

**Decentralized evaluation for evidence-based decision making**  
WFP Office of Evaluation



**Decentralized Evaluation Quality Assurance System (DEQAS)**

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**Mid-Term Evaluation of the WFP McGovern Dole  
Funded School Feeding Programme in the  
Republic of Congo**

**Terms of Reference**

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**Mid-Term Evaluation of**  
**McGovern Dole School Feeding Programme in the Republic of Congo**  
**(2018 to 2022)**  
**WFP Congo, Republic of Congo**

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## 1. Introduction

1. This Terms of Reference (ToR) is for the mid-term evaluation<sup>1</sup> of the World Food Programme (WFP) school meals programme funded by McGovern-Dole (MGD) Food for Education and Child Nutrition Program in Republic of Congo. The United States Department of Agriculture (USDA) has awarded WFP Congo a total of US\$30 million to be implemented from 2018 to 2022. The Program aims to support education, child development and food security through school feeding and related activities. The program provides WFP with agricultural commodities produced by the USA and financial assistance for the implementation of school feeding as well as capacity development of the government and enhanced monitoring and reporting by WFP and partners. It will reach 54,000 schoolchildren (27,270 boys and 26,730 girls) with school meals and other beneficiaries through other activities as outlined in section 3.2 of this ToR. Sustainability is an important consideration, and WFP Congo will work to support government and community ownership.
2. This ToR was prepared by the WFP Congo Country Office with support from the WFP Regional Bureau (RB), based on an initial document review, consultation with stakeholders and following a standard template. The purpose of the ToR is threefold. First it outlines how WFP will actualise the evaluation plan as approved by USDA over the course of the five-year program; secondly, it provides key information to stakeholders about the proposed evaluation; and thirdly, it provides key information to the evaluation team and helps guide them throughout the evaluation process.
3. This ToR is informed by the WFP evaluation policy and USDA's Monitoring and Evaluation policy. The evaluation is expected to follow and meet the requirements outlined in these policies as appropriate.

## 2. Reasons for and Objectives of the Evaluation

### 2.1 Rationale/Purpose of the Evaluation

4. In line with the agreement signed between WFP and USDA, this mid-term evaluation will be commissioned by WFP Congo Country Office based on the baseline conducted in 2018 and a planned final evaluation to be conducted in 2022. The baseline sought to assess the situation before the beginning of the programme and this mid-term and the final evaluation in 2022 will seek to assess progress towards achievement of intended outcomes.
5. The grant agreement between WFP and USDA incorporates specific results and performance indicators against which performance of the programme will to be measured (Annex 2). The agreement also includes the evaluation plan, in which WFP committed to conducting a baseline study, a mid-term and a final evaluation. This evaluation is therefore to assess progress towards achievement of the results at mid-term (2020) against benchmarks established at baseline (2018) in order to inform adjustments to programming and/or implementation and course correction as appropriate; and assess performance at the end of the program (2022).
6. For USDA, the purpose of the baseline was to establish benchmarks; and the purpose of the evaluations (mid-term and final evaluation) is to critically and objectively review and take stock of the program implementation experience within the implementing environment of Congo, assess whether targeted beneficiaries are receiving services as expected, assess whether the project is on track to meeting its stated goals and objectives, review the results frameworks and assumptions, document initial lessons learned, and discuss necessary modifications or mid-course corrections that may be necessary to effectively and efficiently meet the stated goals and objectives.<sup>2</sup>
7. **Utility:** The findings from the baseline were used to adjust targets as appropriate and strengthen programme implementation, monitoring and reporting; the findings from this mid-term evaluation will be used for course-correction if/as appropriate and the final evaluation findings will inform design of future interventions.

### 2.2 Objectives

8. The evaluation will serve the two mutually reinforcing objectives of accountability and learning.

**Accountability for actions and results:** The objective of the baseline was to establish baseline values for the indicators as outlined in the Performance Monitoring Plan (PMP) upon which performance will be measured and the basis on which WFP will account for results achieved and resources utilised. The objective of the mid-term evaluation is to account for the progress made towards achieving results, comparing with

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<sup>1</sup> For purposes of WFP reporting, this is an activity evaluation

<sup>2</sup> USDA Monitoring and Evaluation Policy, 2013

the baseline and assessing whether these result from actions taken and resources utilised so far. The final evaluation will assess the achievement of the results and the long-term effects of the program (intended, unintended, negative or positive) on targeted girls, boys, men and women, communities and institutions.

**Learning and adjusting based on lessons:** The baseline provided evidence on whether the targets set in the PMP were realistic (not too low/high). WFP and USDA used this evidence to decide whether/how to adjust the targets. The mid-term evaluation will determine the reasons why certain results were achieved or are in progress of being achieved or not. It will draw lessons, derive good practices and pointers for learning. This will inform operational and strategic decision-making, including any course correction measures by WFP and/or USDA. The final evaluation will generate lessons on what has worked in achieving positive long-term effects and what factors may have led to any negative effects.

9. To **enhance learning**, the baseline study made recommendations on the most efficient approach to monitor the program based on the indicators in the PMP.
10. The mid-term evaluation will make recommendations on what is needed to strengthen and improve project implementation for the remaining period. All six recommendations made in the baseline evaluation have been addressed in the implementation phase. Some recommendations are to be implemented on an ongoing basis, such as recommendations number 1, 4 and 6. This approach, among others, has made it possible to generate synergies with partners working in the same sector such as the World Bank, PRAASED and with the co-recipients UNICEF, ACTED and UNESCO. A quarterly meeting platform is functional. The main result is to have tools and approach adapted to the realities of the field but also to the requirements of the MGD program. The mid-term evaluation will also assess whether recommendations made during the baseline study were integrated into program implementation and if so, whether these recommendations were successful in strengthening the program implementation. Likewise, the final evaluation will generate recommendations to inform future design and implementation, while also assessing the extent to which recommendations made at mid-term were implemented and to what effect. The evaluation will seek to assess the extent to which the school meals programme addresses gender equality and equitable access by all vulnerable groups.
11. The evaluation reports will be actively disseminated, and the findings incorporated into relevant knowledge management systems within WFP and USDA to ensure wider organisational learning.

### 2.3 Stakeholders and Users

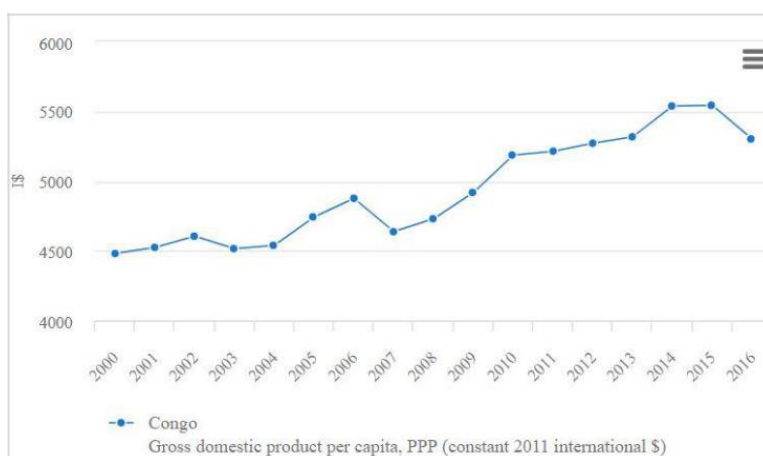
12. Several stakeholders both inside and outside of WFP have interests in the results of this evaluation and some of them will play a role in the evaluation process. Annex 3 provides a preliminary stakeholder analysis, briefly describing the interests of each stakeholder and suggestions on means of engaging them during the evaluation. The evaluation team will further deepen this analysis during the inception phase and provide a more detailed map of stakeholders and means/plan of engaging them. This will include proposals on how the findings of the evaluation will be disseminated to the beneficiaries.
13. WFP is committed to ensuring that gender dimensions are addressed throughout the evaluation process, with participation and consultation of women, men, boys and girls. The evaluation will ensure that these beneficiary groups are disaggregated further by age group and will gather data on women's and girls' roles and responsibilities, opportunities in the school meals programme and obstacles concerning education.
14. The primary users of this evaluation will be:
  - WFP Congo and its partners (see Annex 3) for decision-making, adjustments and course-correction at mid-term; and generating lessons for the future from the final evaluation;
  - Given the core functions of the RB, it is expected to use the evaluation findings to provide strategic guidance, program support, and oversight;
  - WFP HQ may use evaluations for wider organizational learning and accountability;
  - WFP Office of Evaluation (OEV) may use the evaluation findings to feed into evaluation syntheses as well as for annual reporting to the Executive Board progress in evaluation policy implementation;
  - USDA will use the findings from the evaluation to generate lessons to inform future design and implementation of MGD programs in other contexts. All evaluation reports will be made publicly available on the Foreign Agriculture Service (FAS) website. USDA expects that facilitation and exchange of lessons learned and good practices from these evaluations, will lead to improved program design and effectiveness of current and future efforts in food assistance and capacity building;
  - The Government of Republic of Congo (GRoC), which is one of the donors of this program, will use the findings and recommendations from this evaluation to support policy development and implementation decisions, particularly those related to the national school feeding policy (NSFP).

- Stakeholders including UNICEF and ACTED who are sub-recipients for the MGD funding will use the results of this evaluation to improve aspects of the program that are directly under their supervision.

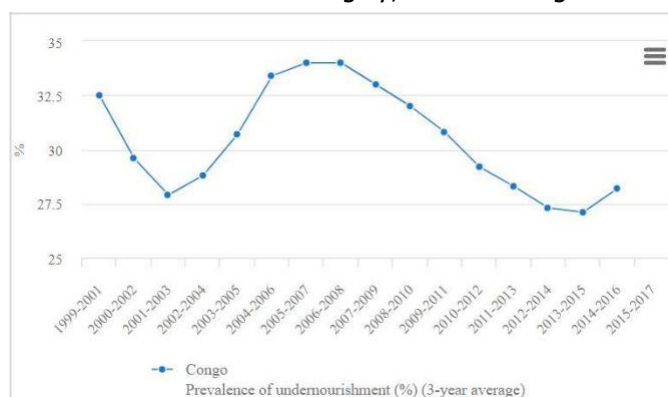
### 3. Context and Subject of the Evaluation

#### 3.1 Context

15. **Macro Environment:** The Republic of Congo has a population of 4.2 million people, of which about 64% live in the urban areas of Brazzaville and Pointe-Noire. The Country is rich in natural resources (oil, timber) and fertile land. Oil exports contribute approximately 70% of government revenues and about 95% of export earnings. The downward trend in oil prices in recent years is having a negative impact on the local economy. Classified as a lower middle-income country, Congo's Gross Domestic Product (GDP) contracted from US\$14.4 billion in 2011 to 7.8 billion in 2016.<sup>3</sup> Likewise, the GDP per capita contracted from US\$5,538 in 2014 to US\$5,301 in 2016 (See figure)<sup>4</sup>. According to a World Bank report, the country moved from a surplus of 9.6% of GDP in 2010/13 to a deficit of 14.2% in 2015/16.<sup>5</sup> According to the World Bank, economic prospects are weak, and GDP growth will average about 0.9% over 2017-2019, despite increased oil production with the entry of new oil fields.<sup>6</sup>



16. **Poverty (SDG 1) and Food insecurity (SDG 2):** Income in Congo is unevenly distributed, reflected by a Gini coefficient of 0.43. Roughly, 48% of Congolese live on less than USD 1.25 per day, while up to 77% live below US\$ 1.9 per day. Congo's Global Hunger Index score in 2017 is 25.6 placing the country at a moderate hunger level.<sup>7</sup> More than 121,000 households – 14% of the population – suffer from food insecurity. According to FAO, the proportion of the population that is undernourished in Congo averaged 28.2% between 2014 and 2016 (see figure).<sup>8</sup> Food production is below national requirements. Only 2% of arable land is currently under cultivation, producing less than 30% of the population's food needs. The country imports most of its food, making it vulnerable to food price fluctuations.



17. **Nutrition and Health:** According to the Multiple Indicator Cluster Survey (MICS) 2015, rates of severe acute malnutrition stood at 2.6%, global acute malnutrition at 8.2%, stunting at 21.2% and underweight at 12.3%. Approximately 12% of women suffer from acute malnutrition, 8% of women suffer from clinical vitamin A deficiency (history of night blindness during most recent pregnancy) and 70% of pregnant women have iron and folic acid deficiencies. The national HIV/AIDS prevalence is 3.2%, with urban areas having a higher prevalence than rural areas (3.3% and 2.8% respectively).

