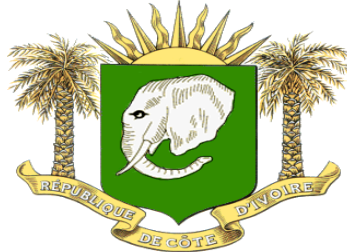


REPUBLIC OF CÔTE D'IVOIRE

Union, Discipline, Labor



MINISTRY OF NATIONAL EDUCATION, TECHNICAL EDUCATION AND VOCATIONAL TRAINING



Terms of Reference (ToR)

FINAL EVALUATION OF THE FIRST PHASE AND BASELINE EVALUATION OF THE SECOND PHASE OF "SUPPORT FOR THE INTEGRATED SUSTAINABILITY PROGRAM FOR SCHOOL CANTEENS" IN COTE D'IVOIRE.

WFP COTE D'IVOIRE

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1. Introduction

1. These Terms of Reference (TOR) relate to two concurrent evaluations: the final evaluation of the first phase of \$ 35 million (September 2015- June 2021) of US government support (through McGovern-Dole funding) to the integrated program of sustainability of school canteens in Côte d'Ivoire and the baseline evaluation of the second phase (2021- 2025) of this support funded up to \$25 million. The McGovern-Dole “food for education” program in Côte d'Ivoire is a school feeding and literacy program implemented in seven regions in the West, North and North-East from September 2015 to June 2021 for its first phase. The second phase will cover the same area and the same schools. It aims to improve the achievements of the program and facilitate a gradual handover of the program to the government of Côte d'Ivoire.

It is a program that aims to support the country's national goals to improve schooling, retention, primary education, relevant skills, food security, nutrition, and school health. This evaluation is an activity evaluation (school canteens) commissioned by the WFP country office in Côte d'Ivoire in accordance with the evaluation plan submitted to the donor. The evaluation mission will take place from May 2021 to April 2022 all phases included. This will involve, on the one hand, the final evaluation of the 2015-2021 phase and, on the other hand, the baseline evaluation of the second phase covering the period from 2021 to 2026.

2. These ToRs were prepared by the evaluation committee comprising the WFP country office in Côte d'Ivoire, the Ministry of National Education of Technical Education and Vocational Training (DCS, DPFC, DAENF, DAPS-COGES, DSPS), the Ministry of Agriculture and Rural Development, the Ministry of Health and Public Hygiene (PNN), the NGO AVSI and with the support of the WFP regional office on the basis of a documentary review and the standard template specific to WFP's TOR.
3. The purposes of the TORs are:
 - (a) to provide key information on this evaluation to key stakeholders.
 - b) to inform and frame the evaluation team on the objectives and expectations of this evaluation.
4. The ToRs are based on the WFP Evaluation Policy and the USDA Monitoring and Evaluation Policy. This evaluation should therefore follow and meet the requirements described in these policies.

2. Reason for evaluation

2.1. Logic

5. Within the framework of the McGovern-Dole program financing agreement, three types of evaluation are commonly planned during the lifetime of the program: a baseline evaluation before the start of the program in order to establish baseline values of the program indicators, a mid-term and a final evaluation in order to assess respectively the performance of the program at mid-course and at the end of the program.

6. Thus, at the end of the implementation of the first phase of the McGovern-Dole program, the organization of a final evaluation is fully justified. In addition, as a prelude to the launch of the second phase of the same program, the establishment of a baseline situation is also necessary. In addition, the impact analysis to be conducted as part of the final evaluation (phase I) will be crucial to shed lights on the progress made and will serve as a baseline study for phase II while highlighting gender related issues through a cross-sectional approach. The results of these two evaluations will be used to better understand the success factors and the constraints in the implementation of the previous program with the aim to maximize the success for the second phase through the lessons that will be learned. There will therefore be a link and complementarity between these 2 phases. In order to comply with deadlines, to mitigate the risks of exposure to the coronavirus disease and to optimize the operational capacities of the Country Office, the final and the baseline evaluations will be conducted simultaneously but with separate deliverables in terms of reporting. In these ToRs, the term "evaluation" will be used to refer to both combined evaluations.

2.2 Goals

7. WFP's evaluations serve two mutually reinforcing objectives: accountability and learning.
 - **Accountability**- The evaluation will allow reporting to the national authorities of Côte d'Ivoire, donors, and partners, on the performance and results of the school feeding program supported by the McGovern-Dole funding. The evaluation of the impact of phase I will be key for accountability' purposes as part of the current phase. The appraisal of the program's achievements should include the perspectives of the different groups of beneficiaries during data collection.
 - **Learning** -The evaluation will analyze the significant results achieved (within the current program) along with their determinants, draw lessons and good practices that will be widely disseminated within the organization to inform operational and strategic decisions. According to the McGovern-Dole learning agenda, a collective effort to generate knowledge on the impact of school feeding programs will improve their design and operationalization and ultimately achieve significant results on improving education, nutrition, and the sustainability of these programs. Therefore, while still being sensitive to the objective of accountability, this evaluation will pay a particular attention to the learning and evidence generation needs. Specifically, the final evaluation will assess the results achieved within the current program and take stock of the level of implementation of the recommendations formulated during the mid-term evaluation. As for the baseline evaluation for the next program' phase it will provide the baseline values of the program indicators and thus set the seeds for the implementation of the performance monitoring system during the program life cycle.

2.3 Stakeholders and users

8. A number of stakeholders, both internal and external, have a particular interest in the results of the evaluation and some of them will need to play an active role during the evaluation process. The latter will provide their contributions throughout this process. Table 1 below provides an overview of the main stakeholders of this evaluation, their

roles, and interests in this exercise. This table should be further developed by the evaluation team as part of the inception phase.

9. Accountability to affected populations is linked to WFP's commitments to include beneficiaries as important participants in WFP's work. As such, WFP is committed to mainstream gender equality and women empowerment issues during the evaluation process, through the participation and consultation of women, men, boys, and girls from different age groups.

Table 1: Preliminary stakeholder analysis

Stakeholders	Interest in the evaluation and likely uses of the evaluation report
Internal stakeholders	
WFP Country Office (CO Côte d'Ivoire)	Responsible for national-level planning and implementation of operations, the Country Office has a vested interest in evaluation and an interest in learning lessons from experience to inform decision-making. It is also called upon to report internally and to its beneficiaries and partners on the performance and results of its operations.
WFP Regional Bureau (RB - Dakar)	Responsible for both supervision of country offices, guidance and technical support; RB management is interested in independent/ impartial reporting of operational performance as well as learning from evaluation results to apply this learning to other country offices.
WFP Headquarters (Rome)	WFP is interested in lessons learned from evaluations, particularly with regards to WFP strategies, policies, thematic areas, or modalities most relevant to programs.
WFP Office of Evaluation (OEV)	The mission of the OEV is to ensure that decentralized evaluations produce quality, credible and useful evaluations that consider the provisions on impartiality as well as the roles and responsibilities of the various decentralized evaluation stakeholders defined in the evaluation policy.
WFP Board of Directors	WFP's governing body has a particular interest in being informed about the effectiveness of WFP operations. This evaluation will not be presented to the Executive Board, but its findings can feed into WFP's annual summaries and learning processes as a whole, as well as facilitate resource mobilization from donors.
External stakeholders	
Beneficiaries	Beneficiaries of food assistance and of the literacy component have active participation in determining whether assistance is appropriate and effective. As such, the level of participation in the evaluation of women, men, boys, and girls from different groups will be determined and their considerations taken into account.
Government (Ministry of National Education, Technical Education and	The Government has a vested interest in whether WFP's activities in the country are aligned with its priorities, harmonized with those of other partners and meet expected results. Issues related to capacity building, procurement and sustainability will be particularly analyzed. The Government is also awaiting the contribution of this program to the

Vocational Training)	achievement of the education component of the PND (National Development Plan).
Ministry of Agriculture and Rural Development	The Ministry of Agriculture and Rural Development (MINADER) has given its agreement to entrust the implementation of the program to WFP Côte d'Ivoire. Through the National Rural Development Support Agency (ANADER), MINADER also provides technical assistance to agricultural groups mobilized around schools' canteens. The results of the evaluation will allow MINADER to assess the results achieved.
United Nations Country Team (UNCT)	The harmonized action of the UNCT should contribute to the achievement of the government's development objectives. It therefore has an interest in ensuring that WFP operations contribute effectively to the concerted efforts of the United Nations. Various agencies are also direct partners of WFP in terms of policies and activities.
The steering committee	The steering committee is a political body set up and chaired by the Ministry of National Education, Technical Education and Vocational Training. It is made up of the various operational partners of the program. The results of the evaluation will allow this committee to make informed decisions.
The technical committee	The technical committee is the technical body of the program. It is made up of technicians from the various operational partners of the program. The results of the evaluation will enable this committee to make informed decisions and improve the implementation of the program.
The School Canteens Department (DCS)	The DCS is a governmental institution in charge of the implementation of the school canteen program. The DCS has an interest in knowing whether the school feeding program supported by the McGovern-Dole is aligned with its priorities, harmonized with its actions and is responding to the results expected as part of the national school feeding policy and strategy.
Association of Volunteers for International Service (AVSI)	AVSI is WFP's partner for the implementation of the literacy component in this program. The results of the evaluation will be critical to inform implementation modalities, strategic directions and future partnerships.
USDA (McGovern-Dole)	McGovern-Dole funds provide financial and in-kind support for the school canteen and literacy program. USDA has an interest in knowing whether their funds have been spent efficiently and if WFP's work has been effective and contributed to their own strategies and programs. This evaluation is funded by the USDA.

10. The main users of this evaluation will be:

- The WFP country office in Côte d'Ivoire and its partners in decision-making, particularly with regards to the implementation and / or design of the school feeding program, country strategy and partnerships.
- Given the core functions of the Regional Office (RO), the RO is expected to use the results of the evaluation to provide strategic guidance, support, and monitoring to programs.
- WFP HQ may use evaluations for organizational learning and accountability.
- OEV may use the results of the evaluation as appropriate to feed into the evaluation syntheses as well as for the annual reports to the Board of Directors.
- The Government (Ministry of National Education of Technical Education and Vocational Training) may use the results of this evaluation to improve its educational sector policy and strategy. The "Direction des Cantines Scolaires" (DCS) may use the results of this evaluation to improve the implementation of its national school feeding program.
- The NGO AVSI may use the results of this evaluation to improve its decision-making and the implementation of its literacy program.
- USDA may find this evaluation crucial for program accountability and for organizational learning.

3. Context and subject of the evaluation

3.1. Context

11. Despite the adoption of the strategic plan for the acceleration of girls' education (PSAEF) in Côte d'Ivoire, some challenges remain to be met. The primary completion rate increased overall from 63.9% to 80.5% between 2014 and 2019. Among girls, this rate rose from 58.8% in 2014 to 79.80% in 2019: this proportion is slightly below the national average (80.5%). Among boys, this rate increased from 68.5% in 2014 to 81.2% in 2018 (Sources: The 2018-2019 statistical yearbooks of the DSPS, MENETFP).

The Zero Hunger Strategic Review identified the following challenges that will need to be addressed to achieve SDG 2 in Côte d'Ivoire:

Access to food. The lack of data disaggregated by sex and age makes it difficult to pinpoint the respective issues of women and men, or girls and boys, in terms of food accessibility. Various issues arise: lack of coherence of programs in favor of food security; lack of recognition of the role of small producers in food security when formulating trade and budgetary policies; and insufficient collection, analysis and use of data to identify vulnerable people.

Nutrition. There are many sectors - including agriculture and social protection - that could contribute to the achievement of nutrition outcomes through nutrition-sensitive initiatives, but this potential remains untapped. However, several obstacles are hampering progress: siloed actions by ministries working on interrelated issues such as food security, nutrition, health and education; low scale of food fortification initiatives;

insufficient scope of communication initiatives aimed at changing communities' behavior on issues relating to dietary diversity, hygiene and food safety; and lack of attention to adolescent girls.

Social protection. The resources invested in social protection taking into account the gender issue are insufficient. Coverage of the national school meals program and safety net programs is limited, and synergies between safety net programs are weak. Other obstacles include the challenges of implementing a strategy to extend safety nets to rural populations and the need for more inclusive and equitable safety net policies, including for school meals.

The objectives of SDG 17 aim to improve North-South and South-South cooperation, by supporting national plans intended to achieve all the targets. Humanitarian and migration issues have long been the subject of litigation between Côte d'Ivoire, Mali, and Burkina Faso. Social tensions and the increase due to jihadist interventions in the Sahel could constitute real challenges.

