****

Baseline Report of McGovern-Dole Decentralized Evaluation

[report number]

[name of commissioning office]  
Agreement Number: [ ]

Funding Year: Fiscal Year 20[XX]

Project Duration: [agreement period]

Date

**WFP EVALUATION**

Evaluation Title   
Period covered

*The Baseline Report of McGovern-Dole Decentralized Evaluation sets out the findings of the baseline survey and analysis, and assesses the quality of the data and data collection instruments. It also establishes baseline indicators and targets. The Baseline Report should refer to the Inception Report and Terms of Reference, and highlight any changes as necessary.* ***The Baseline Report is not as comprehensive as an Inception or final Evaluation Report, but is a key stand-alone product of McGovern-Dole Evaluations that must be approved by the United States Department of Agriculture (USDA)****.*

***Note:*** *All USDA baselines and evaluation reports will be publically available on the USDA website. Therefore, all personally identifiable information (PII) must be removed. Additionally, the final report should comply with section 508 accessibility standards. More information can be found on section508.gov.*

***Who is this template for?*** *This template is for the development of a Baseline Report for a WFP McGovern-Dole Decentralized Evaluation. It should be used by the evaluation teams who are contracted to conduct the baseline report. It is also a useful reference for WFP evaluation managers responsible for assessing the quality of the draft decentralized McGovern-Dole and Local Regional Procurement (LRP) evaluations.*

***What is the purpose of this template?*** *This template provides a suggested structure and guidance on the content for writing the Baseline Report for a decentralized McGovern-Dole evaluation. In doing so, it sets out WFP’s expectations for its Baseline Reports of decentralized USDA-funded evaluations.*

***How should this template be used?*** *This template is used alongside the* [***Quality Checklist for McGovern-Dole Baseline Reports***](https://api.godocs.wfp.org/api/documents/WFP-0000127068/download/)*to help ensure that all elements of the quality standards are adequately addressed.*

***How is this template structured?*** *Within this template:*

* *Text presented in italics* *provides guidance for the template user.*
* *Text in* standard format *is suggested content for the report.*
* *Text in* [highlighted square brackets] *indicates that this part should be completed by the user.*
* *Reference to various elements of the guidance is underlined.*

***Other key materials?*** *Additional relevant guidance can be found in:*

* *The* [*Process Guide for Decentralized Evaluations*](https://docs.wfp.org/api/documents/WFP-0000002653/download/)*, which sets out the phases of an evaluation and how they should be implemented.*
* *Relevant Technical Notes (TN), notably:*
* *[TN on evaluation principles, norms and standards](https://docs.wfp.org/api/documents/WFP-0000003179/download/)*
* [*TN on integrating gender*](https://docs.wfp.org/api/documents/WFP-0000002691/download/) *in WFP evaluations;* [*checklist*](https://docs.wfp.org/api/documents/WFP-0000023366/download/) *and* [*quick guide*](https://docs.wfp.org/api/documents/WFP-0000023365/download/)
* *[TN on planning and conducting evaluations during COVID-19](https://docs.wfp.org/api/documents/WFP-0000115094/download/)*
* *TN on logic models*
* *TN on quality of evaluation recommendations*
* *[Formatting guidelines](https://docs.wfp.org/api/documents/WFP-0000012874/download/" \t "_blank)*

# Key personnel for the evaluation

## [Name of commissioning office]

Evaluation Manager [Name of Evaluation Manager]

## Prepared by

[name, Team Leader]

[name, title of team member 1]

[name, title of team member etc]

# Acknowledgements

Nunc gravida purus nunc, nec fermentum nibh blandit porttitor. Praesent convallis urna suscipit, hendrerit eros eu, bibendum sem.

# Disclaimer

The opinions expressed in this report are those of the evaluation team, and do not necessarily reflect those of the World Food Programme or USDA. Responsibility for the opinions expressed in this report rests solely with the authors. Publication of this document does not imply endorsement by WFP or USDA of the opinions expressed.

