were found between children attending control or intervention schools except for a slightly higher recruitment of girls in the control schools as compared to intervention schools. Almost all children in the afternoon shift were of Syrian nationality with a mean age of 12 years (Table 3).

Table 3   Child level characteristics of surveyed school children attending the morning and afternoon shifts in control and intervention schools

	Morning shift (n=802)			Afternoon shift (n=780)		
	Control (n=399)	Intervention (n=403)	P-value	Control (n=401)	Intervention (n=379)	P-value
Sex (%)						
Male	51.38	56.08	0.182	40.65	48.02	0.038
Female	48.62	43.92		59.35	51.98	
Age (mean ± SE)	11.23 ± 0.07	11.23 ± 0.67	0.959	12.04 ± 0.08	12.01 ± 0.07	0.822
Grade (%)						
4	35.34	38.71		33.67	39.58	
5	31.58	30.02	0.613	33.67	35.09	0.061
6	33.08	31.27		32.67	25.33	
Nationality (%)						
Lebanese	87.47	84.62		0.00	1.32	
Syrian	6.77	10.17	0.068	99.50	98.15	0.161
Palestinian	5.26	3.47		0.25	0.26	
Other	0.50	1.74		0.25	0.26	
Governorate (%)						
Akkar North	30.33	28.29		29.93	28.50	
Bekaa Baalbek	30.58	31.51	0.872	30.17	31.66	0.876
Mount Lebanon	19.55	21.34		19.95	18.47	
South	19.55	18.86		19.95	21.37	

63. Table 4 presents the household characteristics of study participants collected from the parents of the children. Both morning and afternoon shift samples were balanced for household level characteristics.

64. Nearly all children in the morning shift came from male-headed households, most of which were employed. Around half of their mothers/ main female caretakers reported not having

attended school, with the rest having had completed brevet, secondary baccalaureate, and university. Similarly, children in the afternoon shift were found to come mostly from male-headed households, most of which were unemployed. Roughly 60% of mothers reported not having attended school with the rest having had completed brevet and secondary baccalaureate. No significant differences were noted between control and intervention schools on household characteristics in both morning and afternoon shifts.

Table 4   *Household level characteristics of surveyed school children attending the morning and afternoon shifts in control and intervention schools*

	Morning shift				**Afternoon shift**			
	n	Control	Intervention	P-value	n	Control	Intervention	P-value
Gender of the head of household (%)								
Male	78 9	92.93	90.84	0.28 2	76 7	88.97	84.24	0.05 4
Female		7.07	9.16			11.03	15.76	
Employment of the household head (%)								
Unemployed	75 8	21.41	28.00	0.08 2	74 3	54.52	59.83	0.30 0
Employed Part Time		44.39	38.40			31.52	28.93	
Employed Full Time		34.2	33.60			13.95	11.24	
Highest level of education attainment of main female caretaker (%)								
Never Attended School	70 8	48.20	50.14	0.16 4	67 8	60.58	60.06	0.88 5
Brevet		28.53	28.24			28.70	27.33	
Secondary School		12.19	14.99			9.28	10.81	
University		11.08	6.63			1.45	1.80	

1.1.3.2.2   Impact of ESF on children's dietary habits and diet diversity

65. **Outcome measures of dietary habits and diet diversity:**

66. Short-term hunger and diet diversity were measured through a diet recall questionnaire which talks the child through each meal consumed in the last 24 hours, including probes about different types of foods. Dietary diversity score (DDS), defined as the number of food groups consumed over a period of 24 hours, was additionally calculated. For this, the diet was classified according to 11 food groups, as recommended by FAO, which include: (1) cereals, roots and tubers; (2) vitamin-A-rich fruits and vegetables; (3) green leafy vegetables; (4) other fruits; (5) other vegetables; (6) legumes; (7) nuts; (8) meats, poultry and fish; (9) fats and oils; (10) milk and dairy products; (11) eggs [18,19]. DDS have been validated for several age/sex groups as proxy measures for macro and/or micronutrient adequacy of the diet [20]. This score has been shown to be an appropriate method to evaluate nutrient intake adequacy in infants, young children, and adolescents [19].

Results

67. *Dietary habits at school:* In the morning shift, more than half of the children ate a snack at school, 59% in the control schools and 65% in the intervention schools (Figure 3). While the main source of school snack in the control school was from home, the school canteen and surrounding neighbourhoods of the school were also prominent snack sources. In the intervention schools on the other hand, the WFP snack was the main source of food consumed at school (Figure 3). The WFP snack is distributed to all children at school but

as previously noted, children who do not eat the snack at school take it home (Figure 1and Figure 2). In the morning shift, we observe no change in children's dietary habits; meaning that in both control and intervention schools, 35-40% of children do not eat anything at school, even in the presence of a distributed school snack; possibly out of habit (Figure 3). The snack when not consumed at school is taken home.

Figure 3   Source of school snack for children attending the morning shift.
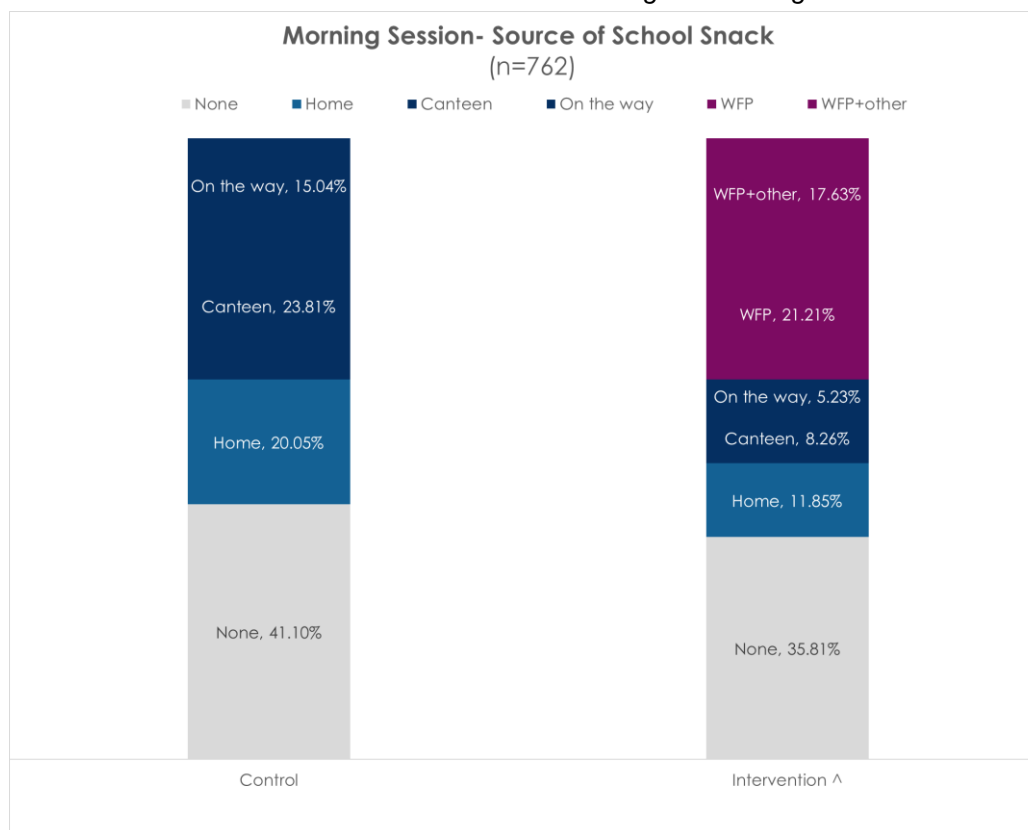
^ Intervention schools without the inclusion of one school that distributed the snack after recess.

68. In the afternoon shift, four schools out ten were distributing the school snack after school. Figure 4 below shows the source food consumed in school in the control schools, in intervention schools where the snack is distributed after school hours, and in interventions schools where the snack is distributed before recess. In the intervention schools that distribute the snack before recess, a significantly higher proportion of children consumed a snack at school (62%) as compared to children attending control schools (28% intake of snack) ($P < 0.001$). In fact, children attending intervention schools that distribute the snack after scheduled school hours demonstrate a similar snack-intake-pattern as children attending control schools (31% vs. 28% school snack intake, respectively). From this, we can assume that the dietary habits of children in the afternoon shift changed as a function of not only snack provision but rather snack distribution timing. It seems that the distribution of the snack within school hours is essential for children since this snack could be viewed as a prime source of food and as a means to fill a gap in the intake of school food among this sub-population and thus potentially alleviate short term hunger.
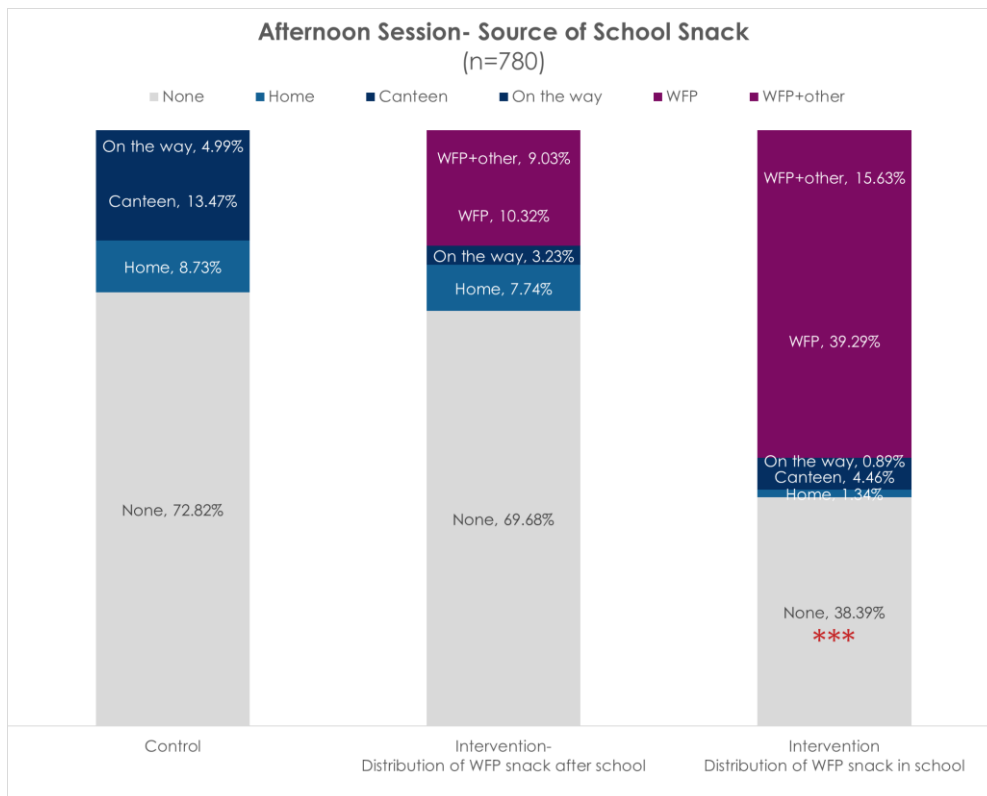
Figure 4   Source of school snack for children attending the afternoon shift.

(*** P value <0.001)

69. *Nutritional composition of the snack:* Table 5 presents the nutrient composition of the snack distributed. When compared against the DRIs, the snack meets around 13% of children's caloric needs per day. The snack additionally meets 7.5% of protein needs, 18% of fat needs, and 14.4% of carbohydrate of children's needs. The snack is also rich in vitamins and minerals and covers around 51% of vitamin A, 21% of vitamin C and 12% of folate of children's needs per day.

Table 5   Nutrient Composition of snacks compared to the dietary reference intakes (DRI).

Nutrient	Average Snack per day	Recommended DRI [1]	% DRI met from the snack
Calories (kcal)	230	1700^	13.5
Protein (g)	6.4	85	7.5
Fat (g)	10.2	57	18
Carbohydrates (g)	30.6	212	14.4
Sodium (mg)	148.3	2200	6.7
Iron (mg)	0.6	8	7.5
Folate (mcg)	36.6	300	12.2
Zinc (mg)	0.8	8	10
Calcium (mg)	97.8	1300	7.5
Vitamin A (mcg)	306	600	51
Vitamin D (mcg)	0.8	15	5.3
Vitamin C (mg)	9.5	45	21.1

Source: ([1]): Dietary Guidelines for Americans 2015-2020 Eight Edition for children aged 9 to 13 years both males and females. (^): Corresponds to the mid-range recommended intake for males and females.

70. In the morning shift, the most consumed snacks in the intervention schools were apples, nuts, milk, bread and zaatar, whereas in the control schools, unhealthy snacks were mostly consumed at school (chocolate, boxed juice, bread, manakeesh, zaatar).

71. Similarly, in the afternoon shift, the most consumed snacks in the intervention schools were nuts, milk, apples, bananas, and carrots, whereas in the control schools mainly unhealthy foods were consumed (cookies, chips, apples, chocolate, boxed juice).

72. *Diet diversity :* the overall dietary diversity score of the day preceding data collection, reflecting diet quality, was significantly higher among children attending the intervention schools in the morning shift (from an average of 4.5 in control to 5.2 in intervention schools) and those attending the intervention schools in the afternoon shift (from an average of 4.4 in control to 5.3 in intervention schools) (P<0.001). The majority of the children consume the snack, whether at home or at school.

73. In the morning shift the ESF had a stronger effect on diet diversity for Lebanese girls than for boys. The increase in dietary diversity was significant in both boys and girls, but more pronounced in girls, indicating that the ESF is able to fill a specific dietary diversity gap for girls (Appendix 3 table 1). Girls have a lower diet diversity than boys in control schools but a higher diversity in ESF schools.

74. In the past 24 hours, children participating in the ESF programme and attending morning shifts reported significantly higher intake of green leafy vegetables, fruits, nuts, and dairy and significantly lower intake of sweets as compared to children in control schools (Figure 5).

75. Similarly, in the afternoon shift, children participating in the ESF programme reported significantly higher intake of vitamin A rich fruit and vegetable, fruits, nuts, meat, dairy, sweetened beverages and lower intake of salted snack and sweets as compared to control schools (Figure 6). Unlike Lebanese children, diet diversity levels were similar for Syrian boys and girls both in control and ESF schools (Appendix 3- Table 2). Discussions with school staff also revealed perceptions that the snack has increased the micronutrient intake of children and diversified their diet. One staff member in Bekaa noted, *"Maybe they [families] do not focus a lot on fruits and vegetables. [...] They might not bring home fruits especially in the current [economic] situation we are in; so, this [snack] is essential for their nutritional balance. Even the peanuts… they don't eat nuts [at home] which are rich in minerals, so they have deficiencies. This snack covers this nutritional deficiency. This snack is in its right place and is filling a gap."*

Figure 5   *Proportion of morning shift children that consume each of the food groups, over a 24-hour recall period in control and intervention schools*
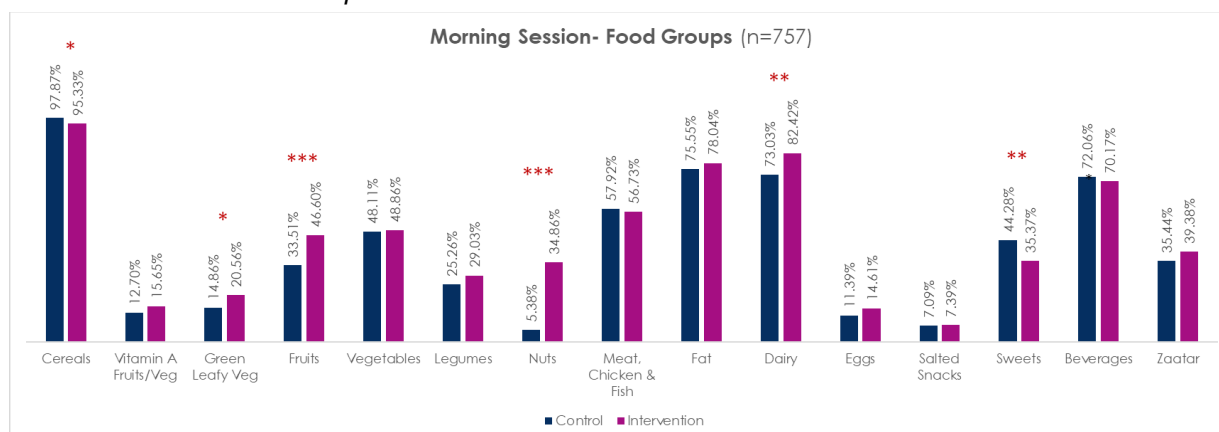
Models adjusted for child age, sex, location, gender of the head of the household and household employment status.

*(*P<0.05 **P<0.01 ***P<0.001)*
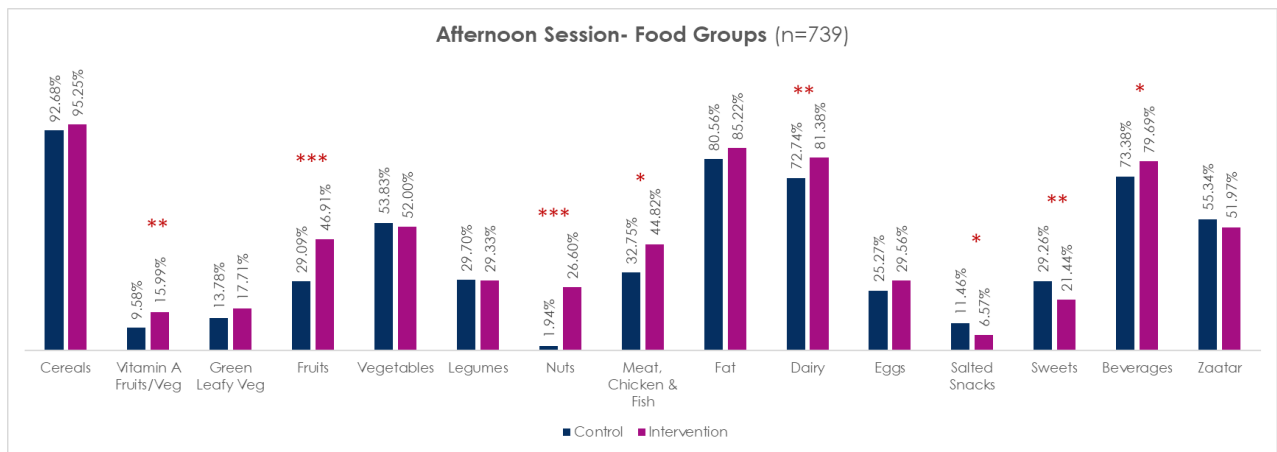
Figure 6   Proportion of afternoon shift children that consume each of the food groups, over a 24-hour recall period in control and intervention schools

Models adjusted for child age, sex, location, gender of the head of the household and household employment status.

(*P<0.05 **P<0.01 ***P<0.001)

1.1.3.2.3   Part 2.1- Interpretation of diet diversity outcomes

76. Dietary benefits of SFPs can range from the alleviation of short-term hunger to fulfilment of essential gaps in children's micronutrition and protein intake by increasing diet diversity, to showing children what a healthy snack is [18] [28,29]. The impact of SFP is dependent on the modality of the food provided, complementary interventions provided at schools and the context.

77. In this study, the timing of the snack distribution is essential to improve dietary habits and increase the intake of school snacks of children attending the afternoon shift, with a larger proportion of children consuming food in school when the snack is distributed prior to recess. This is aligned with evidence that indicates that providing a snack during school hours might alleviate short-term hunger, and increase concentration and attention in schools [30].

78. In line with our findings, several studies have also shown that SFPs improve children's diet diversity [13,31-34]. The design of the snack provided focused on improving diet diversity rather than energy intake which falls in line with recent recommendations for composition of school meals [29]. Thus, in this study, children's diet diversity did increase in the intervention schools with a consistent significant increase in dairy, nuts and fruits intake. In Lebanon, a middle-income host country, where childhood overweight rates are high and wasting is almost negligible, the SFP ensures the availability of an alternative healthy snack at school.

79. Recent data on Syrian refugees showed that 92% of Syrian families are food insecure, associated with reduced consumption and difficult access to diversified food. In our context, the snacks in afternoon shifts have helped to fill the nutritional gap and significantly improve the diet diversity score among Syrian children.