18. **WFP operations in the Republic of Congo** are implemented through the Country Strategic Plan (CSP 2019-2023), which is aligned with the National Development Plan (NDP 2018-2022) and the United Nations Development Assistance Framework (UNDAF 2020-2024) as follows: (1) WFP's crisis response and rapid recovery activities will support the national commitment of protecting the most vulnerable, will contribute to the harmonization of humanitarian efforts (UNDAF Outcome 1) and help crisis-affected communities move to build resilience (UNDAF Result 4); (2) The school feeding program, in collaboration with UNICEF and the

<sup>3</sup> <https://data.worldbank.org/indicator/NY.GDP.MKTP.CD?locations=CG>

<sup>4</sup> <http://www.fao.org/faostat/en/#country/46>

<sup>5</sup> World Bank, (2017), Africa's Pulse: An Analysis of issues shaping Africa's economic future, Volume 16, October 2017

<sup>6</sup> <http://www.worldbank.org/en/country/congo/overview>

<sup>7</sup> <https://www.ifpri.org/publication/2017-global-hunger-index-inequalities-hunger>

<sup>8</sup> <http://www.fao.org/faostat/en/#country/46>

United Nations Educational, Scientific and Cultural Organization (UNESCO), will help expand access to quality education in support of the first pillar of Outcome 2 of the NDP and UNDAF; (3) In collaboration with the Food and Agriculture Organization of the United Nations (FAO), WFP will promote sustainable agricultural techniques and advocate for risk management and (4) By investing increasingly in the building of national capacities for better social protection systems, emergency preparedness, crisis response and agricultural planning, WFP will reinforce its support for all NDP pillars and for UNDAF outcomes 1, 2, 3 and 4.

19. WFP's strategy in Congo is to empower people and communities and help the government fight zero hunger by 2030. The CSP will contribute mainly to SDG 2 on the fight against hunger and SDG 17 on the Partnership for Sustainable Development and other SDGs related to health, education, gender equality, climate change and sustainability. WFP's activities have been designed to ensure that, by the end of the CSP period, the Congolese population will have greater opportunities to lift themselves out of poverty and hunger in a sustainable way, to raise awareness of improved practices and reduce gender disparities and social problems. The implementation of the strategy contributes to achieving the United Nations' shared vision of greater justice, greater stability and strengthened institutions by 2030. To align CSP 2019-2023 with the duration of UNDAF 2020-2024, the CO is preparing a budget revision to extend for a year the current CSP duration.
20. **Refugees:** Following the crisis in the Central Africa Republic (CAR), WFP provided assistance to refugees in Congo through a regional EMOP, which spans five countries [CAR, Cameroon, Chad, DRC and Congo]. This EMOP started in 2015 and ended in December 2017. The situation in CAR remains volatile and unpredictable, and sporadic outbreaks of extreme violence continue to occur. As the prospects for self-sufficiency for CAR refugees in Congo remain limited, WFP's assistance to the refugees in the northern part of Republic of Congo (Likouala) and IDPs in the Pool department continued in 2018 through a county level EMOP. In the Pool region, the Government is facilitating peace building through demobilization and disarmament and a reintegration program with the local authorities.
21. **Donors and Aid:** The Net Official Development assistance (ODA) as a percent of Gross National Income (GNI) dropped from 14.6% in 2010 to just 1.2% in 2015.<sup>9</sup> GRoC was the main donor for the WFP Country Programme (2015-2018) and had committed to fund 60 percent of the US\$56.8 budget. From 2010 to 2014 it contributed more than US\$12 million. Since then, no contribution has been received due to serious budget gaps occasioned by the drop in oil prices. Donors for refugees' assistance include the United States, Japan and Brazil. In 2018, despite a difficult economic situation, the Government of Congo contributed to the financing of school feeding by providing 47 MT of salt in kind. In addition to USDA funding, the school feeding programme received in 2018 funding from Japan of US\$1.7 million for the purchase of canned tuna as complementary support to the programme Through the Share the Meal application, the school feeding programme also received funding of US\$ 300,000 to implement a home grown school meals pilot in 17 schools. . Currently 5 schools in the city of Mindouli are integrated in the home grown school meals pilot.
22. **Government policies and priorities:** The government's key development priorities are set out in the National Development Plan (NDP 2018-2022), which includes plans to achieve all of the government's sustainable development goals, with an emphasis on education, economic diversification through agriculture, and the opportunities offered by digital transformation enabling innovation. The new UNDAF (2020-2024) identifies the Sustainable Development Goal 2 on Zero Hunger and 17 on Partnerships as fundamental drivers of long-term, sustainable development in Congo.
23. Congo is a member of the Scaling Up Nutrition (SUN) movement and adopted a strategic framework to combat malnutrition in October 2013. The inter-ministerial initiative "Congolese to feed the Congolese" linking school food to local agricultural production was developed in 2012 with the assistance of WFP.
24. **School Feeding Policy Framework:** In 2014, a national capacity assessment and planning workshop on school feeding allowed for a diagnosis of national capacities in school nutrition. In 2015, Congo conducted a Systems Approach for Better Education Results (SABER), which produced a set of actions towards the development of school feeding in the Country. In 2016, Congo adopted a new national school feeding policy (NSFP) which was developed with support from WFP. The National Directorate of school feeding has been created in April 2018 by a government decree. While this is a big step towards national ownership of school feeding, setting up the structures to implement this policy remains a major challenge for the coming years.
25. **Gender:** Despite laws guaranteeing gender equality, the ratification of international instruments and the creation of a specific ministry, women in Congo continue to suffer legal and practical discrimination and inequalities and the country does not yet have a policy against gender-based violence.<sup>10</sup> The country scores 0.617 on the Gender Inequality Index and there are significant legal and policy gaps relating to issues of

<sup>9</sup> <https://data.worldbank.org/indicator/DY.ODA.GN.ZS?locations=CG>

<sup>10</sup> WFP/EB.2/2014/7/3 COUNTRY PROGRAMME THE CONGO 200648 (2015–2018), page 7.

gender protection. Women have limited access to education, limited participation in the labour market, vulnerability to pregnancy related deaths, and high adolescent birth rates. It is estimated that 63% in Bouenza and 47% in Pool of the female headed households are food insecure while the proportion is 52% and 42% for male headed households respectively.

### 3.2 Subject of the evaluation: School feeding

26. Through the Development project (DEV 2011-2014) approved in December 2011, WFP supported primary schools in the regions of Cuvette, Lekoumou, Plateaux and Pool through provision of daily hot meals to primary school children in participating schools. The project was aimed at increasing primary school access, enrolment, attendance, retention and completion while also reducing micronutrient deficiencies of primary school children in the most food-insecure regions of the country. Under this DEV project, WFP reached up to 92,000 beneficiaries.<sup>11</sup> In 2014, the program was expanded when WFP got the approval from the Government to assist the Observe, React, Act (ORA) schools, targeting some additional 3,500 indigenous children in 53 schools in the Likouala department.
27. The DEV project was succeeded by the Country Program (CP 2015-2018) approved by the Executive Board in November 2014. Through the CP in 2016, WFP provided school meals to 67,776 beneficiaries in 574 rural public schools in the departments of Cuvette, Lekoumou, Plateaux, Bouenza and Pool. This included 45 ORA non-public schools in the Likouala department to encourage and promote education for indigenous children. In addition to food distribution, WFP provided non-food items, including 500 cooking pots to participating schools. However, due to lack of resources, the number of feeding days was reduced from 180 school feeding days to 65 in 2016.<sup>12</sup>
28. In September 2017, USDA signed an agreement to fund the WFP to implement a US\$30,022,053 school meals programme from 2018 to 2022. The objective of the programme is to improve literacy and nutrition of boys and girls. This objective will be achieved through a broad set of activities and inputs over five years including provision of hot lunches served at mid-day to 54,000 primary school children (27,270 boys and 26,730 girls) in six departments (Pool, Bouenza, Cuvette, Plateaux, Lekoumou, and Likouala). The McGovern-Dole funded school feeding programme will target some of the same schools and children assisted under the CP 200648. The details of the targeting (overlaps and new additions) will be discussed in detail with the evaluation team during the inception phase to inform the design of the evaluation. Each child will receive a meal consisting of fortified rice, split yellow peas, and vegetable oil. The meal will be supplemented by iodized salt provided by the GRoC and canned fish provided by Japan which will be integrated into school feeding programme.
29. Under the Country Strategic Plan (2019–2023), daily school meals will be provided for the duration of the school year (180 days) to 132,000 school-age children in the departments most exposed to malnutrition (Bouenza, Lékoumou, Niari, Pool, Plateaux, Cuvette and Likouala). Schools for indigenous children and schools in rural areas will be prioritized because of their pupils' greater vulnerability to food insecurity. The programme will target girls and boys equally (given the existing gender parity in primary school enrolment), and 12 percent of the targeted children will be indigenous. WFP will leverage its home-grown school feeding pilot with a view to diversifying school menus, encouraging the consumption of local foods, advancing women's economic empowerment and developing a system that can be brought to scale and integrated into the national school feeding programme.
30. The school feeding programme will use McGovern-Dole commodities and cash funding to contribute directly towards the two McGovern-Dole programme's highest-level Strategic Objectives namely Improved Literacy of School-Aged Children (MGD 1) and Increased Use of Health, and Dietary Practices (MGD 2). This contribution will be achieved through the following activities:
  - **Improve Student Enrolment by** raising awareness on the Importance of Education;
  - **Distributing food** to provide School Meals to school children;
  - **Promoting improved health by** Building/Rehabilitation of Latrines; Building/ Rehabilitation Water Stations and Hand Washing Kits; and Deworming;
  - **Supporting improved literacy by:** Distributing School Supplies; supporting Revision of National Curriculum, distribution and training on the revised curriculum; Promoting Teacher Attendance; Training of Teachers; and Training of School Administrators and Officials;
  - **Promote Improved Nutrition by:** Training and Raising Awareness on Good Health and Hygiene Practices; and Training and Raising Awareness on the Importance of Improved Nutrition, Health and Dietary Practices;

<sup>11</sup>WFP Congo Dev 200144, Standard Project Report, 2014.

<sup>12</sup>WFP Congo CP 200648, Standard Project Report, 2016



- **Support Improved safe food preparation and storage by:** Building/ Rehabilitation of Kitchens and Storerooms; and providing Energy Saving Stoves and Kitchen Utensils.
31. The programme also has a strong focus on institutional capacity building to ensure sustainability and to contribute to MGD foundational results namely increased capacity of Government institutions; improved policy and regulatory framework; increased Government support and engagement of local organizations and community groups. This will be achieved through the following activities:
    - **Building capacity** by Support the Implementation of the Systems Approach for Better Education Results (SABER) Action Plan and Government National School Feeding Policy (NSFP);
    - **Establish/Strengthen local Agriculture and school communities to support** graduation through the implementation of the national home-grown school feeding programme.
    - **Promote improved health** by Training on Commodity **Management**, Food Preparation, and Storage.
  32. In February 2018, with technical support from WFP, the government organized the first national forum on School Feeding. This forum facilitated the adoption by the government in April 2018 of the decree to create the National Directorate of School Feeding. In March 2019, the government appointed and assigned heads of departments in the various departments of the country to cover schools located in rural areas and recruit new primary school teachers to make up for the shortfall observed. WFP has continued to strengthen the capacity of partners to implement school feeding. A capacity-building strategy is being implemented and has enabled the training of more than 1500 school feeding staff between September and October 2019 including the delivery of android tablets to inspectors to facilitate the collection of remote monitoring data from schools. Low government funding limits the expansion of the program.
  33. For a graphical representation of the project’s theory of change, including the linkages among key activities and results, and the names of partners with whom WFP will work with under each activity, see the results framework in Annexes 2. Annex 3 provides the list of indicators for monitoring progress and assessing achievement of the objectives. These two elements will be central to the evaluation and will need to be analysed during the inception phase when designing the evaluation.
  34. **Partnerships:** The implementation of these activities is in partnership with key sub-recipients of the MGD funds (UNICEF, UNESCO and ACTED). Field implementation involves NGOs including ASPC, Pioneer Hospital, Initiative Development and private sector entities (NG Enterprise, Minoco). Capacity building is targeted to the Ministries of Agriculture, Education and Health.
  35. **Gender Analysis in the context of school feeding:** No gender analysis has been conducted in the context of school feeding. However, during the establishment of food management committees for school feeding in targeted schools under the country programme, local communities were encouraged to aim for gender parity to foster the involvement of women in decision-making. Women representation increased from 30 percent to 35 percent. Communities have recognized the participation of volunteers as a key component in school feeding activities and are seen as an important contribution to local development. This was particularly important for women from indigenous groups, as their participation has promoted their integration and acceptance into other groups. While men were continuously encouraged to volunteer, very few proved willing to help in the preparation of school meals. Instead, most male volunteers assisted with constructing and maintaining school infrastructures, such as kitchens, warehouses, toilets and other facilities.

#### 4. Evaluation Approach

36. This is a multi-year evaluation, with three phases that will produce three deliverables over a five-year period: a baseline study conducted in 2018, a mid-term evaluation in 2020 and a final evaluation in 2022. The last two phases will be **conducted by the same evaluation team** that conducted the baseline study, using the same methodological approach. The products will be delivered in accordance with the timelines agreed upon with WFP and USDA.

##### 4.1. Scope

37. The evaluation will cover all activities implemented as part of the MGD funding. The inception period during the baseline established and confirmed the appropriate sampling frameworks, sampling strategy and data collection instruments for baseline, mid-term and final evaluations. For the period to be covered, the baseline in February 2018 focused on collecting the values for all PMP indicators before the start of operations. For indicators with secondary sources (based on government or other partner tracking data), the baseline used available figures. The mid-term evaluation will cover 2.5 years (February 2018-May 2020). The final evaluation will cover five years (February 2018-February 2023).