The designation employed and the presentation of material in maps do not imply the expression of any opinion whatsoever on the part of WFP or USDA concerning the legal or constitutional status of any country, territory or sea area, or concerning the delimitation of frontiers.

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# Executive Summary

**The Executive Summary may be the only part of the Baseline Report that is read in detail. It is therefore key to present the most critical/important findings in the Executive Summary and to ensure that it is a self-contained text. Only information provided in the main report should be presented here, in summarized form.**

**The Executive Summary must not exceed four pages. It should provide a complete and balanced synthesis of the baseline and its findings, conclusions and (potentially) lessons.**

**Please be clear if this is commissioned as a stand-alone document/report, or if it is the first product of a full evaluation cycle (e.g. baseline, midline and endline).**

**The Executive Summary should include a very brief description of the following aspects:**

* **Evaluation type (activity) and commissioning office.**
* **Period being evaluated, period during which the baseline was undertaken.**
* **The McGovern-Dole evaluation purpose and objectives.**
* **Context.**
* **Scope and main features of the subject of the evaluation (including geographical coverage, beneficiaries and its theory of change).**
* **Main users/intended audience.**
* **Main features of the methodology and data collection methods for the baseline.**
* **Summarized key findings of the baseline survey and analysis.**
* **Overall summarized conclusions for the baseline (e.g. quality and completeness and whether the forthcoming data collection rounds need to be adjusted, and if any adjustments to sampling or evaluation design need to be made) and learning, if any – there will not always be conclusions or learning at baseline stage. If there are lessons or conclusions, they may relate to the implementation of the baseline itself or the future evaluation(s).**

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**Length of main report: maximum 30,000 words (excluding Executive Summary and Table of Contents). Annexes should not exceed 40,000 words.**

# Introduction

**Short presentation of ER preparation phase i.e. on what basis was the ER prepared.**

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## 1.1. Evaluation features

**Briefly introduce the purpose of the baseline (i.e. set out the methodology for the baseline data collection and analysis, and report on their findings, confirm timeline of the evaluation and the quality of the data collected and its usability to assess change for the chosen indicator) and rationale for the decentralized McGovern-Dole evaluation, specific objectives, scope, main stakeholders, intended users and evaluation team. This section should align with the purpose outlined in the Evaluation Plan.**

**Include a brief description of the subject of the evaluation – this should summarize:**

* + **The full intervention (what is provided to whom and how?).**
  + **What are the intended effects/outcomes?**
  + **How the programme is implemented.**
  + **What are the specific activities/interventions subject to this evaluation?**

**Explain the approach to baseline data collection (including how it supports the mid and endline evaluations) and the evaluation. Include a brief overview of the evaluation methods proposed and how this baseline will be used as part of the methods. Clarify whether the baseline is contracted together with mid and endline evaluations.**

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## 1.2. Context

**Building on the section of the Terms of Reference and Inception Report, provide a succinct overview of the country context directly relevant to the McGovern-Dole evaluation and the baseline. Ensure information is focused and concise, with a balance between the level of detail and synthesis. Authoritative or reliable sources and relevant indicators/trend data should be used. Provide sufficient information to understand the implications of context for the activity under evaluation and how this has affected the chosen methods and the baseline data collection.**

**This should be a summary from the Inception Report, with any refinements included from information and observations during the baseline phase. Refer to the Inception Report for full details, and specifically focus on the relevant information for the baseline data collection.**

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# [Subject of the baseline, theory of change and baseline questions]

**This section should outline the program implemented, what will be evaluated through the midterm and endline evaluations, and what questions the baseline study and/or midterm/ endline evaluations will answer.**

**If the baseline is commissioned separately and the full evaluation questions are not known at this point, it is important to set this out clearly, and explicitly note that this is simply a baseline data collection report. It is important to note how the midline and endline evaluations can use the baseline report data to undertake the evaluations.**