80. As a conclusion, in the morning shift, the healthy snack is changing the dietary diversity of the food consumed by children, as evidenced by the change in the most commonly consumed foods in school. In the afternoon shift, the snack is increasing diet diversity but is also filling an essential gap in the availability of food otherwise not available for those students.

1.1.3.2.4   Impact of ESF on children food security

Outcomes measures of child food security:

81. Child food security was examined using a recently developed and validated child food security questionnaire. This tool has been validated to assess child-reported food insecurity

in the Arab region [21]. This approach has recently been shown to be an accurate measure of a child's experience with food insecurity. [22,23]. For all children, a food insecurity experience score was generated using 10 items. Children were classified as food secure (score 0-2) or food insecure (score 3-10).

Results

82. In the morning shift, child-reported food insecurity experience did not differ significantly between children attending control (32% food insecure) and intervention schools (30% food insecure) (Figure 7). On average children attending control schools were given significantly more money (6,149 LL/week), by their parents/caregivers, than children attending intervention schools (5,261 LL/week).

83. In the afternoon shift, children attending the control schools were more likely to report experiencing food insecurity (57% food insecure) as compared to children attending the intervention schools (43% food insecure) (P<0.001) (Figure 7). In fact, children in the intervention schools for example, reported being less likely to skip a meal (37% control, 22.7% intervention) and being hungry and not eating (31% control, 17% intervention). We additionally note an average of 1 score difference in the scale of child reported food insecurity experience among children attending the afternoon intervention schools as compared to control (P<0.001). The effects of ESF on food security of Syrian children was of similar magnitude for both boys and girls (Appendix 3- Table 2). On average, children attending control schools in the afternoon shift were given less money (3,002 LL/week), by their parents/caregivers, than children attending intervention schools (3,344 LL/week) - however, this difference was not significant.

84. These results highlight that the ESF is potentially alleviating the financial burden of paying for school food for families of Lebanese but especially Syrian children. For Syrian children this also translates into lower experiences of food insecurity; particularly skipping meals and short-term hunger.
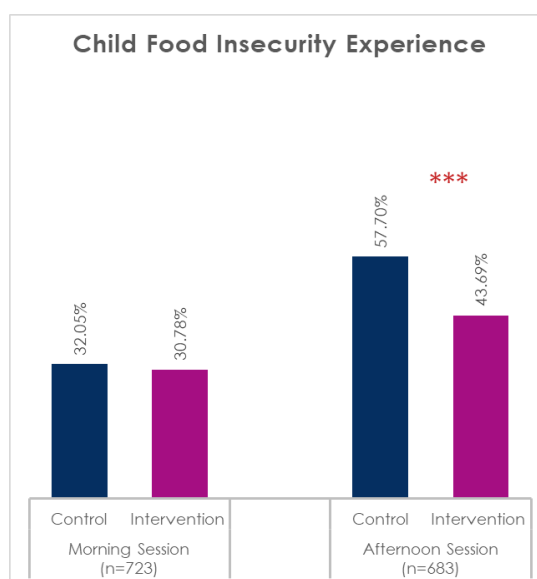
Figure 7   *Proportion of children experiencing food insecurity attending the morning and afternoon shift in control and intervention schools.*

Models adjusted for child age, sex, location, gender of the head of the household and household employment status.

*(*P<0.05 **P<0.01 ***P<0.001)*

85. Qualitative interviews and focus groups corroborated the aforementioned results. It was clear from interviews and focus groups that the snack provided at school constitutes a financial relief to families as it may contribute to a reduction of pocket money requested,

by children, to purchase other items from school shops. This was the case for Lebanese and, to a larger extent, Syrian families who may not be able to afford to buy the snack items (perceived to be rich in nutrients) themselves. One Lebanese parent in Bekaa stated that the programme was a: "Financial support. There are children who take a 1000LBP, a dollar, 2000LBP, 500LBP. Some parents can't give their children [money]; this snack fills in the gap for parents who cannot give [money]". Another Syrian parent from the North reported "I haven't been able to get them [food items provided in the snack] since the beginning of the year. I get happy when the school gives them. First, my child's cravings are satisfied, second, he is getting nourished, and third I am not asked to get them... I can't buy them honestly".

86. Interviews and focus group discussions with school directors and staff revealed that the snack being distributed is in fact substituting a meal and alleviating hunger for the majority of Lebanese and Syrian students in the North and Bekaa. The same applies for Syrian students in the South but not the Lebanese who bring their sandwiches and thus the snack in those cases is considered as a supplement. In Mount Lebanon, it was perceived to be a snack rather than a meal substitution for both communities. In fact, models unadjusted for household characteristics, indicated that children attending the morning shift in Akkar, North, Bekaa and Hermel in intervention schools reported lower food insecurity (26% food insecure) compared to children in control schools in those regions (35% food insecure) (P=0.040). This was not observed for children attending the morning shift in Mount Lebanon and the South.

1.1.3.2.5 *Part 2.2- Interpretation of food security outcomes*

87. Food insecurity has been associated with poor quality diets, and a reduction in the consumption of meat and chicken, and fresh fruits and vegetables[35] , and is associated with a wide range of child developmental, behavioural and emotional consequences that may, in one way or another, impede a child's success in school [36]. The findings of the present study are in line with current literature which have shown that SFPs may indeed have an impact on a child's food insecurity status – and that this is especially true for children with lower baseline socioeconomic status [37]. In our study, a significant decrease in child reported food insecurity experience was found among children attending the afternoon shift; a population with high unemployment rates among parents (Table 3), and generally high food insecurity rates[2].

88. In fact, SFPs may additionally impact household food security levels due to their indirect effect on a household's financial resources. In the literature, it seems that for poor families, the value of a school full meal could be equivalent to an average of 10 percent of their monthly income [38]. As such, SFP may be viewed as core interventions in the management of the chronic food insecurity crisis that Lebanon is currently facing in different vulnerable populations.

1.1.3.2.6 *Impact of ESF on children nutrition knowledge*

Outcome measures of nutrition knowledge

89. Nutrition-related knowledge among children was assessed using a set of 8 questions based on previously developed tools by IOCC (International Orthodox Christian Charities) and WFP. Children were awarded one point for correct answers and zero points for wrong ones. A cumulative score was calculated for each child corresponding to the total sum of correct answers attained.

Results

90. All schools benefit from the presence of a health educator as part of the MEHE's school health programme. The health educator was reported to have an important role in monitoring the quality of food sold at the school shop, implementing the School Health programme including health and nutrition awareness sessions in class and checking students' health records. In intervention schools, they assist in snack distribution when needed.

91. All twelve intervention schools received nutrition education developed by IOCC. The IOCC staff conducts nutrition education sessions in collaboration with school health educators/ the teacher.

92. The presence of IOCC in all the intervention schools and involvement of health educators in the school snack distribution may have contributed to higher percentage of students reporting getting nutrition information from teachers/health educators (in collaboration with IOCC) in both morning and afternoon shifts.
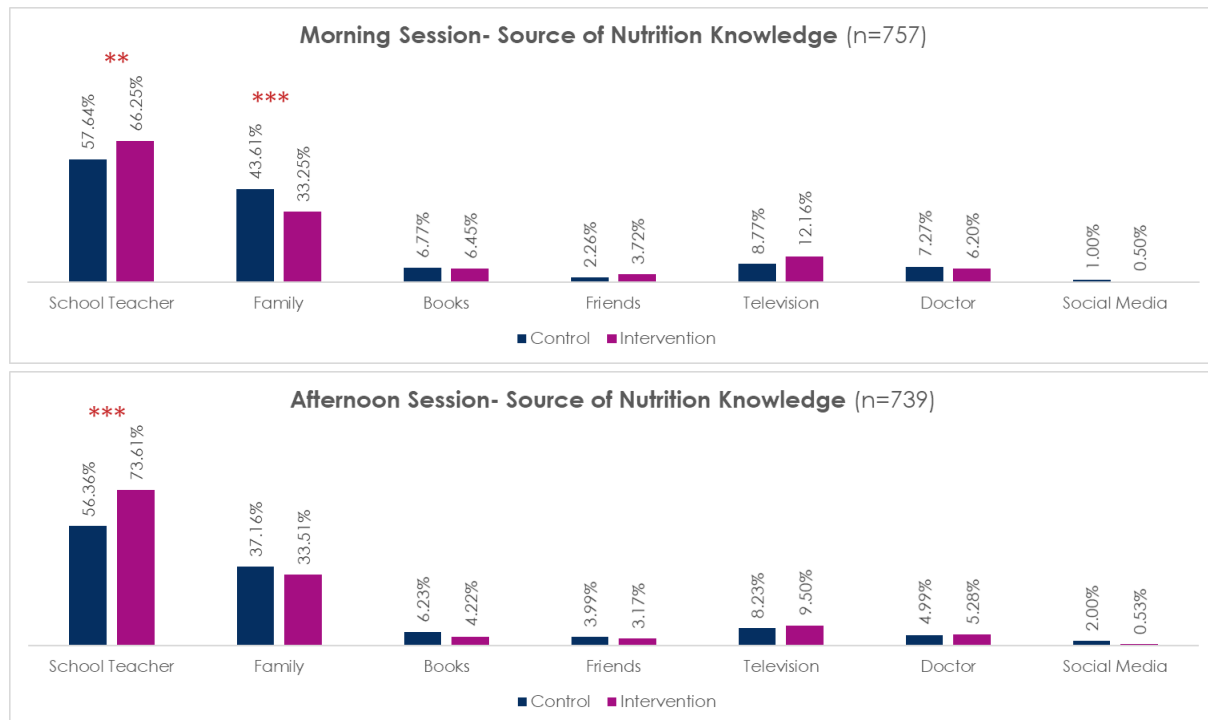
Figure 8   Source of nutrition information for children attending the morning and afternoon shift.

(*P<0.05 **P<0.01 ***P<0.001)

93. School directors and teachers in FGDs reported that the awareness shifts conducted by IOCC, teachers and health educators improved children's awareness on the importance of healthy food especially milk, as a school staff in the North pointed out "Now they know that they should be drinking milk for breakfast". The total nutrition knowledge score of the children did not differ significantly between children in the control and intervention groups. In univariate analysis, we noticed that children in intervention schools reported higher correct answers on questions regarding importance of breakfast (62% control vs. 69% intervention in the afternoon shift (P=0.037)) and the correct portions of intake of fruits and vegetables recommended per day (13% control vs. 19% intervention in the morning shift (P=0.026)).

94. Interestingly a shift in attitude towards healthy food has been noted in both morning and afternoon shifts whereby students in intervention schools were more likely to report liking healthy food such as yogurt and vegetable and disliking chips as compared to students in control schools. This is also reflected in an interview with a school director in the South who noted "We suffered the first year until they were convinced to drink milk, convinced to eat healthy foods. They wanted candies and sweetened drinks, and this and that. Now they accept the idea of eating fruits, of drinking milk". This could however reflect social desirability bias in children's responses considering the fact that the programme included a significant nutrition education component.

1.1.3.2.7 Part 2.3- Interpretation of nutrition knowledge

95. Studies have shown that habitual eating behaviours developed in childhood have the potential to track into adulthood [17]. In this study, children attending intervention schools demonstrate some increase in nutrition-related-knowledge and better attitudes towards healthy eating as compared to children attending control schools. These findings may be attributed to the extensive nutrition education provided within intervention schools with the presence of IOCC representatives in schools. According to literature findings, nutrition-related knowledge may be viewed as an important mediator in the observed variations in food intake among different populations[39]. As such, schools that tend to incorporate nutrition education within their curriculums tend to facilitate and encourage the adaptation of healthy eating behaviours – a potent influencing factor for child health and wellbeing [13,40]. Existing evidence corroborates that nutrition education interventions are more likely to be successful once they target specific behaviours/practices, focus on the interests of targeted youth, devote sufficient time and resources, and deliver clear and coherent material [41].

1.1.3.2.8 Impact of ESF on children school engagement, sense of community and self-esteem

Outcome measures of school engagement, sense of school community and self-esteem:

96. A school engagement scale, a set of sense of school community questions and a self-esteem scale 24-26; all derived from validated tools were included to assess the impact of the programme on school engagement and self-esteem. Children's school engagement was analysed according to 3 domains; behavioural, emotional, or cognitive engagement. In order to analyse sense of school community, children were presented with a set of 4 statements. Children were asked to describe to what degree they experience/ agree with the presented statements; data was analysed accordingly. A self-esteem score, out of 30, was calculated for each child. Children were classified as having either a high or low self-esteem if their scores were >=16 or <=15 respectively.

Results

97. *School engagement and sense of school community:* discussions with school staff and parents revealed that students often exchange snack items with their peers, particularly milk, either because they don't like it or to collect more milk boxes to take home and prepare other dishes with. A staff member in Akkar mentioned, "A whole class once collected the milk and they made riz-b-halib [rice pudding] the next day and shared it among themselves." This exchange has been reported to bring them together, teach them to share and be compassionate towards each other, as reported by a school staff in the Bekaa, "I noticed it twice. There are children who collect them [snack items and tell their classmate]: take it, I don't want my portion today. They are aware of this child's social situation … They are considerate of each other's' feelings." In fact, children attending the morning shift in the intervention schools, had significantly higher behavioural (P=0.025) and emotional (P<0.001) school engagement scores as compared to children attending control schools (Table 6). Children attending intervention schools in the morning shift were also significantly more likely to report "feeling safe at school" and "liking to go to school" (P=0.02, P=0.05 respectively) as compared to control schools (Table 6). In the morning shift, girls started with higher school engagement scores, however ESF improved school engagement of both girls and boys by the same magnitude (Appendix 3- Table 1). On the other hand, boys expressed lower feelings of safety at school than girls – but boys attending ESF schools felt safer at school than their non-ESF counterparts. We notice no statistically significant differences in the school engagement score and sense of school community statements between children attending the control and intervention schools in the afternoon shifts. In the afternoon shift, gender-specific impact estimates for school engagement were not precise enough to make any meaningful statement (Appendix 3- Table 2).

98. *Self-esteem*: several teachers, Lebanese and Syrian parents as well as some school directors revealed that the snack was perceived as giving the children a sense of self-worth, as reported by this Lebanese parent in the Bekaa, "An emotional support. They give the child his importance. I am present at school. Someone is thinking of me. Someone is supporting me." Children were also reported to consider the school to be appreciating their academic performance by distributing the snack as a reward as presented by a Syrian parent in Mount Lebanon, "They feel they have brought it [home]. Even if it is a food they don't even eat at home. They consider it is from their hard work." However, quantitative data indicated no statistically significant difference in self-esteem reported by children attending intervention and control schools in both morning and afternoon shifts.

99. *Equality between children:* school staff and parents in Bekaa revealed that the snack has promoted equality among children who may be coming from various social backgrounds. A school staff in the Bekaa said, *"I feel they are all equal now. Equality between students. Not all of them would have an apple; some of them would, others not. In this way, we are all the same."*

Table 6   *School engagement scale, sense of school community and self-esteem scale of children attending morning and afternoon shifts in control and intervention schools.*

	Morning shift (n=757)			Afternoon shift (n=739)		
	Control	Interven tion	P-value	Control	Interven tion	P-value
School Engagement Scale						
Behavioural Engagement Score (Mean ± SE)	3.97 ± 0.03	4.07 ± 0.03	0.025	4.04 ± 0.03	4.05 ± 0.03	0.705
Emotional Engagement Score (Mean ± SE)	4.23 ± 0.04	4.40 ± 0.04	0.001	4.36 ± 0.03	4.43 ± 0.03	0.107
Cognitive Engagement Score (Mean ± SE)	3.50 ± 0.04	3.52 ± 0.04	0.730	3.49 ± 0.04	3.42 ± 0.04	0.252
Sense of School Community						
Feel Safe at School (%)						
Not at all/ A little/ Some	28.27	20.79	0.020	29.65	26.2	0.310
A lot/ Very	71.73	79.21		70.35	73.80	
Feel Safe Commuting to School (%)						
Not at all/ A little/ Some	44.53	38.32	0.094	48.16	50.45	0.547
A lot/ Very	55.47	61.68		51.84	49.55	
Like Going to School (%)						
Not at all/ A little/ Some	26.61	20.49	0.050	17.94	16.01	0.492
A lot/ Very	73.39	79.51		82.06	83.99	
Teachers Work Hard to Make Sure I Learn (%)						
Not at all/ A little/ Some	15.43	13.59	0.477	13.49	10.82	0.264
A lot/ Very	84.57	86.41		86.51	89.18	
Self Esteem						
Self - Esteem Score (Mean ± SE)	21.95 ± 0.20	21.93 ± 0.20	0.942	21.57 ± 0.20	21.34 ± 0.20	0.422
Self - Esteem Categorical (%)						
Score =<15	4.44	2.54	0.151	5.00	3.82	0.428
Score >16	95.56	97.46		95.00	96.18	

100. The literature points out to mixed results related to impact of SFPs on children's well-being along with classroom behaviour such as attention and participation. In fact, some, studies report that students participating in SFPs gain higher self-esteem, feel more secure, show fewer worries and are more interested in school[42]. While on the other hand, a school breakfast programme and a school lunch programme did not have a significant effect on children's behaviour, sense of belongings at school[43] or improvement in child wellbeing[44].

101. Some of our data aligns with several studies where the feeding programme is considered a social intervention that engages, motivates and stimulates students[12] and improves school engagement, sense of belonging and the feeling of equality between students. In fact, similar to other studies, the data indicates that this snack might promote social interaction and help children develop better relationships with their classmates[13,42].

102. The effects of a school feeding programme on psycho-emotional and social wellbeing of students are potentiated by complementary actions[30].Teachers, quality of teaching along with the school programme and environment play a key role in this matter; and this might explain the differences between morning and afternoon shifts.

103. As indicated in the results, the ESF significantly improves school engagement and sense of school community among Lebanese but not among Syrian children. Multiple factors including legal and safety concerns as well as everyday social practices that exclude refugees, might affect school engagement, social wellbeing, and sense of community among Syrian refugees and hinder full integration of Syrian refugees in schools[45,46]. This is reflective of the larger structural environment relating to inclusiveness of Syrian refugees in Lebanon. Some evidence shows that educational spaces are places where young refugees are at times able to blur boundaries of belonging. With that being said, it becomes crucial to prioritise school policies and services that favour social inclusivity in order minimise the existing social gap between children and maximise the effect of feeding programmes on all aspects of school engagement and belonging[47].

Outcome measures for attendance and educational achievement

104. Data on school absences were collected from school records as number of missed days within the previous academic year (months October 2018 to May 2019) for all children in grades 3, 4 and 5. In this report, we consider a child's total absenteeism as the sum of total days absent during a school year. We report on absenteeism categorised as the attendance of 70%, 80% and 90% of school days in the academic year. From the records, we also collected data related to child dropout as the number of months missed due abrupt termination of scholastic enrolment from each school.

105. Educational achievement was additionally assessed using grades in mathematics and language classes (English/French and Arabic) as proxies. Grades were collected for the first, second and final term. All data was obtained from school records in a linked de-identified format, whereby children were linked to their corresponding grades by their assigned study *ID.*

Results

106. *Enrolment:* Distribution of the snack at school was considered by the various entities we interviewed as an incentive for school enrolment to varying degrees. Most school directors reported that implementation of the programme at their school has increased school enrolment, especially for siblings and cousins of children already enrolled. A number of them specified that the financial difficulties families, both Lebanese and Syrian, are going through are the main reason for increased enrolment. One school director in the South stated *"Our numbers [of students] have increased because of the snack. You can see the current [economic] situation. I have kids who only eat this meal. They don't bring in food*

with them. They don't have food at home. I asked the mom how come? She said which is better. To pay rent or to eat? They prefer to pay rent and have a roof above their heads." Focus group discussions with school staff did not reveal such a strong agreement on the snack being the major reason for enrolment, *"It might have a larger impact on the afternoon [shift] than the morning [shift]. It might be more important for them to get the snack."*

107.   Parents of school children also indicated that although the level of education provided at school is the main reason for enrolment, the availability of school snacks is an additional incentive as one Syrian parent in the North stated: *"Number one is the educational level and the administration, as it should be. The [availability of the] snack has a role. [...] I wouldn't enrol my child [in a school] for a meal to be honest with you.* Yet the snack was the main reason for enrolment for some parents as one Syrian parent indicated in Mount Lebanon "*Last year, my kids were in the school just facing this one. They would always say: mom, look at that school facing us [they offer snacks]. I didn't believe them at first. I decided to move them [to this school]."*

108.   *Dropout:* Data on dropout from school was collected from morning and afternoon school records, for all students attending grades 3,4,5 and 6 of October 2018 to May 2019 academic year. Due to missing data and the lack of availability of some school records, we were able to match 8 intervention and 8 control schools in the morning shift (n=2,384) and 6 intervention schools and 6 control schools in the afternoon shift (n=3,011). Participation in the ESF programme was associated with a significant decrease in school dropout for children in the morning and afternoon shifts. Interventions schools had a 0.4% dropout rate in the morning shift and 5% dropout in the afternoon shift as compared to control schools with 1% dropout in the morning shift and 14% in the afternoon shift (Figure 9).These data indicate that schools where the intervention is taking place have improved retention of children.