12. With a population estimated at nearly 23 million inhabitants in 2015, Côte d'Ivoire is a West African country whose economy is supported by a dynamic agricultural sector, mainly based on the coffee-cocoa duo (on average 40% of GDP). The McGovern-Dole Program (MGD) supported by the United States Government (USDA), targets some of the most vulnerable areas of the country with high rates of food insecurity and malnutrition. Although the food insecurity rate for these 7 regions is 10% (below the national food insecurity rate which is 11%), there are pronounced disparities between the regions: Bafing (15.7%), Tchologo (4.2%), Poro (14.7%), Gontougo (9.1%), Cavally (9%), Bagoue (13.8%), Boukani (12.6%). Source: SAVA August 2018).
Indeed, according to MICS 2016, approximately 21.6% of children under five suffer from chronic malnutrition. The North (29.6%) and the North-West (27.7%) regions are the most affected. The national prevalence of acute malnutrition is 6%. Severe forms of acute malnutrition are more frequent in the northern regions (6.6%).
Anemia remains a worrying public health concern in Côte d'Ivoire. It affects 75% of children under 5; 54% of women of childbearing age, and 29% of men from age 15 to 49. (Multisectoral Nutrition Plan 2016-2020).
13. The various socio-political crises that have followed one another have had negative effects and have led to the deterioration of the living conditions of the populations despite the adoption and implementation of various economic and financial programs with a poverty rate of 46, 3% in 2015 (ENV2015). In addition to these, the COVID-19 health crisis has had a much more serious impact on the public life and the economy. Countries and especially those with low incomes have been affected by this pandemic: the formal and informal sectors and household incomes were affected. The immediate effects of the crisis will include market volatility which will hamper the access of vulnerable groups to a diverse diet.
14. Since the end of the post-electoral crisis of 2010, the economic recovery of Côte d'Ivoire has been notable, the country is experiencing one of the highest growth rates in Sub-Saharan Africa.

The Ivorian economy recorded real GDP growth rates of 8.0% in 2016, 7.7% in 2017, 7.4% in 2018 and projected at 6.9% in 2019 and 3.6% in 2020 due to the adverse effects of the COVID-19 health crisis on the economy. On the Good Governance Index, Côte d'Ivoire went from the 44th place in 2012 to the 22nd place in 2018 and the 18th place in 2020¹. Regarding the Corruption Perception Index (CPI), the country went from the 130th place in 2012 (out of 174 countries ranked) to the 105th place (out of 180 countries ranked in 2018)². Côte d'Ivoire has made great progress in maintaining economic growth above 7% (SDG target), education, drinking water and electrification: the proportion of population with access to an improved water source increased from 61% in 2008, to 78.4% in 2015, then to 82% in 2017 and 84% in 2019. The rate of electricity access has witnessed a continuous increase in the coverage rate, which rose from 34% in 2011 to 94% in 2020³. This improvement, which is the result of the recent economic recovery, has affected both rural and urban areas. Nevertheless, poverty remains predominantly a rural phenomenon, which results in inequalities of access to essential services and in gender disparities and which feeds cleavages between income groups but also between urban and rural populations.

15. As soon as it gained independence, Côte d'Ivoire has set a rate of 100% as a target for primary schooling. Also, it set education as a priority by allocating more than 40% of the national budget to this sector. However, several factors have played against this commitment, among which the thorny issue of midday hunger that many children early faced because their schools were located several miles away from their parental houses. An adequate and fine-tune response to this serious issue required the design and implementation of a social policy centered on school canteens.
16. Therefore, the State engaged in 1989, with the support of the WFP a vast school feeding program. The School Feeding Program had experienced a promising development which resulted in the establishment of more than 5,500 school canteens across the country since 2012-2013 for the provision of a hot meal to nearly one million children. This accounts for a canteen coverage rate of around 50%. The mismatch between the resources allocated and the demand for school canteens has led to a drop in the level of service performance, in particular a decrease in the number of rations' beneficiaries and days of hot meals provided to children. Thus, to fill this gap, communities were asked to support school canteens.
From 1998, the school canteen program has integrated a component on sustainability through the development of agricultural group capacities to support school canteens.
17. These groups formed of a very large majority of female volunteers, engage in income-generating activities, mainly in the agricultural and livestock sectors and cede part of their production to the canteen, thus largely contributing to feeding the children alongside the other partners. That was the approach foreseen by the PIPCS to perpetuate the school canteens with the support of the communities.

¹ Ibrahim Index of African Governance 2020 (IIAG)

² 2019 report by the NGO Transparency International on the Corruption Perceptions Index (CPI)

³ World Bank: article, the secret of Côte d'Ivoire's electricity success

18. The Ivorian government, through Directorate of School Canteens (Direction des Cantines Scolaires (DCS) in the French acronym) has with the technical assistance from the World Food Program (WFP) and the United Nations Development Program (UNDP), devised in April 2012, the first national strategy of school feeding (SNAS) over the period 2012-2017. This document defines the priority areas of intervention by analytically compiling the rates of food insecurity, chronic malnutrition, school attendance and the poverty in the different regions of the country. Thus, the following regions have been identified as priority areas for school canteen interventions: priority 1 (Cavally; Guémon; Poro; Bagoué; Tchologo; Bafing), priority 2 (Worodougou; Béré) and priority 3 (Gontougo and Bounkani).
19. From September 2013 to December 2016, WFP implemented a development project entitled: "Support for the Integrated Program for the Sustainability of School Canteens". With 571,000 beneficiaries planned, this program targeted 29% of all canteen schools and 15% of all public primary schools in Côte d'Ivoire. This program covered 1,634 school canteens in the 10 priority regions.
- In addition to WFP, other organizations are also involved in this vast program for the sustainability of school canteens such as:
- The NGO "Ivoire sustainable development" which supports the empowerment of women in rural areas and the education of children.
 - Orange Côte d'Ivoire and SIFCA foundations, which in their social policy build school canteens, provide ecological stoves and make them available to communities.
20. The school canteens program is implemented by the Ministry of National Education, Technical Education and Vocational Training (MENET-FP) through the Directorate of School Canteens (DCS) which carries out the various activities of this program in the various regional directorates of National Education. The National Rural Development Support Agency (ANADER) provides technical support for the supervision of agricultural groups mobilized around school canteens.
21. Brief description of the activities of the McGovern-Dole program (phase 1):
- Provision of school meals - daily hot meals (consisting of rice, vegetables, oil and salt) are provided to 125,000 pupils in 613 primary schools in seven targeted departmental directorates.
 - Provision of take-home rations - dry take-home rations of 50 kg of rice are provided quarterly to 10,000 girls in CM grades to address gender disparities.
 - Training of canteen managers - training is provided annually to improve management and administrative capacities in relation to food preparation, nutrition, and reporting.
 - Training of school management (SMC) and canteens monitoring committees (CSCS) - training in community mobilization, maintenance and school infrastructure management, canteen management and other relevant issues affecting the community.

- Provision of Food Preparation and Storage Equipment and Tools - Improved food preparation and storage equipment (kitchen kits, improved stoves, storage pallets) are distributed to canteens supported by McGovern-Dole funding.
- Development of local capacities to provide food at school - women's production groups established around canteen schools are strengthened through the improvement of their agricultural knowledge, access to structured markets and adult's literacy.
- Deworming tablets distribution - deworming medicines are distributed twice a year to all students.
- Support for the implementation of the national school feeding program - technical assistance, financial support and training are provided to the Government in the development of the national school feeding policy, strengthening of their capacity in monitoring, logistics and food management.
- Development of Reading Improvement Tools - these tools are provided to stakeholders (teachers, community members, school principals, ministry) as instructional guide to promote quality reading.
- Provision of additional reading materials - 100,000 appropriate books in French (donation from France and Belgium) are distributed to primary school students.
- Improvement of existing government reading materials - improvement in the distribution and use of government reading materials.
- Conducting Reading Instruction Workshops - improved reading instruction in CP1 and CP2 grades through the four professional development initiatives.
- Strengthening the capacity of Government and the community to improve reading instruction - in addition to the implementation of reading-related interventions, reading promotion circles and an early reading symposium were organized for this purpose.

22. To support the school feeding program in Côte d'Ivoire, WFP has mobilized funds from USDA (McGovern-Dole). This donation supports the school feeding program in seven (7) priority regions (Poro, Bagoué, Tchologo, Bounkani, Gontougo, Bafing and Cavally).
23. WFP has mobilized additional funds through LDS Charities to support women's groups of smallholder farmers in northern communities where McGovern-Dole funding supports school canteens. Thanks to this donation, WFP provided technical support (agricultural inputs, tools, equipment, and training) to encourage the adoption of improved agricultural practices with the view to increase the production of diversified and nutritious foods intended in part for school canteens as part of the sustainability of the school meals program.

3.2. Subject of the evaluation

24. The objectives of the WFP country office in supporting the integrated program for the sustainability of school canteens in Côte d'Ivoire entail the improvement of primary school enrolment, retention and literacy skills, their food security, nutrition, and health outcomes. However, in the second phase of the program, a special emphasis will be placed in the gradual handover of the program to the government through capacity building activities. Additional activities will be added. Those are the construction of latrines and drinking water sources, training on soap manufacturing.

The recommendations of the mid-term evaluation can be summarized in the seven key points:

- Strategically reduce the number of days covered by WFP allocation.
- Build the capacities of the Directorate of School Canteens (DCS) and the Directorate of Pedagogy and Continuing Education (DPFC) in monitoring and evaluation at central and local levels.
- Improve communication, coordination, and planning with DCS and DPFC.
- Improve field presence and interaction with beneficiaries.
- Strengthen girls' education.
- Improve the representativeness of women within COGES.
- Strengthen the capacities of CSCSs and of COGES to support schools.

25. The World Food Program (WFP) will use, over a period of approximately five fiscal years (2021-2026), food and funds provided by FAS to implement a school feeding program in Côte d'Ivoire focused on the achievement of the following objectives:

- Increase student enrollment and alleviate midday hunger through the provision of school meals.
- Improve the health and nutrition of students by supporting national health and nutrition policies and programs, community mobilization and sensitization, as well as improving sanitation practices and access to drinking water.
- Improve the literacy of school-aged children and the quality of education through better access to instructional materials and capacity building for school administrators and teachers.
- Develop the capacities of smallholder farmers groups to engage in the supply chain and promote community contribution to the school meals program for a sustainable handover to the Government.

In the same way, a particular emphasis is placed on supporting small local producers for the sustainability of school canteens.

26. As part of the support to the integrated program for the sustainability of school canteens in Côte d'Ivoire, WFP has submitted two funding requests to the United States of America Department of Agriculture. The first request submitted in 2015 was approved the same year for an amount of 35,678,500 US dollars. This funding enabled the support of the school canteen program over the period from September 2015 to June 2021 in seven (7) priority regions (Poro, Bagoué, Tchologo, Bounkani, Gontougo, Bafing and Cavally (annex 1)). This funding should cover a total of 613 rural primary schools, for a total of 125,000 pupils who would benefit from school meals. In addition, 50,000 girl students in CM grades in three regions (Poro, Bagoué and Tchologo) would benefit from dry take-home rations (i.e. 10. 000 additional girls per year). The second funding request submitted and approved in 2020 will result in a second phase of the program which is scheduled between 2021 and 2026 in the same aforementioned priority regions (Annex 1) with a target of 125,000 students in total spread across 613 primary schools. This second funding agreement amounts to 25 million US dollars. In accordance with the logical framework of the MGD program, the targeted strategic objectives are: an improved

literacy skills and an increased use of good practices in food, health and nutrition (annex 12) among primary students . The school canteen sustainability program is structured around six (06) components: 1) provision of hot meals to students; 2) provision of take-home rations; 3) distribution of deworming pills and micro-nutrients to students; 4) literacy skills enhancement; 5) training of canteen managers in the use of good health and food storage practices; 6) capacity building of agricultural groups around canteen schools. The activities carried out under each component are described in the subsequent sections.

27. In relation to components 1 and 2, the program provides hot meals to students whose ration consists of rice (150 g / per meal / student); vegetables (30g / meal / student); oil (10g / meal / student) and salt (5g / meal / student). In addition to these hot meals, girls in CM grades who have an attendance rate of at least 80% benefit from a dry take-home ration of 50 kg of rice distributed each quarter (3 times a year). In the initial phase of the program, components 1 and 2 had respectively targeted 125,000 students for the distribution of hot meals over a total of 120 school days per year; 10,000 girls per year for the distribution of take-home rations i.e. 50,000 girls over the lifetime of the program. For the next phase, the program plans to distribute a total of 15 million of hot meals per year.
28. The health component of the program consists of providing two deworming sessions per year to 125,000 students in the targeted schools along with a distribution of micro-nutrients.
29. Canteen managers and communities around schools benefit from capacity building trainings for an increased use of good health, food management and storage practices. The second phase plans the training of 900 participants each year.
30. With a view to making school canteens sustainable, women's agricultural groups are mobilized around canteens. The program provides both technical and financial support to these groups to strengthen their production capacity and thus improve their contribution to the supply of school canteens. The first phase of the program planned to provide assistance to 50 groups per year, i.e 250 groups over the duration of the program. On this initial planning, 53 groups were indeed supported thanks to external funding. The next phase of the program plans to assist 50 groups. Through women's groups and the take-home ration for young girls, the program is intended to be gender sensitive in terms of equity and women's empowerment.
31. In addition to the school feeding component, McGovern-Dole funding supports a component to improve students' reading skills. To this end, the international NGO AVSI has been selected to improve students' reading skills. In collaboration with the Ministry of National Education, tools to improve reading skills have been designed and teachers have been trained in the use of these new tools. AVSI aims to improve the reading skills of over 136,000 students during this second phase.