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## SUBJECT OF THE BASELINE, THEORY OF CHANGE, ACTIVITIES AND INTENDED OUTPUTS AND OUTCOMES

**Provide an overview of the evaluation subject, including factual information such as: strategic objectives, outcomes, outputs, budget, modalities of engagement, etc. Define the unit of intervention, and at what level the outputs and outcomes are expected to occur. Include a short analysis of what will be provided to whom and why. How were the project/programme beneficiaries selected and targeted?**

**Assess the results framework/logic model/theory of change – all McGovern-Dole school feeding projects draw on a standard results framework linked to two overarching McGovern-Dole Strategic Objectives (SOs). SO1 is "improved literacy of school-age children" and SO2 is "increased use of health and dietary practices". The McGovern-Dole results framework also depicts "Foundational Results" which relate to building the capacity of government institutions; an improved policy and regulatory framework for school feeding; increased government support; and increased engagement of local organizations and community groups.**

**Comment on the feasibility of the theory of change; have there been/should there be changes to the theory of change? Comment on how the theory of change and its assumptions are factored into the evaluation methodology.**

**Explain the gender equality and women’s empowerment, equity and wider inclusion dimensions of the project and how the project will address these issues.**

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## Evaluation Question and evaluation criteria

**Include the evaluation questions. If they have changed or there have been any additions since the Inception Report or the Terms of Reference, these should be highlighted.**

**If the baseline is commissioned separately from the midline and endline, there may not be evaluation questions at this point. It should be noted, including how the midline and endline evaluators can use the baseline.**

**The evaluation questions (if any) to be answered at baseline should not attempt to assess the effectiveness, efficiency, sustainability, or impact of the programme, as activities have not yet begun. Similarly, the baseline should not comment on the relevance, effectiveness, efficiency, sustainaibliy, or impact of the previous McGovern-Dole award unless it is essential to understand the context for the current award. An evaluation of the previous award is outside the scope of the baseline study.**

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# Evaluation approach and methodology for baseline data collection

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## 3.1. evaluation approach and methodology

**Provide a brief summary of the overall intended methodological approach for the whole McGovern-Dole evaluation at a higher level, so that it is clear what role the baseline plays in the methodology.**

**The main focus of this section is on the baseline methodology. This section should describe:**

* **How the evaluation questions will be answered.**
* **How different methods are combined or mixed in the overall evaluation, or how (if any) triangulation will be conducted as part of the evaluation and as part of the baseline. If there is no mixed-methods approach, this should be justified.**
* **How women, girls, men and boys from different stakeholder groups were included and able to participate in the baseline, and how their different voices were heard and used in the evaluation.**
* **What is set out in the Inception Report, or highlight any key changes. Information from the Inception Report that is necessary to understand the baseline should be included in the body of the baseline report or in the annexes.**

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## 3.2. Baseline data collection methods and tools

**Include detailed baseline data collection and analytical methods to collect and analyse the baseline data. The tools and instruments that were applied for primary and secondary data should be provided as annexes. Data collection techniques should be set out for both qualitative and quantitative methods (including any participatory approaches).**

**Describe:**

* **All indicators (USDA and custom) against the evaluation questions, how they were defined, identified and measured.**
* **Primary data collection methods in detail (quantitative and qualitative) against all the identified indicators/measures.**
* **The baseline sampling strategy (details in an annex) and set out an appropriate sampling strategy based on the design, including:** 
  + **how sites were selected for baseline data collection, including in relation to the full geographic coverage of the programme;**
  + **how men, women, boys and girls were appropriately and proportionately represented by the sample (as appropriate to the evaluation questions); and**
  + **provide information about the number of beneficiaries and key partners or stakeholders at each site.**
* **Secondary data collection methods in detail against all the identified indicators/measures.**
* **How the data collection methods are explicitly linked to the evaluation matrix and are informed firstly by the evaluation design and methods; and secondly by the stakeholder analysis and an analysis of the reliability and completeness of the data collected during the design phase (e.g. secondary data, monitoring and evaluation information, previous evaluations, etc.).**
* **The primary data collection tools and survey instruments (actual tools/instruments should be presented in annexes).**
* **How the data collection methodology was gender-responsive, including what data collection methods were employed to seek information on gender issues and to ensure the inclusion of women and other marginalized groups; how data collection activities were undertaken in a gender-sensitive manner; and any limitations with regards to the gender-responsiveness of the chosen approach.**
* **How the validity and reliability of data collection and analysis was ensured; and the quality of the baseline data.**
* **How the data was checked, cleaned and stored, ensuring it could be used as part of the midline and endline evaluations.**