109.   The results should be interpreted with caution, as we were unable to differentiate between children truly dropping out of school due to economic hardship or labour-related reasons and children dropping out from one school but actually re-enrolling in another school. The data presented here may therefore be biased towards depicting a higher dropout rate than the reality. These factors could not be accounted for due to the fact that no further data is available on reasons for child dropout from schools, nor were we able to track children who left a school, to see whether they had enrolled in another. This could have led to children being categorised as dropouts when in reality they were transfer student.
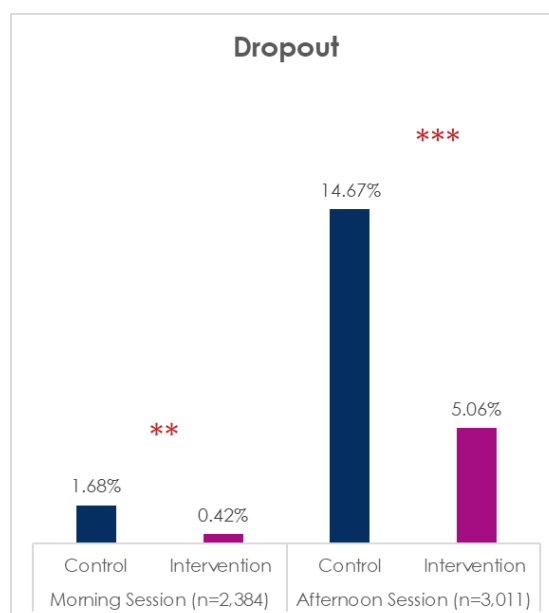
Figure 9   Percentage of school dropout in children attending morning and afternoon shifts in control and intervention schools.

Models adjusted for child grade, location and school size

(*P<0.05 **P<0.01 ***P<0.001)

110.   *Attendance:* while in the morning shift, no significant association between the ESF programme and school absenteeism was observed (Figure 10), we note that children who received the ESF snack in the afternoon shift were absent from school on fewer days (P<0.001) than children from control schools. In the afternoon shift, when exploring absenteeism as it relates to children who attended 70% of the school year, 85% of the school year and 90% of the school, children receiving the snack were significantly less at risk of missing school compared to control schools (P<0.001) (Figure 11)^. While many parents did not perceive that the snack had an effect on school attendance, some Lebanese and Syrian parents perceived it as an encouraging factor for their children to attend school explaining that they consider it as a motivation for them. One Syrian parent in the North mentioned that the snack is an incentive for children to attend school *"Some children do not enjoy going to school. They do not have the desire, but when the child can see that [this snack] is being distributed at school, it is possible that he might go to school for this reason."* Among school staff, participants in one school only (out of three), perceived that there was an effect for the snack on attendance. The school staff in Akkar emphasized that *"There is no more absence. No one is absent in morning shifts"* and that *"so many people come only for the snack."*

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^ Gender data were not part of school absenteeism records and we were unable to stratify absenteeism data by gender.
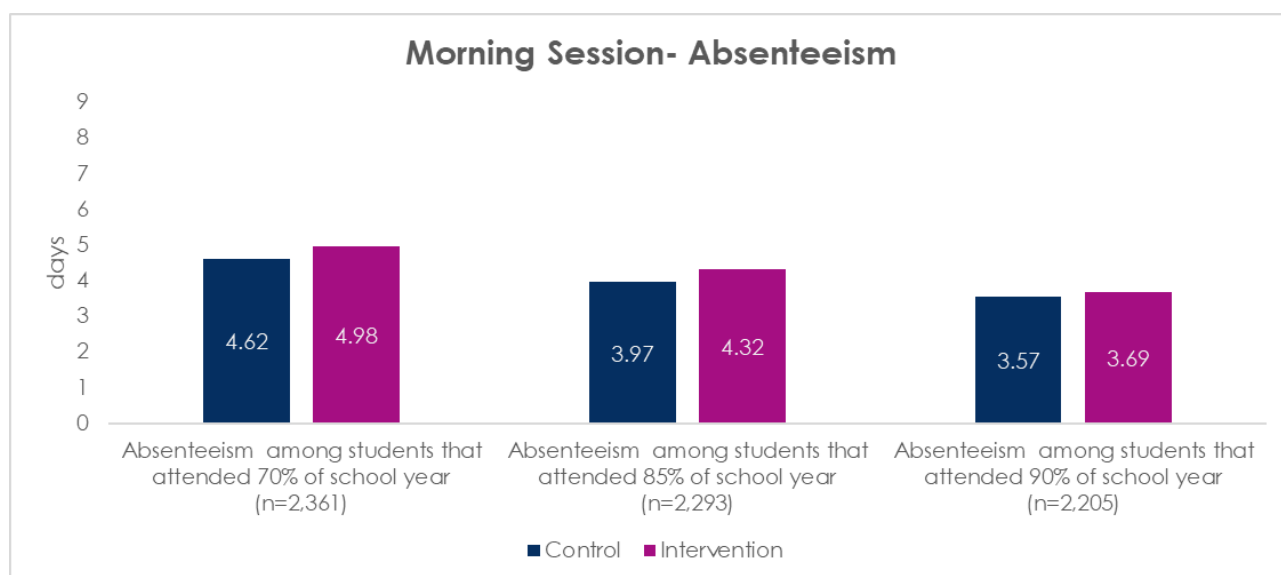
Figure 10   School absenteeism in 16 control and interventions schools

Models adjusted for child grade, location and school size
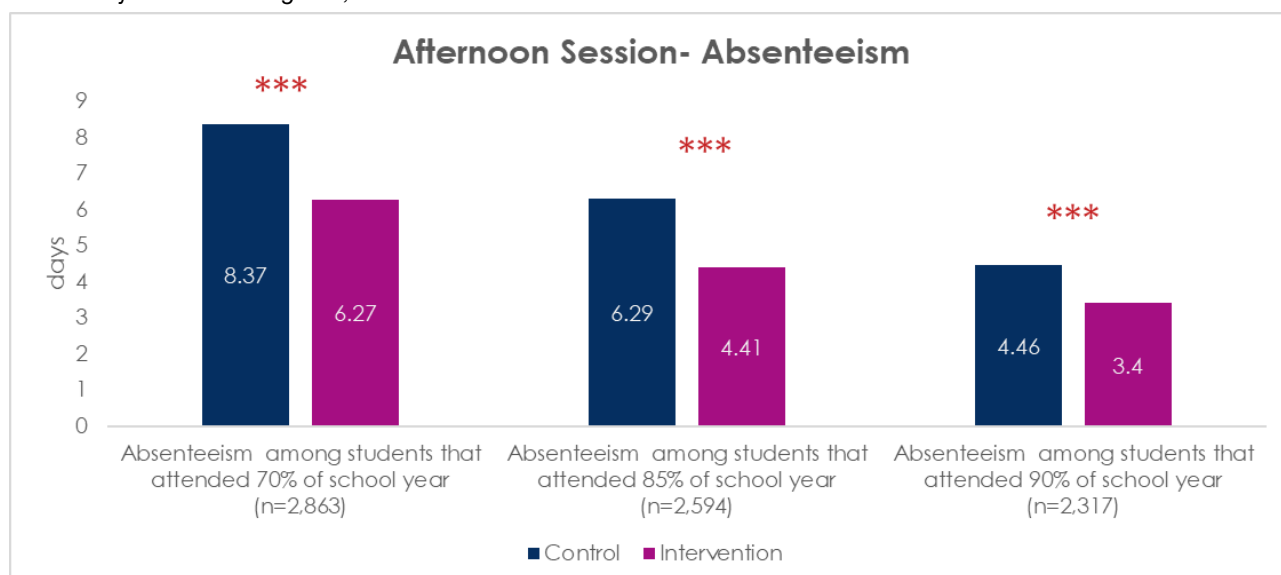
Figure 11   School absenteeism in 12 control and interventions schools

Models adjusted for child grade, location and school size

*(*P<0.05 **P<0.01 ***P<0.001)*

111.   *Grades:* quantitative data on academic achievement showed mixed results related to association between participation in the school snack programme and improved academic achievement. This is paralleled in the qualitative results showing that both school staff and parents did not perceive any changes in students' grades. In fact, some school staff did not think there was an association between the consumption of the snack and effects on children's grades. Within a focus group discussion, a staff member in Akkar reported *"they are not related"*, another responded *"We can assume that healthy mind in the healthy body, and a healthy body is healthy nutrition"*

112.   *Concentration:* only a few teachers perceived that the snack improved students' concentration and energy levels, as one staff member in the Bekaa observed that in the afternoon shift *"I stay here till the end of the [afternoon] shift. Before the snack [was*

distributed as part of the programme] on regular days, the child would be sleepy, not inspired and hurried to go back home. He didn't have energy. Now, during the last shift they are as active as at the first shift. you feel he is comfortable even if he stays for an extra hour." Yet, most teachers complained about the lack of concentration in their classes as soon as the snack is to be distributed before the recess given the children's eagerness to get it, one staff member in Akkar noted that: *"They distribute the snack fifteen minutes before the bell rings. [...] You can't explain anymore because they are all focused on the peanut bag, milk and banana."*

113.   Parents from their side had various opinions on the effect of the snack on concentration levels. While some of them indicated that consuming the snack is not associated with concentration as one Syrian parent in the North mentioned *"In my personal opinion, the snack has nothing to do with concentration. If the child wants to focus on his studies, nothing matters, nor food or apple or peanut"* others reported that it does increase the children's energy levels and is essential for their concentration; another Syrian parent in the North indicated *"They have breakfast at 11. They come here [to school] at 1. They receive the snack at 3:00-3:30 within their class hours. They tell me we can assimilate again."*

114.   In schools where the snack is distributed after school hours, parents pointed out that the snack cannot have an effect on the concentration as it is only distributed when children are leaving school, and thus suggested distributing the snack at recess time as one Syrian parent in the North mentioned that there is *""No [effect]. I suggest [they give the snack] between shifts so the child's mind-opens and he can concentrate".*

1.1.3.2.11 Part 2.5- Interpretation of school attendance and educational achievement outcomes

115.   In the literature, multiple studies have documented the impact of SFPs on access to education (enrolment, attendance) [9]. In fact, several studies in multiple countries found that implementation of SFP in schools increase school enrolment by around 10% [48-50]. Other studies found that participation in SFPs improves school attendance and retention, with some studies indicating an increase of 4 to 6 attendance days a year [9,51,52]. As per the most recent VASyR report, 69% of children of primary school age (6 to 14 years old) go to school and retention rates among this population is low [2]. The qualitative and quantitative data collected in this study showed evidence of improvement in enrolment and retention rate of Syrian refugee in schools receiving the SFP. It is important to keep in mind that the increase in attendance and retention in school, may be attributed to several reasons. It may be that the SFP plays a role in improving the reputation of schools, thus contributing to higher enrolment and attendance. Most interesting, we note that this intervention increases school retention of children in both morning and afternoon shifts, with a larger difference in the latter. As noted above, Syrian refugees experience higher rates of food insecurity, providing and a snack could therefore provide a sufficient incentive to increase retention in ESF schools.

116.   Although the evidence on the impact of SFP on enrolment and attendance is clear, the impact of SFP on academic performances is mixed and depends on local conditions [53]. The mechanisms by which a school snack may improve children's scholastic achievement include increasing the time spent in school, as well as the indirect effects of better nutrition on certain cognitive functions and attention to tasks. The mixed results obtained in this study related to academic achievement imply that other factors are possibly hindering school achievement.

1.1.4 Conclusions

117. This study shows that an emergency school feeding programme can improve children's diets and food security, with knock-on effects on school attendance, as well as on psycho-social wellbeing in this context of chronic crisis[54]. These results are aligned with the accumulating global evidence on the impact of school feeding programmes[55], and add contextual knowledge in a region where few SFP evaluations have been conducted[56]. This first study to assess the impact of the Lebanon ESF programme highlights the key strengths and impacts of the programme and provides recommendations for enhancing programme effectiveness.

118. The WFP ESF programme in Lebanon has been shown to operate smoothly with good relationships with implementing and monitoring partners. It is associated with notable improvements in diet diversity among both Lebanese and Syrian children and with significant reductions in reported food insecurity experience of Syrian refugee children. The school snack was additionally found to improve social cohesion and was perceived to instil equality between children attending the morning shift. It was associated with a significant increase in school retention and a reduction in absenteeism among Syrian children attending afternoon school shifts, and therefore has an important role to play in the Ministry of Education and Higher Education strategy; Reaching All Children with Education. However, in some schools, especially in the afternoon shift, the delay in distributing the snack until the end of the day raises questions regarding programme fidelity (i.e. implementation as planned), with implications on snack consumption, and a potential reduction in nutritional and educational benefits for children.

1.1.5 Appendices

Appendix 1: School director interview guide/Teacher/Parent focus group guide

Evaluation question	Topic guide questions	School directors	Teachers/ other staff	Parents
Design and delivery of the SF programme	Please describe how the SF programme is being delivered at your school? Probe: Where is the snack distributed? Where do children consume it?	x	x	-
	For how long has your school been part of this programme? Has it ever been interrupted? If yes, please describe how things have changed?	x	-	-
To what extent is school feeding appropriate to address the needs of boys, girls and adolescents?	Did the decision makers *[specify who]* identify and assess the needs of school students (SES, gender, age) prior to implementing the SF programme? If yes, how? If no, why?	x	-	-
	Were you able to give input on the design and delivery of the SF programme in your school? If yes, what? If not, why not?	x	-	-
	Has the school been provided with complementary interventions (e.g. *complementary health and nutrition education*; water & sanitation solutions; deworming treatments)? If yes, does the intervention target specific groups? Which? If not, why not?	x	x	-
Acceptance of SF programme snack	How satisfied are children with the snack (apple + milk)? [Probe why?] To what extent do children consume the snack? Are children accepting the food? (familiarity, repetition). If not entirely, why? Has their satisfaction changed over time?		x	x
	How satisfied are you with the snack your child(ren) are receiving? (quality/quantity)			x
Introductory question to following section	What difference is the school feeding programme making to children?		x	x

To what extent has school feeding supported the education of girls and boys and has contributed to their food and nutrition security?	*[How has the SF programme affected the nutritional status among school children?]* Since the introduction of the SF programme, have children altered their eating behaviours at home? How? Since the introduction of the SF programme, have there been changes in meal frequency? Hunger? Coping strategies?		x	x
	[How has the SF programme contributed to the children's food security?] When snacks are not consumed, what do children do with them? Probe for saving, which items, trading		x	x
	[How has the SF programme contributed [for boys and girls] to the Attendance/ change in attendance rate among primary school students (by gender, school, school-district)/ number of missed days enrolment / change in adjusted net enrolment rate (by gender, school district), retention cognitive development / attention in classroom + psycho-emotional wellbeing/ concentration in class educational achievement] How has the SF programme affected attendance? Did you notice changes in attendance rates since the introduction of the programme? Probe: to what factors do you attribute this change? How has the SF programme affected school enrolment? Did you notice changes in enrolment rates since the introduction of the programme? Probe: to what factors do you attribute this change? How has the SF programme affected retention of students? Did you notice changes in retention rates since the introduction of the programme? Probe: to what factors do you attribute this change? How has the SF programme affected students' attention in the classroom? Give examples. How has the SF programme affected educational achievement? Did you notice changes in grades since the introduction of the programme?		x	x
	Have you noticed changes in students' behaviour since the introduction of the SF programme? Probe for changes in attention, disruption, social interactions		x	

To what extent has school feeding as an emergency response had effects not yet foreseen in WFP's school feeding policy but important in crisis and emergency settings?	Tell us about the social impact of this school snack		x	
Has WFP successfully fostered community participation in and community ownership of ESF activities?	How has the community outside of school been involved in the programme? What do people think of it in your community? Is it discussed? If yes, what do you hear about the programme outside of school?	x	x	x
Effects not yet foreseen in WFP's school feeding policy	How do the benefits of the SF programme compare with the benefits of other interventions implemented in schools since the start of the Syrian crisis?			
Other aspects (positive/negative)	What, if any, are the challenges/barriers in the implementation of the SF programme? How can they be overcome? Probe about sustainability		x	x
Recommendations	What are your recommendations to improve the SF programme?		x	x

Appendix 2- Children survey

Date of Data collection: _____
Start time of the survey: _____
End time of the survey: _____
GPS Location of the school

Identification			
DCID	Data collector ID		|_|_|_|
FCID	Field coordinator ID		|_|_|_|
PCNST	Parental consent received?	00	No
		01	Yes
ASNT	Child assent provided	00	No
		01	Yes
CID2	Child ID		_____
CID3	School name		
CID4	Location of the school	01	Hermel- Baalbeck
		02	North
		03	South
		04	Mount Lebanon
		05	Bekaa
		06	Akkar

Module 1 – Demographics and General information about the household

CSEX	Gender	00	Boy
		01	Girl
CAGE	How old are you?	_____99 Don't know/no answer	
CAGE_M	What is your date of birth? Month *99= don't know/no answer*	|_|_|	
CAGE_Y	What is your date of birth? Year *99= don't know/no answer*	|_|_|_|_|	
CGRADE	Which grade are you in?	|_|_|	
PM_AM	Shift	00	AM
		01	PM
Summer	Did you participate in this year's summer camp?	00	No
		01	Yes
CNat	What is your nationality	01	Lebanese
		02	Syrian
		03	Palestinian
		04	Other (Specify)_____
CSEX_household	What is the gender of the head of the household?	00	Boy
		01	Girl
Household_Employment	What is the employment of the head of the household?	01	Unemployed
		02	Employed part time
		03	Employed full time
		04	Don't know
Household_Schooling_level	What is the highest level of schooling the mother/ female caretaker has achieved?	01	Never attended school/less than Brevet
		02	Brevet
		03	Secondary school Baccalaureate
		04	University
		99	Don't know

Module 2 – Dietary habits

	For the following questions, please think about a **normal school week** (from Monday to Friday/Saturday)	Continuous 0-6 days 99 Don't know	
FQ_BF	During a school week, on how many days do you usually eat breakfast?		
FQ_SN1	During a school week, on how many days do you usually eat a snack before lunch?		
FQ_LN	During a school week, on how many days do you usually eat lunch?		
FQ_SN2	During a school week, on how many days do you usually eat a snack before dinner?		
FG_DN	During a school week, on how many days do you usually eat dinner?		
Hunger	Did you ever feel hungry before the time for school break?	00	No
		01	Yes

Module 3 – Previous day dietary diversity

		00	No	*If Yes*, what did you have for breakfast/snack/lunch/dinner yesterday? (Data collectors will select the food groups from the *list* below based on the participants' answer)
		01	Yes	
		99	Don't know	
DD_BF	Yesterday, did you have **breakfast** after you woke up?			
DD_SN1	Yesterday, did you have a **snack** after breakfast and before lunch?			
DD_LN	Yesterday did you have **lunch**?			
DD_SN2	Yesterday, did you have a **snack** after lunch and before dinner?			
DD_DN	Yesterday, did you have **dinner**?			
DD_SN3	Yesterday, did you have a **snack** after dinner?			