## 4.2. Evaluation Criteria and Questions

38. The baseline study answered three key questions:

**Q1:** What are the *baseline values* for each indicator in the PMP?

**Q2:** Given these baseline values, the objectives of the MGD program and within the context of Congo, are the *targets* set for each indicator realistic? Are any of them too low or too high?

**Q3:** Given the objectives and activities of MGD and the context of Congo, what are the *key success factors for efficient and effective M&E* of the program? Are the evaluation design and evaluation questions planned at inception feasible?

39. The mid-term and final evaluations will apply the international **evaluation criteria** of relevance, effectiveness, efficiency, impact and sustainability.<sup>13</sup> Gender Equality and Women empowerment and human rights will be mainstreamed throughout these five criteria, with specific evaluation questions where appropriate.

1. Under each criterion, the mid-term evaluation will address a number of evaluation questions to enable assessment of the performance of the program and the impact on targeted individuals and institutions. Table 1 provides a preliminary list of questions, which will be further developed by the evaluation team during the inception phase. Collectively, the questions aim at highlighting performance, results and key lessons of the MGD funded program. Evaluative judgement will be against the sub-questions, but the reporting will focus on the evaluation criteria as this approach is best suited to communicate the findings and conclusions.

**Table 1: Criteria and evaluation questions**

Key questions of mid-term evaluation	Key questions of the final evaluation
<b>Relevance</b>	
1. Is the program's strategy relevant to the needs of beneficiaries, including girls, boys, men, women and other groups such as indigenous peoples? 2. Is the program aligned with the national government's policies and strategies for education and school meals? 3. Do the design and implementation of the program complement other donor- and government-funded initiatives? 4. Is the program designed to reach the right people with the right type of assistance?	1. Was the program designed to reach the right people with the right type of assistance? 2. Did the program's implementation lead to meeting the intended beneficiaries' needs with the right mix of assistance? 3. Is the program aligned with national government's education and school meals policies and strategies? 4. Did the program complement other donor-funded and government initiatives?
<b>Effectiveness</b>	
5. What is the progress of program implementation—is the program on track to carry out all activities as planned? 6. To what degree has the program resulted (or not) in the expected results (outputs and outcomes) for girls, boys, men and women? 7. What internal and external factors affect the program's achievement of intended results? 8. Are any changes required to increase the program effectiveness?	5. To what degree have the interventions resulted (or not) in the expected results (outputs and outcomes as per the PMP), for girls, boys, men and women? 6. What internal and external factors affect the program's achievement of intended results?
<b>Efficiency</b>	
9. How efficient is the targeting? 10. Did assistance reach the right beneficiaries (girls, boys, men and women) in the right quantity, quality and at the right time? 11. Is the program efficient in terms of costs and costs per beneficiary?	7. How efficient is the targeting? 8. Did assistance reach the right beneficiaries in the right quantity and quality at the right time? 9. Is the program efficient in terms of costs and costs per beneficiary?
<b>Impact</b>	

<sup>13</sup> For more detail see: <http://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm> and <http://www.alnap.org/what-we-do/evaluation/eha>

<p>12. To what degree has, the program outcomes made progress toward positive long-term effects on targeted beneficiaries (girls, boys, men and women), households, Communities and institutions?</p> <p>13. Have there been any unintended outcomes (positive, negative)?</p> <p>14. What internal and external factors affected the program's results from leading to intended impact on targeted beneficiaries?</p>	<p>10. What are the long-term effects of the interventions on targeted beneficiaries' lives, households, communities and institutions?</p> <p>11. Were there unintended outcomes, (positive, negative)?</p> <p>12. What internal and external factors affected the program's results from leading to intended impact on targeted beneficiaries?</p>
<b>Sustainability</b>	
<p>15. Is the program sustainable/is there strategy for sustainability, sound policy alignment; stable funding/budgeting; quality program design; institutional arrangements; local production &amp; sourcing; partnerships &amp; coordination; community participation &amp; ownership?</p> <p>16. What progress has the government made toward developing a nationally owned school meals program?</p> <p>17. How are local communities involved in and contributing toward school meals?</p> <p>18. What needs to be done within the remaining period in order to transition to a nationally owned school meals program?</p>	<p>13. To what extent is it likely that the benefits of the program will continue after the end of the program?</p> <p>14. What are the key factors that affect the likelihood of sustainability of the results of the program?</p>
<b>General</b>	
<p>19. What are lessons noted from the program up to this point?</p> <p>20. Are there any recommendations for mid-course corrections to improve the program's relevance, efficiency, effectiveness, impact, and/or sustainability?</p>	<p>15. What are lessons learned from the program?</p> <p>16. How can WFP improve future programming, in the context of these lessons noted?</p> <p>17. How can USDA improve future MGD funding in the context of these lessons noted?</p>

### 4.3. Data Availability, Reliability and Validity

40. The MGD program has measurable objectives, twenty-five quantifiable indicators and targets as outlined in Annex 4. The results framework presented in Annex 2 lists a number of critical assumptions that have to hold true for the success of the program. The detailed PMP as shown in the evaluation matrix in Annex 9 provides sources of data for each indicator as well as the frequency of collection. During the inception phase of the mid-term evaluation, the evaluation team will have to ensure that data indicated in Annex 9 is disaggregated by sex.
41. During the inception phase at baseline, the evaluation team reviewed the PMP in detail, verified the data sources and program design and designed the evaluation. The design ensured that:
  - a) The baseline study collected and analysed data for all indicators from the most appropriate sources. The baseline study collected data through a quasi-experimental methodology consisting of control and treatment non-ORA schools to enable determination of impact and attribution. The data is disaggregated by gender and by type of schools – ORA schools (treatment vs control) as well ORA schools.
  - b) The mid-term evaluation will be able to utilise the baseline data to assess progress in achieving the program objectives and
  - c) The final evaluation will be able to utilise the baseline and mid-term evaluation data to assess the performance of the program and effects on targeted individuals and institutions.
42. The evaluation design should allow utilization of existing data and collection of primary data only where needed. Existing data includes past studies such as school feeding Cost Benefit Analysis (CBA), 2014 SABER, UNICEF studies such as the MICS and monitoring data collected since the baseline was conducted.
43. To ensure reliability and validity of data, and credibility of the evaluation, the evaluation team will:
  - **At inception:** Verify data availability and reliability for all those indicators for which sources are indicated as secondary in the PMP and make a determination on whether these sources are sufficient to provide reliable data. This will inform the design of primary data collection.

- **Throughout the evaluation:** systematically check accuracy, consistency and validity of all data collected and acknowledge any limitations/caveats that should be borne in mind when drawing conclusions or interpreting the findings presented in the evaluation reports.

#### 4.4. Methodology

44. The methodological approach for the baseline study, mid-term evaluation and the final evaluation was designed at baseline in accordance with WFP Decentralized Evaluation Quality Assurance System ([DEQAS](#)) as well as USDA's Monitoring and Evaluation Policy. The methodology was developed during inception phase at baseline by the evaluation team. Based on the requirements described in the ToR, the evaluation team during the inception phase, carried out a detailed document review, consulted key stakeholders and formulated an appropriate evaluation design, methods, approaches, and sampling strategy for the baseline, mid-line and final surveys. This was presented in the Inception Report (IR), including a detailed evaluation matrix with evaluation questions and sub-questions and data sources (Refer to Annex 9 for the Mid-term evaluation matrix) At the start of the mid-term evaluation, the evaluation team will review the inception report, assessing any changes that have occurred and making any adjustments to the methodology.
45. The evaluation will employ a mixed methods approach with quantitative baseline, mid-line and final surveys complemented by qualitative elements. The survey design, sampling frame and data collection methods designed at baseline were informed by programme coverage, context and the list of indicators as per the PMP and the most appropriate and reliable sources of data for each indicator. The design was intended to ensure pre-post comparisons at mid-term and final evaluations. Noting that the schools targeted by the programme are not randomly selected, the evaluation team used quasi-experimental approach bearing in mind ethical and technical considerations in identifying comparison groups for humanitarian and development interventions.<sup>14</sup> The comparability sampling should ensure that data collection be done in the same schools that were visited during the Baseline. Refer to baseline report for detailed methodological discussions.
46. Based on the findings at baseline and the methodological suggestions, the evaluation team will discuss with key stakeholders which indicators can be meaningfully assessed using this approach and which indicators, a simple pre-post analysis will be sufficient at mid-term and final. Given the emphasis on learning from this evaluation, the focus should be on a careful analysis of the contribution the programme activities have on the higher education and health objectives.
47. The quantitative surveys will be complemented by key informant interviews and/or focus group discussions with key stakeholders including USDA (DC-based program analysts and regional agricultural staff), UNICEF, World Bank, WHO, UNESCO, Ministry of Education, Ministry of Agriculture, Ministry of Health, Ministry of Economy, ACTED, FAO, farmer organizations, parents, students and school management committees, WFP school feeding and nutrition officers, UNICEF nutrition and education officers, school inspectors, school administrators, teachers, , cooks, and farmers. The findings from these interviews will be used to put quantitative data into context and provide guidance for program implementation, communication of results, and formulation of action plans to address any weaknesses while enhancing strengths.
48. During inception phase the team will expand the above methodological approach to ensure it:
  - Employs the relevant evaluation criteria as outlined in table 1, ensuring the right balance between depth and breadth of analysis under each criterion;
  - Sets out transparently how the contribution of the WFP school-meals program is identified and measured;
  - Demonstrates impartiality and lack of biases by triangulating data and information from a variety sources (variety of documents, interview of a variety of stakeholder groups, including triangulating views of men and women; and men and women in ORA schools as well as people living with disability on the same aspects; national and district level data);
  - Uses transparent sampling, data collection and analysis processes, stating any limitations explicitly; ensures that women, girls, men and boys from different stakeholder groups (including ORA schools and people living with disability) participate and their voices are heard and reflected in the final report; this should be informed by a gender analysis, the parameters of which the team outlined during the baseline study. This analysis should be used/revisited during the mid-term and final evaluations;

<sup>14</sup> WFP 2017, Technical Note on Impact Evaluations

- Mainstreams gender equality and women’s empowerment (GEWE<sup>15</sup>) in the way the evaluation is designed, data is collected and analysed, findings are reported, and conclusions and recommendations are made. This will enable the team to reflect on lessons and recommendations that are gender responsive;
  - Includes ethical considerations throughout the evaluation process and that appropriate clearances are sought as necessary and as per the UNEG Ethical Guidelines;
  - Includes an analytical framework, showing how existing data and primary data collected will be analysed and used to answer the evaluation questions. If the methodology used includes use of comparisons groups, the analytical framework will include use of difference-in-difference analysis for key indicators (to be agreed at inception).
  - Uses an evaluation matrix as the organizing tool to ensure all key evaluation questions are addressed and the conclusions are based on credible evidence.
49. The methodology should be gender-sensitive, indicating what data collection methods are employed to seek information on GEWE issues and to ensure the inclusion of girls and women. Particular attention should be paid to marginalized groups. The methodology should ensure that data collected is disaggregated by sex and age; an explanation should be provided if this is not possible. Triangulation of data should ensure that diverse perspectives and voices of both males and females are heard and taken into account.
50. Noting WFP’s commitment to core humanitarian principles of humanity, neutrality, impartiality and operational independence,<sup>16</sup> the evaluation team will ensure that the approach and methodology proposed as well as the actual implementation of the evaluation adheres to these principles within the context of Congo and the subject under evaluation.
51. The evaluation will assess whether during the implementation period monitoring data was collected on specific indicators to enable the measurement of human rights and gender equality.
52. The evaluation findings, conclusions, and recommendations must reflect gender analysis and the report should provide lessons/challenges/recommendations for conducting gender-responsive evaluations in the future. It is crucial that the conducted analysis discusses the extent to which women, men, girls, and boys were treated fairly according to their respective needs.
53. An initial analysis of potential risks is outlined in table 2. The evaluation team will deepen this risk analysis and identify additional mitigation measures. This should be reflected in the inception report.