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## 3.3. Limitations

**Describe any limitations to the baseline data collection in view of (for example) data availability and quality, or difficulties in gaining access to beneficiaries. Explain how the limitations were mitigated, and any remaining risks for forthcoming data collection rounds. Provide an explanation of how the evaluation team will manage and mitigate these limitations/risks and/or their implications for the evaluation process and reporting.**

**Confirm whether the baseline data meet expectations in terms of the analysis plan as set out in the inception phase, and whether the results are within the expected ranges.**

**Assess the cleanliness of the data (and describe how it was cleaned), and what percentage of the sample is useable. Highlight any surprises in the data that require adjustments for midline and endline.**

**Identify any (contextual, political, methodological) risks to the evaluation during the baseline period and how the team has/proposes to overcome them.**

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## 3.4. Quality assurance of the baseline data collection

**WFP’s DEQAS defines the quality standards expected from decentralized evaluations and baseline reports. Specify its use at the baseline stage to ensure satisfactory quality standards.**

**In particular, describe the quality assurance mechanism that was applied to the baseline data collection and analysis process. This would normally include review by the evaluation manager, regional evaluation officer, WFP school-based evaluation officer, Evaluation Reference Group, WFP’s quality support service (DEQS) and final review by USDA. USDA is the final approver of the Baseline Report.**

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## 3.5. Ethical considerations

**Include the mechanisms and processes that were in place for identifying, managing and safeguarding ethics during the baseline and evaluation, including how appropriate local and institutional ethical clearances were sought. Any remaining risks to ethics should be clearly identified, and safeguards proposed.**

**Set out how the baseline data collection methodology was ethically sound and conformed to both WFP and UNEG ethical norms and standards.**

**The evaluation team is responsible for ensuring ethics at all stages of the evaluation (planning, design, implementation, reporting and dissemination). This includes, 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. This section must describe how these elements were ensured.**

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# Baseline findings and discussion

**This section should convey the results of the baseline data collection and analysis, summarizing all McGovern-Dole programme activities and project objectives, presenting baseline values and validation of yearly programme targets. Each indicator should be extracted from the Performance Measurement Plan and analysed individually.**

**A clear distinction should be made between the findings (facts, evidence, views of stakeholders etc.) and the views of the evaluation team. It is important to note that as this is the baseline stage and baseline report, the findings should be based on the data collection and analysis undertaken as part of the baseline as well as on the population characteristics.**

**Findings should be transparently generated and make explicit use of evidence (sources provided for data/quotes). Any gaps in the evidence base are clearly explained, and any places where the evidence is inconclusive are also explained.**

**Use gender and equity-sensitive language throughout; disaggregate data by sex, age, disability, etc.; and present findings in a gender, culturally and ethically sensitive manner which respects the confidentiality, protection of source and dignity of those interviewed**.