List of foods consumed yesterday

DD01	Cereals, roots and tubers (Bread, Rice, Burghol, Pasta, Frikeh, Manakish, cornflakes, burgul, kaak, potatoes, beetroot)
DD02	Pulses and legumes (lentils, chickpeas, beans, fava beans, green beans, peas)
DD03	Vegetables (tomato, zucchini, eggplant, cucumber, lettuce)
DD04	Green leafy vegetables (spinach, broccoli, other dark green leaves, wild leaves, chicory, rockets, mulukhiyi)
DD05	Fruits (apple, banana, oranges, grapes)
DD06	Chicken, meat and fish (tawook, steak, beef/chicken liver, sausages, kafta mortadella tuna, sayadieh, fish fillet, crab, shrimps)
DD07	Eggs
DD08	Nuts (peanuts, Groundnut; Other nuts)
DD09	Milk and milk products (milk, cheese, labneh, yogurt, kichik, labne)
DD10	Oil/fat (fried foods, French fries, fried chicken, chips, fried sambousik, doughnuts, olives)
DD11	Salted snacks (Indomy, popcorn, salted nuts, crackers, pretzel…)
DD12	Dessert/sweets (cake, chocolate, candy, cookies, baklava, halawa, jams)
DD13	Sweetened beverages (frisco, boxed juice, pepsi, tea with sugar, iced tea…)
DD14	Other (Zaatar, etc…)

Module 4 - Food purchasing habits

Now we will ask a few questions about your food purchasing habits on school days				
BUY01	Do your caregivers/parents give you money to buy food on school days (Monday-Friday/Saturday)?	00	No	
		01	Yes	
		99	Don't know/no answer	

Skip if BUY01 is No

BUY02_1	How much **pocket money** do your parents/caregivers give you to **buy food** on school days, including snacks and drinks?	**Frequency**		**Amount in LBP**
		01	Day	_____
		02	Week	
		03	Month	
BUY02_2	How much of this money do you spend on food **in school**?	**Frequency**		**Amount in LBP**
		01	Day	_____
		02	Week	
		03	Month	
BUY02_3	How much of this money do you spend on food **outside school**?	**Frequency**		**Amount in LBP**
		01	Day	_____
		02	Week	
		03	Month	

Module 5 – Child food security

Now, I would like to ask you some questions about the availability and accessibility of food. I want to remind you that you may choose to skip any question that you are not comfortable answering.

In the last month[2] (since the beginning of the school year):			
		01	Often/a lot of the time
		02	Sometimes/a little of the time
		03	Never
		04	Don't know
FS_CH1_1	Did you ever feel that your family was unable to buy expensive food items because they did not have enough money?		
FS_CH2_2	Did you ever feel that there was less food in the house at certain times because your father/household head had not yet been paid?		
FS_CH3_10/ED4	Has the size of your meals been cut because your family didn't have enough money for food?		
FS_CH4_8	Did it actually ever happen that food ran out before your family had money to buy more?		
FS_CH5_3	Did you ever feel that your parents were angry or frustrated because there wasn't enough food in the house?		

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[2] This is the recall period we have used in the past, but we could use a shorter recall (e.g. 1 month) to reflect the current school year SFP duration.

FS_CH6_4	Did you ever go to a relative's or a friend's house to eat there because there wasn't any food available at home?	
FS_CH7_12/ED5	Were you ever hungry but didn't eat because your family didn't have enough food?	
FS_CH8_11/ED6	Did you have to skip a meal because your family didn't have enough money for food?	
FS_CH9_7/ED7	Did you ever feel tired or weak because there wasn't enough food to eat at home?	
FS_CH10_14	Did you ever not eat for a whole day because your family didn't have enough money for food?	
FS_CH11_5	Did you ever save money to help your parents when they did not have money to buy enough food?	
FS_CH12_5	Did you ever work to help your parents when they did not have money to buy enough food?	
FS_CH13_6/ED1	Did you worry that food at home would run out before your family got money to buy more?	
FS_CH14/ED2	Did you ever worry about how hard it is for your parents to get enough food for your family?	
FS_CH15/ED3	Were you unable to get the food you wanted because there wasn't enough money?	
FS_CH16/ED8	Did you feel embarrassed or ashamed because your family didn't have enough food?	
FS_CH17/ED9	Did you feel sad or mad because your family didn't have enough food?	
FS_CH18/ED10	Did you feel embarrassed or ashamed about any of the things you or your family had to do to get enough food?	
FS_CH19	Did it actually ever happen that you only ate the school snack for the whole day	

Module 6 – Nutrition knowledge

Nutr_edu01	In the past month have you been taught anything about nutrition in the classroom?	00	No
		01	Yes
Nutr_edu02	From what other sources do you get nutrition knowledge?	01	School teacher
		02	Family
		03	Books
		04	Friends
		05	Television
		06	Doctor
		07	Other (Specify)_____
CKNOW01	What happens if children have breakfast before going to school?	00	They get sleepy and are not able to concentrate in class.
		01	They feel energized and perform well in class.
		02	There is no effect of eating breakfast before school on children.

		03	Don't know
CKNOW02	Excess body weight is not good for my health because it can cause diseases like heart diseases later on	00	False
		01	True
		02	Don't know
CKNOW03	It is important to eat small amounts of healthy fats and oils because…	00	Fats give you energy and keep you warm
		01	Fats help your body to build muscle
		02	Fats help you to absorb certain important nutrients
		03	Don't know
CKNOW04	Which of the following is a healthy school snack for children?	00	Manouche with juice
		01	Chips and a juice box
		02	A piece of fruit and milk
		03	Chocolate sandwich and fruit juice
		04	Don't know
CKNOW06	Packed fruit juice has the same nutritional benefit as fresh fruit	00	False
		01	True
		02	Don't know
CKNOW07	How many portions of fruits and vegetables is it recommended to eat per day?	00	1-3
		01	7-10
		02	4-6
		03	Don't know
CKNOW08	Choose the food that is high in calcium	00	Milk
		01	Eggs
		02	Candy
		03	Apples
		04	Don't know
CKNOW09	Choose the food with the highest iron content	00	Tomatoes
		01	Meat
		02	Banana
		03	Potato
		04	Don't know

Module 7 – Attitudes to healthy and unhealthy food

		00	Dislike
		01	Not sure
		02	Like
CATT1	How much do you like the taste of Milk		
CATT2	How much do you like the taste of Yogurt		
CATT3	How much do you like the taste of Apples		
CATT4	How much do you like the taste of green vegetables (spinach, including spinach fatayer, moloukhiya, siliq)?		
CATT5	How much do you like the taste of chips?		
CATT6	How much do you like the taste of laban wa khiyar?		

Module 8 –Behaviours to school snack

This module will only be asked in the intervention schools

		Continuous 0-5 times
CBEV1	In the last week, how many days did you drink the milk provided by the school at school	
CBEV1_2	In the last week, how many days did you take the milk provided by the school with you to home to drink it later	
CBEV2	In the last week, how many days did you eat the peanuts provided by the school at school	
CBEV2_2	In the last week, how many days did you take the peanuts provided by the school with you to home to eat it later	
CBEV3	In the last week, how many days did you eat the fruit provided by the school at school	
CBEV3_3	In the last week, how many days did you take the fruit provided by the school with you to home to eat it later	

Module 9 – School Engagement Scale

		01	Never
		02	On Occasion
		03	Some of the time
		04	Most of the time
		05	All the time
		99	Not applicable
School_ES1	I pay attention in class		
School_ES2	When I am in class, I just act as if I am concentrating (reversed)		
School_ES3	I complete my homework on time		
School_ES4	I follow the rules at school		
School_ES5	I get in trouble at school (reversed)		
School_ES6	I feel happy in school.		
School_ES7	I feel bored in school (reversed).		
School_ES8	I feel excited by the work in school		
School_ES9	I like being at school.		
School_ES10	I am interested in the school study activities		
School_ES11	My classroom is a fun place to be.		
School_ES12	When I read a book, I ask myself questions to make sure I understand what it is about.		
School_ES13	I study at home even when I don't have a test.		
School_ES14	I try to watch TV shows about things we are doing in school.		
School_ES15	I talk with people outside of school about what I am learning in class.		
School_ES16	I check my schoolwork for mistakes.		
School_ES17	If I don't know what a word means when I am reading, I do something to figure it out, like look it up in the dictionary or ask someone.		
School_ES18	I read extra books to learn more about things we do in school.		
School_ES19	If I don't understand what I read, I go back and read it over again		

Module 10 – Sense of Community Scale

		00	Not at all
		01	A little
		02	Some
		03	A lot/very
BSCS9	How strongly do you agree or disagree with this statement: "I feel safe at school"		
BSCS10	How strongly do you agree or disagree with this statement: "I feel safe commuting to school"		
BSCS11	How strongly do you agree or disagree with this statement: "I like going to school?"		
BSCS12	My teachers work hard to make sure I learn while in school		

Module 11 – Self-esteem

		00	Strongly disagree
		01	Disagree
		02	Agree
		03	Strongly agree
SE1	On the whole, I am satisfied with myself		
SE2	At times I think I am no good at all		
SE3	I feel that I have a number of good qualities		
SE4	I am able to do things as well as most other people		
SE5	I feel I do not have much to be proud of		
SE6	I certainly feel useless at times		
SE7	I feel that I'm a person of worth, at least on an equal plane with others.		
SE8	I wish I could have more respect for myself.		
SE9	All in all, I am inclined to feel that I am a failure.		
SE10	I take a positive attitude toward myself.		

Appendix 3- Gender differences

*Appendix 3-Table 1– Diet diversity score, food security, nutrition knowledge score, School engagement scale, sense of school community and self-esteem scale of boys and girls attending the morning shift in control and intervention schools.^*

	Boys				Girls			
	Control	Intervention	n	P-value	Control	Intervention	n	P-value
Diet Diversity Score	4.68 ± 0.11	5.16 ± 0.10	414	0.001	4.43 ± 0.12	5.32 ± 0.12	344	<0.001
Food Security								
Food Secure (%)	68.52	68.67	395	0.975	68.4	70.65	328	0.683
Food Insecure (%)	31.48	31.33			31.6	29.35		
Nutrition Knowledge Score (Mean ± SE)	4.04 ± 0.10	4.14 ± 0.09	414	0.474	3.95 ± 0.10	4.19 ± 0.11	343	0.11
School Engagement Scale								
Behavioural Engagement Score (Mean ± SE)	3.91 ± 0.04	4.01 ± 0.04	413	0.109	4.05 ± 0.04	4.14 ± 0.42	340	0.102
Emotional Engagement Score (Mean ± SE)	4.13 ± 0.06	4.33 ± 0.05	404	0.008	4.35 ± 0.04	4.48 ± 0.05	341	0.038
Cognitive Engagement Score (Mean ± SE)	3.44 ± 0.06	3.40 ± 0.06	409	0.588	3.58 ± 0.06	3.68 ± 0.06	340	0.261
Sense of School Community								
Feel Safe at School (%)								
Not at all/ A little/ Some	32.36	22.03	414	0.021	22.55	18.35	343	0.349
A lot/ Very	67.64	77.97			77.45	81.65		
Feel Safe Commuting to School (%)								
Not at all/ A little/ Some	39.55	35.32	414	0.388	50.42	41.64	343	0.122
A lot/ Very	60.45	64.68			49.58	58.36		
Like Going to School (%)								
Not at all/ A little/ Some	34.1	27.51	414	0.156	17.04	12.38	343	0.225
A lot/ Very	65.9	72.49			82.96	87.62		
Teachers Work Hard to Make Sure I Learn (%)								
Not at all/ A little/ Some	17.36	14.46	414	0.421	13.44	12.26	343	0.752
A lot/ Very	82.64	85.54			86.56	87.74		
Self Esteem								
Self - Esteem Score (Mean ± SE)	21.90 ± 0.27	21.74 ± 0.26	414	0.687	22.09 ± 0.30	22.10 ± 0.32	343	0.985

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^ Gender data were not part of school absenteeism records and we were unable to stratify absenteeism data by gender.

*Appendix 3-Table 2– Diet diversity score, food security, nutrition knowledge score, School engagement scale, sense of school community and self-esteem scale of boys and girls attending the afternoon shift in control and intervention schools.^*

	Boys				Girls			
	Control	Intervention	n	P-value	Control	Intervention	n	P-value
Diet Diversity Score (Mean ± SE)	4.52 ± 0.13	5.33 ± 0.13	325	<0.001	4.41 ± 0.11	5.33 ± 0.12	414	<0.001
Food Security								
Food Secure (%)	41.74	56.76	307	0.007	41.89	55.56	376	0.014
Food Insecure (%)	58.26	43.24			58.11	44.44		
Nutrition Knowledge Score (Mean ± SE)	4.07 ± 0.11	4.34 ± 0.10	325	0.074	4.21 ± 0.09	4.14 ± 0.11	414	0.659
School Engagement Scale								
Behavioural Engagement Score (Mean ± SE)	4.02 ± 0.04	4.00 ± 0.40	322	0.699	4.05 ± 0.03	4.10 ± 0.04	409	0.379
Emotional Engagement Score (Mean ± SE)	4.29 ± 0.05	4.42 ± 0.05	322	0.089	4.41 ± 0.04	4.44 ± 0.04	409	0.59
Cognitive Engagement Score (Mean ± SE)	3.43 ± 0.06	3.36 ± 0.06	322	0.400	3.54 ± 0.05	4.47 ± 0.06	409	0.387
Sense of School Community								
Feel Safe at School (%)								
Not at all/ A little/ Some	25.58	24.53	325	0.83	32.18	27.21	414	0.288
A lot/ Very	74.42	75.47			67.82	72.79		
Feel Safe Commuting to School (%)								
Not at all/ A little/ Some	47.29	47.97	325	0.905	48.93	52.55	414	0.483
A lot/ Very	52.71	52.03			51.07	47.45		
Like Going to School (%)								
Not at all/ A little/ Some	23.73	19.55	325	0.371	13.44	13.29	414	0.966
A lot/ Very	76.27	80.45			86.56	86.71		
Teachers Work Hard to Make Sure I Learn (%)								
Not at all/ A little/ Some	15.14	12.92	325	0.565	11.36	8.58	414	0.327
A lot/ Very	84.86	87.08			88.64	91.42		
Self Esteem								
Self - Esteem Score (Mean ± SE)	21.70 ± 0.31	21.35 ± 0.30	325	0.415	21.48 ± 0.25	21.33 ± 0.28	414	0.693

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^ Gender data were not part of school absenteeism records and we were unable to stratify absenteeism data by gender.

1.1.6   References

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1.2 Annex 2: Timeline WFP Operations Lebanon

	Pre 2016	2016	2017	2018
Lebanon relevant events	Apr 2014 - UNHCR reported Syrian refugees in Lebanon passed 1 million.	Jun 2016 - Suicide bombings in Al-Qaa, aggravate strained relations between Lebanese and Syrian refugees.	June 2017 - New electoral law approved by Parliament.	May 2018 - 1st parliamentary elections in nine years. Prime Minister Hariri won 3rd term.
	Jan 2015 - New restrictions on Syrians entering Lebanon		Jul 2017 - Hezbollah and the Syrian army military operation to dislodge jihadist groups from the Arsal area.	
			Nov 2017 - Prime Minister Hariri resigns. He withdraws his resignation in Dec 17.	
WFP response main phases	Syria Crisis Regional Response			Lebanon Country Strategic Plan
WFP operations in Lebanon	Regional EMOP 200433 (Jul 2012 - Dec 2016) Food Assistance to Vulnerable Syrian Populations in Jordan, Lebanon, Iraq, Turkey, and Egypt Affected by Conflict in Syria			
			Regional PRRO 200987 (Jan - Dec 2017) Assistance to Vulnerable Syrian Refugees and Host Communities in Egypt, Iraq, Jordan, Lebanon and Turkey	
				CSP LB01 (Jan 2018 - Dec 2020) Lebanon Country Strategic Plan
WFP strategic frameworks/ policies, programmes and evaluations updated/approved in 2016-2018	2014-2017 WFP Strategic Plan Framework for WFP's efforts towards achieving a world with Zero Hunger. Focus on food assistance reaffirmed			
			WFP Strategic Plan 2017-2021, focus on Integrated Road Map introduced to achieve the SDGs	
		Policy on Country Strategic Plans approved		
			Environmental Policy approved	
			Climate Change Policy approved	
			Nutrition Policy approved	
				WFP Oversight Framework approved
	Evaluation of WFP's Regional Response to the Syrian Crisis (2011-2014)			Evaluation of the WFP Regional Response to the Syrian Crisis (2015-2018)
				Evaluation of the WFP Humanitarian Protection Policy
				Evaluation of WFP's Support for Enhanced Resilience

1.3 Annex 3: Map of school feeding implementation and list of SF schools in Lebanon

Figure 12   Map of School Feeding activities in Lebanon- January 2020

Table 7   WFP list of schools 2019-2020 in Lebanon

	Name of Schools	Governorate	Caza	village
1	Primary Bebnin schoolبينين الرسمية للبنات الإبتدائية for girls	**Akkar**	**Akkar**	Bebnin
2	Jdaidet el Ayte3 mixed جديدة القيطع المختلطة الرسمية	**Akkar**	**Akkar**	Jdaidet el Ayte3
3	مدرسة برقايل الرسمية الثانية-فرع إنكليزي Berkayel Second School - English	**Akkar**	**Akkar**	Berkayel
4	Rafic EL Harariرفيق الحريري الرسمية المختلطة mixed school	**Akkar**	**Akkar**	Berkayel
5	مدرسة حبشيت الرسمية المختلطة Habcheet Mixed School	**Akkar**	**Akkar**	Habchit
6	مدرسة خربة الجرد الرسمية المختلطة Kherbet El Jord Mixed School	**Akkar**	**Akkar**	Kherbet el jord
7	تكميلية فنيدق المختلطة Fnaidek Complementary Mixed School	**Akkar**	**Akkar**	Fnaidek
8	مدرسة المحمرة الرسمية المختلطة (التركية) Mhamara mixed school (Turkish)	**Akkar**	**Akkar**	Mhamara
9	مدرسة العريضة الرسمية المختلطة Al Aarida Mixed School	**Akkar**	**Akkar**	Aarida
10	Joseph Donato Mixed School – Talbibi مدرسة جوزيف دوناتو الرسمية المختلطة – تلبيبة	**Akkar**	**Akkar**	Tal bibi
11	مدرسة الحيصة الرسمية المختلطة Hissa Mixed School	**Akkar**	**Akkar**	Hissa
12	مدرسة عمار البيكات الرسمية Amar Al Baykat School	**Akkar**	**Akkar**	Aamaret El Baikat
13	مدرسة رفيق الحريري الرسمية-تكريت Rafic el Hariri Public School - Tekrit	**Akkar**	**Akkar**	Tekrit
14	البيرة الرسمية المختلطة Al Bireh Mixed Public School	**Akkar**	**Akkar**	Al Bireh
15	مدرسة حرار المختلطة الرسمية Hrar Mixed Public School	**Akkar**	**Akkar**	Hrar
16	Aarsal Second Intermediate public school متوسطة عرسال الثانية المختلطة	**Baalbeck-El Hermel**	**Baalbeck**	Aarsal
17	Tal el Abyad Intermediary متوسطة تل الابيض الرسمية المختلطة	**Baalbeck-El Hermel**	**Baalbeck**	Tel Al Abiad

18	مدرسة دورس الرسمية المختلطة Douris mixed	**Baalbeck-El Hermel**	**Baalbeck**	Douris
19	متوسطة القاع الرسمية El Kaa Intermediate Public School	**Baalbeck-El Hermel**	**Baalbeck**	Al-Qa El-Benjakie
20	متوسطة ديرالاحمر الرسمية Deir El Ahmar Intermediate Public School	**Baalbeck-El Hermel**	**Baalbeck**	Deir El Ahmar
21	سلمى الصايغ الرسمية للبنات Salma El Sayegh Public School for Girls	**Beirut**	**Beirut**	Achrafieh
22	مدرسة الأوروغواي الرسمية المختلطة Uruguay Mixed Public School	**Beirut**	**Beirut**	Achrafieh
23	رياق الثانية المتوسطة الرسمية المختلطة Riak second intermediary mixed	**Beqaa**	**Zahle**	Riak
24	متوسطة المعلقة الرسمية للصبيان Al Maallaqah Intermediary school for Boys	**Beqaa**	**Zahle**	Maalaqah
25	Al Maallaqah Intermediary school for girls متوسطة المعلقة الرسمية للبنات	**Beqaa**	**Zahle**	Maalaqah
26	متوسطة زحلة الجديدة الرسمية المختلطة Zahle Al Jadida Public Mixed School	**Beqaa**	**Zahle**	Zahle
27	متوسطة زحلة الثالثة الرسمية للصبيان Zahle Third Intermediate Public School for Boys	**Beqaa**	**Zahle**	Zahlé Haouche Al-Zaraané
28	متوسطة حوش الأمراء الرسمية المختلطة Haouch el Oumara Mixed Public School	**Beqaa**	**Zahle**	Zahle
29	متوسطة الصويري الرسمية Al Sawiri Mixed School	**Beqaa**	**West Beqaa**	Saouiri
30	متوسطة المنصورة الرسمية Al Mansoura Intermediary School	**Beqaa**	**West Beqaa**	Mansourah
31	مدرسة خربة روحا المختلطة الرسمية Kherbet Rouha Mixed School	**Beqaa**	**Rachaiya**	Kherbet Rouha
32	متوسطة كفرقوق الرسمية Kfarkouk Intermediate Public School	**Beqaa**	**Rachaiya**	Kfar Kouk
33	كوكبا المتوسطة الرسمية Kawkaba Intermediate Public School	**Beqaa**	**Rachaiya**	Kaoukaba
34	Sin el fil Third مدرسة سن الفيل الثالثة الرسمية الابتدائية	**Mount Leb**	**Metn**	Sin el fil