**Table 2: Analysis of Potential Risks**

Potential Risk	Underlying causes	Effects	Mitigation actions
1. Unforeseen contextual changes over the course of 5 years	5 years is a long time to plan and design an evaluation and a lot can change, within the Congo context, WFP and the context of the firm that will be contracted <sup>17</sup>	The evaluation is not conducted as initially designed; or resources allocated at the time of contracting are not sufficient	-At baseline stage, the plans for mid-term and final evaluations to be considered tentative liable for revisions if necessary; -Contract for mid-term evaluation to be based on performance at baseline, and contract for final evaluation to be based on performance at mid-term.
2. Secondary data sources turn out not to be reliable for some indicators	PMP was created at proposal stage indicates secondary sources of data for some indicators, before in-depth data reliable assessment	If these are left out of the primary data collection, the baseline report will be less reliable OR incomplete	Evaluation team to spend some time during inception assessing reliability of the secondary data sources. The result to inform what indicators will be included in primary data collection and which will be addressed from secondary sources
3. Logistical difficulties in getting access to	If data collection is undertaken during rainy season reduce accessibility in areas with poor infrastructure	Incomplete data collection; voices of some affected populations not heard; in some cases,	Data collection schedules informed by the season to the extent that this does not affect overall objectives of the evaluation; Use technology to collect data, with local research assistants who can transmit the data from

<sup>15</sup> In these terms of reference, GEWE should be construed as including ORA schools and people living with disability

<sup>16</sup> WFP recently conducted an Evaluation of WFP Policies on Humanitarian Principles and Access in Humanitarian Contexts. The report is available [here](#)

<sup>17</sup> From contracted firm point of view, the biggest risk is the extent to which the firm can guarantee the same team to conduct the three evaluations. From WFP point of view, is the risk of a firm contracted for the three evaluations and underperforming in the baseline or mid-term evaluation.

some beneficiaries		overreliance on secondary sources	remote sites (WFP sub-offices to support in this regard)
4. Difficulties in getting access to relevant institutional partners and representatives	The nature of government ministries is such that different departments are relevant for different aspects of the program. Not everyone from a ministry will necessarily be relevant for all topics	The contribution of the institutions is limited if the right persons are not engaged (e.g. MOA in the discussions of sustainability and linkages to home grown school feeding)	-Deepen the stakeholder analysis and identify relevant representatives from different institutions/ministries; -When inviting stakeholders for forums/sessions through the ERG, be specific on what the topic is and what inputs are expected so that institutions can identify the most relevant persons
5. Security constraints that limit access to some of the targeted areas	Some of the areas targeted by the program currently have some security issues, which has resulted in presence of internally displaced persons (IDPs); though the government is currently engaged in peace building efforts	Voices of some of the affected populations is not heard; If the places are accessible at baseline but not so at mid-term for final evaluation it will make it difficult to collect comparable data using the same methodology.	-WFP to share information on the situation with the contracted firm as often as needed; -Contracted firm to use that information to assess the impact on the design of the evaluation and identify mitigation measures; -Data collection to use technology and to the extent possible local data collectors that can remotely submit data (WFP sub-offices to support in this regard)
6. Low engagement of local community in school feeding management	Community is claiming that school feeding management is time consuming and reduces their time for agriculture and other activities	If the evaluation does not consider this situation it may affect programme efficiency and effectivity	-Ensuring that the schools and community school feeding management committees are informed about the evaluation prior to the evaluation team's arrival and explaining the purpose of the evaluation before commencing data collection

#### 4.5. Quality Assurance and Quality Assessment

54. WFP DEQAS sets the quality standards expected from this evaluation and establishes processes with integrated steps for quality assurance, models for evaluation products and checklists for their review. DEQAS is based on UNEG standards and standards as well as the best practices of the international evaluation community. It is intended to ensure that the evaluation process and products are consistent with best practices.
55. DEQAS will be systematically applied to this assessment. The evaluation manager will be responsible for ensuring that the evaluation is progressing according to the [DEQAS Process Guide](#) and for rigorous quality control of evaluation products prior to their completion.
56. WFP has developed a set of [Quality Assurance Checklists](#) for its decentralized assessments. This includes checklists to assess the quality of each of the terms of reference in the evaluation, the start-up report and the evaluation report. The relevant checklist will be applied at each stage to ensure the quality of the evaluation process and outputs.
57. To enhance the quality and credibility of this evaluation, an outsourced quality support (QS) service directly managed by WFP's Office of Evaluation provides review of the draft inception and evaluation report (in addition to the same provided on draft TOR), provides
  - a) Systematic feedback from an evaluation perspective on the quality of draft reports;
  - b) Recommendations on how to improve the quality of the start-up/final evaluation report.
58. The evaluation manager will review QS comments and recommendations and share it with the team leader, who should use them to finalize the inception and evaluation reports. Ensure transparency and credibility of the process in accordance with [UNEG standards and standards](#)<sup>18</sup> a rationale should be provided for any recommendations that the team does not take into account when finalizing the report.

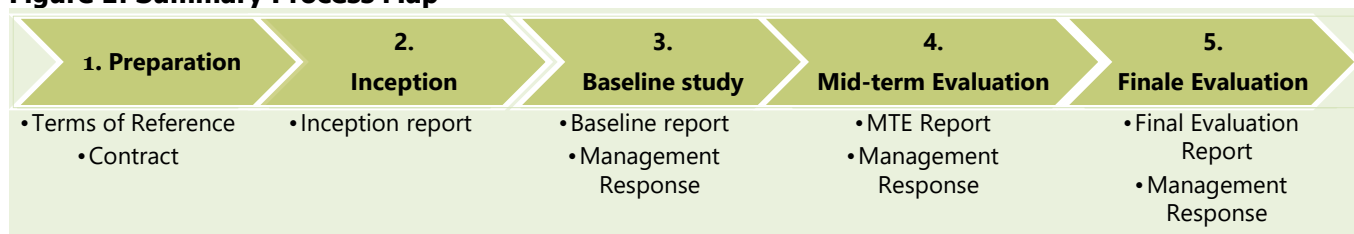
<sup>18</sup> [UNEG Norm #7](#) states "that transparency is an essential element that establishes trust and builds confidence, enhances stakeholder ownership and increases public accountability"

59. The quality assurance process as described above does not interfere with the views and independence of the evaluation team but ensures that the evaluation provides the necessary evidence clearly and convincingly and draws its own conclusions on this basis.
60. The evaluation team will be required to ensure 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 documents in the provisions of the Disclosure Directive. This is available in [WFP's Directive CP2010/001](#) on the disclosure of information.
61. The regional office, through the Regional Evaluation Officer, will systematically support the country office to ensure that the evaluation provides a quality process and products consistent with WFP and USDA policies and that the products resulting are useful and used.
62. Mid-term and final evaluation reports will be subject to a post-hoc quality assessment by an independent entity through a process managed by OEV. The overall rating category of the reports will be made public alongside the evaluation reports.

## 5. Phases and Deliverables

63. This is a multi-year evaluation that will take place in five phases with key deliverables and the timelines for each phase are as shown in Figure 1.

**Figure 1: Summary Process Map**



64. **Phase 1: Preparation (October-December 2017):** This phase was the responsibility of WFP country office with RB support to deliver final evaluation ToR. This will be the master document to guide the evaluation over the five years. This phase also delivered the contract for the management and conduct of the evaluation.
65. **Phase 2: Inception (January-February 2018):** This phase was led by the evaluation team and focused on the design of the evaluation. It delivered the inception report, which contained a) the full evaluation approach and methodology for the three deliverables (baseline, mid-term evaluation and final evaluation), b) stakeholder analysis and mapping; c) data collection process and tools; d) analytical framework; e) evaluation matrix; f) review of the MGD results framework and clear indication of how the evaluation team will use it; g) confirmed the evaluation questions for the mid-term and final evaluation, including proposing additional sub-questions.
66. **Phase 3: Baseline Study (February-June 2018):** This was led by the evaluation team and answered three key questions outlined in section 4.2. The study delivered a baseline report with recommendations on a) whether any of the targets needs to be adjusted; b) key actions required to ensure efficient and effective M&E of the program. The WFP country office responded to these recommendations by preparing a management response with actions and timeline within which these actions were to be taken. The baseline study confirmed that the evaluation design provided at inception remains feasible and the evaluation approach and methodology is on track to provide a high-quality mid-term and final evaluations.
67. **Phase 4: Mid-term Evaluation (October 2019-September 2020):** This will start with a review of the Terms of Reference by WFP to update the context as well as any other aspects that may have changed since baseline was conducted. These reviewed TOR will be used to contract the evaluation team (ideally the same team that conducted the baseline). The evaluation team will build on the previous phases by starting with a review and update of the inception report to reflect any contextual changes and incorporate lessons coming from the implementation of the programme since baseline. The evaluation team will deliver an updated inception report that include evaluation work plan, updated data collection tools (if necessary) and evaluation matrix. Once the revised IR is approved, the evaluation will follow the normal phases of data collection and analysis and reporting which will result in a mid-term evaluation report with findings, conclusions and recommendations. The WFP country office will respond to these recommendations by preparing a management response with actions and timelines for implementing the recommendations.

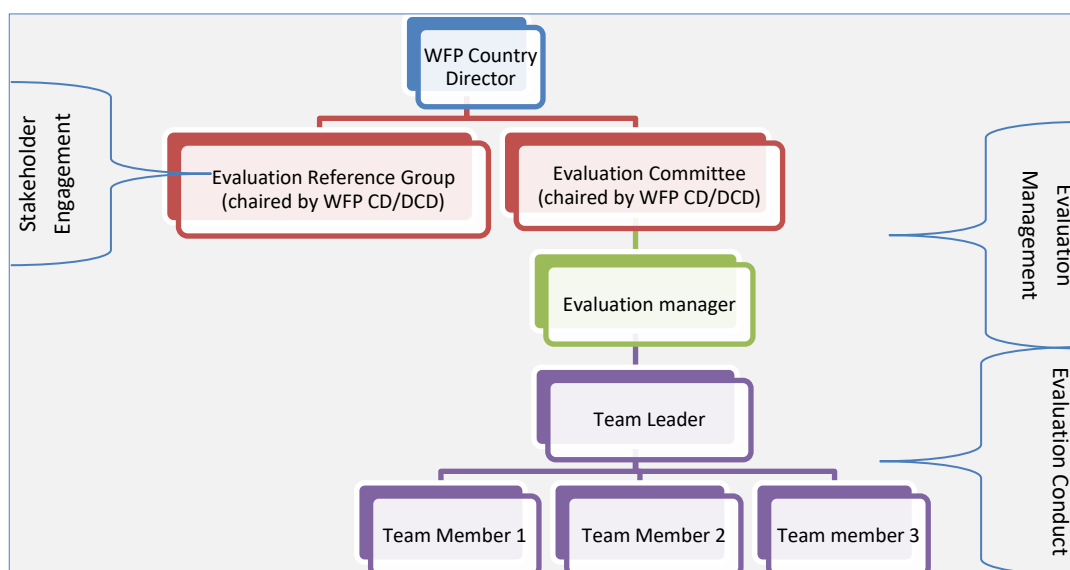
68. The evaluation team will provide a 2-3 pages stand-alone brief describing the evaluation design, methodology, key findings, conclusions and recommendations. It will serve to inform stakeholders of the midterm evaluation and should be written in a language easy to understand by non-evaluators and with appropriate graphics and tables. This mid-term evaluation brief will be prepared after the main report has been approved.
69. **Phase 5: Final Evaluation (October 2021-September 2022):** This will start with a review of the Terms of Reference by WFP to update the context as well as any other aspects that may have changed since mid-term evaluation was conducted. These reviewed TOR will be used to contract the evaluation team (ideally the same team that conducted the mid-term evaluation). The evaluation team will build on the previous phases by starting with a review and update of the inception report to reflect any contextual changes and incorporate lessons coming from the implementation of the programme since the mid-term evaluation was conducted. Once the reviewed IR is approved, the evaluation will follow the normal phases of data collection, analysis and reporting which will result in a final evaluation report with findings, conclusions and recommendations. The WFP country office will respond to these recommendations by preparing a management response with actions and timelines for implementing the recommendations.
70. The evaluation team will provide a 2-3 pages stand-alone brief describing the evaluation design, methodology, key findings, conclusions and recommendations. It will serve to inform stakeholders of the final evaluation and should be written in a language easy to understand by non-evaluators and with appropriate graphics and tables. This final evaluation brief will be prepared after the main report has been approved.
71. Annex 5 provides a detailed evaluation schedule. This schedule will be reviewed in detail during the inception phase and included as an annex in the inception report.

## 6. Organisation, Management and Conduct of the Evaluation

### 6.1. Organisation and Management

72. **Evaluation Manager:** The evaluation will be managed by a WFP-appointed evaluation manager (EM).
73. The WFP Country Director has appointed **Stephen ICKAMATH** who is not part of the day-to-day implementation of the school feeding programme as the evaluation manager. He is a member of the Country Office Monitoring and Evaluation team. The EM will be accountable to the Chair of the Evaluation Committee who is WFP's Deputy Director for the Country.
74. The EM will ensure that appropriate safeguards for the impartiality and independence of the evaluation are applied throughout the process. The WFP Regional Evaluation Officer will provide additional support to the EM in this regard. The structure below shows how evaluation management will be structured. This structure will be maintained throughout the mid-term evaluation and final evaluation process.

*Figure 2: Evaluation Governance and Management Structure*





## 6.2. Evaluation conduct

75. The evaluation will be conducted by a team of independent consultants who have not been involved in the design or implementation of the school feeding program or who will have no other conflict of interest. Potential conflicts of interest will be assessed prior to the hiring of the evaluation team. All team members will be required to sign the evaluators' code of conduct, act impartially and respect the [code of conduct of the evaluation profession](#). The conduct of the evaluation will be guided by the evaluation schedule in Annex 5, ensuring that deliverables are available on time.

## 6.3. Team composition and competencies

76. **Team composition:** The evaluation team will consist of 3 consultants, including the team leader. The team will include a mix of national and international evaluators, be gender-balanced, geographically and culturally diverse with appropriate skills to assess the gender dimensions of the subject as specified in the scope, approach and methodology sections of this ToR. At least one team member should have experience in assessing WFP's work, preferably in Congo.

77. **Team Competencies:** The team will be multidisciplinary and will include members who, together, bring an appropriate balance between expertise and practical knowledge in the following areas:

- Education policies and programs, including school nutrition;
- Nutrition-sensitive programs, including nutrition education and links to education;
- Capacity development, particularly in education and health countries;
- Gender/good knowledge of gender issues in education and health;
- Evaluation methods, specifically use of mixed methods (quantitative and qualitative).