32. The second phase of the program was subject to an amendment mainly geared towards the handover to the government and the mainstreaming of gender dimensions. Indeed, in 2017, WFP Côte d'Ivoire commissioned a study on the impact of the food aid program on gender roles with the aim to refine its intervention capacities in the management of gender equality issues and women empowerment and to better adhere to the gender transformation objective as part of its headquarters' commitments. This study enabled the WFP Côte d'Ivoire country office to: (i) assess the extent to which gender dimensions were considered during key program phases: design, planning, implementation, monitoring, evaluation and communication (ii); explore the perception of women, men, girls and boys on food aid interventions, (iii) explore the roles and responsibilities of women and men. An holistic feature of the McGovern Dole program is presented in Annex 3.

4. Evaluation approach

4.1. Scope

33. The evaluation will cover the school feeding program supported by the two phases of the McGovern-Dole funding, including all components, activities and processes related to its design, implementation, funding, monitoring, evaluation operation and reporting, in order to address the evaluative questions. The evaluation should be sensitive to the issue of gender, women's empowerment, and gender equality. The specific intervention period that the final evaluation will cover runs from September 2015 to June 2021.
34. The evaluation will cover the following geographical areas: Poro, Bagoué, Tchologo, Bounkani, Gontougo, Bafing and Cavally.

4.2. Evaluation criteria and questions

35. The evaluation will apply the following international evaluation criteria: Relevance, Effectiveness, Efficiency, Coherence, Sustainability, and Impact. Gender equality and women empowerment will be mainstreamed across these five criteria, with specific and appropriate evaluation questions. The final evaluation of Phase I will address the evaluation criteria through quantitative and qualitative data collection approaches.
36. **Evaluation questions:** For the baseline survey, this will specifically involve establishing the baseline level of performance indicators as defined in the program's performance monitoring plan. As for the final evaluation, the evaluation questions will be linked to the OECD / DAC evaluation criteria as described in the table in appendix 6. Overall, some of these criteria will be pertinent for the endline while others might be less pertinent for a baseline given the premature stage of the program. The evaluation team will need to further explore these evaluation questions during the inception phase.
37. Collectively, these questions will aim to highlight key lessons, good practices and program results that could inform future strategic and operational decisions (see evaluation criteria and questions in Annex 6).

4.3. Data available

38. The following sources of information will be made available to the evaluation team. The sources (Annex 8) provide quantitative and qualitative information and should be further developed by the evaluation team during the inception phase.
39. With regards to the quality of data and information, the evaluation team should:
- Assess the availability and reliability of data as part of the inception phase and expand on the information provided in section 4.3. This assessment will be used for data collection.
 - Assess the quality of the baseline and mid-term survey reports, the data and the collection tools used as part of these evaluations.
 - Systematically check the accuracy, consistency and validity of the data and information collected, and identify any limitation that arise as part of the findings.
 - Assess the availability and reliability of disaggregated gender sensitive data. Ensure that sampling and collection tools will be gender sensitive and that the views of women, men, girls, and boys are sufficiently considered and documented.

4.4. Methodology

40. The methodology will be designed by the evaluation team during the inception phase and finalized in the final inception report. More specifically, the methodology of the final evaluation should be documented in a rigorous way and be consistent with the approaches developed during the baseline and mid-term evaluations.
41. The sampling used during the baseline and mid-term surveys was based on two groups (beneficiaries and comparison group) in order to assess the impact by comparison of changes in the direct effects observed over time between beneficiaries and the comparison group. In order to highlight the progress towards outcomes, the final evaluation should collect data from beneficiaries and comparison groups made up of non-program households and schools with similar socioeconomic characteristics and school indicators. The inception report will confirm whether this is feasible and to what extent it is possible to make comparisons between the baseline and between program beneficiaries and non-beneficiaries. The Final evaluation should also be based on semi-structured and other interviews, and specific sampling. The surveys for the baseline evaluation will be based on a closed multiple choice questionnaire for the different groups of beneficiaries and participants. Sampling should be separate for the two exercises.
42. The evaluation should include a comprehensive and rigorous sampling strategy for collecting quantitative data, and this strategy should be based on a random sampling method. To determine the sample size for the baseline of McGovern-Dole 2, the evaluation team will need to consider the food insecurity threshold provided by the latest national survey. The 2018 SAVA (Agricultural Season Monitoring and Food Vulnerability Survey) indicates a 10% food insecurity rate for the seven McGovern-Dole intervention regions.

REGIONS	Together
PORO	14.7%
GONTOUGO	9.1%
CAVALLY	9%
TCHOLOGO	4.2%
BAFING	15.7%
BAGOUE	13.8%
BOUNKANI	12.6%
Together	10%

The prevalence of food insecurity in the 7 regions of intervention is estimated at 10% in 2018 (SAVA). To ensure the diversity of information sources and their triangulation, the sampling methodology should consider the different groups of girls and women (teachers, canteens, cooks, producers, managers, etc.)

43. The methodology should:

- Use the required international evaluation criteria, namely relevance, effectiveness, efficiency, coherence, impact, and sustainability while integrating the gender dimension.
- Demonstrate impartiality and absence of bias throughout the evaluation process while triangulating the information collected.
- Apply an evaluation matrix designed to answer the main evaluation questions considering the challenges of data availability, budgetary and time constraints.
- Apply mixed methods using quantitative and qualitative methods to answer evaluation questions.
- Ensure that women, girls, men, and boys from different stakeholder groups participate in mixed methods and that their different voices are heard and used.
- Ensure that findings analyze equity dimensions, refer to intended and unintended effects of the intervention on gender equality (e.g. voluntary work by women and paid work by men), specific needs, on the consideration of equity in conclusions and recommendations.
- Involve the collection of quantitative data on agreed program indicators (and all relevant indicators) to assess progress to date and answer evaluation questions.
- Involve the collection of qualitative data through focus groups and interviews with key informants. At least participants to interviews should include the Ministry of Education, school canteen monitoring committees (CSCS) and groups mobilized around canteens.

44. For the literacy component, students' skills assessment will be performed through the ASER tool (Annual Status of Education Report).

45. The various questionnaires and interview guides will be developed in collaboration with the members of the technical committee.

46. Independence and impartiality will be ensured through the selection of independent evaluators, the establishment of an evaluation committee and the establishment of an evaluation reference group.
47. The evaluation team will be responsible for developing an inception report in French and English including the appropriate survey design, sampling, and final methodology in consultation with the technical committee.

4.5. Quality assurance and quality assessment

48. The Decentralized Evaluation Quality Assurance System (DEQAS⁴) of WFP defines the standards quality expected as part of this evaluation. In order to guarantee quality, this system has established processes and steps to be observed as well as standards in terms of deliverables and related control sheets. DEQAS is closely aligned with WFP's quality assurance system and is based on the standards and best practices of the Group of International Reviewers and aims to ensure that the assessment process and products conform to best practice in matter.
49. DEQAS will be systematically applied to this evaluation. The WFP Country Office Evaluation Manager will be responsible for ensuring that the evaluation progresses according to the guidelines contained in DEQAS and for carrying out rigorous quality control of the evaluation products before their finalization. WFP has developed a set of quality assurance checklists for its decentralized evaluations. This includes checklists for obtaining feedback on the quality of each of the evaluation products. The checklist will be applied at each step, to ensure the quality of the evaluation process and results.
50. In order to improve the quality and credibility of this evaluation, a quality assurance (QS) support service directly managed by the WFP Evaluation Office at headquarters will review the initial inception and evaluation reports and will provide:
 - comments on the quality of the inception and on the evaluation reports with regard to evaluation expectations and established standards.
 - recommendations for improving the quality of inception and evaluation reports.
51. The evaluation manager will review the comments and recommendations of the quality assurance unit and forward them to the evaluation team leader, who should take them into account in the finalization process of the inception and evaluation reports. In order to ensure the transparency and credibility of the process in accordance with the standards of the United Nations Evaluation Group, it is necessary to justify any recommendations that the team would not have taken into account when finalizing the various reports.
52. This quality assurance process as described above does not interfere with the opinions and independence of the evaluation team but ensures that the report provides the necessary evidence in a clear and convincing manner and draws its conclusions on this basis.

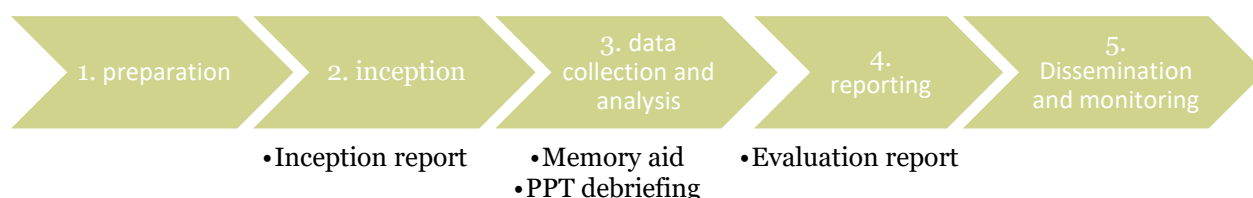
⁴<https://www.wfp.org/about/corporate-information/evaluation/methods-and-tools/deqas-decentralized-evaluation-quality-assu>

53. The evaluation team will be responsible for ensuring the quality of the data (validity, consistency and accuracy) throughout the analysis and reporting phases. The evaluation team should be assured of the accessibility of all relevant documentation within the framework of the provisions of the Directive on the disclosure of information. This provision is available in the MAP Guideline (WFP's Directive (# CP2010 / 001)) on the disclosure of information.
54. All finalized evaluation reports will be subject to a (post hoc) quality assessment by an independent body through a process managed by OEV. The overall rating category of the reports will be made public alongside the evaluation reports.

5. Phases and expected products

55. The evaluation will take place in five phases. The evaluation schedule (below) provides a detailed breakdown of the proposed schedule for each phase over the full period. Here is a summary of the expected products and deadlines for each phase:

Figure 1: Synthetic process



- i. Preparation phase (December 2020– May 2021): The evaluation manager will carry out research and preliminary consultations to define the framework for the evaluation; prepare the terms of reference; choose the evaluation team and recruit the firm that will be responsible for conducting the evaluation.
- ii. Inception phase (May to October 2021): This phase aims to prepare the evaluation team for the evaluation phase by ensuring that they have a good comprehension of the evaluation's expectations and a clear plan to meet them. The initial phase will include a desk review of secondary data and initial interaction with key stakeholders (beneficiaries, government, donors, and WFP).
Expected outputs: draft of the inception report (including details of the work plan) in WFP inception report template; tools and instruments for collecting all the data and the final inception report in French and English.
- iii. Field assessment phase (November to December 2021): Fieldwork will include field visits to program sites, collection of primary and secondary data from local stakeholders. A debriefing session will take place after the completion of the fieldwork.
Expected products: memory aid; PowerPoint debriefing presentation in French and English
- iv. Reporting phase (January to March 2022): The evaluation team will analyze the data collected during the desk review and primary data collection in the field, carry out additional consultations with the various stakeholders, as needed , and write the evaluation report. This report will be submitted to the evaluation manager for quality assurance. The various stakeholders of the evaluation will then be invited to provide comments which will be recorded in a matrix by the evaluation manager and

communicated to the evaluation team for review before the finalization of the evaluation report. The final evaluation report will be produced in French and English. Expected outputs: draft evaluation report and final evaluation report in French and English in WFP evaluation report template.

- v. Dissemination and follow-up phase (April to May 2022): the evaluation report approved by the evaluation committee and USDA after considering the feedbacks and comments of other stakeholders of the evaluation reference group will be disseminated everywhere and through various means. The report will be distributed by email, hard copy, on stakeholders' websites and through a dissemination workshop. The implementation of the recommendations stemming from the evaluation will be monitored by the evaluation manager.

The summary of the outputs expected from the evaluation team is provided in Annex 9.

All products should be produced in French. Only the final evaluation reports will be in French and English.

6. Organization of the Evaluation

6.1. Conduct of the Evaluation

56. The evaluation team will carry out the evaluation under the supervision of its team leader and in close communication with the WFP evaluation manager. The team will be hired after agreement with WFP on its composition and in accordance with the evaluation schedule in Annex 2.
57. The evaluation team would have not participated in the design or implementation of the evaluation topic or in other conflicts of interest. The team should guarantee the confidentiality, rights and well-being of human subjects and respect the values of the beneficiary community. In addition, it will act impartially and respect the UNEG ethics guide "code of conduct of the evaluation profession." The evaluation for the McGovern-Dole grant will be preferably undertaken by a single evaluation firm if possible, but the continuation with mid-term and final evaluations will be based on satisfactory results. Contract award will be based on different TORs that will set out the timelines and deliverables for the different phases of the McGovern-Dole grant evaluation and the three key products (baseline study, mid-term evaluation and final evaluation reports). The draft TOR will be shared with the Evaluation Reference Group for inputs before being finalized and approved by USDA.