35	Sin el fil first official school مدرسة سن الفيل الأولى المختلطة الرسمية	**Mount Leb**	**Metn**	Sin el fil
36	مدرسة سد البوشريه الأولى الرسمية المتوسطة المختلطة SED el Bouchriyeh first primary mixed school	**Mount Leb**	**Metn**	Sed el Baouchriyeh
37	Sid el Bouchriyeh intermediary For Girls سد البوشرية المتوسطة الرسمية للبنات	**Mount Leb**	**Metn**	sid el bouchriyeh
38	Sed el Bouchriyeh High for boys سدالبوشرية العالية الرسمية للصبيان	**Mount Leb**	**Metn**	Sed el Baouchriyeh
39	Zalka Mixed Schoolمتوسطة الزلقا الرسمية المختلطة	**Mount Leb**	**Metn**	Zalka
40	Jal el Dib Mixedمتوسطة جل الديب الرسمية المختلطة	**Mount Leb**	**Metn**	Jal el Dib
41	ابتدائية الضبية الرسمية المختلطة Intermediary Dbaye public school	**Mount Leb**	**Metn**	Dbaye
42	مدرسة اسطفان جوان عاصي الرسمية - حصارات Hsarat public School	**Mount Leb**	**Jbeil**	Hsarat
43	متوسطة عاليه الرسمية المختلطة Aley Mixed Intermediate Public School	**Mount Lebanon**	**Aley**	Aley
44	بتاتر المختلطة الرسمية Btater Mixed Public School	**Mount Lebanon**	**Aley**	Aley
45	الشويفات العمروسية الرسمية المختلطة Shoueifat Al Amrousiyeh Mixed Public School	**Mount Lebanon**	**Aley**	Chouaifat Amroussyat
46	كمال جنبلاط الرسمية المتوسطة المختلطة Kamal Jumblatt Mixed Intermediate Public School	**Mount Lebanon**	**Chouf**	El-Moukhtara
47	شحيم الرسمية الثالثة -الفرع الانكليزي Chehim Third Public School- English Section	**Mount Lebanon**	**Chouf**	Chehime
48	مزرعة الشوف الرسمية Mazraet El Chouf Public School	**Mount Lebanon**	**Chouf**	Chouf
49	حاصبيا المتوسطة الرسمية للبنات Hasbaya Intermediate Public School for Girls	**Nabatiyeh**	**Hasbaya**	Hasbaya
50	مدرسة حبّوش المتوسطة الرسمية Habbouch Middle School	**Nabatiyeh**	**Nabatiyeh**	Habbouch
51	Heri mixed public school مدرسة الهري المختلطة الرسمية	**North**	**Batroun**	Heri
52	Kfar zeena mixed public school مدرسة كفرزينا المختلطة الرسمية	**North**	**Zgharta**	Kfar zeena
53	New Qoubeh Mixed School مدرسة القبة الجديدة الرسمية المختلطة	**North**	**Tripoli**	Qoubeh

54	مدرسة متوسطة التبانة الرسمية Tebbeneh Mid School	**North**	**Tripoli**	Tebeneh
55	الفضيله الرسمية للبنات Al-Fadila Public School for Girls	**North**	**Tripoli**	Tripoli Zeitoun
56	كفرحاتا الرسمية Kfarhata Public School	**North**	**El-Koura**	Kfarhata
57	Jezzine primary Public school مدرسة جزين الابتدائية الرسمية	**South**	**Jezzine**	Jezzine
58	الريحان المتوسطة الرسمية Al Rihan Intermediate Public School	**South**	**Jezzine**	Jezzine
59	مدرسة المية ومية المتوسطة الرسمية Miyeh Wo Miyeh public school	**South**	**Saida**	Miyeh wo miyeh
60	Abra Intermediary School مدرسة عبرا المتوسطة المختلطة الرسمية	**South**	**Saida**	Abra
61	مغدوشة الابتدائية الرسمية Maghdousheh Elementary Public School	**South**	**Saida**	Maghdouché
62	مدرسة صور الثانية الرسمية المختلطة Tyre 2nd Mixed Public School	**South**	**Tyre**	Tyre

　　　	School Kitchens
　　　	New schools- Added in December 2019

1.4 Annex 4: Theory of Change Lebanon

119. The following Theory of Change (ToC) has been developed based on the initial document review and was discussed during the inception mission with staff from Lebanon WFP CO, Regional Office, and HQ.

120. **Overall impacts pursued:** School feeding, complemented by other humanitarian and development actors, improves equal access to education for both boys and girls over time which, in turn, strengthens child protection, provides more opportunities to young people, reduces tensions within communities, strengthens equity and resilience. Ultimately, these long-term impacts will contribute to a life in dignity without barriers to opportunities for vulnerable children, youth and families. By targeting both Lebanese and Syrian refugee children, the programme is expected to influence social stability between refugees and host communities.

121. **Overall objectives:** ESF outcomes have broadened since the start of the programme. The daily snack pack acts as an incentive to improve children's access to and retention in Lebanese public schools, to enhance overall educational outcomes (by increasing student's ability to concentrate through reducing short-term hunger during school hours), as well as to improve nutritional outcomes by contributing towards dietary diversity and nutrition education. Through the introduction of the ESF programme WFP works with MEHE to develop a school-based safety addressing short-term hunger.

122. Outcome pathways:

- **Attendance and retention in education:** The provision of ESF is considered as a contributor to increased attendance, enrolment, and retention. Better nutrition and the alleviation of short-term hunger are expected to positively affect children's attention in the classroom and lead to better education results. These positive changes will improve psycho-emotional wellbeing among children.

- **Nutrition intake:** In this context, ESF aims to support increased energy and micronutrient consumption, to improve the nutritional intake amongst vulnerable children. This is done through the provision of fruit, protein, and dairy in the daily snack. These foods help to alleviate short-term hunger and help with children's ability to concentrate during lesson time.

- **Nutrition education:** Lack of nutrition awareness is an increased problem faced by both Syrian and Lebanese children and their families. Through nutrition education provision children are encouraged to make healthy choices which will contribute to improved food security and nutrient intake. Summer nutrition camps are a rare occasion for youth from both population groups to follow a joint programme. Through joint learning and play it is anticipated that the stresses between both groups are reduced.

- **Capacity building.** ESF is expected to contribute to a growing realization among GoL institutions that they cannot ignore the detrimental effects of inequality and the absence of social protection mechanisms. WFP's technical assistance to MEHE– as part of ESF – is expected to contribute to the development of a nationally owned, inclusive, sustainable school feeding safety net.

- **Local economy and employment.** The targeted public schools are located in socio-economically vulnerable areas with low or stagnant economic development and with large refugee populations. Procuring inputs for the school meals from local agricultural producers is also meant to support socio-economically disadvantaged farmers, inject income into these vulnerable communities, and lower tension between refugees and the local population. With the introduction of the cold kitchens early 2020 there will be the opportunity to support directly women's social empowerment[3]. For these objectives and impacts to be achieved, WFP's ESF interventions need to work in concert with the

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[3] Since women won't receive any salary, it cannot be considered as economic empowerment; only transportation fees will be provided.

complementary efforts of international humanitarian actors that similarly address barriers to school attainment. Community outreach initiatives need to be properly informed about the school feeding initiative and reach the target group of out-of-school children. Human and material educational resources need to be in place to respond to educational demands. The quality and quantity of food provided must have sufficient value to act as an incentive for families to send and keep their children at school (opportunity cost).

123. The draft Theory of Change was subject of a discussion with the WFP team during the inception visit. The main differences with what was discussed in-country include:

- One pathway that has been added and was not previously discussed with the CO is the economic empowerment of women. While this is not yet an emphasis under current ESF interventions this is potentially an important outcome when the school kitchens are introduced.

- During the inception visit the WFP team suggested to incorporate a broader vision statement linked to SDG 16. To keep consistency with the Theories of Change developed for the other countries this vision statement has not been integrated.

*Figure 13   ESF Theory of Change Lebanon*
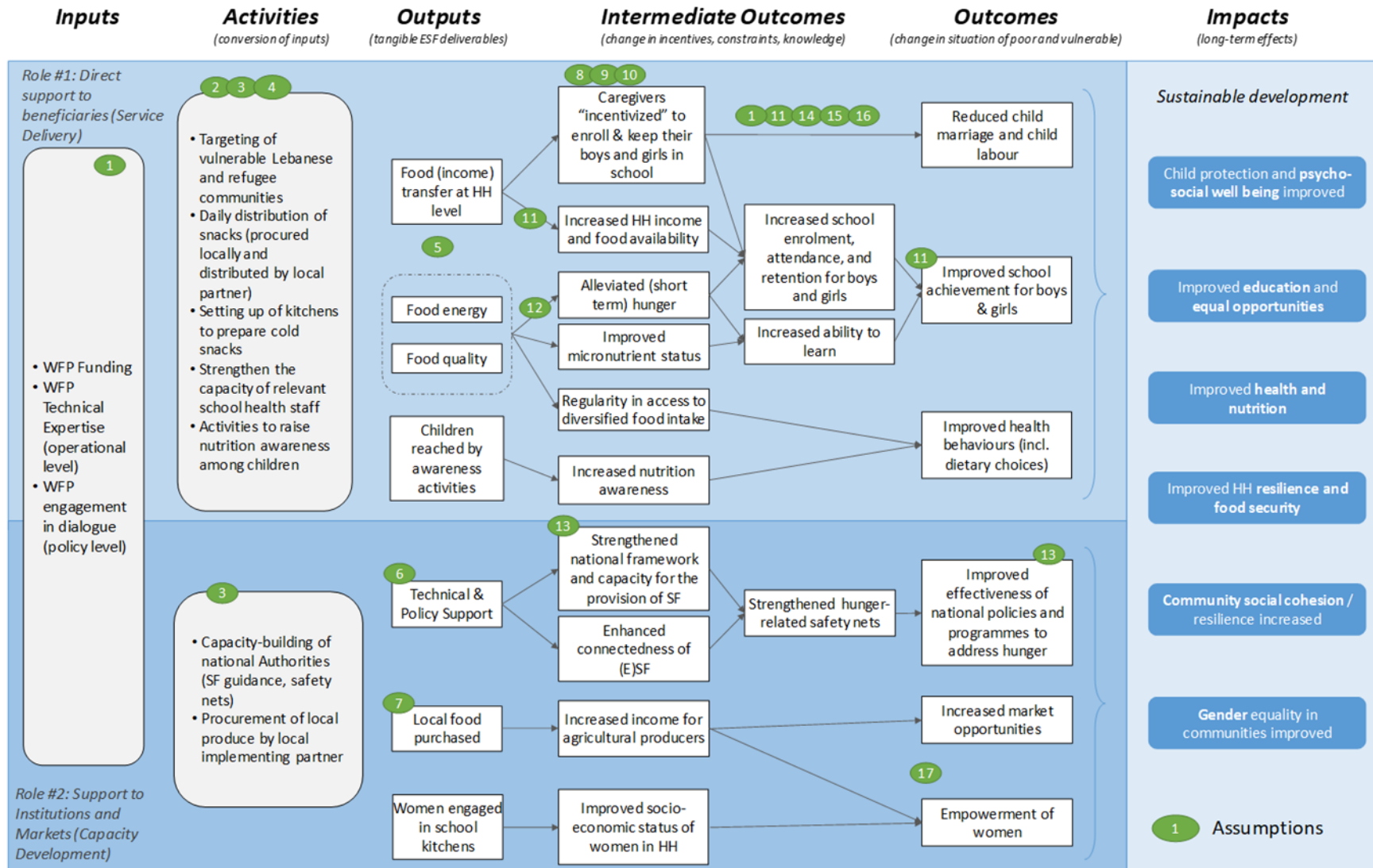
Box 1   *Assumptions underpinning the Lebanon ToC*

1. Sufficient funds are available on time to sustain inputs and interventions in selected schools

2. Implementing agencies who can implement procurement and distribution of snacks exist in Lebanon

3. WFP CO has the technical capacity to design, develop, implement and MEL gender-responsive and rights-based responses

4. WFP CO has the capacity to lead a competitive process to select implementing partner with the right capacity

5. No logistics constraints exist and required food of required quality and quantity is available locally

6. Relevant government institutions interested in and willing to strengthen national SF capacity

7. Agricultural producers available locally and interested to engage with ESF programme

8. Parents (from both Lebanese and refugee communities) are sufficiently informed about the availability of school snacks in targeted schools

9. Schools are functioning and able to provide space for schooling of Syrian refugee children

10. Children are able to access schools (distance, safety on the road…)

11. Other agencies, partners, stakeholders complement ESF activities

12. Children eat the snacks, and snacks have required nutrition value and are distributed at the appropriate time

13. Government adopts national school feeding policy – government resources are allocated

14. Higher school attendance reduces early marriage

15. Higher school attendance reduces child labour

16. Parents / children are in a position to choose school over negative coping strategies

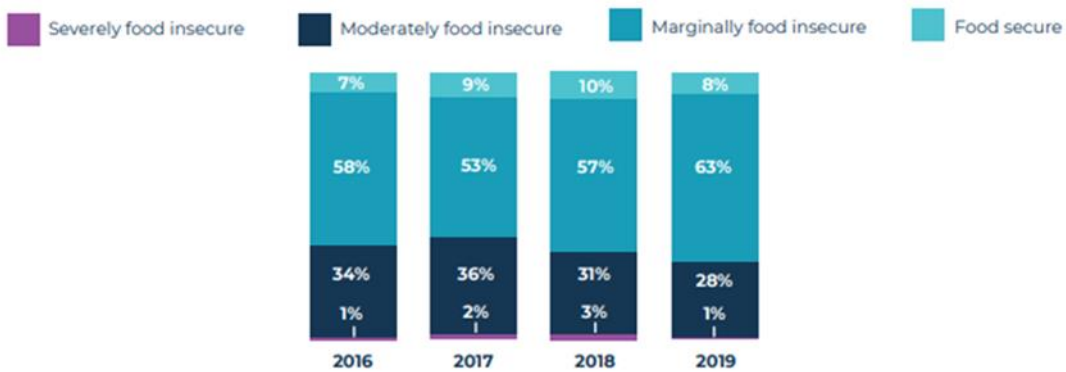17. Demand for local agricultural products is generated through school feeding programs.

1.5 Annex 5: Map of Food Insecurity in Lebanon

Figure 14   Percentage of households with moderate and severe food insecurity
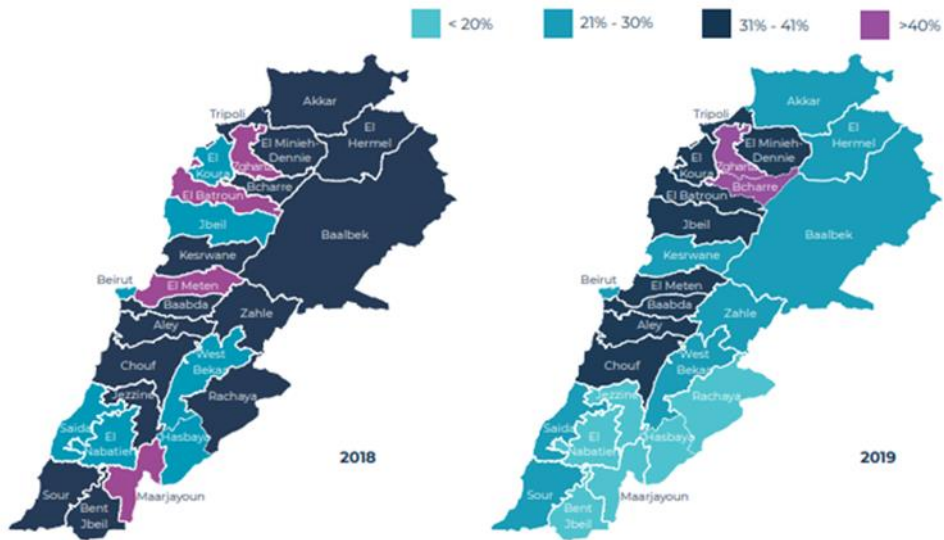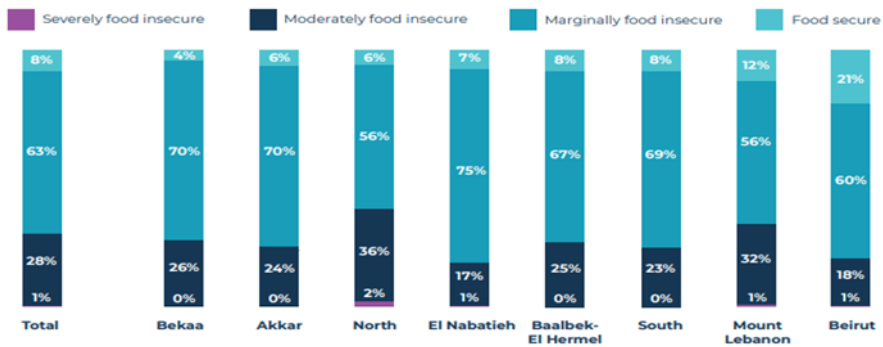

Source: Vulnerability Assessment of Syrian Refugees in Lebanon 2019, p.127

Figure 15   Food Insecurity by trends 2016-2019

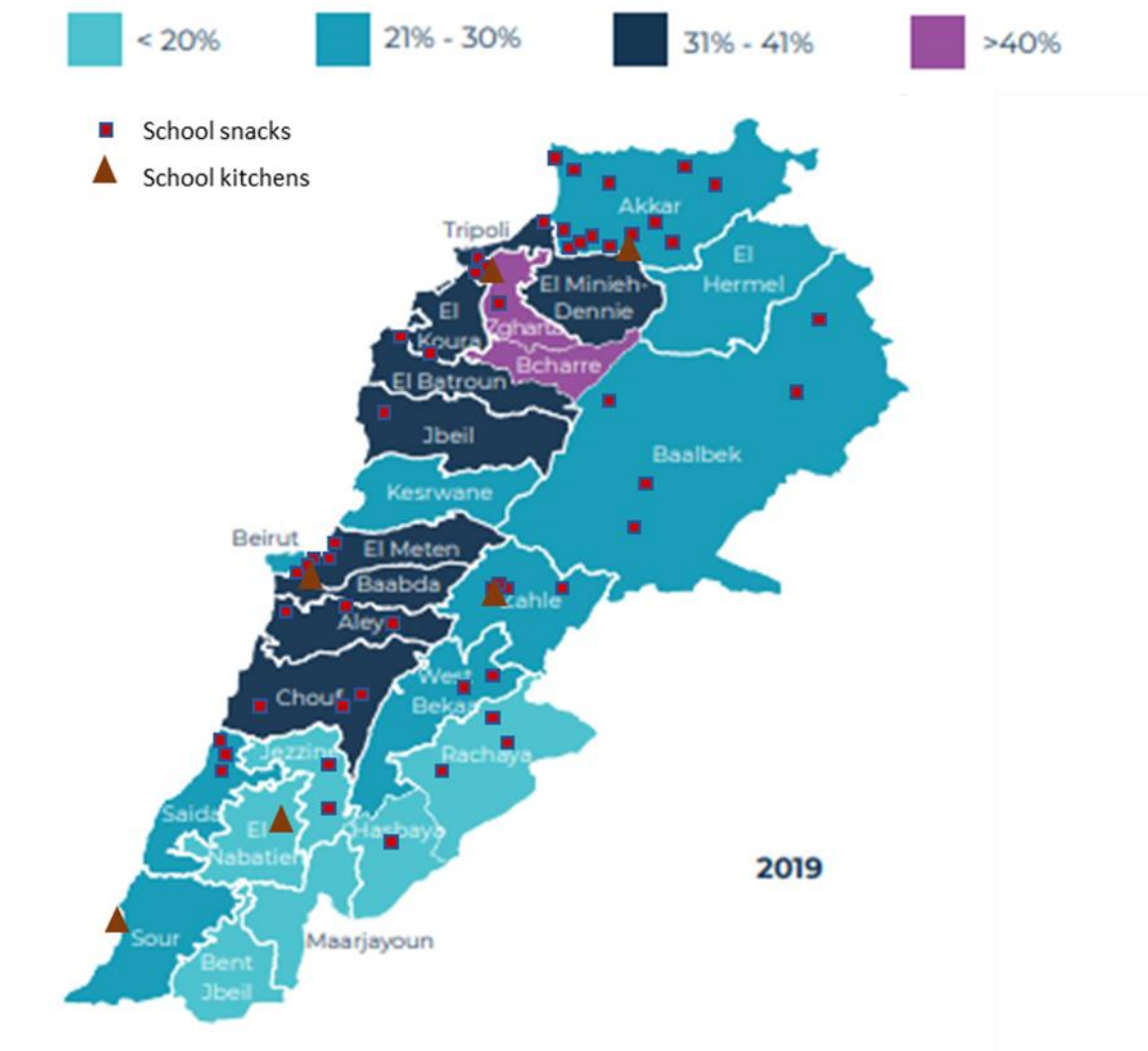*Source: Vulnerability Assessment of Syrian Refugees in Lebanon 2019, p.126*