78. All team members must have strong analytical and communication skills, evaluation experience and a good knowledge of the Republic of Congo. The working languages for this assessment will be English and French. The evaluation team should collectively have excellent oral and written French.

79. The **team leader** will have technical expertise in some of the areas listed above as well as expertise in the design of evaluation methodologies and data collection tools. He/she must have demonstrated experience in leading similar evaluations. She/he will also have leadership, analytical and communication skills, including a record of accomplishment in writing and presenting in French.

80. His/her primary responsibilities will be: i) defining the evaluation approach and methodology; ii) guiding and managing the team; iii) leading the evaluation mission and representing the evaluation team; (iv) drafting and revising, as required, the inception report, the end of field work (i.e. exit) debriefing presentation and evaluation report in line with DEQAS.

81. The **team members** will bring together a complementary combination of the technical expertise required and have a record of accomplishment of written work on similar assignments in French. They will: i) contribute to the methodology in their area of expertise based on a document review; ii) conduct field work; iii) participate in team meetings and meetings with stakeholders; iv) contribute to the drafting and revision of the evaluation products in their technical area(s).

## 6.4. Ethical considerations

82. The evaluation must be conducted in line with the [UNEG ethical guidelines](#). This will include: respect for dignity and diversity; fair representation of the views of different stakeholders; compliance with ethics in research involving young children and/or vulnerable groups; confidentiality; avoidance of harm and appropriate referrals in situations of risk/protection concerns. During the design of evaluation at inception, specific safeguards must be put in place to protect the safety (physical and psychological) of respondents and those collecting the data. Data collection tools must be designed to be culturally (and age) appropriate. Data collection visits must be planned in collaboration with the relevant stakeholders and organized at the appropriate time and place to minimize risk or inconvenience to respondents.

83. **Informed Consent and contact with children/vulnerable groups:** Data collection training must include research ethics including how to ensure that all participants are fully informed about the nature and purpose of the evaluation and their involvement. Only participants who have given informed written or verbal consent should be included in the study. Noting that this evaluation includes possible contact with children, women and other vulnerable groups (e.g. indigenous people) recruitment of data collectors should assess suitability to work with these groups within the Congo context. With respect to involvement of children, [this guidance](#) is useful when training the data collection staff. Reports should not bear names of respondents and qualitative data must be reported in a way that will not identify respondents.

84. **Comparison groups:** As noted earlier, the targeting of school meals program (districts or schools within districts) is not random. If methodology will include use of comparison groups of districts, schools or individuals not targeted by the program, there should be considerations on whether and how the participants will be informed about the program, explanations of why they are not targeted, the purpose of the evaluation and why they are being contacted. This should be discussed during the training of data collection staff and potential risks/issues and mitigation measures identified prior to start of data collection.

## 6.5. Security Considerations

85. As noted under the risks, there are some security concerns in some of the areas where WFP will be implementing the school meals program especially the Pool region. The contracted firm will have to keep contact with WFP in Brazzaville to monitor any changes that may affect the conduct of the evaluation. Any implications should be discussed and documented as appropriate.
86. **Security clearance** where required is to be obtained from Brazzaville. As an 'independent supplier' of evaluation services to WFP, the evaluation company is responsible for ensuring the security of all persons contracted, including adequate arrangements for evacuation for medical or situational reasons. The consultants contracted by the evaluation company do not fall under the UN Department of Safety & Security (UNDSS) system for UN personnel.
87. However, to avoid any security incidents, the Evaluation Manager will ensure that:
- WFP CO registers the team members with the Security Officer on arrival in country and arranges a security briefing for them to gain an understanding of the security situation on the ground.
  - The team members observe applicable UN security rules and regulations, e.g. curfews.
88. Overall, there are no specific security issues of concern in relation to this evaluation. However, when traveling to the field to conduct research, it is recommended to receive security brief from UNDSS before travelling to remote areas for specific advices.

## 7. Roles and Responsibilities of Stakeholders

89. **The WFP Congo Country Office Management (Director/Deputy Director)** will take responsibility to: contract an independent firm to manage and conduct the evaluation; establish the internal evaluation committee (EC) and the evaluation reference group (ERG); appoint Evaluation Manager for the evaluation; approve the final ToR, inception, baseline, mid-term and final evaluation reports; ensure the independence and impartiality of the evaluation at all stages; participate in discussions with the evaluation team on the evaluation design and the evaluation subject, its performance and results with the Evaluation Manager and the evaluation team; organise and participate in internal and external debriefings; and oversee dissemination and follow-up processes, including the preparation of a Management Response to the evaluation recommendations;
90. The **Evaluation Manager**, who will be answerable to the evaluation committee will:
- Manage the evaluation process through all phases in accordance with DEQAS<sup>19</sup>
  - Ensure quality assurance mechanisms are operational
  - Consolidate and share comments on draft inception and evaluation reports with the evaluation team
  - Ensure expected use of quality assurance mechanisms (checklists, quality support)
  - Ensure that the team has access to all documentation and information necessary to the evaluation; facilitates the team's contacts with local stakeholders; set up meetings and field visits; provide logistic support during the fieldwork; and arrange for interpretation, if required.
  - Organise security briefings for the evaluation team and provide any materials as required.
91. An internal **Evaluation Committee** has been established as part of ensuring the independence and impartiality of the evaluation. The committee comprises the WFP deputy country director, head of the program, M&E, VAM and the Regional Evaluation Officer. The EC will oversee the evaluation process, by making decisions, giving advice to the evaluation manager and clearing evaluation products submitted to the EC Chair for approval. Annex 6 provides the list of members of the committee.
92. An **Evaluation Reference Group** has been established, composed of the members of the evaluation committee mentioned above, representatives from relevant government ministries, key project partners, and other relevant stakeholders, including USDA and WFP Regional Bureau and OEV. The ERG members will

<sup>19</sup> The DEQAS under each step explains what the EM should do, and with whom she/he should coordinate.

review and comment on the draft evaluation products and act as key informants in order to further safeguard against bias and influence. Annex 7 provides a list of the ERG members. The ERG members will review and comment on the draft evaluation products and act as key informants in order to further safeguard against bias and influence.

93. The **WFP country office staff** will brief the evaluation team; gather and share relevant documents and data for desk review; assist with field visit preparation and logistics; act as key informants during the field work; provide feedback on the draft ToR, inception and evaluation reports; attend debriefing sessions; disseminate evaluation reports; consult with major stakeholders regarding evaluation findings; and use the evaluation findings in the implementation of the program.
94. The **Regional Bureau**, through the regional evaluation officer (REO) will provide technical support throughout the evaluation process to ensure that the evaluation is conducted in line with appropriate guidelines and the provisions for impartiality are upheld. In addition, relevant RB staff will:
  - Be active members of the ERG to provide expert advisory;
  - Participate in discussions with the evaluation team on the evaluation design and on the evaluation subject as relevant;
  - Provide comments on the draft ToR, Inception, baseline, mid-term and final evaluation reports;
  - Review and comment on the Management Response to the evaluation and track the implementation of the recommendations.
95. **WFP HQ school feeding unit** will:
  - Discuss with the evaluation team WFP strategies, policies or systems in relation to school feeding;
  - Comment on the evaluation TOR, inception and evaluation reports, as required.
96. **Government, NGOs and UN agencies Partners** will, through their membership in the ERG, review and comment on draft evaluation products (ToR, inception, mid-term and final evaluation report), attend briefing and debriefing meetings; and be interviewed as key informant interviews.
97. The **Office of Evaluation (OEV)**, through the Regional Evaluation Officer, will advise the Evaluation Manager and provide support to the evaluation process as/when required. OEV will provide access to the outsourced quality support service that will review and provide feedback on draft ToR, inception and evaluation reports from an evaluation perspective. It accomplishes this role by maintaining a functional help desk available to the country office and RB.
98. **The independent and external Evaluation Team** which was responsible for the conduct of the baseline study will be responsible for the mid-term and final evaluations. The team will be responsible for document review, design of surveys including sampling; conducting all fieldwork, including quantitative surveys, focus groups, etc; drafting and finalizing evaluation report with findings and recommendations;
99. **United States Department of Agriculture (USDA)** will be involved in the evaluation throughout all the phases, starting with the approval of this ToR. Relevant staff members of USDA (Program Analyst and M&E Lead) review of the Terms of Reference; serve as a member of the Evaluation Reference Group, and participate in stakeholder meetings, be interviewed as key informants and participate in the presentation of the evaluation findings;
100. The **WFP Partnerships Officer (Washington Office)** will work closely with the WFP CO, RB, OEV and the USDA to ensure smooth communication and submission of key evaluation deliverables, according to project timelines. The Partnerships Officer will review evaluation deliverables for adherence to USDA policy and facilitate communication with USDA; Provide feedback on the draft ToR and draft evaluation report; coordinate with USDA to seek feedback for the ToR, inception and evaluation reports; share evaluation findings and discuss the management response; disseminate evaluation reports and findings to relevant stakeholders.
101. Beneficiaries, including boys, girls, men and women (teachers, administrators) in targeted districts and schools will be key participants in the evaluation to provide feedback and information regarding the program. Depending on the nature of findings and recommendations from the evaluations, they may be responsible for taking action to implement those recommendations.

## 8. Communication and Budget

### 8.1. Communication

102. A draft communication plan is outlined in Annex 8. The **Evaluation manager**, in consultation with the evaluation committee, will develop the communication and learning plan to detail the processes and channels

of communication and responsibilities. The communication and learning plan will include a gender sensitive and gender responsive dissemination plan to all key stakeholders including beneficiaries, as appropriate. The evaluation manager will be responsible for:

- Sharing all draft products including the ToR, inception report and evaluation report with internal and external stakeholders to solicit their feedback; The communication will **specify the date by when the feedback is expected** and highlight next steps;
- Documenting systematically how stakeholder feedback has been used in the finalized product, ensuring that where feedback has not been used a rationale is provided;
- Informing stakeholders (through the ERG) of planned meetings at least one week before and where appropriate sharing the agenda for such meetings;
- Informing the team leader in advance the people who have been invited for meetings that the team leader is expected to attend/present and sharing the agenda;
- Sharing final evaluation products (ToR, inception and Evaluation report) with all internal and external stakeholders for their information and action as appropriate.

103. To ensure a smooth and efficient process and enhance the learning from this evaluation, the evaluation team will place emphasis on transparent and open communication with all key stakeholders. The **evaluation team leader** will be responsible for:

- Discussing with the evaluation manager additional communication and learning strategies;
- Communicating the rationale for the evaluation design decisions (sampling, methodology, tools) in the inception report;
- Working with the evaluation manager to ensure a detailed evaluation schedule is communicated to stakeholders before field work starts, and it is annexed to the inception report;
- Sharing a brief PowerPoint presentation prior to the internal and external debriefings to enable stakeholders joining the briefings remotely to follow the discussions;
- Including in the final report the list of people interviewed, as appropriate (bearing in mind confidentiality and protection issues);
- Systematically considering all stakeholder feedback when finalising the evaluation report, and **transparently provide rationale for feedback that was not used**;

104. The evaluation team will translate Draft 2 and Draft 3/final of the Inception report and Evaluation report from English to French to enable stakeholders to engage fully at the time of providing comments of the draft evaluation deliverables

105. As part of the international standards for evaluation, WFP requires that all evaluations are made publicly available following the approval of the final evaluation report; and the links circulated to key stakeholders as appropriate. The evaluation manager will be responsible for sharing the final report and the management response with the regional evaluation officer, who will upload it in the appropriate systems. OEV will upload the final products on the WFP intranet and public website.