6.2. Team composition and skills

58. The evaluation team should have two or three members, including the team leader, and include women and men of mixed cultures and an Ivorian national. To the extent possible, the evaluation will be carried out by a geographically and culturally balanced team, possessing the skills to assess the gender dimensions of the topic, as specified in the sections already discussed, approach and methodology of the TORs. At least one team member should have experience working with WFP.

59. The team will be multidisciplinary and will include members who together will have appropriate know-how and practical knowledge in the following areas:

- School feeding
- Literacy skills
- Resilience and livelihood programming
- Food security and nutrition
- Good knowledge of gender and protection issues
- Statistical approaches and quasi-experimental evaluations
- Good understanding of the socio-cultural and economic context of Côte d'Ivoire
- Team members should have strong analytical and communication skills and evaluation experience
- The oral and written language requirements include full proficiency in French and English as all products in this evaluation will be produced in both French and English.
- The profile of the evaluation team members should include expertise in gender analysis. Someone should ensure quality control at this level
- A particular expertise with regard to impact studies. This expertise would be relevant.

60. The team leader will have evaluation technical expertise in one of the technical areas listed above, as well as expertise in designing data collection methodology and tools and demonstrated experience in conducting 'similar evaluations. He / she will also have leadership, communication skills including proven excellent writing and presentation skills in French. The evaluation team leader should have expertise in the design and implementation of quasi-experimental evaluation approaches.

61. Its main responsibilities will be: i) to define the approach and methodology of the evaluation; ii) lead and manage the team; iii) lead the evaluation mission and represent the evaluation team; iv) Write and review the inception report, the presentation of the debriefing of the field data collection (i.e the output) and the evaluation report in accordance with DEQAS.

62. Team members will bring together a complementary combination of required technical expertise and have previous similar work experiences. The members of the team: i) will contribute to the methodology in their area of expertise on the basis of a documentary review; ii) carry out fieldwork; iii) participate in team meetings and meetings with stakeholders; iv) contribute to the drafting and revision of evaluation products in their respective area (s).

63. The external evaluation team should be able to draw its own conclusions without organizational or political pressure.

7. Security considerations

64. As an "independent provider" of evaluation services for WFP, the evaluation firm will be responsible for the safety of all contracted persons, including adequate arrangements for

evacuation for medical or situational reasons. Consultants hired by the evaluation firm do not fall under the United Nations Safety and Security System (UNDSS) for United Nations staff. Health safety issues related to the Coronavirus pandemic should be taken into consideration: vaccination, wearing a mask, distancing, body contact-greetings, local transportation, etc.

65. Consultants hired independently are covered by the United Nations Safety and Security System (UNDSS) for UN staff which includes WFP staff and consultants directly contracted by WFP. Independent Consultants must obtain UNDSS security clearance to travel from the designated duty station security officer and complete security courses (basic and advanced) of UN, Print their certificates and take them with them.⁵
66. However, to avoid any security incident, the evaluation manager should ensure that:
 - The WFP Country Office registers team members with the security officer upon their arrival in the country and organizes a security briefing so that they understand the security situation on the ground.
 - Team members should comply with UN security rules and regulations.

8. Ethics

67. WFP evaluations must conform to the standards and ethical norms of the two agencies and the United Nations Evaluation Group (UNEG). The evaluation team is responsible for protecting and ensuring compliance with ethical standards at every step of the evaluation process. This includes, but is not limited to, ensuring informed consent, protecting the privacy, confidentiality and anonymity of participants, ensuring respect for their culture and autonomy, ensuring an equitable selection system (taking into account women and socially excluded groups) and finally ensure that the evaluation does not have any negative effects on the participants or their communities. Ethical issues related to the Coronavirus pandemic should be considered: vaccination, wearing of a mask, social distancing.
68. The evaluation team is responsible for managing any potential ethics-related risk and should, in consultation with the evaluation manager, establish procedures to identify, refer and resolve any ethical issues that may arise during the implementation of the evaluation. In some cases, appropriate ethical authorizations must be obtained from local and institutional authorities.

9. Roles and Responsibilities of Stakeholders

69. The Country Office (CO) in Côte d'Ivoire:

a- The WFP Representative Country Office of Côte d'Ivoire will be responsible for the following actions:

- Appoint an evaluation manager (Mr Koné Seydou, monitoring and evaluation officer at the WFP CO)

⁵Field course: basic <https://dss.un.org/bsitf/>; Advanced <http://dss.un.org/asitf>

- Form the internal evaluation committee and the evaluation reference group (see below)
- Approve final ToRs, Inception and Evaluation Final Reports prior to submission to USDA.
- Ensure the independence and impartiality of the evaluation at all stages.
- Participate in discussions with the evaluation team on the evaluation design, topic and results in close collaboration with the evaluation manager.
- Organize and participate in two debriefing sessions: one internal and the other with external stakeholders.
- Oversee the processes for disseminating and following up on evaluation results, including the preparation of a management response to evaluation recommendations.

b- The Evaluation manager :

- Manage the evaluation process at all stages, including the drafting of TOR
- Ensure that quality assurance mechanisms are operational
- Consolidate and share comments on TOR projects, inception and evaluation reports with the evaluation team
- Ensure the effective use of quality assurance mechanisms (checklists and checks)
- Ensure that the team has access to all the documents and information necessary for the evaluation; Facilitate the team's contacts with local stakeholders; Organize meetings, field visits; Provide logistical support during field work;
- Organize security briefings for the team and provide the required documents;
- Facilitate meetings of the External Reference Group;
- Be responsible for the monitoring and evaluation of the McGovern-Dole program

70. An internal Evaluation Committee (EC) chaired by WFP country Representative.

This committee is created to ensure the independence and impartiality of the evaluation. The members include the evaluation manager, the technical unit responsible for the operation in all its components, the head of the sub-office responsible for implementation, a staff from each of the financing and supply chain units. Among other things, the committee will be responsible for giving an opinion on the evaluation process, approving the selection of the evaluation team and commenting on all the products of the evaluation (TOR, inception report, evaluation reports and management response). Annex 4 specifies the role of this EC and gives the list of its members.

71. An Evaluation Reference Group (ERG)

This group will be formed by all the members of the internal evaluation committee plus relevant units from WFP Regional bureau, external stakeholders (government partners, technical and financial partners, operational partners, UNS agencies, etc.). This ERG will revise the products of the evaluation to provide an additional safety barrier against partiality and undue influence. The list of GRE members is given in appendix 5.

72. The Regional Bureau

RB management will be responsible for:

- Assigning a focal point for the evaluation. The regional evaluation officer will be the focal point of this evaluation.
- Participate in discussions with the evaluation team on the evaluation design and the evaluation topic, if applicable.
- Provide feedback on draft ToRs, inception and evaluation reports.
- Support the management response to the evaluation and monitor the implementation of recommendations.

73. **The relevant divisions of WFP Headquarters** will be responsible for discussing WFP strategies, policies or systems in their area of responsibility and evaluation topic and commenting on the evaluation TOR and draft reports.

74. **The Office of Evaluation (OEV).** OEV through the Regional Evaluation Advisor will advise the evaluation manager and provide support to the evaluation process where needed. OEV is responsible for providing access to independent quality support processes to review draft terms of reference, inception and evaluation reports from an evaluation perspective. It also acts as a help desk on request from the Regional Office.

10. Communication and budget

10.1. Communication

75. In order to ensure an efficient and smooth process and to improve the learning from this evaluation, a communication plan has been developed (see Annex 11). The evaluation team should focus on transparent and open communication with key stakeholders. Communication between the evaluation team and stakeholders should go through the evaluation manager. In particular, reports are expected to be produced systematically by the evaluators, including the essential elements (identified issues, recommendations and lessons learned) from meetings with stakeholders. These reports will be systematically sent to the concerned stakeholders.

76. As part of international evaluation standards, WFP requires that all evaluations are made public. After the approval of the final evaluation report, it will be disseminated widely and workshops will be organized internally and with partners, to discuss the implications of recommendations and the way forward. The final evaluation report should be provided in French and English.

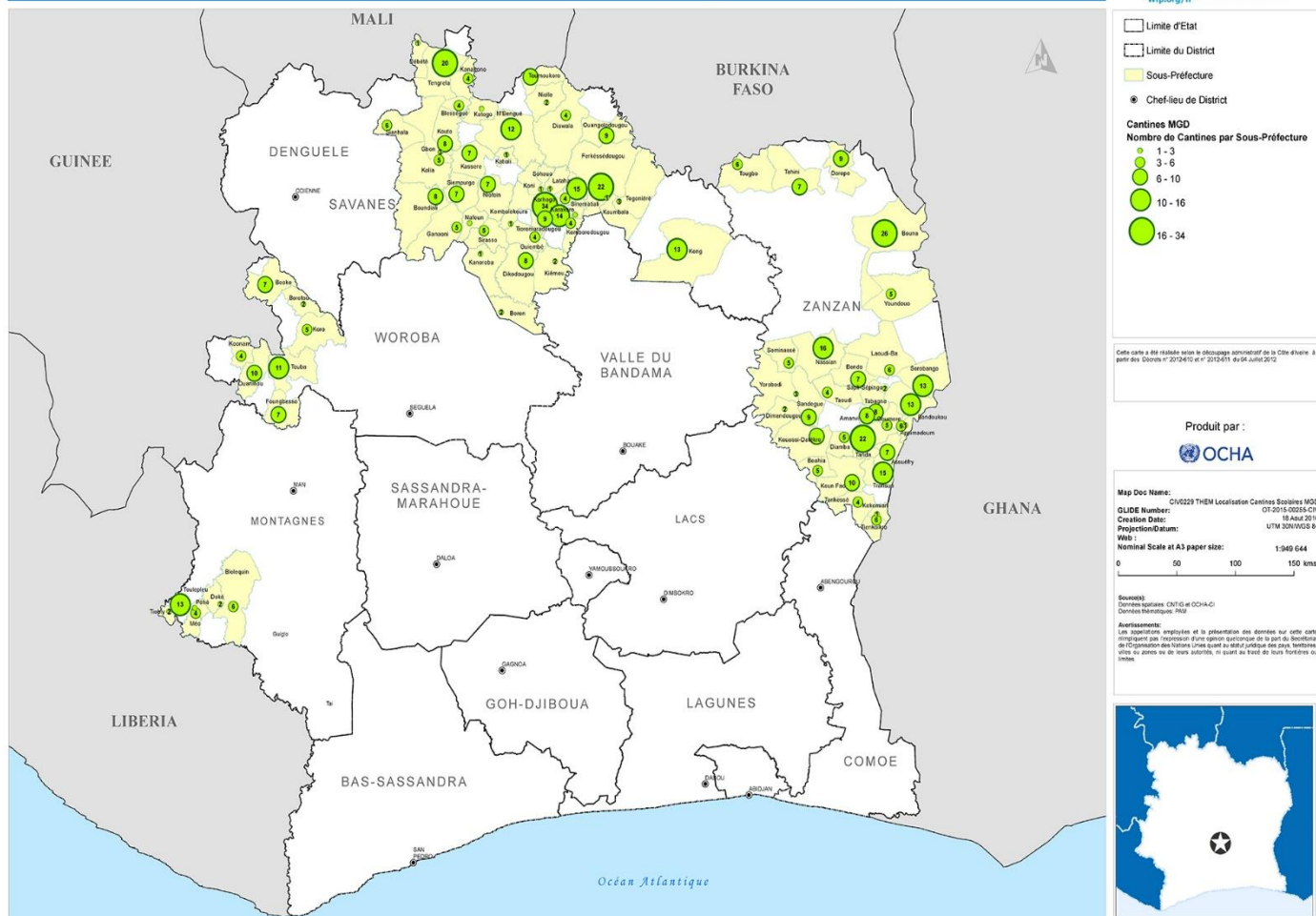
10.2. Budget

77. The McGovern-Dole funding provides a budget to fund the various evaluations of the program. However, during the submission of proposals, the firms will propose a budget:

- which outlines various budgets lines related to different activities
- which can include international travel and local transportation
- which should not include special communication provisions.