Figure 16   Food Insecurity by governorate

Source: Vulnerability Assessment of Syrian Refugees in Lebanon 2019, p.127

1.6 Annex 6: Map of food insecurity in Lebanon and school feeding activities (2019)

Figure 17   Map of food insecurity in Lebanon and location of school feeding activities

Source: Vulnerability Assessment of Syrian Refugees in Lebanon 2019, p.127 and Particip

1.7 Annex 7: Evaluation Matrix Lebanon Evaluation

Evaluation question	Sub-question	Measure /indicator	Source of information	Tools & methods
Area 1: Design of the programme (appropriateness and coherence)				
EQ1. To what extent is school feeding appropriate to address the needs of boys, girls and adolescents in the evolving crisis settings and contexts in the four programme countries?	1.1 Has the choice of SF modalities been aligned with the primary food / nutrition-related and education related needs of boys and girls and adolescents, given the dynamic contexts of the four countries?[4]	• Comparative advantages of chosen ESF modality in line with clearly identified & prioritized needs of the target group (inter-agency education needs assessments) • 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.	• WFP Planning documents, including project documents, 2017-2018 baseline survey, targeting criteria, outcome monitoring. • Inter-Agency Assessments; VASyR data; UNHCR and UNICEF data sets and evaluation reports. • ESF Stakeholders: • Target groups (girls, boys, caregivers) • Parents • Representatives of national and regional governments (MEHE, MOSA, MOA) • Humanitarian actors (UNICEF, UNESCO, UNHCR, FAO, UNDP, UNOCHA) • Implementing partner IOCC	• Document analysis • Analysis of secondary data • 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- and community health and nutrition interventions?	• Schools & communities are provided with appropriate water & sanitation infrastructure. • Children receive annual school-based health assessments. • Children have received complementary health and nutrition education. • Children and families receiving support addressing other barriers.	• WFP Planning documents and outcome monitoring. • Representatives of schools, government, humanitarian actors – UN, NGOs - providing complementary assistance to address education barriers. • Target groups (girls, boys, women and men) • Inter-Agency Assessments; VASyR	• Document analysis • KIIs • FGDs & beneficiary interviews

[4] Nota bene: this is also about "added benefits".

Evaluation question	Sub-question	Measure /indicator	Source of information	Tools & methods
			data; UNHCR and UNICEF data sets and evaluation reports.	
	1.3. Have the school feeding designs benefited from a gender and protection analysis and is it sensitive to GEEW?	• Programme priorities, gender and protection strategies adhere to WFP, government, partner, UN and humanitarian standards on gender and equity • Programme priorities, targeting criteria, protection and gender strategies are aligned with the expressed needs of beneficiaries (boys and girls)	• WFP programme documentation, outcome and process monitoring. • WFP Gender Action Plan • UN and Humanitarian guidance on gender and equity • Target groups (girls, boys, caregivers) • Community leaders and parents • Comparison with inter-agency vulnerability assessments.	• Document analysis • FGDs & beneficiary interviews • KIIs
EQ2: To what extent has school feeding been coherent with the overall humanitarian response of WFP and other actors?	2.1 Have principles of humanitarian assistance in conflict settings on protection and accountability been adequately factored into the design of the intervention?[5]	• Government and school officials have had timely access to relevant and clear information about scope and nature of school feeding.[6] • Government and school officials have been able to participate in the design & delivery school feeding services[7], • Representatives of target communities and households have been able to participate in the design & delivery school feeding services.[8]	• WFP documentation on design of the SF programme (including protection and accountability measures). • Selection criteria for schools include protection concerns. • Programme adaptations to changing needs and priorities. • WFP outcome monitoring data. • WFP site visits reports. • Representatives of national and regional governments, humanitarian actors, NGOs.	• Document analysis • KIIs

[5] 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.

[6] 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).

[7] 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).

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

Evaluation question	Sub-question	Measure /indicator	Source of information	Tools & methods
		• Design & adjustment of school feeding services have prevented occurrence of negative effects from school feeding.[9] • Complaints are investigated, resolved (if necessary) and results fed back to complainant[10]	• Inter-Agency Assessments; VASyR data; UNHCR and UNICEF data. • WFP record of complaints received and responses. • Inter-Agency Assessments; VASyR data; UNHCR and UNICEF data sets and evaluation reports.	
	2.2. Have the ESF interventions complemented / been complemented by other relevant WFP assistance in the country?	• Approaches to achieve coordination and complementarity of ESF and other relevant assistance are specifically foreseen in relevant programme documents (CSP, PRRO 200987, EMOP 200433) • 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.	• WFP programme documentation (incl. food security outcome monitoring and ESF process reports) • Target population (girls, boys, caregivers) • Community leader and parents	• Document analysis • KIIs • FGDs & beneficiary interviews
	2.3. Have the ESF interventions complemented the humanitarian responses of humanitarian actors and government partners in the relevant sector(s)?	• ESF services have been planned in coordination with key relevant humanitarian actors. • Efforts to achieve coordination and complementarity with key relevant humanitarian programmes are	• Documentation on the humanitarian and development situation in Lebanon. • 3RP and LRDP response plans (education, social protection, nutrition)	• Document analysis • KIIs

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[9] 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).

[10] 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).

Evaluation question	Sub-question	Measure /indicator	Source of information	Tools & methods
		• foreseen and documented in relevant work plans or project reports. • ESF and services from other humanitarian actors have achieved synergies in supporting the same or related target groups.	• Ministry plans and policies (MEHE, MOSA), education sector working groups, humanitarian actors, other actors. • Evaluation reports	
	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 of linking humanitarian; development and peacebuilding (social cohesion) interventions?	• ESF interventions have been planned and implemented in coordination with key relevant development actors / programmes. • Programme documentation foresees plans and approach for transition from crisis response to development assistance; and to support social cohesion at community level	• Country/ government or regional plans for different sectors (education, social protection, nutrition, food security, social cohesion) • National and regional governments, sector specialists, humanitarian actors, other actors. • Evaluation reports	• Documentation analysis • Documentation review • Key informant interviews
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 (snack, nutrition education)?	• Delivery of outputs has met targets set in programming documents (disaggregated by gender and age (i.e. for adolescents) • (average % of) school population able to access schools on feeding days;[11]	• WFP performance data, Process and Outcome Monitoring • MEHE EMIS and RACE PMU • Analysis of other national/sub-national data as available per country (UNHCR, UNICEF) • Beneficiary groups (girls, boys) • School staff (teachers, principals) • Implementing partner	• Document analysis • KIIs • FGDs & beneficiary interviews
	3.2 Has SF as an emergency response improved the probability for an improved	• Average number of school days per month when multifortified foods or at least four food groups were	• Project monitoring data WFP performance data. Process and Outcome Monitoring	• Document analysis • KIIs

[11] Examining key assumption of the ESF ToC.

Evaluation question	Sub-question	Measure /indicator	Source of information	Tools & methods
	nutritional status among school children?	provided[12]; • Proportion of target population who eat the provided snacks; • SF services have changed the dietary habits of members of the target groups[13].	• Beneficiary groups (girls, boys), caregivers • Teachers • Implementing partner	
	3.3 Has SF as an emergency response contributed to improved food security among children in the targeted schools? (at child level)	• ESF services have increased the frequency of consumption of foods in some of the food consumption groups among targeted children[14] • Reduced prevalence of food-related "negative coping strategies" [15]	• WFP Outcome Monitoring • Situation analyses (f. food needs) & Project documentation (f. composition of rations & meals) • Beneficiary groups (girls, boys), caregivers • Inter-Agency Assessments; VASyR data; UNHCR and UNICEF data sets and evaluation reports.	• Analysis of secondary data • Focus groups • Interviews, key informant interviews
	3.4 Has SF as an emergency response contributed to increased attendance, enrolment and retention for boys and girls?	• (Change in) attendance among primary school students (by gender, school, school-district) related to ESF • (Change in) retention (primary school, by gender, school / school district) related to ESF • ESF services have incentivized	• EMIS data, UNICEF data, WFP process and outcome monitoring data (f. enrolment, attendance, retention) • IOCC Head Count • Beneficiary groups (girls, boys), caregivers	• Analysis of secondary data • FGDs & beneficiary interviews • KIIs

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[12] 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.

[13] 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.

[14] Starches, pulses, vegetables, fruit, meat, dairy, fats, sugar.

[15] 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).

Evaluation question	Sub-question	Measure /indicator	Source of information	Tools & methods
		caregivers & children to enroll, attend, remain in school[16]	• Teachers, school administrators	
EQ4 To what extent has school feeding in emergencies strengthened the ability of households to cope with crises and (if applicable) helped to bolster local economies and markets?	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?[17] (targeting both population groups: Syrian and Lebanese)	• Percentage of most vulnerable households with children receiving ESF services (alternative: children attending / enrolled in school[18]). • ESF schools are located in highly vulnerable areas. • Extent to which access to school is possible and not prevented by external barriers (cost of transportation, security…)	• EMIS, UNICEF data, Government data (on attendance, enrolment) • School administrators, teachers • Beneficiaries (boys, girls), caregivers • Comparison between ESF school location and vulnerability/poverty pockets. • WFP Outcome monitoring and UNHCR data on HH poverty	• Analysis of secondary data • 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? (for both Lebanese and Syrian population groups targeted)	• Reduced prevalence of food-related "negative coping strategies"[19]	• Caregivers (households) • Situation analyses • Secondary data / information on prevalence of coping strategies • WFP Outcome Monitoring • UNICEF and UNHCR data on coping strategies	• FGDs & beneficiary interviews • Document analysis
	4.3 Have activities or effects related to ESF helped to	• Suppliers, service providers for ESF	• School administrators / principals	• KIIs

[16] Qualitative indicator, used to examine the contribution of ESF to change attendance, enrolment, retention.

[17] 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".

[18] Depending on data availability; i.e. as attendance ratios are typically gathered through household survey counts of the proportion of children reported to have participated in school at any point over a particular time period; enrolment ratios are calculated based on school census counts of the number of pupils officially enrolled in school, in combination with demographic estimates of the school age population (https://www.epdc.org/topic/school-participation).

[19] 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).

Evaluation question	Sub-question	Measure /indicator	Source of information	Tools & methods
	induce (greater) economic activity?	activities indicate economic benefit from (support of) ESF activities; • Monthly direct payments of ESF actors to members of surrounding communities (for salaries, supplies, tools & materials) (US$ / month); • Perceived financial benefits to surrounding communities	• ESF implementers • ESF volunteers / participants / organizers • ESF suppliers / service providers • Other community members	• FGDs & beneficiary interviews
	4.4. Have activities or effects related to ESF supported women empowerment?	• Women engaged under ESF interventions indicate socio-economic empowerment (Syrian and Lebanese women)	• Women engaged under ESF interventions.	• FGDs • KIIs
EQ5. To what extent has school feeding as an emergency response had effects not yet foreseen in WFP's school feeding policy[20] but important in crisis and emergency settings?	5.1. Have ESF activities and deliverables helped to bring together members of Syrian refugee and Lebanese communities for joint activities, shared events and other occasions that have helped strengthen familiarity and relationships between both population groups? (social cohesion)	• School feeding activities improve relationships between members from different social groups (community, students, PTAs) • Participants / supporters of school feeding have reduced potential of conflict with members of other social groups	• School principals / teachers • School children • Youth participating in summer camps • ESF Implementing Partner • AUB child-focused questionnaire (primary data collection)	• KIIs • AUB school survey
	5.2 Have ESF activities helped to improve the psycho-social well-being among beneficiaries, administrators and caregivers?	• Changes in pupil behaviour (attentiveness, disruptiveness, social interaction) • % of beneficiaries / teachers who perceive changes in behaviour (attentiveness, disruptiveness,	• Teachers, health educators • beneficiaries (boys, girls) • Parents • AUB child-focused questionnaire (primary data collection)	• FGDs • AUB school survey

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[20] 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.

Evaluation question	Sub-question	Measure /indicator	Source of information	Tools & methods
		irritability)		
	5.3 Has SF as an emergency response helped to reduce the exposure of targeted children to harmful practices *(child labour, early marriage, street begging, etc))*	• (Parents / caregivers report) reduced pressure to subject children to harmful practices[21]	• Caregivers (households) • Teachers • Beneficiaries (boys, girls)	• FGDs & beneficiary interviews • KIIs • WFP Outcome Monitoring • AUB school survey
	5.4 Has ESF as an emergency response had other non-foreseen effects on the targeted children, families and communities?	• Perception of beneficiaries (boys and girls), teachers, caregivers, and community of additional effects of school feeding (beyond those mentioned in 4.1 through 4.3)[22]	• Caregivers (households) • Teachers • Beneficiaries (boys, girls) • Community leaders	• School surveys • Focus Groups • Interviews / Key Informant Interviews)
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?[23]	6.1 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?	• WFP and MEHE plan in place to develop Government owned national SF policy, programme and budget. • Implementation of action plan on schedule.	• WFP Project documentation • Minutes of meetings WFP/MEHE • UNICEF documentation • WFP, Government (MEHE), World Bank, UNICEF	• Document analysis • KIIs
	6.2. Has WFP been able to strengthen the integration of	• Policy dialogue surrounding delivery	• Project documentation	• Document analysis

[21] 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).

[22] A first round of qualitative interviews and focus groups will determine if stakeholders identify additional benefits of school feeding in emergencies; and which ones. Subsequent quantitative surveys in two out of four countries (i.e. two school surveys and one household survey, all in-person) will try to measure the scale of the benefit.

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

Evaluation question	Sub-question	Measure /indicator	Source of information	Tools & methods
	school feeding in national social protection policies and legislative frameworks?	of ESF triggered specific (positive) changes attitudes at ministry level and/or changes in national social protection policies & laws;	• WFP, Government (MEHE, MOSA), World Bank, UNICEF • National policy documents (different years; editions)	• KIIs
	6.3. Have ESF targeting & design choices been in line with national / sub-national priorities and capacities for school feeding?	• ESF target groups, targeting criteria and targeting methodology correspond to priorities expressed in relevant national policies (SF policy, social protection policy, etc.); • Design choices, including local purchase, are in line with national and regional priorities and capacities	• Project documentation • National policy documents (different years; editions) • WFP, Government, other partners at regional level	• Qualitative document analysis • Key Informant Interviews
	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?	• Implementation partner has proven track-record to implement ESF independent of external organizational support. • Coordination mechanisms are in place and include relevant partners for all required complementary support (education, health). • Implementation and coordination driven by national and relevant local authorities	• Project documentation, SPRs. • Minutes of coordination meetings. • Other donors' views on IP ESP capacity. • Representatives of implementing partner and UN agencies (education, health). • Government representatives (social protection, education, health).	• Document analysis; • KIIs
	6.5. Has WFP successfully fostered community participation in and community ownership of ESF activities?	• % of school administrators and teachers who agree that "the community / school should support ESF with its own resources to make sure it continues." • % of Parents interviewed supporting "success of ESF depends on the active support by the community" • School feeding has support from	• Program documentation, SPRs, evaluation reports. • Representatives of CBOs • Teachers, school administrators • WFP country office staff • Staff of IOCC (WFP IP)	• Document analysis • KIIs • FGDs & beneficiary interviews

| Evaluation question	Sub-question	Measure /indicator	Source of information	Tools & methods
		community-based organisations (CBOs) in the areas where SF schools are located.		

1.8   Annex 8: Complementary information on the evaluation methodology

Table 8   *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 *(Evaluation Question 1)*	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 (Evaluation Questions 1, 3-5)	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 *(Evaluation Question 2)*	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 *Humanity*, *Self-reliance*, *Participation,* and *Accountability*[24].
Effectiveness *(Evaluation Questions 3 – 5)*	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.
Impact (Contribution) *(Evaluation Questions 3 – 5)*	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 *(Evaluation Question 6)*	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).

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

Figure 18   *Framework and process of defining SF evaluation scope and methodology*
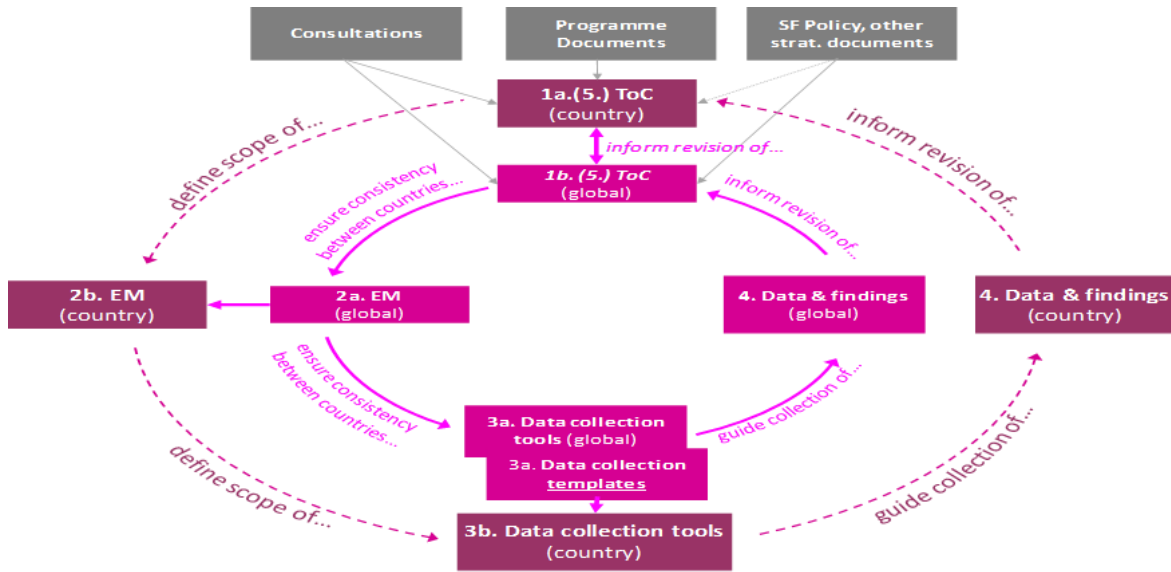
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1.10 Annex 10: List of stakeholders interviewed

Name	Position/unit	Organization	City/country base
Abdallah Alwardat	CO Country Director	WFP/CO	Beirut, Lebanon
Simon Renk	Head of VAM/M&E	WFP/CO	Beirut, Lebanon
Riham Miri	Field Monitoring Assistant	WFP/CO	Beirut, Lebanon
Kaori Ura	Head of Programme	WFP/CO	Beirut, Lebanon
Soha Moussa	Programme Policy Officer, School Feeding and Nutrition	WFP/CO	Beirut, Lebanon
Dominique Anid	Programme Officer, School Feeding	WFP/CO	Beirut, Lebanon
Sarah Karbara	Programme Assistant, School Feeding	WFP/CO	Beirut, Lebanon
Charbel Matar	Programme Assistant, School Feeding	WFP/CO	Beirut, Lebanon
Elie Choueiri	Programme Associate	FAO	Beirut, Lebanon
Nanor Karagueuzian	Programme Manager	IOCC	Beirut, Lebanon
Hilda Khoury	Département d'Orientation Pédagogique Scolaire (DOPS)	MEHE	Beirut, Lebanon
Sonia Khoury	Programme Manager	RACE PMU MEHE	Beirut, Lebanon
Lina Bitar (Dr)	Advisor to the Minister	MEHE	Beirut, Lebanon
Tima Safa	Associate Education Officer	UNHCR	Beirut, Lebanon
Souad Al Sarraf	Information Management Officer – Education	UNICEF	Beirut, Lebanon
Sarah Hague	Chief of Social Policy	UNICEF	Beirut, Lebanon
Divya Jacob	Education Specialist	UNICEF	Beirut, Lebanon
Karim Rishani	Education Sector Coordinator	UNICEF	Beirut, Lebanon
Katya Marino	Chief of Education	UNICEF	Beirut, Lebanon
Fanette Blanc	Protection Sector Coordinator	UNHCR	Beirut, Lebanon
Nadine Zeeni	Associate Professor	Lebanese American University	Beirut, Lebanon
Corrado Di Dio	Syrian crisis – AICS	Italy	Beirut, Lebanon
Sophie Antoun	Development Programme Assistant	Canada	Beirut, Lebanon
Heather Patterson	Humanitarian Assistance	Canada	Beirut, Lebanon
Isabelle Saade	Programme Manager	DORCAS	Beirut, Lebanon
Carla De Gregorio	Food Security Working Group (FSWG) Coordinator	WFP/CO	Beirut, Lebanon
Margun Indreboe	Senior Coordinator LCRP	UNDP	Beirut, Lebanon
Kamal Mohannad (Dr)	Director	AMEL Association	Beirut, Lebanon

1.11 Annex 11: Terms of Reference

Terms of Reference

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

WFP School Feeding Service

Table of Contents

1. Introduction

124. These Terms of Reference (TOR) are for a decentralised evaluation[25] 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.