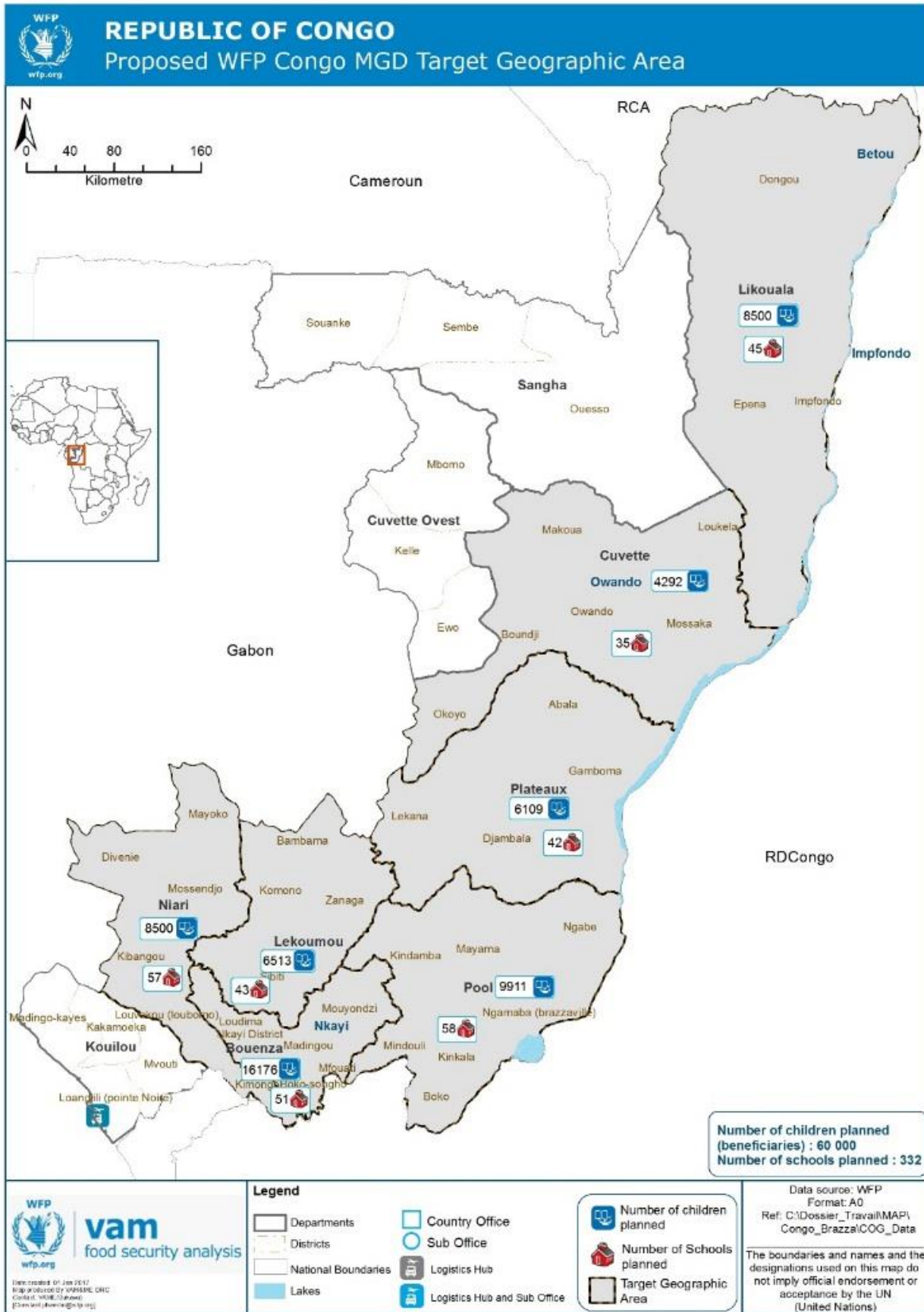
## 8.2. Budget

106. This evaluation will be funded from the M&E budget line as outlined in the approved budget for MGD program. The evaluation will be contracted by the same firm (Konterra) that conducted the baseline. The firm will submit to WFP a budget and technical proposal. The proposed budget should include all data collection activities, including transport, field-level research assistants and translation. More discussions on these elements may be held with the firm prior to their submission of technical and financial proposals, if required.

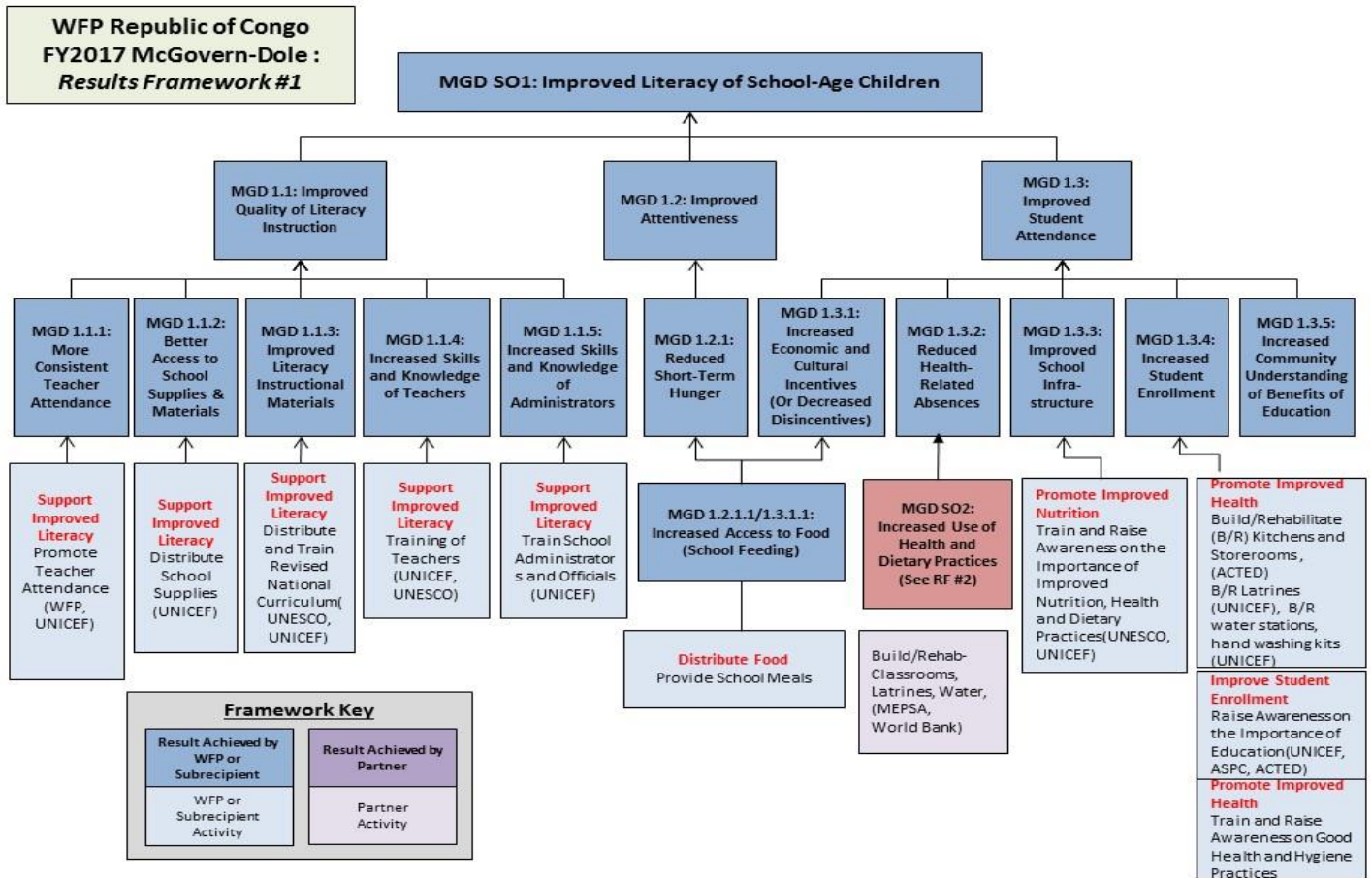
**For more information, please send all queries to:**

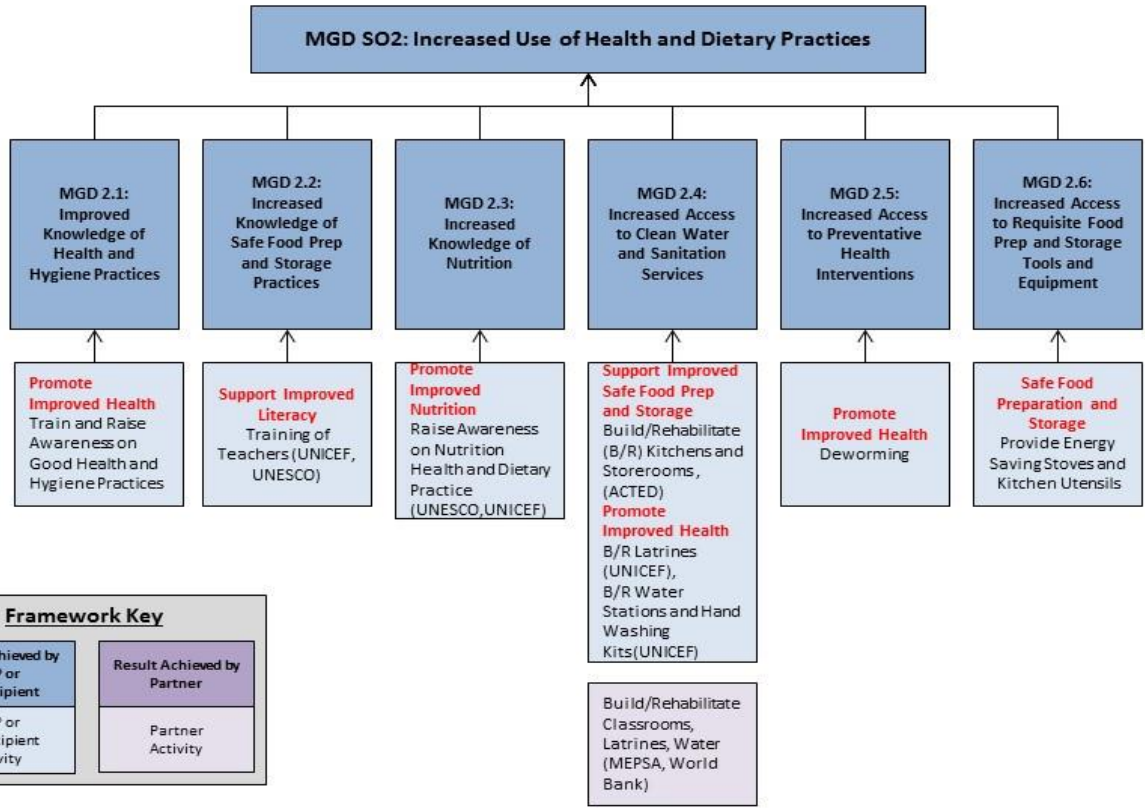
- Stephen ICKAMATH, Program Assistant, WFP Congo [stephen.ickamath@wfp.org](mailto:stephen.ickamath@wfp.org)
- Gisele GALESSAMI, Program Officer, WFP Congo [gisele.galessami@wfp.org](mailto:gisele.galessami@wfp.org),
- Ali OUATTARA , Deputy Country Director, WFP Congo, [ali.ouattara@wfp.org](mailto:ali.ouattara@wfp.org)

# Annex 1: Map of Targeted Areas



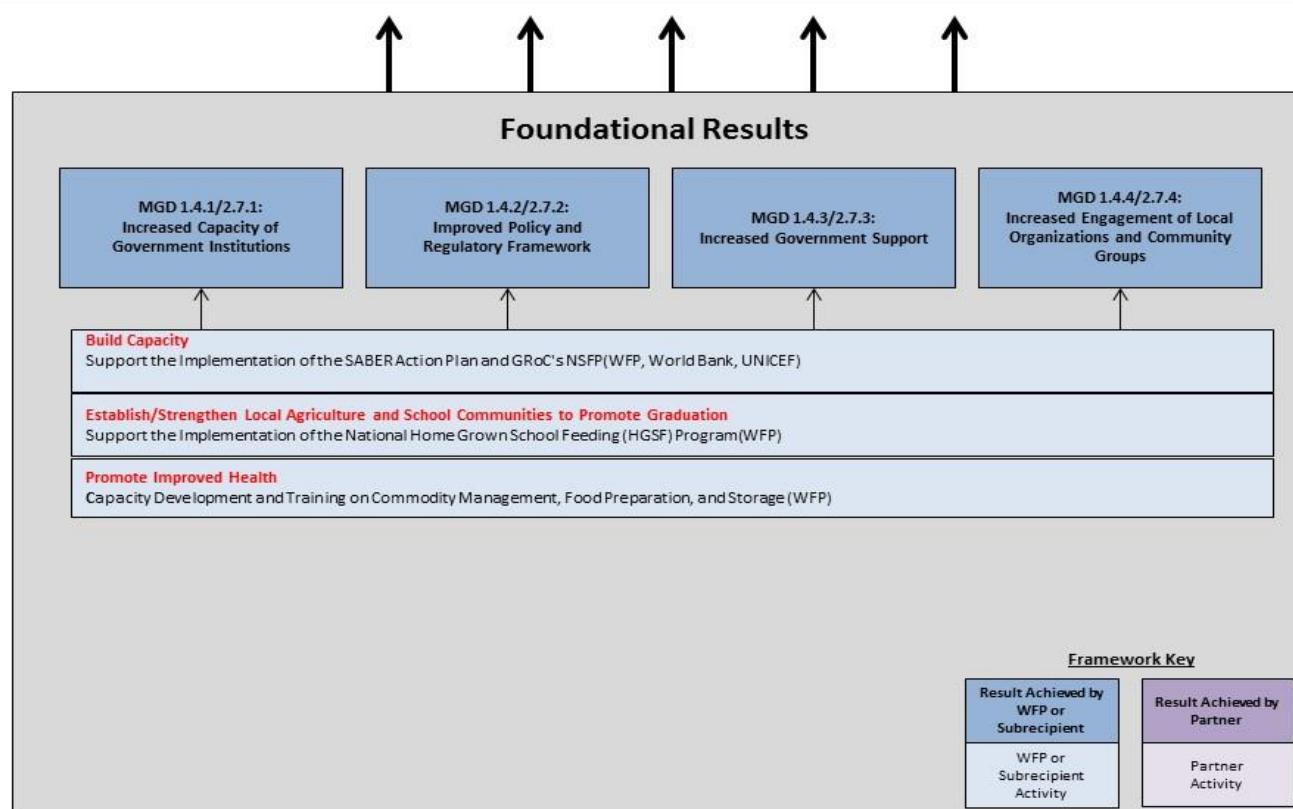
## Annex 2 : McGovern Dole Results Framework