Annex 1: Mapping of the McGovern-Dole school canteen program

PAM COTE D'IVOIRE - Localisation des cantines scolaires MGD par Sous-Préfecture



Number	Regions	Number of MGD schools	Number of planned rationing
1	BONDOUKOU	174	27735
2	BOUNA	80	17092
3	BOUNDIALI	78	18341
4	FERKE	61	14273
5	KORHOGO	141	35576
6	GUIGLO	33	6083
7	TOUBA	46	5900
	Grand Total	613	125000

Annex 2: Evaluation schedule

	Phases, Activities and Deliverables	Key dates
Phase 1: Preparation		December 2020- May 2021
	Preparation of the draft evaluation TOR	
	Circulation of TOR with stakeholders for review	
	Quality assurance of TOR	
	Appointment of an evaluation manager (EG)	
	Final TOR	
	Identification and recruitment of the evaluation team	
Phase 2: Inception		May - October 2021
	Briefing of the evaluation team	
	Document review	
	Preparation of the draft of the inception report including the methodology	
	Submission of the first draft of the inception report to the EG	
	Quality assurance by the evaluation manager and external independent quality support service	
	Consolidation of comments on the report, by the EG	
	Review of the inception report by the evaluation team	
	Submission of the second draft of the inception report to the EG	
	Share the inception report to all stakeholders (Evaluation Reference Group)	
	Consolidation of comments on the report, by the EG	
	Review of the inception report by the evaluation team	
	Submission of revised inception report to EG	
	Approval of the final inception report by the evaluation committee	
Phase 3: Data collection and analysis		November - December 2021
	Organization of the evaluation mission: Finalization of the planning of the field visits	
	Field data collection	
	Debriefing	
	Checklist / PowerPoint presentation of the first results	
Phase 4: Reporting		January - March 2022
	Preparation of the first draft of the evaluation report	
	Submission of the first draft of the evaluation report to the EG	
	Quality assurance by the evaluation manager and external independent quality support service	

	Review of the first draft of the evaluation report by the evaluation team	
	Submission of the second draft of the evaluation report to the EG	
	Sharing of the evaluation report to all stakeholders (evaluation reference group)	
	Consolidation of comments, by the EG	
	Revision of the second draft of the evaluation report, by the evaluation team	
	Submission of the final evaluation report to the Evaluation Manager	
	Approval of the final evaluation report by the evaluation committee including the USDA	
	Submit final report to USDA for approval	
Phase 5: Dissemination and monitoring		April - May 2022
	Development of a management response plan	
	Dissemination of the final report to all stakeholders	
	Organization of an internal restitution with the members of Reference Group in Abidjan	
	Publication of the report on the MAP website	

Annex 3: Key characteristics of the operation

SURGERY	
Approval	The school feeding program supported by MGD funding was approved by the Executive Director in December 2015
Duration	2016 to 2020
Planned beneficiaries	<u>Plan :</u> Rationaries: 125,000 Take-home rations: 10,000 CM girls per year COGES training: 613 committees Agricultural support and literacy: 50 groups per year
Planned food needs	<u>Plan :</u> 24 600 mt
Planned budgetary resources	<u>Plan :</u> US \$ 35,000,000
PARTNERS	
Government	Ministry of Education - Direction of School Canteens - Department of Pedagogy and Continuing Education

	<ul style="list-style-type: none"> - Directorate of Literacy and Non-Formal Education - Management of Promotion and Monitoring of COGES - Department of Strategies, Planning and Statistics 			
United Nations	Unicef			
NGO	AVSI			
EXPECTED RESULTS (according to program description)				
Program	Direct beneficiaries	Indirect beneficiaries	Geographical areas	Number of schools
School meals	61,250 girls 63,750 boys	613 communities	Poro, Bagoué, Tchologo, Bounkani, Gontougo, Bafing, Cavally	613
Take-Home rations	10,000 girls	50,000 people in households	Poro, Bagoué, Tchologo	280
Capacity building of groups around canteens	50 groups			
Deworming	125,000 students	0	Poro, Bagoué, Tchologo, Bounkani, Gontougo, Bafing, Cavally	613
Provide food preparation and storage tools and equipment	500 schools	125,000 students per year		
Train canteen management staff	4000 people per year			
Train school management committees	12,500 COGES members			
Develop local capacities to provide food to schools	200 groups	10,000 women		

Development of tools to improve reading	125,000 students 920 teachers		Poro, Bagoué, Tchologo, Bounkani, Gontougo, Bafing, Cavally	613
Distribution of reading material	125,000 students	920 teachers	Poro, Bagoué, Tchologo, Bounkani, Gontougo, Bafing, Cavally	613
Training in -Reading technique -Hygiene and health -Nutrition	920 teachers	613 communities	Poro, Bagoué, Tchologo, Bounkani, Gontougo, Bafing, Cavally	613

Annex 4: Members of the internal evaluation committee

INTERNAL EVALUATION COMMITTEE:

Objective and function: The general objective of the evaluation committee is to ensure a credible, transparent, impartial and quality evaluation process, in accordance with the WFP evaluation policy (2016-2021). To achieve this, he will assist the evaluation manager throughout the process, reviewing the expected outputs of the evaluation (terms of reference, inception report and evaluation report) and submit them for approval to the WFP Representative. who will chair the committee.

The Country Representative as Chair of the Evaluation Committee will make decisions on key aspects of the evaluation, including:

- Budget, allocation of funds and selection of the evaluation team;
- Approval of the terms of reference, the inception report and the evaluation report.

Composition of the committee:

President : Ussama OSMAN, Country Director / Representative

Members : Alti Bema , Head of Program

Sandrine Aka, Head of Supply Chain

Bidio Kouassi, National Program Officer School Feeding

Nanga Kaye, SAMS Program Consultant

Philippe Seone, National Program Officer

Isabelle Dia (REO- Interim officer)

Secretariat : Seydou Kone (Head of M & E / VAM), Evaluation manager

Annex 5: Members of the Evaluation Reference Group (ERG)

Evaluation REFERENCE GROUP

Objective and Function: The overall objective of the Evaluation Reference Group (ERG) is to contribute to the execution of a credible, transparent, impartial and quality evaluation process, in accordance with WFP's policy on evaluation (2016-2021). Members of the reference group review and comment on the draft terms of reference, inception report and evaluation report. They provide advice in their capacity as specialists, but assume no managerial responsibility. Approval of the evaluation products rests with the Country Representative, in his capacity as chair of the evaluation committee.

Composition of the ERG:

The reference group includes internal and external stakeholders.

	First and last name	Function
WFP Country Office	Ussama OSMAN	Country Director / Representative
	Alti Bema	Head of Program
	Anna Eshun	National Finance Officer
	Sandrine Aka	Head of Supply Chain
	Bidio Kouassi	National Program Officer School Feeding
	Nanga Kaye	SAMS Program Consultant
	Philippe Seone	National Program Officer
	Monique Koffi	Associate Program, Gender focal point
WFP Regional Office in Dakar	Abdi Farah	Head of School Meals Unit
	Niamh OGRADY	Focal point School based program evaluation
	Isabelle CONFESSON	Evaluation

	Edoxi Kindane	Evaluation
Government partners	YEO Yanou Direction of School Canteens	Deputy Director in charge of Monitoring and Evaluation
	HILI BABA Department of Pedagogy and Continuing Education	DPFC Deputy Director in charge of Educational Innovations
	BOUSSOU Léa Pierrette Directorate of Literacy and Non-Formal Education	DAENF administration
	Germaine EFFI Management of Promotion and Monitoring of COGES	General Services Coordinator
	KEFFA Enoch Department of Strategies, Planning and Statistics	Researcher in the Projects and Programs department
	Dr Aka Bekroudjobehon National Nutrition Program Ministry of Health and Public	Head of Service, Responsible for the Management of Malnutrition and Food Security
	Anon Bertin Ministry of Agriculture and Rural Development	Director of Food Production and Food Security
Other Partners	Esmel Beugré AVSI (NGO partner)	Monitoring and Evaluation Officer

Annex 6: Evaluation criteria and questions

Criteria	Evaluation questions	
	Baseline	Endline
Relevance	<ul style="list-style-type: none"> To what extent is the design of the interventions in line with the needs and priorities of the government, target population including vulnerable groups - women, girls, boys and men Is the intervention aligned with the policies and priorities of WFP, partners, United Nations agencies? To what extent does the program design and objectives take into account the social, economic, cultural, political and environmental context, and equity? To what extent was the design of the intervention based on a deep analysis of gender issues? To what extent did the design and implementation of the intervention take gender into account? What are the synergies between the intervention and other WFP interventions? 	<ul style="list-style-type: none"> To what extent was the design of the interventions in line with the needs and priorities of the government, the target population including vulnerable groups - women, girls, boys and men? Was the intervention aligned with the policies and priorities of WFP, partners, United Nations agencies? To what extent have the design and objectives of the program taken into account the social, economic, cultural, political and environmental context, and equity? To what extent has the intervention been able to adapt throughout the program to new needs or changing circumstances? To what extent was the design of the intervention based on a deep analysis of gender issues? To what extent did the design and implementation of the intervention take gender into account? <p>What were the synergies between the intervention and other WFP interventions?</p> <ul style="list-style-type: none">
Effectiveness		<ul style="list-style-type: none"> To what extent have the outputs and outcomes been achieved (are they likely to be achieved)? What are the

		<p>factors that have influenced this impairment / not?</p> <ul style="list-style-type: none"> • Does the achievement of results lead / is it likely to lead to the achievement of the intervention objectives? What major factors have influenced this? • Have the results been achieved for men, women, boys and girls? • Have the relevant standards of assistance been met? • To what extent have the recommendations formulated during the mid-term evaluation been implemented and what have been the results and effects, the constraining or adjuvant factors?
Efficiency		<ul style="list-style-type: none"> • To what extent were the activities “profitable (cost / efficiency)”? • Was the intervention implemented in a timely manner? • Has the intervention been implemented in the most efficient way compared to the alternatives? • How efficient is targeting? • What are the external and internal factors influencing efficiency? • To what extent have the gender sensitive activities been efficient?
Coherence	<ul style="list-style-type: none"> • To what extent is WFP's intervention coherent with the policies and programs of other partners operating in the same context? • To what extent is the design and execution of the response coherent with humanitarian principles? 	<ul style="list-style-type: none"> • To what extent was WFP's intervention consistent with the policies and programs of other partners operating in the same context? • To what extent was the design and execution of the response consistent with humanitarian principles? • To what extent could adjustments in activities or approaches be made to improve the new project?

Impact		<ul style="list-style-type: none"> • What were the effects of the operation on the people assisted in terms of: a) improving educational indicators; b) improve student reading; c) strengthen the capacity of groups. What are the reasons for the observed effects? • Are there any unintended effects (negative and / or positive) on beneficiaries? What have been the gender-specific impacts, in particular with regard to the education of girls? What are the main drivers of positive impacts? • To what extent have the results of the program progressed towards positive long-term effects on the targeted beneficiaries (girls, boys, men and women), households, communities and institutions? • To what extent have the School Canteen Monitoring Committees strengthened support for canteens?
Sustainability	<ul style="list-style-type: none"> • To what extent has the design of the intervention taken into account sustainability, such as strengthening the capacity of national and local government institutions, communities and other partners? 	<ul style="list-style-type: none"> • To what extent will the benefits of the intervention continue after WFP's activities end? or How likely are the benefits of • What are the key factors that affect the sustainability of the program? • To what extent do the groups of women farmers contribute to the supply of canteens? Is it obvious that their contribution will continue after the program ends? • To what extent have the School Canteen Monitoring Committees contributed to supporting groups and canteens? • To what extent could School Canteen Monitoring Committees consider their contribution to sustainability in the long term? • will the intervention continue after the end of WFP's work?