125. 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.

126. 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.

127. 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.

128. 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).

129. 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.

130. 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.

131. 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.

132. 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

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25 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."

133. WFP is the largest supporter of school feeding programmes worldwide, reaching around 18 million children each year directly. SF has been one of WFP's key tools aimed at providing a safety net for children and their families, but also building longer-term human capital through education, health and nutrition. SF is also subject to growing momentum as a key component of essential education and health investments are required throughout the first 8,000 days or 21 years of a person's life.

134. 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.

135. 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.

136. 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.[26] Stakeholders note that evidence gaps on ESF as life-saving intervention prevented programmes from accessing certain funds such as Central Emergency Response Fund (CERF).

137. 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-).[27] 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.

138. 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

139. 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.

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[26] FAFO (2017), "Rethinking Emergency School Feeding: A Child-Centred Approach", Fafo report 2017: 24
[27] WFP's operational structure is undergoing a transition from separate humanitarian and development operations to consolidated Country Strategic Plans incorporating the entire humanitarian and development portfolio.

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

140.   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.

141.   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

142.   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.

143.   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.

3. Context and Subject of the Evaluation

3.1. Context

144. WFP's work in SF is guided by WFP's 2013 SF Policy.[28] 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.[29]

145. 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.

146. 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.

147. 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.

148. 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.

149. 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.[30] More evidence is needed on how ESF can and does contribute to education response objectives and strategies in crises. As ESF activities are generally

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

29 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.

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

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

150.   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 base[31] as lifesaving intervention.

151.   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).

152.   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

153.   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.

154.   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.

155.   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.[32] Key development indicators for the four countries are summarised in Table 3.

Table 3: Key Indicators for Countries in the Evaluation Series[33]

	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.

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31 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.

32 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).

33 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/alarming-spike-number-syrian-refugee-children-out-school-exposing-thousands-child-marriage

Lebanon	13,297	0.763	3.3 (2018)	1.1 (Syrian refugees)	Total: 89.1 Female: 85.1 Male: 93.2 (2016)	Total: 290, 000
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

156. 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	• In-kind: On-site meal	6-15	152,725	1%	1%
Lebanon	2016	• In-kind: On-site Snack • CBT: Cash	5-14	63,000	3%	3%
Niger	2015 (Diffa)	• In-kind: On-site meal	4-14	23,079	6% *(national, not limited to ESF and Diffa region)*	9%
Syria	2014	• In-kind: On-Site Snack	6-12	662,145	23%	43%

		• In-Kind: On-Site Meal • CBT: Voucher				
Note: CBT = cash-based transfer						

157.   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.

158.   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.[34]

159.   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).

160.   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 school[35] 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.

161.   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.

162.   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.

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

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

163. 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).

164. For example, in Niger, WFP leverages existing partnerships with UN agencies such as UNICEF, UNFPA, WHO, FAO and UNWOMEN to deliver an additional package of support including health, nutrition and protection services, geared to breaking the barriers to the education and wellbeing of children and adolescents.

4. Evaluation Approach

165. 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.

166. 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

167. 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.

168. 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	

169. 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

170. The evaluation will apply the evaluation criteria of appropriateness, coherence, effectiveness, impact (contribution) coverage, efficiency and sustainability.[36] 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.

171. 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 Questions[37]

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

172. 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.

173. 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,

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36 For more detail see: http://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm and http://www.alnap.org/what-we-do/evaluation/eha
37 The questions will be explored for women, men, girls and boys

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

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

4.3 Data Availability

175. 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.

176. At the global level, WFP has developed a Theory of Change[38] 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.

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

178. 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.

179. 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

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

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

180. 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.

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

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

183. 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.

184. 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

185. 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.

186. 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.

187. 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.

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

189. 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).

190. 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	• 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	• 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	• 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	• 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

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

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

192. 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)	**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**

	3. Inception mission for Syria		
	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 s all comments and how each has been addressed.	**March-April 2019**
DATA COLLECTION	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	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	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**

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

194. 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.

195. 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.

196. 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.

197. 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

198. 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.

199. 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.

200. 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.

201. 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.

202. 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,[39] a rationale should be provided for any recommendations that the team does not take into account when finalising the report.

203. 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.

[39] 39 UNEG Norm #7 states "that transparency is an essential element that establishes trust and builds confidence, enhances stakeholder ownership and increases public accountability"

204.	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.

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

7.Organization of the Evaluation
### 7.1	Evaluation Conduct

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

207.	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

208.	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.

209.	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.

210.	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).

211. 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
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212. 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.

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

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

215. 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

216. 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.

217. 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.

218. 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

219. 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.

220. 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

221. **The Director of the Commissioning Unit** (School Feeding Service, OSF) will take responsibility to:[40]

- 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

222. **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.

223. 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).

224. **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

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[40] 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.

- Acting as key informants to further safeguard against bias and influence (Annex 6 contains the list of members).

225. **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.

226. 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.
- Advice the team on the context, WFP operations and systems to facilitate planning.
- Support the team in establishing contact and organising meetings with in-country stakeholders.
- Participate in and help organise in-country meetings and debriefings.
- Make available the necessary data and information to the evaluation team.
- Comment on the draft TOR, Inception and Evaluation reports.
- Provide inputs and follow-up for the Management Response to the evaluation.

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

- Provide oversight to the evaluation process and advice 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.

228. **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.

229. **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.

230. **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

231. 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.

232. 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.

233. 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.

234. 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.

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

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

9.2 Budget

237. 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.

238. 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.

239. 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

240. 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 base[41] 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.[42]

241. 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.

242. 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

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[41] 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.

[42] 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/

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.[43]

243.   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, in turn, how ESF does and could best safeguard it.[44] Furthermore, ESF could become more relevant through nutrition linkages, as WFP's Nutrition Policy[45] 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.[46] 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.

244.   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.

245.   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.[47] 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.[48] These themes are subject to limited evidence but are highly relevant in emergencies, representing potentially key considerations for ESF programming.

246.   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.[49] 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.

43 FAFO (2017), "Rethinking Emergency School Feeding: A Child-Centred Approach", Fafo report 2017: 24
44 Same as above
45 WFP (2017), "Nutrition Policy", WFP/EB.1/2017/4-C.
46 Bundy et al. (2017), "Investment in child and adolescent health and development: key messages from Disease Control Priorities".
47 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.
48 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.
49 Bundy, D. et al. (2009), Rethinking School Feeding. Social Safety Nets, Child Development and the Educational Sector. Washington, D.C., World Bank;

247.   WFP seeks to enhance SF monitoring and evaluation systems. [50] 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.[51]

248.   This evaluation series is intended to provide evidence that can help WFP to address some of these global questions and challenges.

3.   Annex 2 Global Evidence Base for School Feeding

249.   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".

250.   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.[52] This established evidence-base mainly stems from stable contexts, and evidence on ESF from crisis settings is limited.

251.   With regards to education, the unique feature of SF is that it can potentially promote both school participation and learning and academic achievement.[53] Evidence on access (enrolment, attendance and retention) is relatively strong and positive.[54] Meta-reviews have found that improved attendance linked to SF constitutes four to eight more days of schooling in a year.[55] 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.[56] Generally, there is some evidence that girls' attendance can improve in particular.[57] The relationship between SF and learning,

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[50] 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.

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

[52] 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.

[53] 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

[54][54] 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.

[55] 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

[56] 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.

[57] 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.

which depends on the broader quality of education, is less well document, but positive.[58] This includes a slight positive impact in mathematics skills and cognitive tasks.[59]

252.   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.[60] A significant effect on anthropometry, i.e. weight and height gain, has been found to exist in some contexts.[61]

253.   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.[62] WFP evaluations have confirmed that snacks tend to provide the smallest transfer, meals slightly larger, and THRs the largest income transfer.[63] 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.[64]

254.   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.[65]

255.   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

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[58] 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.

[59] 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

[60] Jomaa, L.H., E. McDonnell, and C. Probart, 2011. "School Feeding Programes in Developing Countries: Impacts on Children's Health and Educational Outcomes", Nutrition Reviews 69(2): 83-98.

[61] 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; 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

[62] 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

[63] 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.

[64] 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.

[65] 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.

WFP's 2009 SF Policy that explicitly excluded ESF[66], and the centralised impact evaluation series on SF which was finalised in 2012.[67] 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 ESF[68] 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.

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

256.   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.[69] The total population is estimated at 94 million people.[70] 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.[71]

257.   The DRC crisis is protracted and volatile.[72] 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.[73] Conflict forces people to abandon their houses, fields and livelihoods, and disrupts access to basic services, such as schools, and places an

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[66] Lister, et al. (2011), "WFP's School Feeding Policy: A Policy Evaluation", Report number OE/2012/002.
[67] 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
[68] Steinmeyer et al. (2007), "Thematic Evaluation of WFP School Feeding in Emergencies", Rome: WFP.
[69] 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
[70] DRC Humanitarian Needs Overview 2017
[71] DRC Humanitarian Needs Overview 2017
[72] 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
[73] White, S. (2014), Now What? The International Response to the Internal Displacement in the DRC. Brookings Institution.

additional burden on girls and women whose workload increases as the household situation worsens.[74]

258. 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.[75] The 2016 DRC humanitarian response plan was 60percent funded, and the 2017 plan was 57 percent funded.[76]

259. While in 2016, 5.9 million people were food-insecure, in mid-2017, the number was 7.7 million. Chronic and acute food insecurity persists in most parts of the country. Severe food insecurity affects populations particularly in the Kivu region and Tanganyika province. In 2017, 850 000 people were in phase 4 of the IPC scale, concentrated in conflict zones, zones affected by natural hazards, areas receiving refugees and areas with chronic food insecurity.[77] 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.[78]

260. 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.[79] 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.[80] 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.[81] 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.[82] 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.[83] 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.

261. 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

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[74] DRC Humanitarian Needs Overview 2017

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

[76] OCHA Financial Tracking Service: https://fts.unocha.org/appeals/587/summary

[77] DRC Humanitarian Needs Overview 2017

[78] DRC ICSP document

[79] UNDP Human Development Report data: http://hdr.undp.org/en/countries/profiles/COD

[80] 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.

[81] Slegh et al, (2014), cited in DRC Humanitarian Needs Overview 2017

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

[83] 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.

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 s 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

262.	The DRC-specific evaluation will focus on ESF activities implemented during 2014 – 2019 under the PRROs 200540 and 200832, and the ICSP.[84]

263.	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.

264.	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.

265.	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.

266.	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.

267.	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.

268.	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.

269.	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:

270.	Strategic Outcome 1 - targeted food-insecure population affected by shocks can meet their basic food requirements in times of crisis

271.	The outcome indicators for ESF are: enrolment rate, attendance rate, and retention rate in the assisted schools.

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[84] 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.

272. A baseline survey for the ICSP, including ESF, will be carried out during the ICSP, however limited to education access indicators for ESF.

273. 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).

274. Other evaluations of relevance for this exercise are:

- **WFP Portfolio Evaluation 2009-2013** commissioned by the OEV and completed in 2014.[85] This evaluation highlighted the role of WFP as the main provider of school meals in the country but brought attention to the tension of using humanitarian funding for ESF (which is perceived to address structural poverty rather than the most acute humanitarian needs). The evaluation made specific recommendations regarding ESF and encouraged a more in-depth evaluation based on a strategic reflection and the development of a theory of change.

- **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.

275. 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.

276. 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

277. 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

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

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

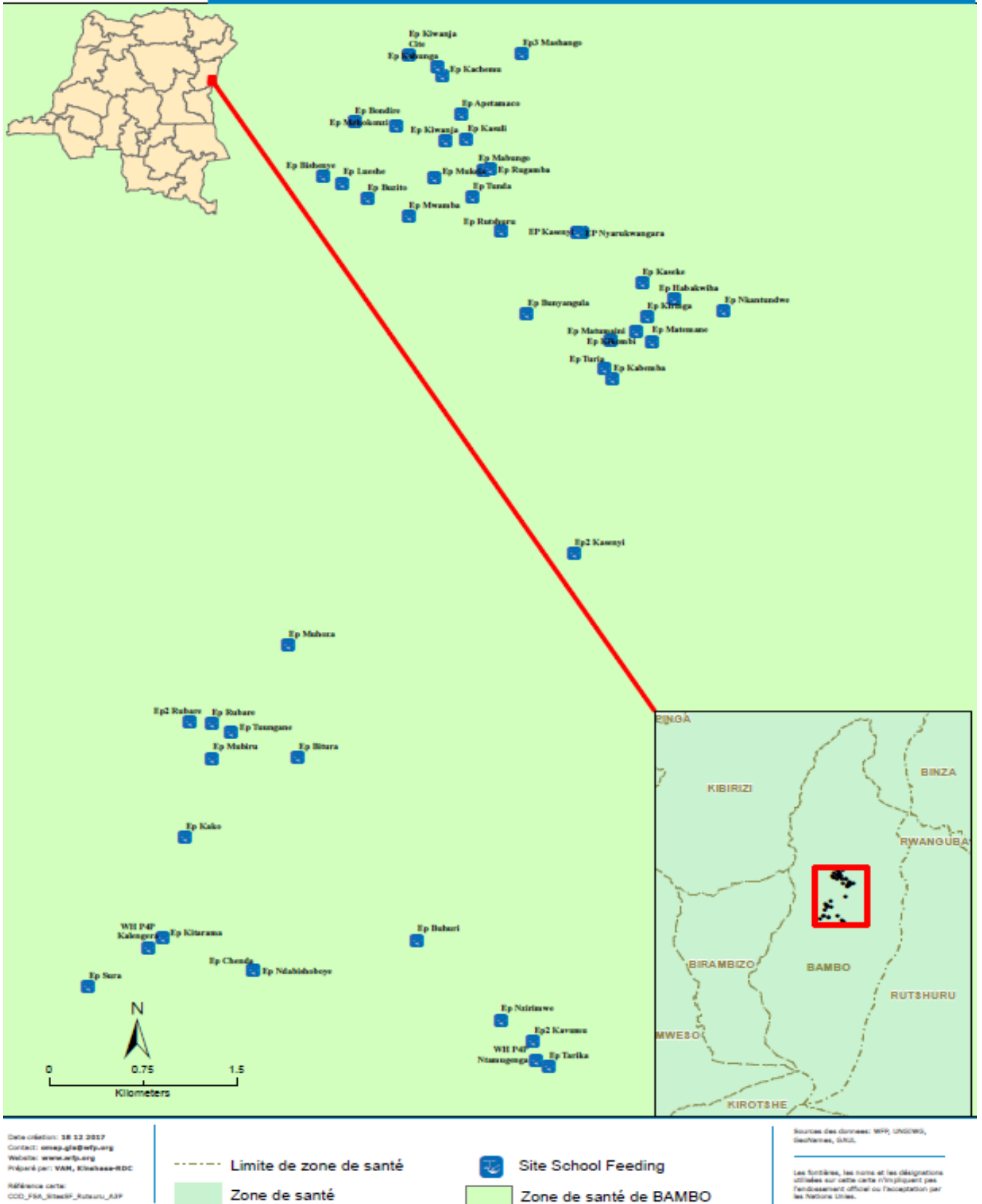|			
Total Beneficiaries (planned)	4,221,000	3,233,000	6 565 434
ESF share of total beneficiaries (planned)	22 percent	7 percent	3 percent

Figure 19   DRC: Map of ESF Schools in North Kivu, early 2018

COUNTRY ANNEX: LEBANON

Context

278.   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.[86] 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.[87] The refugee influx has fuelled tensions and put a strain on public services, particularly the education system.

279.   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.[88] Refugees have mainly settled in poor and vulnerable communities around Lebanon, with a small share living in informal tented settlements.[89] 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.[90]

280.   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.[91] 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.[92]

281.   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.[93] 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.[94] 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.

282.   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.[95] Education indicators gradually improved leading up to the crisis but have declined.[96] 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.[97] The high number of refugee children has strained the public-school system. As many as 49

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[86] 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

[87] World Bank 2012 data cited in CSP

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

[89] UNHCR 2017. Annual Global Trends Report.

[90] OCHA financial tracking service: https://fts.unocha.org/appeals/552/summary

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

[92] 92 https://reliefweb.int/sites/reliefweb.int/files/resources/OCHA-HumanitarianBulletin-Issue29-31october2017-EN.pdf

[93] Lebanon CSP 2018-2020

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

[95] Ministry of Education and Higher Education, National Policy for Alternative Education Pathways.

[96] UNESCO Institute of Statistics: http://uis.unesco.org/en/country/lb?theme=education-and-literacy

[97] UNESCO Institute of Statistics

percent of Syrian children were not in school according to the 2017 Vulnerability Assessment of Syrian Refugees in Lebanon (VASYR).[98] Particularly girls have face challenges in this regard. Child labour and early marriage have been highlighted as obstacles.

283. 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.[99] 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.[100] 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.

284. 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

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

286. 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:

287. 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

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[98] WFP, UNICEF, UNHCR (2017), VASYR 2017: Vulnerability Assessment of Syrian Refugees in Lebanon
[99] ODI (2014)
[100] 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.

288. 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.

289. 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.

290. 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.

291. 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.

292. 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.

293. 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).

294. 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.

295. Relevant evaluations include:

- **An impact evaluation of the Min Ila**[101] model was done by UNICEF's Innocenti centre in 2016-17. The purpose of this study was to measure the impact of the

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[101] 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:

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

- **An Evaluation of WFP's Regional Response to the Syrian Crisis (2015-2017)**[102] took place earlier in 2018, commissioned by OEV.[103] 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)**[104] 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.