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

## WFP Republic of Congo FY2017 McGovern-Dole : *Foundational Results*



## Critical Assumptions

**The success of the overall project is based on the following critical assumptions:**

- Continued national economic and political stability;
- Strong government commitment to education, school feeding and handover;
- Availability of government resources and other donors' contribution that complement McGovern-Dole
- Improvement of security situation in the Pool department
- Availability of partners and technical expertise to support implementation;
- Prepositioning of stocks during the rainy season (June - December) for the department of Likouala because transports to this department are made only by river, which is only navigable for six months (June - December);
- Stability of the food pipeline;
- Local community and WFP capacity to leverage non-MGD funds to support project implementation and local purchase
- Availability of teachers in schools located in rural areas
- Involvement of the community in preparing meals for children at school and in running canteens



### Annex 3: Preliminary Stakeholder analysis (Interests, uses, means of engagement)

Stakeholder Name	What is their interest in the evaluation and likely uses of evaluation report to this stakeholder	How will they be involved in the evaluation process and what are the means of engagement?
<b>INTERNAL STAKEHOLDERS</b>		
WFP Country Office (CO) Republic of Congo	Responsible for the country level planning and implementation of the program, WFP CO is the primary stakeholder and has a direct stake in the evaluation and an interest in learning from experience to inform decision-making and adjustments for better results. WFP CO also is expected to account internally as well as to externally to the donor, beneficiaries and partners for performance and results of its this program;	The CO management will commission the evaluation and oversee its conduct. The CD/DCD will be briefed by the team at the start of the evaluation, and one of them will chair the evaluation committee and reference group, through which they will oversee the process. The <b>WFP country office staff</b> will brief the independent evaluation team; gather and share relevant documents and data for desk review; assist with field visit preparation and logistics; act as key informants during the field work; provide feedback on draft ToR, inception and evaluation reports; attend debriefing sessions; disseminate evaluation reports and consult with major stakeholders regarding evaluation findings.
WFP Regional Bureau (RB) Johannesburg	RB is responsible for both oversight of COs and technical guidance and support. Through the Regional Evaluation Officer (REO), the RB supports the country offices to ensure quality, credible and useful evaluation. As such, the RB management and staff have an interest in having an independent and impartial account of the operational performance as well as in learning from the evaluation findings to apply this learning to other country offices.	<p>The REO will provide technical support throughout the evaluation process. She will be consulted on technical aspects of the process, including on appropriate application of both WFP and USDA policies to this evaluation.</p> <p>The RB program staff specifically those in charge of nutrition, school feeding, and social protection will be engaged through the evaluation reference group, and will provided an opportunity to review draft evaluation products and attend debriefing meetings</p>
WFP evaluation committee (EC) ( <i>temporary mechanism</i> )	Internal <b>Evaluation Committee (EC)</b> will be formed as part of ensuring the independence and impartiality of the evaluation; it will be composed of key CO staff and the Regional Evaluation Officer. The EC has an interest in ensuring that the evaluation process remains as impartial as possible, while making efficient use of available resources (human and financial). The EC also has an interest in ensuring that the evaluation meets the expectations of the key stakeholders including USDA, WFP and sub-recipients of the MGD funding.	The EC will oversee the evaluation process, by making decisions, giving advice to the evaluation manager and clearing evaluation products submitted to the EC Chair for approval. The EC will therefore be the main body supervising the conduct of the evaluation and providing the evaluation team with support and direction.
WFP HQ Social protection and safety nets division, and specifically school feeding Other HQ divisions including performance monitoring (RMP)	WFP HQ social protection and safety net division is responsible for issuing and overseeing the rollout of normative guidance on corporate program themes, activities and modalities, as well as of overarching corporate policies and strategies related to the areas covered by this evaluation. They have an interest a credible account of the extent to which the appropriate normative guidance is applied in the conduct of WFP work in Congo and the results. They also have an interest in the lessons that emerge from this	<p>The staff of the HQ division will be given an opportunity to join debriefing sessions and review and comment on evaluation products.</p> <p>Depending on the nature of recommendations that emerge from the evaluation, other divisions will be consulted during the preparation of the management response and asked to respond to any recommendations directly targeted at HQ.</p>

	evaluation, as they may have relevance beyond the Congo.	
Office of Evaluation (OEV)	OEV has a stake in ensuring that all evaluations in WFP are credible, of quality and useful. It is responsible for setting the normative framework and guidance for decentralized evaluations including a comprehensive Decentralized Evaluation Quality Assurance System (DEQAS). It therefore has an interest in ensuring this evaluation adheres to the normative framework and guidance and that the evaluation is credible of good quality and useful.	OEV operates a help desk that is accessible to the country office and RB throughout the evaluation process. The help desk will be consulted on any issues related to application of the normative framework as appropriate. OEV also manages an independent quality support (QSS) service that reviews draft evaluation products and provides feedback for further improvement. The draft ToR, inception and final report for this evaluation will be submitted to QSS for review and feedback.
WFP Washington office	The WFP <b>Washington Office</b> coordinates communication between WFP and USDA on all matters related to the funding and implementation of the program that is the subject of this evaluation. The office therefore has an interest in ensuring that this evaluation, which is part of the agreement between the WFP and USDA is commissioned and conducted as per that agreement, and that it meets the expectations of USDA.	The <b>Partnerships Officer (Washington Office)</b> will work closely with the WFP CO, RB, OEV and the USDA to ensure smooth communication and submission of key evaluation deliverables, according to project timelines and the agreement. The Partnerships Officer will review evaluation deliverables for adherence to USDA policy and facilitate communication with USDA; he/she will provide feedback on draft ToRs and draft evaluation report; coordinate with the donor (USDA) to seek feedback on ToRs, inception and evaluation reports; share evaluation findings and discuss the <u>management response to evaluation recommendations</u> ;
WFP Executive Board (EB)	The WFP governing body has an interest in being informed about the effectiveness of all WFP operations, as well as progress in the implementation of the evaluation policy. This is closely linked with the involvement of OEV in this evaluation as outlined above, as it has the responsibility of reporting to the EB.	While this evaluation will not be presented to the EB, its findings may feed into evaluation syntheses and other corporate learning processes. Furthermore, it will contribute to the contents of the annual evaluation report that will be presented to the board.
<b>EXTERNAL STAKEHOLDERS</b>		
Beneficiaries (boys, girls, women and men); teachers; members of the school management committees (SMCs); Parent teacher Associations (PTAs) and other education administrators	As the ultimate recipients of food assistance and capacity building efforts, beneficiaries have a stake in WFP determining whether its assistance is appropriate and effective. As such, the participation in the evaluation of women, men involved in the education sector such as teachers, administrators and parents; and boys and girls will be important.	As part of commitment to affected population, which stipulates that people should be involved in decisions and actions that affect them, the evaluation will make deliberate effort to involve the beneficiaries in evaluation process. The means by which this will be done will be determined at inception phase. This involvement should not only be during the conduct of evaluation (collecting data from beneficiaries) but should also include dissemination of the findings from this evaluation. The <i>evaluation team will determine means of engaging beneficiaries in the dissemination of the results.</i>
United States Department of Agriculture (USDA)	As the funder of the program being evaluated, USDA's interest is to ensure that the evaluation provides an independent, credible and useful account of the performance of the program; while accounting for the resources it has provided to WFP.	Relevant staff members of USDA (Program Analyst and M&E Lead) were consulted for approval of the Evaluation Plan, which laid the framework for this evaluation. USDA staff will review the Terms of Reference; serve as a member of the Evaluation Reference Group, and participate in stakeholder meetings and presentation of the evaluation findings as appropriate;

Government ( <i>Ministries of education, agriculture, health and population; social affairs</i> )	Government of Congo through its various ministries and institutions has a direct interest in knowing whether WFP activities in the country are aligned with its priorities, harmonised with the action of other partners and meet the expected results towards achievement of national development objectives. The Government also has an interest in knowing the extent to which the interventions are sustainable or likely to be sustainable over time. Specifically, the ministries of education, agriculture and health are partners in the design and implementation of the program and will be interested in knowing the extent to which the program is contributing to the objectives in their respective mandates and drawing lessons.	Key staff from the ministries of education, agriculture and health will be members of the evaluation reference group to ensure systematic engagement of the Government in the evaluation process. They will attend team briefing and debriefing meetings, review and comment on evaluation draft products (inception and evaluation reports) and be consulted on the responses to evaluation recommendations as appropriate. Some of them will be interviewed as key informants during the data collection process. They will receive the final evaluation report. As a key stakeholder, they will be consulted when preparing the management response to the recommendations.
<b>Sub-recipients of MGD</b> United Nations agencies; NGOs and the World Bank	UNICEF, UNESCO, ACTED (sub-recipients of the MGD funding) and the World Bank are key WFP partners in the implementation of the program. As such, they have a direct interest in the evaluation process as it relates to the performance of the specific aspects of the program under their responsibilities.	Representatives from these agencies will be members of the evaluation reference group to ensure that they are systematically engaged throughout the evaluation process. They will attend briefing and debriefing meetings, be interviewed as key informants and review and comment on draft evaluation products. They will receive the final evaluation report. As a key stakeholder, they will be consulted when preparing the management response to the recommendations.
NGOs partners	Field implementation of the program involve NGOs including Association des Spiritains au Congo (ASPC), Pioneer Hospital, Initiative Development; Partnership for Child Development (PCD), Autochthone's advocacy group. These partners have a direct interest in the process of the evaluation as well as the findings given that the results of the evaluation may influence future implementation modalities, strategic orientations and partnerships.	Representatives from these partners will be members of the evaluation reference group to ensure that they are systematically engaged throughout the evaluation process. They will attend briefing and debriefing meetings, be interviewed as key informants and review and comment on draft evaluation products. They will receive the final evaluation report. If there are recommendations that related to their responsibility in the implementation of the program, they will be consulted when preparing the management response to the recommendations.
<b>Donors</b> Japan	In addition to USDA funding, the Government of Japan and the host government of Congo provide complementary support to supplement the provision of school meals to schoolchildren. They have interest in knowing whether their funds have been spent efficiently and if WFP's work has been effective and contributed to the intended objectives.	These donors will be consulted as key informants, given the opportunity to attend debriefing meetings and to review and comment on draft evaluation products. They will receive the final evaluation report. If there are recommendations that related to their responsibility in the implementation of the program, they will be consulted when preparing the management response to the recommendations.
<b>Private sector actors</b>	To deliver the program, WFP will work with private-sector entities such as NG Enterprise, Minoco ,CIB, Likouala Timber, ENI congo	These actors will be consulted as key informants and given the opportunity to attend debriefing meetings. If there are recommendations that related to their responsibility in the implementation of the program, they will be consulted when preparing the management response to the recommendations.

## Annex 4 : Performance Indicators and Targets

#	Activity	Performance Indicator	Targets Per Year					Life of Project
			2018	2019	2020	2021	2022	
1	Improve Student Enrolment	Number of students regularly (80%) attending USDA supported classrooms/schools	43,000	45,150	47,408	49,778	52,267	92,920
2		Number of students enrolled in school receiving USDA assistance	53,750	56,438	59,259	62,222	65,333	102,651
3	Distribute Food	Number of daily school meals (breakfast, snack, lunch) provided to school-age children as a result of USDA assistance	9,675,000	9,675,000	9,675,000	9,675,000	9,675,000	48,375,000
4		Number of school-age children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance	53,750	53,750	53,750	53,750	53,750	96,750
5		Number of individuals benefiting directly from USDA-funded interventions	56,261	55,950	55,800	55,800	55,800	108,061
6		Number of individuals benefiting indirectly from USDA-funded interventions	268,750	268,750	268,750	268,750	268,750	483,750
7		Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance	53,750	53,750	53,750	53,750	53,750	96,750
8	Support Improved Safe Food Preparation and Storage	Number of educational facilities (i.e. school buildings, classrooms, and latrines) rehabilitated/ constructed as a result of USDA assistance	18	18	7	7	7	57
9	Promote Improved Health	Number of schools using an improved water source	40	74	82	86	91	91
10		Number of schools with improved sanitation facilities	29	58	65	72	79	79
11		Number of students receiving deworming medication(s)	53,750	53,750	53,750	53,750	53,750	96,750
12		Number of individuals trained in safe food preparation and storage as a result of USDA assistance	960	960	960	960	960	4,800
13		Number of individuals who demonstrate use of new safe food preparation and storage practices as a result of USDA assistance	624	672	720	768	816	3,600
14	Promote Improved Nutrition	Number of Parent-Teacher Associations (PTAs) or similar "school" governance structures supported as a result of USDA assistance	470	470	470	470	470	470
15		Number of individuals trained in child health and nutrition as a result of USDA assistance	591	440	290	290	290	1,901
16		Number of individuals who demonstrate use of new child health and nutrition practices as a result of USDA assistance	384	308	218	232	247	1,388
17		Number of textbooks and other teaching and learning materials	50,000	10,000	12,000	14,000	17,000	103,000