**Findings should focus on sharing information necessary to evaluate the current award at midterm and endline. The baseline report should not be an evaluation of previous awards or activities.**

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# Conclusions and lessons

## Conclusions

**Drawing together the findings of the baseline phase, carefully formulate the findings ensuring they logically derive from the evidence (and do not introduce any new evidence) and present a conclusive picture of the answers to the key evaluation questions. Ensure that conclusions:**

* **Are clustered by criteria, theme, or evaluation question.**
* **Follow logically from the findings and analysis, with clear linkage back to specific findings.**
* **Provide a conclusive picture formed from the previous sections of the report.**
* **Highlight all important conclusions, without any gaps.**
* **Carefully consider the quality of the baseline data.**
* **Consider the analytical methods used and how successfully they were implemented.**
* **Consider if any changes to the design or future data collection rounds need to be made to ensure that the evaluation questions related to the impact criterion can be answered.**
* **Take into consideration different stakeholder groups and gender equality and women’s empowerment, equity and wider inclusion dimensions.**
* **Are free of personal or partisan considerations**

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## LESSONS [OPTIONAL]

* **Describe any interesting lessons from the baseline data collection, or from a light analysis. These may include lessons from data collection, measurement of difficult concepts, or any useful correlations.**
* **Describe what is necessary for the successful monitoring and evaluation of the project.**
* **Comment on the design of the evaluation(s), the feasibility of evaluation(s) and the relevance of questions.**

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## McGOVERN-DOLE Formatting guidelines for figures and tables

The figure titles are set using Word’s captioning feature. To do this, first make sure that the figure is in line with text. Then right click on the figure and select “add caption”. Word will autogenerate the correct figure number.

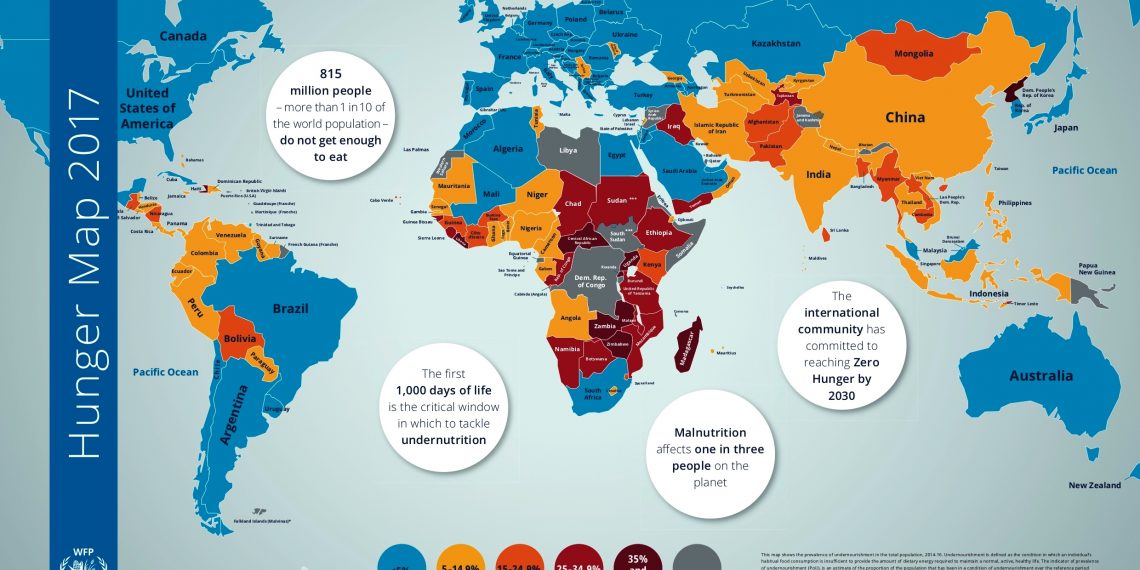
In order to be accessible to electronic text readers, all figures and pictures must be placed “in line with text.” High contrast colors must be used for text and graphs. Use the Microsoft Word accessibility checker to determine if colors used offer high enough contrast.

To be accessible, each figure or picture must have alternative text (alt text). Alt text is a one to two sentence description of the figure that allows people with visual impairments to understand what the figure is conveying. To set alt text, right click on the figure and select “edit alt text”. This figure has an example of proper alt text.

Figure descriptions or sub-text are optional, but alt text is not optional.