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

297.   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

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

FACTHSEET: 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-IIa-Final-Report-July-2018.pdf
[102]Betts, et al. (2018), " Corporate Emergency Evaluation of the WFP Regional Response to the Syrian Crisis, Janaury 2015-March 2018", available at: https://www.w fp.org/content/evaluation-wfps-regional-response-syrian-crisis-2015-2017
[103] TOR available at: https://www.wfp.org/content/evaluation-wfps-regional-response-syrian-crisis-2015-2017
[104] 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

| 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	
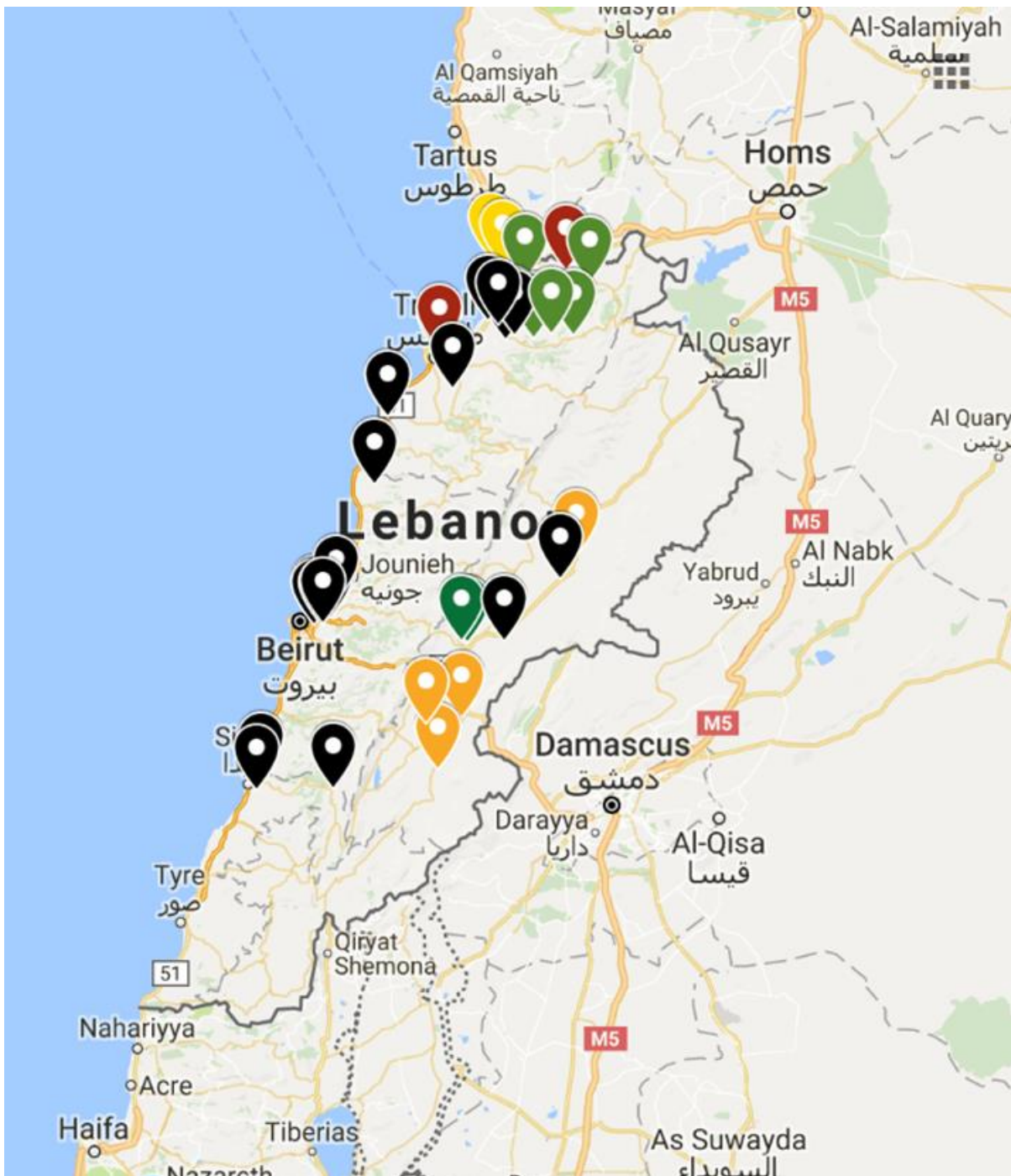
Figure 20   Lebanon: Map Schools in the Snacks Programme, 2018

6. COUNTRY ANNEX: NIGER

Context

299. 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

300. 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.[105]

301. 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.

302. 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.[106] 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.[107]

303. 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.[108]

304. 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.[109] Learning outcomes are generally weak.[110]

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[105] OCHA financial tracking service: https://fts.unocha.org/appeals/530/summary
106 https://www.acaps.org/country/niger/crisis-analysis
107 Niger Humanitarian Needs Overview 2018
108 http://www.fews.net/west-africa/niger; Niger Humanitarian Needs Overview 2018
109 UNDP HDR data, http://www.hdr.undp.org/en/countries/profiles/NER
110 World Bank (2014), Project Appraisal Document on a Proposed Global Partnership for Education Fund Grant in the Amount of US$84.2 million to the Republic of Niger for a Support to Quality Education Project. World Bank Report PAD444.

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

305.   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.[111] 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.[112] 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.

306.   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.[113] 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

307.   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.

308.   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.

309.   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.

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111 2017 HNO

112 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 deplacees a Diffa : http://www.reachresourcecentre.info/system/files/resource-documents/reach_ner_report_evaluation_protection_dans_la_region_de_diffa_mai_2017.pdf

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

310. 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.

311. 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.

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

313. 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.

314. 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.

315. 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.

316. 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.

317. 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.

318.   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:

319.   the Regional EMOP 200777 Operation Evaluation[114] 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.

320.   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.

321.   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.

322.   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

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

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

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[114] "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)			
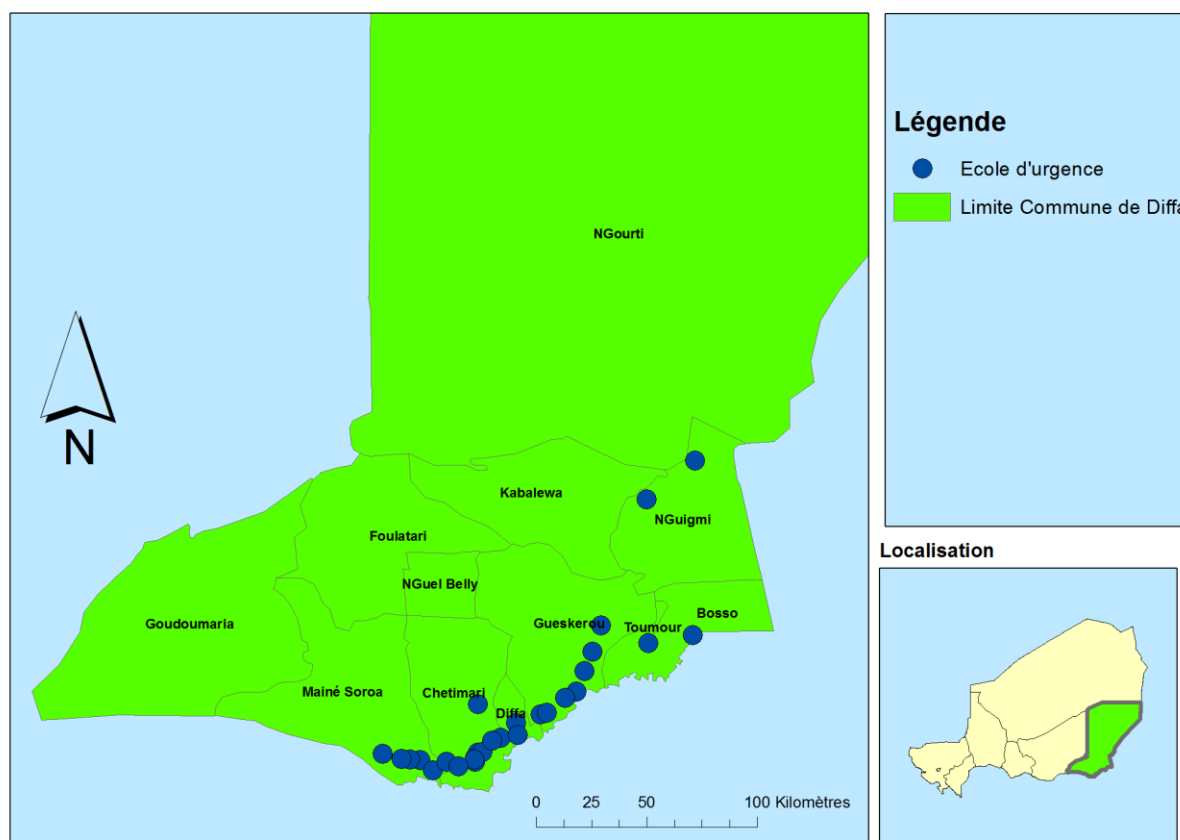
Figure 21   Niger: Map of ESF Schools in Diffa Region, 2017-2018

7. COUNTRY ANNEX: SYRIA
Context

323.   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.

324.   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.

325.   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.

326.   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.

327.   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).

328.   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.

329.   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.

330.   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.

331.   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.

332.   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.

333.   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.[115] 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. [116]

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115 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
116 Syria Humanitarian Response Plan 2018

334. 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

335. 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.

336. 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.

337. 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 crisis[117] 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.

338. 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.[118] 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 on-going: 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.

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117 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
118 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

339. 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.

340. 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.

341. 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.

342. 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.

343. 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.

344. 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.

345. 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:

346. 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.

347. The outcome indicators for SF are: enrolment rate, attendance rate and retention rate in assistance schools.

348. No baseline survey has so far been carried out.

349. WFP's strategic partners for SF are the MoE and UNICEF. NGO partners are key in the implementation of the voucher and meal models.

350. 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.

351. 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 the basis for the development of the CSP), and eventually inform the SF strategy contained in the upcoming Syria CSP.

352. Other evaluations of relevance for this exercise include:

353.   An Evaluation of WFP's Regional Response to the Syrian Crisis (2015-2017) taking place in 2018, commissioned by OEV.[119] 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.

354.   The previous WFP evaluation of the Regional Response to the Syrian Crisis (2011-2014)[120] 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.

355.   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.

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

357.   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.

358.   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.

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

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

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

	enrolment, high food insecurity, high number of IDPs	in specific locations with CBT feasibility			
Number of meals per day	1	-		1	
Daily ration content	- Date bars-80g	Fresh food voucher, $20/month (four food groups: meat, dairy, fruits, vegetables)		- Sandwich made from fortified bread and fresh fillings 120-240g - Fruit-120g	-
Local sourcing of food	Yes – date bars	N/A		Yes - all	
Feeding days	5 days/week, 141 days/year				
Complementary interventions in schools	UNICEF teaching and learning material, school supplies, training for teachers, remedial classes and classroom rehabilitation.				
Key partners	MoE, UNICEF, national NGO partners, UNESCO, ILO				
Key donors	Japan, ECHO, UK, France, KSA, private donors				

INPUTS AND OUTPUTS: SNACKS		2014	2015	2016	2017	2018	2019-2020
			EMOP 200339		PRRO 200988	T-ICSP	ICSP
	Planned beneficiaries	Total: 350,000 F: 171,500 M: 178,500	Total: 500,000 F: 245,000 M: 255,000	Total: 500,000 F: 245,000 M: 255,000	Total: 800,000 F: 408,000 M: 392,000	Total: 1,000,000 F: 510,000 M: 490,000	Total: 1,100,000 F: 539,000 M: 561,000
	Actual beneficiaries	Total: 90,055 F: 44,126 M: 45,928	Total: 315,651 F: 154,669 M: 160,982	Total: 485,450 F: 237,871 M: 247,579	Total: 660,611 M: 336,912 F: 323,699	Total: 625,000* M: 318,750 F: 306,250	
	Planned schools	350	650	920	1,629	1,800	2,200

	Actual schools	285	483	883	1,591	1,050	
	Governo rates	Tartous, Aleppo, Al-Hasakeh, Rural Damascus	Homs, Rural Damascus, Aleppo, Tartous, Hama, Hasakeh, Damascus	Aleppo, Tartous, Hama, Homs, Al-Hasakeh, Damascus, Rural Damascus, Dar'a, Quneitra, Lattakia, Deir Ezzor	Dara'a, R. Damascus, Tartous, Latakia, Homs, Hama, Aleppo, As Sweida, Quneitra, Damascus	Aleppo, Ar-Raqqa, As-Sweida, Damascus, Dar'a, Deir Ezzor, Hama, Homs, Lattakia, Quneitra, Rural Damascus, Tartous	Aleppo, Ar-Raqqa, As-Sweida, Damascus, Dar'a, Deir Ezzor, Hama, Homs, Lattakia, Quneitra, 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
	Governo rates	-	-	Homs, Latakia	Homs, Latakia	Aleppo, Al-Hassakeh, As-Sweida, Damascus, Hama, Homs, Lattakia, Quneitra, Rural Damascus, Tartous	Aleppo, Al-Hassakeh, Damascus, Hama, Homs, Lattakia, Rural Damascus, Tartous

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

* *Pending final reconciliations.*
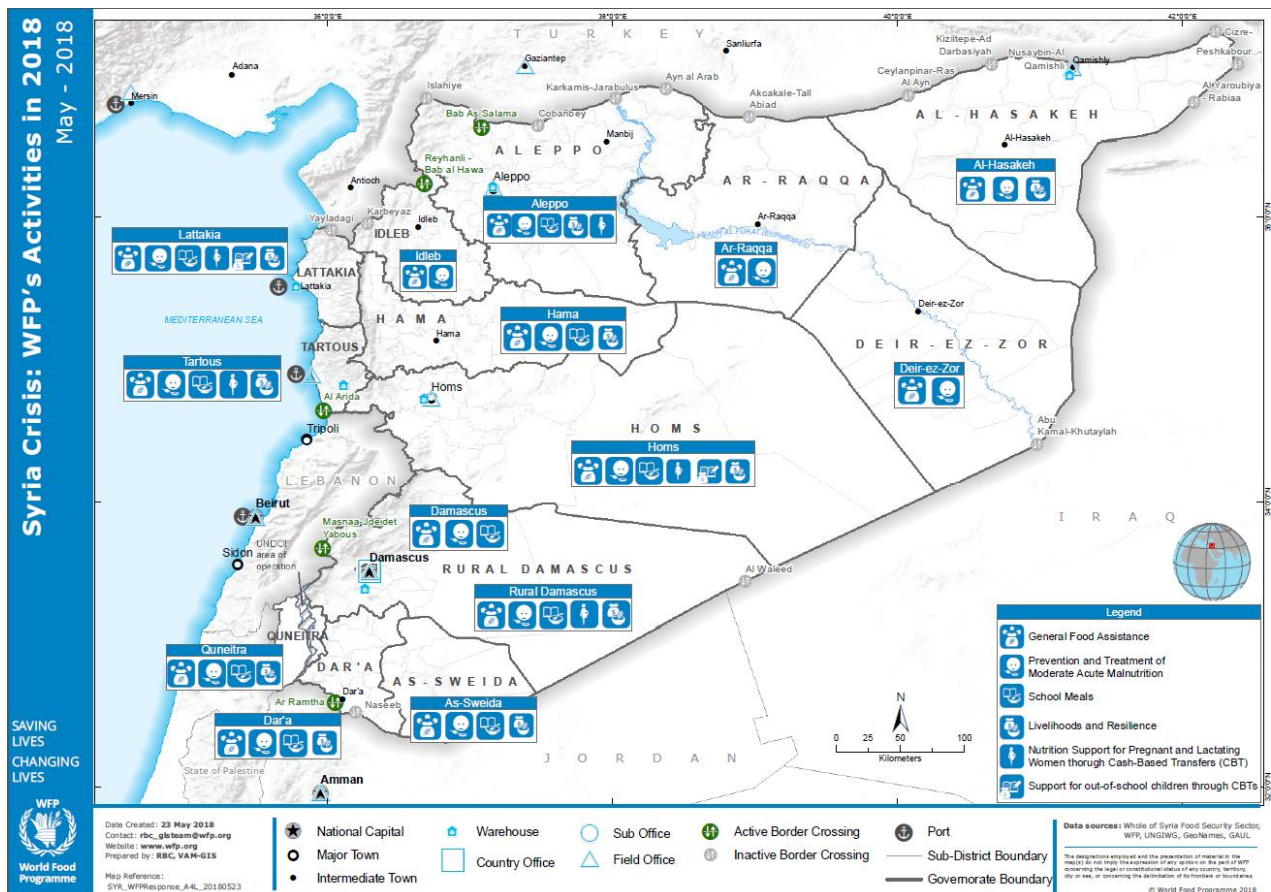
Figure 22   *Syria: Map of Operations Including School feeding, 2018*

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**

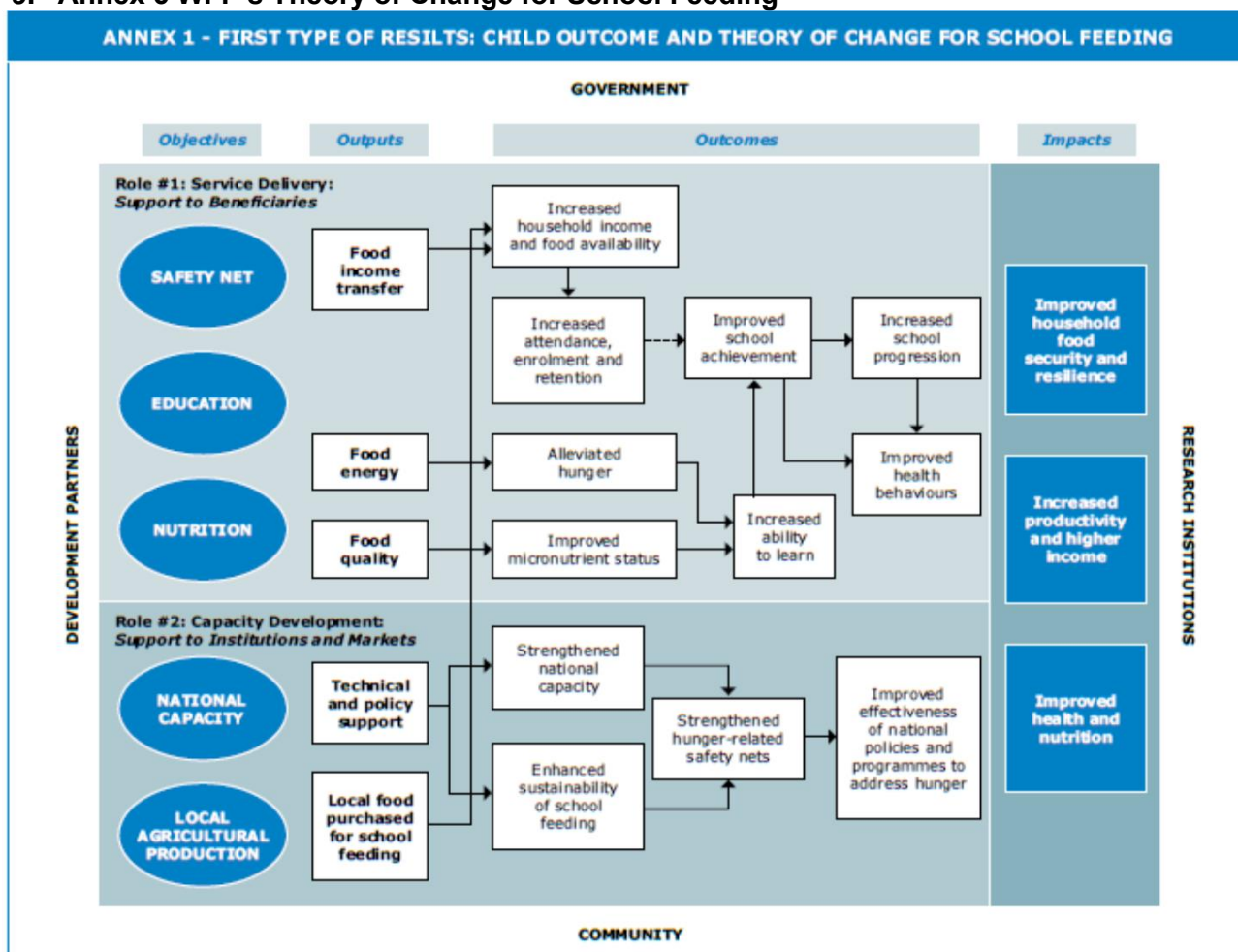## 9. Annex 5 WFP's Theory of Change for School Feeding

Figure 23   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
<u>World Food Programme:</u>

- 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

<u>Partners:</u>

- 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