		<ul style="list-style-type: none">• Did the intervention change gender relations in the medium to long term?• To what extent will the achievements of the program in terms of gender, equity and empowerment be consolidated after the program?
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Annex 7: MGD Program Results Framework

RESULTS	INDICATOR	Reference level (baseline)	Mid-course	Target
MGD SO1: School-age children's learning to read is improved	Proportion of pupils who, at the end of two years of primary school, demonstrate that they can read and understand the meaning of grade level text (boys).	CP1 = 5% CP2 = 16% CE1 = 25% CE2 = 11% CM1 = 8% CM2 = 8%	CP1 = 44% CP2 = 40% CE1 = 51% CE2 = 46% CM1 = 30%	
	Proportion of pupils who, at the end of two years of primary school, demonstrate that they can read and understand the meaning of the grade level text (girls).	CP1 = 4% CP2 = 13% CE1 = 19% CE2 = 11% CM1 = 6% CM2 = 7%	CP1 = 47% CP2 = 36% CE1 = 46% CE2 = 27% CM1 = 17% CM2 = 27%	
	Number of people directly benefiting from USDA-funded interventions (new).	0		
	Number of people directly benefiting from USDA funded interventions (alumni).	0		
	Number of people directly benefiting from USDA funded interventions (Men).	0		
	Number of people directly benefiting from USDA funded interventions (Women).	0		
	Number of people indirectly benefiting from USDA-funded interventions	0		
MGD 1.1 The quality of literacy learning is improved	Number of teachers in target schools who demonstrate use of new techniques or quality teaching tools as a result of USDA assistance	0		
MGD 1.1.1 Teacher attendance is higher	Proportion of teachers in target schools who attend and teach in the school regularly (at least 90% of school days) per school year.	94.2%	94.4%	
MGD 1.1.2 Access to school supplies and	Number of textbooks and other teaching and learning materials provided with USDA assistance	0		

materials is improved				
MGD 1.1.3 Access to learning to read materials is improved	Number of target schools where students have additional reading materials as a result of USDA support	0		
MGD 1.1.4 Teachers' skills and knowledge are increased	Number of teachers / educators / teacher assistants in targeted schools who demonstrate the use of new and good teaching techniques or tools (by type, by gender)	0		
	Number of teachers / educators / teacher assistants trained or certified as a result of USDA assistance (by type, gender)	0		
MGD 1.1.5 The skills and knowledge of school officials are increased	Number of heads of targeted schools who demonstrate new and good teaching techniques or tools (by type, by sex)	0		
	Number of school leaders trained or certified as a result of USDA assistance (by gender)	0		
MGD 1.2 Students' concentration is improved	Proportion of students identified as attentive in class by their teachers (by sex, by class).	Girl = 78% Boy = 78%	Girl = 68% Boy = 67%	
MGD 1.2.1 Short-term hunger is reduced	Number of daily school meals (breakfast, snack, lunch) provided to school-aged children as a result of USDA assistance	0		
	Proportion of students in targeted schools who ate a meal regularly before or during the school day (by sex)	0		
MGD 1.2.1.1 /1.3.1.1 Access to school feeding is increased	Number of take-home rations provided as a result of USDA assistance	0		
	Number of girls who received take-home rations as a result of USDA assistance	0		

Number of girls who received take-home rations as a result of USDA assistance (new)	0		
Number of girls who received take-home rations as a result of USDA assistance (continuing)	0		
Number of school-aged children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance (girl)	0		
Number of school-aged children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance (boy)	0		
Number of school-aged children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance (New)	0		
Number of school-aged children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance (Continuing)	0		
Number of daily school meals (breakfast, snack, lunch) provided to school-aged children as a result of USDA assistance	0		
Proportion of households with acceptable food consumption by sex of head of household	Female = 96.2% Male = 96.3%	Female = 83.9% Male = 90%	
Survival strategy index (average) according to the sex of the head of household	Woman = 4.1 Male = 2.9	Woman = 5.4 Male = 4.4	
Dietary diversity score according to the sex of the household head	Woman = 5.8 Male = 6	Woman = 5 Male = 5.1	
Number of social safety net beneficiaries participating in productive safety nets as a result of USDA assistance (continuing)	0		

	Number of social safety net beneficiaries participating in productive safety nets as a result of USDA assistance (new)	0		
	Number of social safety net beneficiaries participating in productive safety nets as a result of USDA assistance (Male)	0		
	Number of social safety net beneficiaries participating in productive safety nets as a result of USDA assistance (Daughter)	0		
MGD 1.3 Student attendance is improved	Proportion of students regularly (80%) attending classes / schools supported by USDA (Boys)	98%	100%	
	Proportion of students regularly (80%) attending classes / schools supported by USDA (Girls)	98.3%	100%	
MGD 1.3.1 Economic and cultural motivations are increased (or discouragement decreases)	Number of girls who received take-home rations as a result of USDA assistance (new)	0		
	Number of girls who received take-home rations as a result of USDA assistance (continuing)	0		
MGD 1.3.2 Absences linked to illnesses are decreasing	Proportion of students who miss more than 10 days of school per year due to illness. (Boy)	2%	0.7%	
	Proportion of students who miss more than 10 days of school per year due to illness. (Girl)	1.7%	0.7%	
MGD 1.3.4 Student admissions are increased	Number of Students Enrolled in USDA-Assisted Schools (Boy)	0		
	Number of Students Enrolled in USDA-Assisted Schools (Girl)	0		
	Gender Ratio, primary	0.85	0.99	

<p>MGD 1.3.5 Community knowledge of the benefits of education is improved</p>	<p>Number of members of management committees and members of women's production groups made aware of the importance of education</p>	<p>0</p>		
<p>MGD 1.4.3 Government support increased</p>	<p>Value of public and private leveraged investments due to USDA (host government) assistance</p>	<p>0</p>		
	<p>Annual growth rate of the budget allocated by the Government to the National Directorate of School Canteens</p>	<p>0</p>		
	<p>Number of child health and nutrition policies, regulations and administrative procedures, by level of development, due to USDA assistance (by stage)</p>	<p>0</p>		
	<p>Number of education sector policies, regulations and administrative procedures, by level of development, due to USDA assistance (by stage)</p>	<p>0</p>		
<p>MGD 1.4.4 Engagement of local organizations and community groups increased</p>	<p>Number of parent-teacher associations or similar "school" governance structures supported as a result of USDA assistance</p>	<p>0</p>		
	<p>Number of public-private partnerships established as a result of USDA assistance (nutrition)</p>	<p>0</p>		
	<p>Number of public-private partnerships established as a result of USDA assistance (education)</p>	<p>0</p>		
	<p>Number of public-private partnerships established as a result of USDA assistance (health)</p>	<p>0</p>		
	<p>Number of public-private partnerships set up following USDA assistance (multi-sector)</p>	<p>0</p>		

	Number of public-private partnerships established as a result of USDA assistance (other)	0		
MGD SO2 The use of health and food practices is increased	Proportion of school-age children receiving a minimum acceptable diet (Boy).	47%	83%	
	Proportion of children of school age receiving a minimum acceptable diet (Girl).	47%	83%	
MGD 2.1 Knowledge of sanitary and hygienic practices is improved	Proportion of school management committee members and canteen management staff who can identify at least three health and hygiene practices. (Man)	89.6%	88%	
	Proportion of school management committee members and canteen management staff who can identify at least three health and hygiene practices. (Women)	89.6%	88%	
MGD 2.2 Knowledge of safe food preparation and storage practices is increased	Proportion of school management committee members and canteen management staff who can identify at least three safe food preparation and storage practices.	74.1% good food storage practice 72% good knowledge of safe food preparation practices	83% good food storage practice 82% good knowledge of safe food preparation practices	
MGD 2.3 Knowledge of nutrition is increased	Number of people trained in child health and nutrition as a result of USDA assistance (Male)	0		
	Number of people trained in child health and nutrition as a result of USDA assistance (Female)	0		
MGD 2.5 Access to preventive health	Number of students who benefited from deworming			
	Number of pupils who benefited from deworming (Boys)			

interventions is increased	Number of pupils who benefited from deworming (Girls)			
	Proportion of schools using an improved water source	48% have a water point 93% have an improved water source	54% have a water point 94% have an improved water source	
	Proportion of schools with improved sanitation facilities	53%	59%	
MGD 2.6 Access to required food preparation and storage tools and equipment is improved	Number of targeted schools with access to improved food preparation and storage equipment.			
MGD 1.4.1 /2.7.1 The capacities of government institutions are improved	Number of government staff trained in food management and monitoring and evaluation	0		
MGD 1.4.2 /2.7.2 Policies and regulatory frameworks are improved	Number of child health and nutrition policies, regulations and administrative procedures, by level of development, due to USDA assistance (by stage 1)	0		
	Number of child health and nutrition policies, regulations and administrative procedures, by level of development, due to USDA assistance (by stage 2)	0		
	Number of child health and nutrition policies, regulations and administrative procedures, by level of development, due to USDA assistance (by step 5)	0		

MGD 1.4.3 Government support is increased	Value of public and private leveraged investments due to USDA (host government) assistance	0		
	Annual growth rate of the budget allocated by the Government to the National Directorate of School Canteens	0		
MGD 1.4.4 Engagement of local organizations and community groups is increased	Number of parent-teacher associations or similar "school" governance structures supported as a result of USDA assistance	0		
	Number of public-private partnerships set up as a result of USDA (Women's Production Groups) assistance	0		

The results framework is the monitoring instrument defining objectives in a clear and quantified manner and reinforces the obligation to report on the achievement of the objectives set.

Annex 8: Bibliography

- MGD Program Project Document
- Report of the baseline survey of the school canteen program supported by MGD
- Mid-term evaluation report of the school canteen program supported by MGD.
- Progress reports on the school feeding program supported by MGD
- Monitoring reports of the school canteen program supported by MGD
- The results framework of the school canteen program supported by MGD
- Matrix for monitoring the indicators of the school canteen program supported by MGD
- WFP Country Program (CSP) Project Document
- Report of the National Living Standards Survey (ENV 2015)
- The Agricultural Season and Food Vulnerability Monitoring Report (SAVA 2018)
- The National School Feeding Strategy in Côte d'Ivoire (2013 - 2017)
- Multi-sector nutrition strategic plan (2016–2020)
- National nutrition guidelines
- "Healthy kids" manuals

- USDA Monitoring and Evaluation Policy
- WFP Evaluation Policy and Quality Assurance (DEQAS)
- The USDA McGovern-Dole Handbook on Progress Indicators and Their Definitions
- The program evaluation plan
- The second generation National Agricultural Investment Program (PNIA 2)
- The Operational Plan 1;
- Manual of menus based on local foods (2014)

Annex 9: List of deliverables

The summary of the products expected from the evaluation team:

- Initial inception report including methodology
- Final inception report (including a quality assurance plan, data collection tools, data collection schedule)
- Quality Assurance plan
- Data collection tools
- Planning of data collection
- Raw and cleared databases
- PowerPoint debriefing presentation of preliminary results
- Draft evaluation report including raw and uncluttered database, based on the suggested table of contents
- Final evaluation report based on the suggested table of contents
- Suggested table of contents for the report (summary, methodology, results, conclusions, recommendations, appendix on performance indicators, etc.)
- Presentation of evaluation results

Annex 10: Some results achieved in 2020

Distribution of beneficiaries

Year 2020	Female	Male	Total
School feeding (on-site)	60161	61610	121771
BAFING	2581	2904	5485
BAGOUE	9070	9068	18138
BOUNKANI	7318	8202	15520
CAVALLY	2589	2984	5573
GONTOUGO	12819	13690	26509
PORO	18582	17947	36529
TCHOLOGO	7202	6815	14017
School feeding (take-home rations)	15000	0	15000
BAGOUE	2709	0	2709
BOUNKANI	1727	0	1727
GONTOUGO	2840	0	2840
PORO	5818	0	5818
TCHOLOGO	1906	0	1906

Quantity of food (mt) distributed by region (Hot meal)

Region	Rice	Split peas	Vegetable Oil	Total
BAFING	125,841	15.634	5.149	146,624
BAGOUE	269.09	53.861	17.88	340,831
BOUNKANI	218,863	43,823	14.585	277,271
CAVALLY	116,523	14.741	4.913	136.177
GONTOUGO	368,076	73.116	24.56	465.752
PORO	585,642	117.128	38.969	741,739
TCHOLOGO	204,813	39.914	13.654	258,381
Total	1888,848	358,217	119.71	2366.775

Quantity (mt) of food distributed by region (Take Home Ration)

Region	Rice
BAGOUE	382,704
BOUNKANI	266,716
GONTOUGO	436,625
PORO	798,151
TCHOLOGO	273,828
Total	2158,024

Annex 11: Communication and Learning Plan

When	What	Whose- <i>Targeted organization or individuals / position (e.g. NGO partner, government ministry official, donor representative)</i>	What level <i>Organizational level of communication (e.g. strategic area, operational, etc.)</i>	From whom <i>The leading staff of the commissioning office with name / position (e.g. Country Director, Evaluation Officer)</i>	How? 'Or' What <i>Communication means (For example, meeting, interaction, etc.)</i>	Why <i>Purpose of the communication (e.g. soliciting feedback, sharing findings of findings for accountability)</i>
Planning (August - September 2020)	Provisional timetable and scope of the evaluation	Country office representative	Strategic and operational	RBD, evaluation unit	- E-mail	To confirm intention to learn / report results on the topic
Preparation October 2020 - May 2021	Provisional Terms of reference	Key stakeholders through the evaluation reference group	Operational + technical	The evaluation manager	- E-mail - During a regular coordination meeting	Solicit review and comments on TORs

When	What	Whose- <i>Targeted organization or individuals / position (e.g. NGO partner, government ministry official, donor representative)</i>	What level <i>Organizational level of communication (e.g. strategic area, operational, etc.)</i>	From whom <i>The leading staff of the commissioning office with name / position (e.g. Country Director, Evaluation Officer)</i>	How? 'Or' What <i>Communication means (For example, meeting, interaction, etc.)</i>	Why <i>Purpose of the communication (e.g. soliciting feedback, sharing findings of findings for accountability)</i>
<i>Evaluation phase</i>	<i>Communication products</i>					
	Final TOR	Key stakeholders through the Evaluation Reference Group (ERG)	Strategic, operational, and technical	WFP CO representative or in charge of WFP school canteens	<ul style="list-style-type: none"> - E-mail - During a regular coordination meeting 	To inform stakeholders of the plan, purpose, scope and timeline of the evaluation and their roles
Inception	<p>First draft of the inception report including the methodology</p> <p>Second draft of the inception</p>	Key stakeholders through the Evaluation Reference Group (ERG)	Operational + technical	The evaluation manager	<ul style="list-style-type: none"> - E-mail - During a regular coordination meeting 	Solicit review and comments on the inception report