NOTE: Do not have the same alt text and sub-text, as the screen reader will read the same information twice.

Figure 1: Example of a correctly formatted picture



Source: World Food Programme

There are several ways to remediate a graph. Alt text could be added, giving a brief (one–two sentence) description of what the graph conveys (see alt text given for this example). The same information could also be described in the body of the paper. If this caseapplies, put alt text as “”, as it would be redundant if the information has already been provided.

Figure 2: Accessible graph example

Table 1: Accessible example – school attendance

| **Gender** | **Baseline** | **Midterm** | **Final** |
| --- | --- | --- | --- |
| Boys | 5000 | 6000 | 7000 |
| Girls | 4500 | 6500 | 7000 |

This simple table does not have split or merged cells and has “Repeat Header and Row” selected, making it accessible.

Table 2: Inaccessible example – school attendance

|  | Baseline | | Midterm | | Final | |
| --- | --- | --- | --- | --- | --- | --- |
| Boys | Girls | Boys | Girls | Boys | Girls |
| # regularly attend | 4000 | 3500 | 5000 | 6000 | 6500 | 6800 |
| # enrolled | 5000 | 4500 | 6000 | 6500 | 7000 | 7000 |
| % regularly attending | 80% | 78% | 83% | 92% | 93% | 97% |

This table has merged cells and is therefore inaccessible in Word. To remediate, save the table as an image and add alt text (as with figures) that describes the “bottom line” of what the data is saying. Alternatively, present the data as three separate tables.

Other items to check for accessibility:

1. The report file name is descriptive.
2. Any hyperlinks included in the report have descriptive names. Click “here” is an example of a non-descriptive hyperlink name
3. MS Word heading styles are used for headers, tables, and ifgures
4. Lists and bullets are formatted correctly
5. Text is formatted in the appropriate language
6. If colors convey important information, text is also used to describe that information. For example, if a table uses cell shading to convey that a target is met or not met, there is text to also state that the target was met or not met.

# Annexes

# List and number all annexes in the order in which they are cited in the main text. Reference all annexes in the main text. Core annexes are listed below. This is not an exhaustive list and additional relevant annexes may be included. However, the annexes do not need to include all the evaluation team’s working documents. Annexes should not exceed 40,000 words.

# Annexes 1. Summary Terms of Reference

1. Lorem ipsum dolor sit amet, consectetur adipiscing elit. Cras aliquet magna lectus, id rutrum nunc pretium vitae.

# Annexes 2. Baseline and evaluation timeline

1. Lorem ipsum dolor sit amet, consectetur adipiscing elit. Cras aliquet magna lectus, id rutrum nunc pretium vitae.

# Annexes 3. Methodology

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# Annexes 4. Evaluation Matrix

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|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Evaluation question** | | | | **Criteria** |
| **Subquestions** | **Indicators** | **Data collection methods** | **Sources of data/information** | **Data analysis methods/triangulation** |
|  |  |  |  |  |

# Annexes 5. Data collection tools

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# Annexes 6. Projects indicators

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# Annexes 7. Confidentiality agreement and ethical pledge

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# Annexes 8. List of people interviewed

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Only positions and organizations are to be noted here. Items that should NOT be included in the annexes (or anywhere in the report) include:

* List of participants and/or people interviewed for evaluation.
* Names, email addresses, phone numbers, addresses, or similar information linked to individuals.

For a more detailed description of potential Personally Identifiable Information (PII), please see FAS’ PII Guidance Document.

# Annexes 9. Bibliography

Hobbs, J.B., Sutcliffe, H. & Hammond, W. 2005. The Statistics of Emergency Aid. Bristol, UK, University of Wessex Press..

# Acronyms

|  |  |
| --- | --- |
| **OEV** | Office of Evaluation |
| **AAA** | Acronyms Acronyms Acronyms |
| **AAA** | Acronyms Acronyms Acronyms |
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**[Name of commissioning Office]**

**[Link to the website]**

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