When	What	Whose- <i>Targeted organization or individuals / position (e.g. NGO partner, government ministry official, donor representative)</i>	What level	From whom	How? 'Or' What	Why
<i>Evaluation phase</i>	<i>Communication products</i>		<i>Organizational level of communication (e.g. strategic area, operational, etc.)</i>	<i>The leading staff of the commissioning office with name / position (e.g. Country Director, Evaluation Officer)</i>	<i>Communication means (For example, meeting, interaction, etc.)</i>	<i>Purpose of the communication (e.g. soliciting feedback, sharing findings of findings for accountability)</i>
June - October 2021	report including the methodology					
	Final Inception report	Key stakeholders through the Evaluation Reference Group (ERG)	Strategic, operational, and technical	WFP CO representative or in charge of WFP school canteens	- E-mail - During a regular coordination meeting	To inform stakeholders of the detailed evaluation plan, their roles, and implications in the evaluation
Data collection and analysis – November-	Powerpoint presentation	Key stakeholders through the Evaluation	Operational + technical	The evaluation manager	- E-mail	Invite stakeholders to the debriefing meeting to discuss the preliminary results

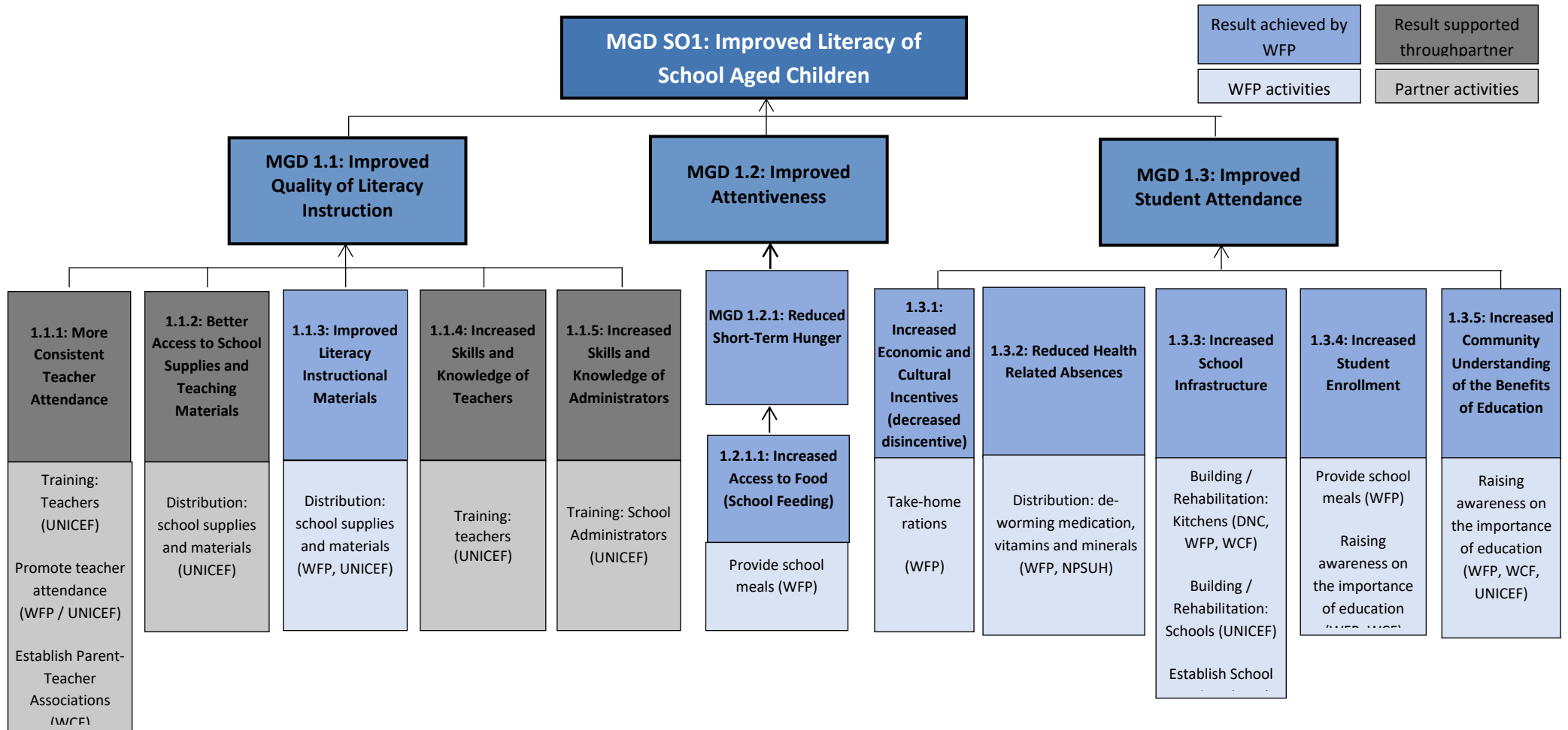
When	What	Whose- <i>Targeted organization or individuals / position (e.g. NGO partner, government ministry official, donor representative)</i>	What level	From whom	How? 'Or' What	Why
<i>Evaluation phase</i>	<i>Communication products</i>		<i>Organizational level of communication (e.g. strategic area, operational, etc.)</i>	<i>The leading staff of the commissioning office with name / position (e.g. Country Director, Evaluation Officer)</i>	<i>Communication means (For example, meeting, interaction, etc.)</i>	<i>Purpose of the communication (e.g. soliciting feedback, sharing findings of findings for accountability)</i>
December 2021		Reference Group (ERG)				
Reporting January to March 2022	First draft of the evaluation report	Key stakeholders through the Evaluation Reference Group (ERG)	Operational + technical	The evaluation manager on behalf of the evaluation committee	<ul style="list-style-type: none"> - E-mail - Technical committee meeting 	Solicit technical comments
	Final evaluation report	Key stakeholders through the Evaluation Reference	All levels -WFP.org users -Users of partner sites	The evaluation manager	<ul style="list-style-type: none"> - E-mail - Workshop - By posting the report on the 	To inform all stakeholders of the main product of the evaluation

When	What	Whose- <i>Targeted organization or individuals / position (e.g. NGO partner, government ministry official, donor representative)</i>	What level	From whom	How? 'Or' What	Why
<i>Evaluation phase</i>	<i>Communication products</i>	<i>Targeted organization or individuals / position (e.g. NGO partner, government ministry official, donor representative)</i>	<i>Organizational level of communication (e.g. strategic area, operational, etc.)</i>	<i>The leading staff of the commissioning office with name / position (e.g. Country Director, Evaluation Officer)</i>	<i>Communication means (For example, meeting, interaction, etc.)</i>	<i>Purpose of the communication (e.g. soliciting feedback, sharing findings of findings for accountability)</i>
		Group (ERG) General Public		Focal points of partner organizations	external MAP website - By posting the report on the websites of partner organizations	To make the report publicly available
Dissemination and follow-up April-May 2022	Draft management response to evaluation recommendations	- Key stakeholders through the Evaluation Reference Group (ERG)	Technical and managerial level	The evaluation manager on behalf of the evaluation committee	-E-mail -	To communicate suggested actions on recommendations and comments made specifically on actions required by

When	What	Whose- <i>Targeted organization or individuals / position (e.g. NGO partner, government ministry official, donor representative)</i>	What level <i>Organizational level of communication (e.g. strategic area, operational, etc.)</i>	From whom <i>The leading staff of the commissioning office with name / position (e.g. Country Director, Evaluation Officer)</i>	How? 'Or' What <i>Communication means (For example, meeting, interaction, etc.)</i>	Why <i>Purpose of the communication (e.g. soliciting feedback, sharing findings of findings for accountability)</i>
<i>Evaluation phase</i>	<i>Communication products</i>					external stakeholders
	Management's final response	General public	-WFP.org users -Users of partner sites	Evaluation manager Focal point of partner organizations	by posting the report on https://www1.wfp.org/	To make management's response available and public

Annex 12: Program Results Framework (Phase 1)

WFP Côte d'Ivoire FY13-FY15 McGovern-Dole Proposal - Program-Level Results # 1



SO1 Foundational Results

MGD 1.4.1: Increased Capacity of Government Institutions (including schools)

Capacity Building Local, regional and national level (WFP)

Training: Commodity Management (WFP)

MGD 1.4.2: Improved Policy and Regulatory Framework

Develop Partnerships with Farmer Groups to supply food to schools (WFP, DNC)

MGD 1.4.3: Increased Government Support

Capacity Building Local, regional and national level (WFP)

MGD 1.4.4: Increased Engagement of Local Organizations and Community Groups

Establish Parent-Teacher Associations (WFP, WCF)

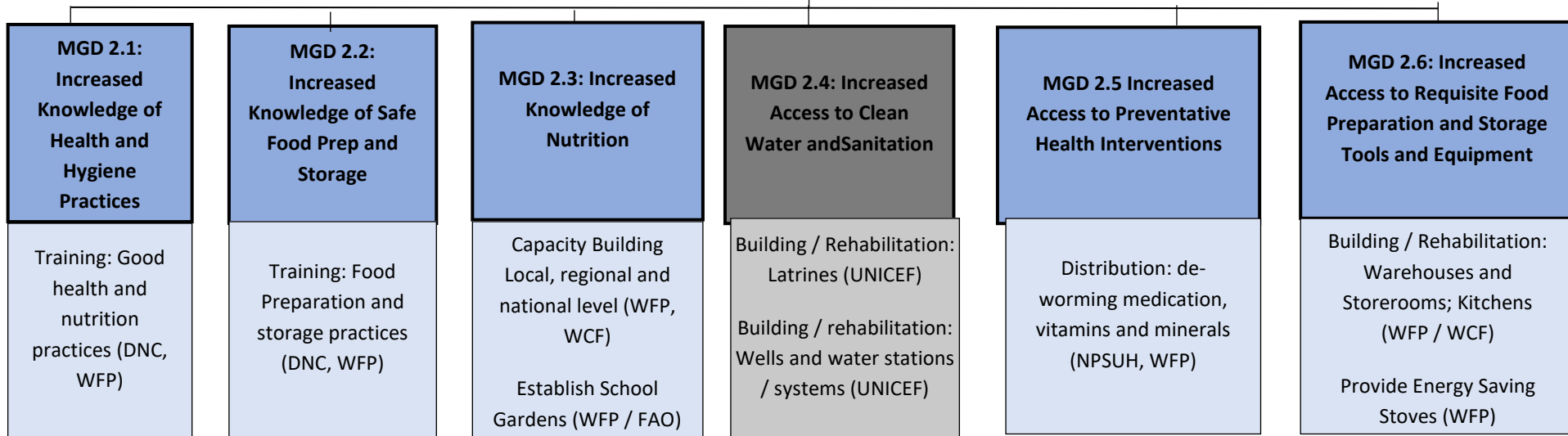
Training: Parent-Teacher Associations (WCF, WFP)

WFP Côte d'Ivoire FY13-FY15 McGovern-Dole Proposal - Program-Level Results # 2

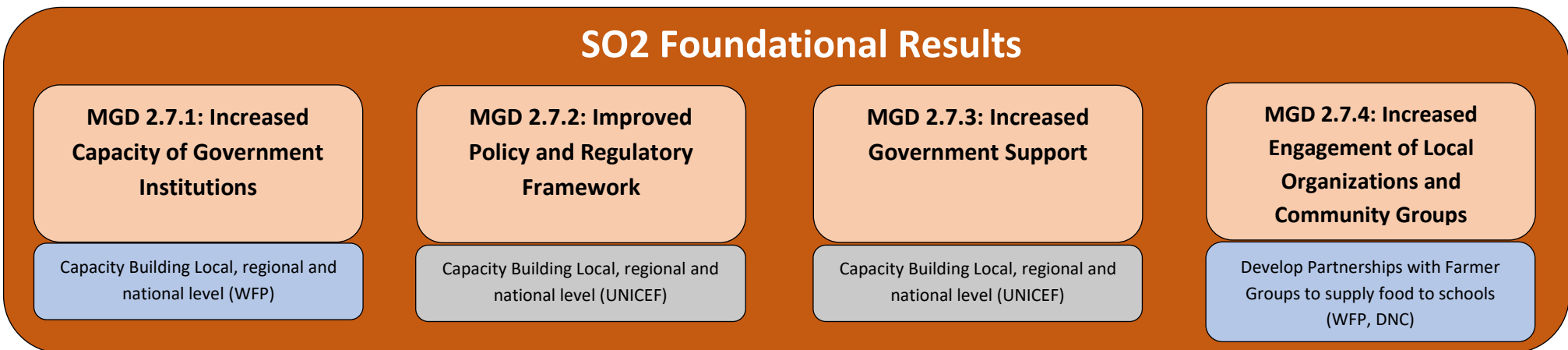
MGD SO2: Increased Use of Health and Dietary Practices

Key

Result achieved by WFP	Result supported through partner
WFP activities	Partner activities

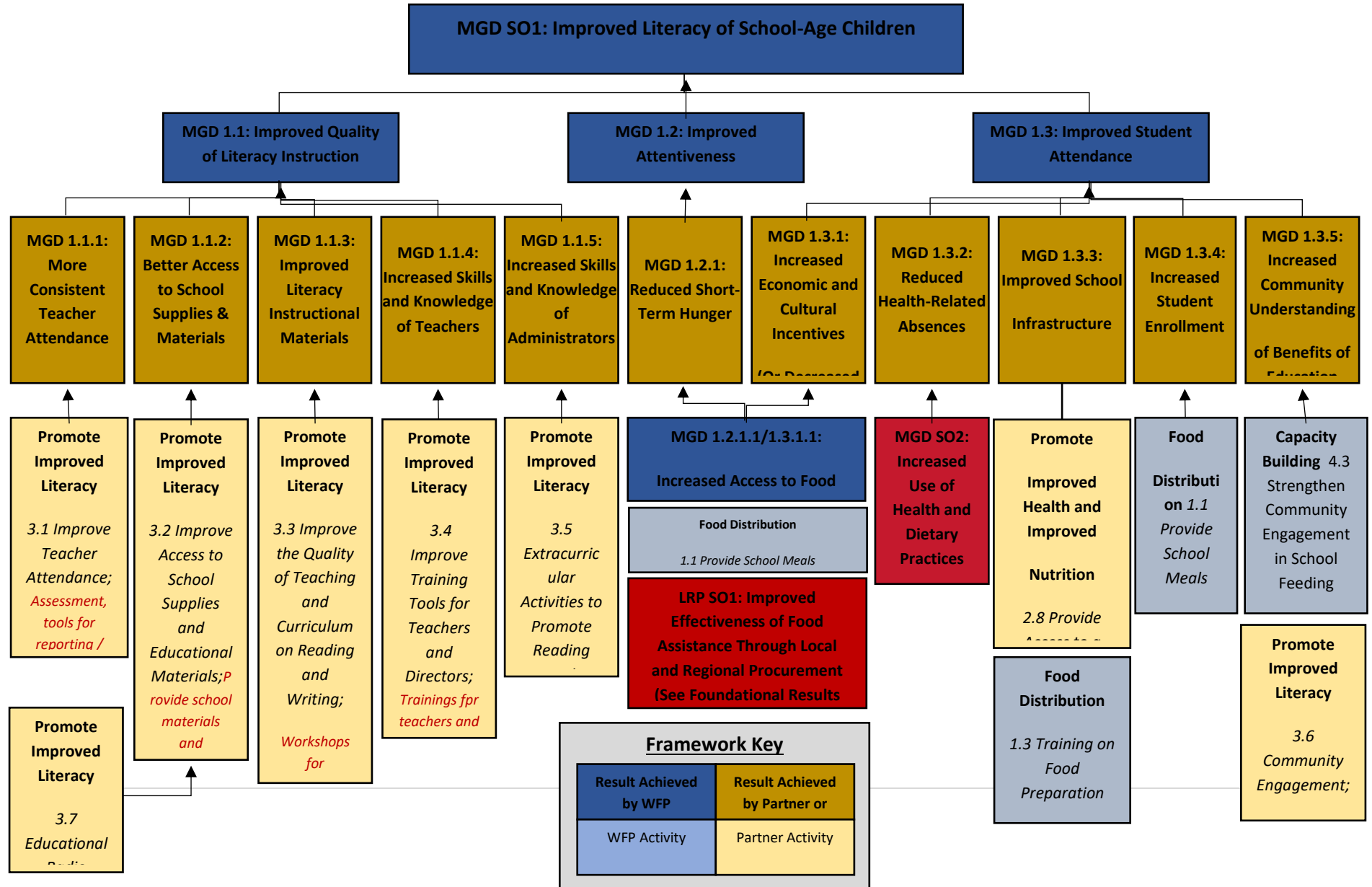


SO2 Foundational Results

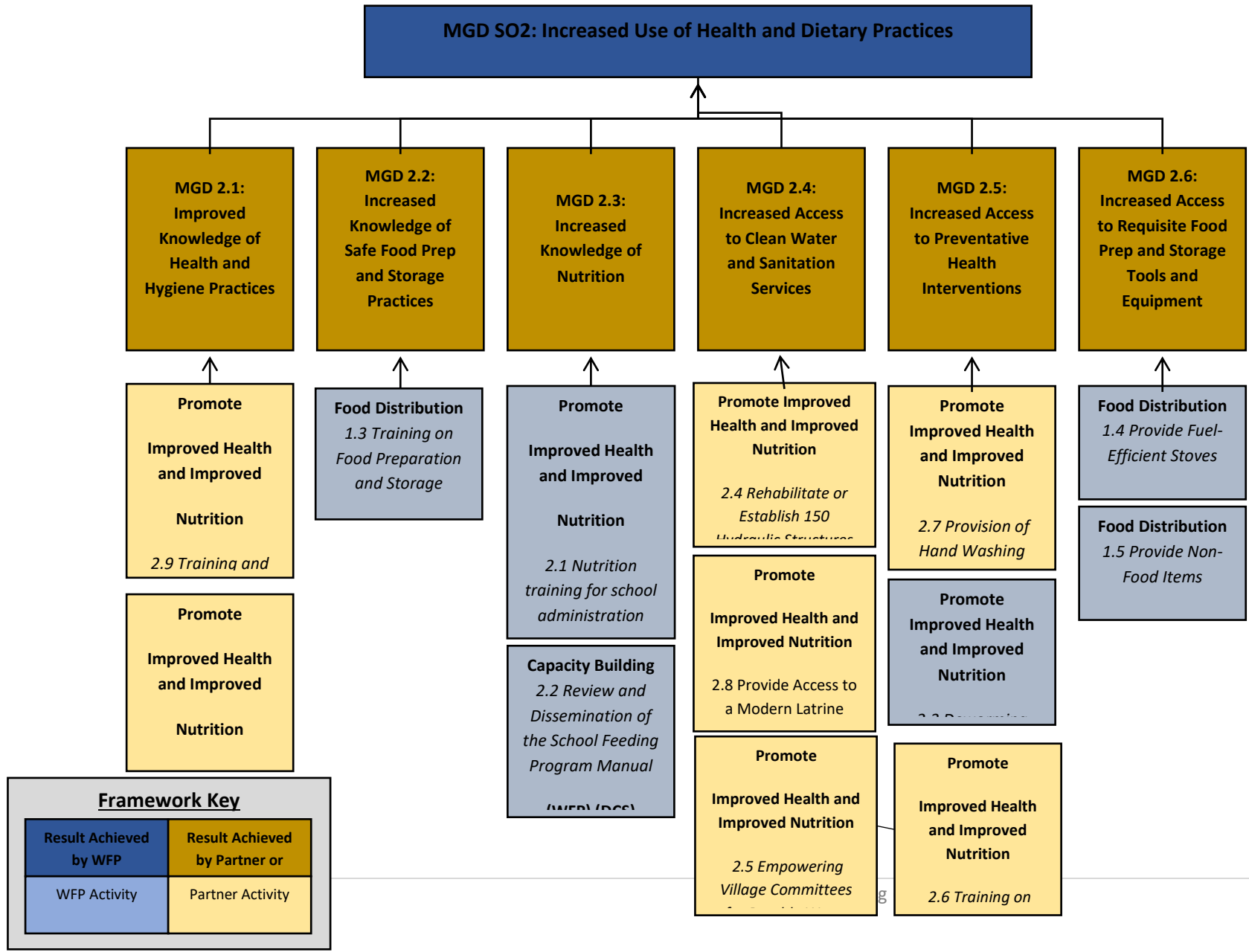


Annex 13: Program Results Framework (Phase 2)

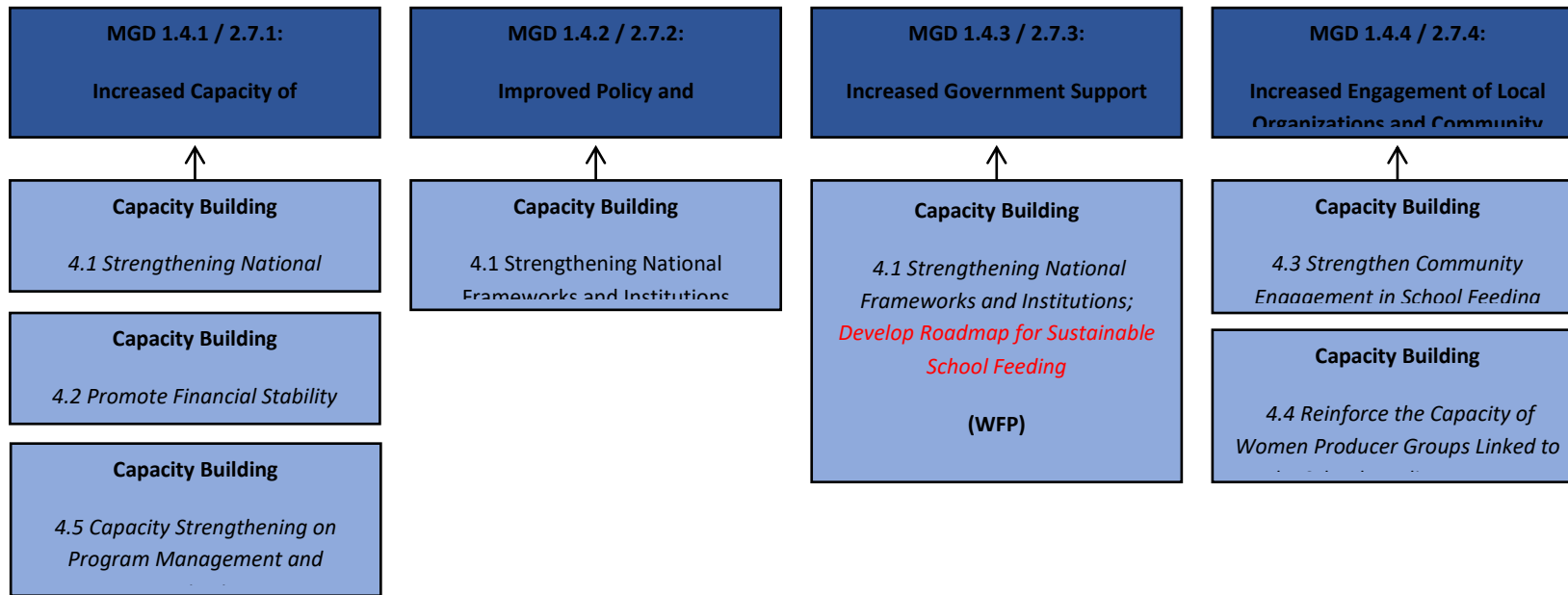
WFP Côte d'Ivoire FY2020 McGovern-Dole Proposal - Results Framework # 1



WFP Côte d'Ivoire FY2020 McGovern-Dole Proposal: Results Framework # 2



WFP Côte d'Ivoire FY2020 McGovern-Dole Proposal: Foundational *Results*



Framework Key	
Result Achieved by WFP	Result Achieved by Partner or
WFP Activity	Partner Activity

LRP SO1: Improved Effectiveness of Food Assistance Through Local and Regional Procurement

LRP 1.3: Improved Utilization of Nutritious and

LRP 1.3.2: Strengthened Local and Regional Food Market Systems

LRP 1.3.2.1 Increased Agricultural

Build Capacity
4.4 Reinforce the Capacity of Women Producer Groups Linked to the School Feeding

LRP Foundational Result

LRP 1.4.4 Increased Leverage of Private-Sector Resources

Build Capacity
4.4 Reinforce the Capacity of Women Producer Groups Linked to the School Feeding

Framework Key	
Result Achieved by WFP	Result Achieved by Partner or
WFP Activity	Partner Activity

Annex 14: Abbreviations

ANADER	National Agency for Rural Development Assistance
AVSI	Association of Volunteers for International Service
CP	Country Program
DCS	Direction of School Canteens
DEQAS	Quality assurance system for decentralized evaluations
EB	WFP Board of Directors
EGRA	Early grade Reading Assessment
ENV	Standard of Living Survey
MGD	McGovern - Dole
OVC	Evaluation Office at WFP Headquarters in Rome
PAM	World Food Program
GDP	Gross domestic product
PIPSCS	Integrated Program for the Sustainability of School Canteens
UNDP	United Nations Development Program
SAVA	Agricultural Season Monitoring and Food Vulnerability
PNN	National Nutrition Program
MINADER	Ministry of Agriculture and Rural Development
UNCT	United Nations Country Team
UNDSS	United Nations Department of Safety and Security
UNEG	United Nations Review Panel
Unicef	UNICEF
USDA	United States Department of Agriculture