	Support Improved Literacy	provided as a result of USDA assistance						
18		Percent of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text	50%	60%	70%	80%	80%	80%
19		Number of teachers/educators/teaching assistants in target schools who demonstrate use of new and quality teaching techniques or tools as a result of USDA assistance	120	0	0	0	0	120
20		Number of teachers/educators/teaching assistants trained or certified as a result of USDA assistance	160	0	0	0	0	160
21		Number of school administrators and officials in target schools who demonstrate use of new techniques or tools as a result of USDA assistance	520	560	600	640	680	3,000
22		Number of school administrators and officials trained or certified as a result of USDA assistance	800	800	800	800	800	4,000
23	Build Capacity	Number of educational policies, regulations and/or administrative procedures in each of the following stages of development as a result of USDA assistance: <b>Stage 1:</b> Analysed <b>Stage 2:</b> Drafted and presented for public/stakeholder consultation <b>Stage 3:</b> Presented for legislation/decreed <b>Stage 4:</b> Passed/Approved <b>Stage 5:</b> Passed for which implementation has begun	1	0	0	0	0	1
24		Number of child health and nutrition policies, regulations, or administrative procedures in each of the following stages of development as a result of USDA assistance: <b>Stage 1:</b> Analysed <b>Stage 2:</b> Drafted and presented for public/stakeholder consultation <b>Stage 3:</b> Presented for legislation/decreed <b>Stage 4:</b> Passed/Approved <b>Stage 5:</b> Passed for which implementation has begun	0	0	0	0	1	1
25	Establish/Strengthen Local Agriculture and school communities to promote Graduation	Value of new public and private sector investments leveraged as a result of USDA assistance	0	0	100,000	0	0	100,000

## Annex 5: Evaluation Schedule (Mid-term and Final Evaluations)

Phases, Deliverables and Timeline		Key Dates	By Who
<b>Phase 4: Mid-term Evaluation</b>			
<b>Phase 4.1 – Preparation</b>			
1	Desk review, produce draft 1 of TOR and quality assurance (QA) using TOR QC	14 <sup>th</sup> Oct–29 <sup>th</sup> Nov 2019	CO/EO <sup>20</sup>
2	<b>Submit draft 1 TOR to outsourced quality support service (QS) for review and feedback</b>	<b>9<sup>th</sup> Dec 2019</b>	<b>EM</b>
3	Review draft 1 TOR against the DE QS quality matrix and provide recommendations	10 <sup>th</sup> – 13 <sup>th</sup> Dec 2019	QS
4	Revise draft 1 TOR based on DE QS feedback to produce draft 2	15 <sup>th</sup> Dec 2019 – 3 <sup>rd</sup> Jan 2020	EM
5	<b>Circulate draft 2 TOR for review and comments to ERG and other stakeholders</b>	<b>5<sup>th</sup> Jan 2020</b>	<b>EM</b>
6	Organize a workshop for stakeholders to present ToR and obtain comments on ToR	<b>14<sup>th</sup> Jan 2020</b>	<b>EM</b>
7	Review draft 2 TOR and provide comments using the provided comments matrix	15 <sup>th</sup> – 21 <sup>th</sup> Jan 2020	ERG
8	Revise draft 2 TOR based on comments stakeholders' comments to produce final TOR	22 <sup>nd</sup> – 23 <sup>th</sup> Jan 2020	EM/REO
9	<b>Submit the final TOR to the internal evaluation committee for approval</b>	<b>24<sup>th</sup> Jan 2020</b>	<b>EM</b>
10	Share final TOR with stakeholders for information and with the evaluation firm (Konterra) to submit proposal	25 <sup>th</sup> Jan 2020	EM
11	Share relevant documents with Konterra	25 <sup>th</sup> Jan 2020	EM
12	Proposal preparation and submission by Konterra	25 <sup>th</sup> Jan-8 February 2020	ET
13	Review proposal and budget by Konterra; raise and sign PO. Konterra to put up the evaluation team (same team that conducted the baseline evaluation)	9 <sup>th</sup> – 19 <sup>th</sup> Feb 2020	EM/REO Konterra
<b>Phase 4.2 - Inception</b>			
14	<b>Briefing evaluation team (orientation call with evaluation committee)</b>	<b>20<sup>th</sup> Feb 2020</b>	<b>EM/CO Prog/Mgt</b>
15	Review documents, baseline report and data sets and monitoring reports; update the Inception Report that was prepared during baseline	21 <sup>th</sup> Feb – 6 <sup>th</sup> March 2020	ET
16	Develop a data analysis plan and communication and learning plan	21 <sup>th</sup> Feb –6 <sup>th</sup> March 2020	EM/RB/TL
16	<b>Submit draft 1 inception report (IR) to EM</b>	<b>9<sup>th</sup> March 2020</b>	<b>TL</b>
17	Review draft 1 inception report, if NOT complete return to the team leader with specific things that needs to be done before it can be submitted to QS	10 <sup>th</sup> - 11 <sup>th</sup> Mar 2020	EM
18	<b>Share draft IR with DE QS for review and feedback</b>	<b>12<sup>th</sup> Mar 2020</b>	<b>EM</b>
19	Review draft 1 TOR against the DE QS quality matrix and provide recommendations	13 <sup>th</sup> – 20 <sup>th</sup> Mar 2020	QS
20	Revise draft IR based on QS feedback and EM/REO additional comments	21 <sup>st</sup> – 25 <sup>th</sup> Mar 2020	ET
21	<b>Submit of revised Draft 2 IR based on DE QS and EM QA comments</b>	<b>26<sup>th</sup> Mar 2020</b>	<b>TL</b>
22	Review draft 2 IR against the QS recommendations to ensure that they have been addressed and for any that has not been addressed, a rationale has been provided	27 <sup>th</sup> – 30 <sup>th</sup> Mar 2020	EM/REO
23	<b>Circulate draft 2 IR for review and comments to ERG and other stakeholders</b>	<b>31<sup>st</sup> Mar 2020</b>	<b>EM</b>

<sup>20</sup> Evaluation Officer at Regional Bureau

24	Review draft 2 IR and provide comments using the provided comments matrix	1 <sup>st</sup> – 7 <sup>th</sup> April 2020	ERG
25	Consolidate Stakeholder comments and submit to the team leader	8 <sup>th</sup> April 2020	EM
26	Revise draft 2 IR based on stakeholder comments received to produce draft 3	9 <sup>th</sup> – 13 <sup>th</sup> Apr 2020	ET
27	<b>Submit draft 3 IR to the evaluation manager</b>	<b>14<sup>th</sup> Apr 2020</b>	<b>TL</b>
28	Review draft 3 IR against stakeholder comments to ensure that they have all been addressed, and for those not addressed a rationale provided	15 <sup>th</sup> – 17 <sup>th</sup> Apr 2020	EM
29	<b>Submit the final IR to the evaluation committee for approval</b>	<b>20<sup>th</sup> Apr 2020</b>	<b>EM</b>
30	Share of final inception report with key stakeholders for information.	21 <sup>st</sup> Apr 2020	EM
<b>Phase 4.3 – Data collection</b>			
31	Prepare for data collection phase [recruit research assistants, digitize data collection tools on tablets, finalize <sup>21</sup> travel, accommodation and other logistical arrangements	22 <sup>nd</sup> Apr – 3 <sup>rd</sup> May 2020	EM/
32	<b>Briefing with CO management</b>	<b>4<sup>th</sup> May 2020</b>	<b>CO/EM/EC</b>
33	Training research assistants and testing data collection tools, adjustments if required	5 <sup>th</sup> – 7 <sup>th</sup> May 2020	ET/EA <sup>22</sup>
34	Collect data (primary + secondary) for all indicators	8 <sup>th</sup> – 19 <sup>th</sup> May 2020	ET
35	<b>End of Fieldwork Debriefing [Presentation should be submitted the day before]</b>	<b>20<sup>th</sup> May 2020</b>	<b>ET</b>
<b>Phase 4.4 - Data Analysis and Reporting</b>			
36	Clean, analyze and triangulate data to produce <b>draft 1</b> of the MTE report (ER)	21 <sup>st</sup> May–8 <sup>th</sup> June 2020	ET
37	<b>Submit draft 1 MTE report and all associated data sets to EM</b>	<b>9<sup>th</sup> June 2020</b>	<b>TL</b>
38	Review draft 1 MTE report against the evaluation report quality check list to ensure that it is complete	10 <sup>th</sup> – 12 <sup>th</sup> June 2020	EM
39	<b>Share draft 1 MTE report with outsourced quality support service (DE QS)</b>	<b>15<sup>th</sup> June 2020</b>	<b>EM</b>
40	Review draft 1 MTE report against the DE QS quality matrix and provide recommendations	18 <sup>th</sup> – 25 <sup>th</sup> June 2020	QS
41	Revise draft 1 MTE report based on feedback received by DE QS and EM to produce draft 2	26 <sup>th</sup> June – 2 <sup>nd</sup> July 2020	ET
42	<b>Submit draft 2 MTE report to the EM</b>	<b>3<sup>rd</sup> July 2020</b>	<b>TL</b>
43	Review the draft 2 MTE report against the QS comments to ensure that they have been addressed, and for those that have not been addressed rationale has been provided	4 <sup>th</sup> – 6 <sup>th</sup> July 2020	EM/REO
44	<b>Circulate draft 2 MTE report for review and comments to ERG and other stakeholders</b>	<b>7<sup>th</sup> July 2020</b>	<b>EM</b>
45	Review draft 2 MTE report and provide comments using the provided comments matrix	8 <sup>th</sup> – 14 <sup>th</sup> July 2020	ERG
46	Consolidate comments from Stakeholders and submit to USDA for review	15 <sup>th</sup> – 16 <sup>th</sup> July 2020	EM
47	Review of MTE report draft 2 by USDA	17 <sup>th</sup> – 30 <sup>th</sup> July 2020	USDA
48	Consolidate all stakeholder + USDA comments and submit to team leader for review	31 <sup>st</sup> July – 3 <sup>rd</sup> Aug 2020	EM
49	Revise draft 2 MTE report based on stakeholder comments to produce draft 3	4 <sup>th</sup> – 10 <sup>th</sup> Aug 2020	ET
50	<b>Submit draft 3 MTE report to the evaluation manager</b>	<b>11<sup>th</sup> Aug 2020</b>	<b>TL</b>

<sup>22</sup> Evaluation Analyst at Regional Bureau

51	Review draft 3 MTE report against stakeholder comments to ensure that they have all been addressed, and for those not been addressed a rationale has been provided	12 <sup>th</sup> – 14 <sup>th</sup> Aug 2020	EM
52	Prepare Summary Evaluation Report	15 <sup>th</sup> – 18 <sup>th</sup> Aug 2020	RB/EM
53	<b>Submit summary evaluation report to the internal evaluation committee to facilitate clearance of the final MTE report</b>	<b>19<sup>th</sup> – 20<sup>th</sup> Aug 2020</b>	<b>EM</b>
54	<b>Submit final MTE to USDA for approval</b>	21 <sup>st</sup> – 26 <sup>th</sup> Aug 2020	
55	Share final evaluation report with key stakeholders for information	28 <sup>th</sup> Aug 2020	EM
<b>Phase 4.5 - Dissemination and follow-up</b>			
56	Stakeholder dissemination workshop of evaluation findings	31 <sup>st</sup> Aug 2020	EM/RB
57	Prepare management response and submit to RB for review	1 <sup>st</sup> – 7 <sup>th</sup> Sept 2020	CO Mgt/Prog
58	Review the MR and provide feedback	8 <sup>th</sup> - 14 <sup>th</sup> Sept 2020	RB
59	Finalize MR based on feedback from RB	15 <sup>th</sup> - 17 <sup>th</sup> Sept 2020	CO
60	First level approval of MR by EC	18 <sup>th</sup> Sept 2020	EC Chair
61	Final approval of MR by RB	21 <sup>st</sup> Sept 2020	RB
62	<b>Share final MR with USDA</b>	<b>22<sup>nd</sup> Sept 2020</b>	<b>USDA</b>
63	<b>Share approved MTE report and MR with OEV for publication</b>	<b>23<sup>rd</sup> Sept 2020</b>	<b>RB</b>
64	Document lessons from the management of this evaluation and share	24 <sup>th</sup> Sept – 7 <sup>th</sup> Oct 2020	EM/RB
<b>Phase 5: Final Evaluation</b>		<b>Key Dates</b>	<b>By who</b>
<b>Phase 5.1: Preparation</b>			
65	<b>Update ToR and timeline</b>	<b>October 2021</b>	EM
66	<b>Submit draft 1 TOR to outsourced quality support service (QS) for review and feedback</b>	<b>29<sup>th</sup> Nov 2021</b>	<b>EM</b>
67	Review draft 1 TOR against the DE QS quality matrix and provide recommendations	1 <sup>st</sup> – 3 <sup>rd</sup> Dec 2021	QS
68	Revise draft 1 TOR based on DE QS feedback to produce draft 2	6 <sup>th</sup> – 10 <sup>th</sup> Dec 2021	EM
69	<b>Circulate draft 2 TOR for review and comments to ERG and other stakeholders</b>	<b>13<sup>th</sup> Dec 2021</b>	<b>EM</b>
70	Review draft 2 TOR and provide comments using the provided comments matrix	14 <sup>th</sup> – 20 <sup>th</sup> Dec 2021	ERG
71	Revise draft 2 TOR based on comments stakeholders' comments to produce final TOR	27 <sup>th</sup> Dec 2021 – 4 <sup>th</sup> Jan 2022	EM/REO
72	<b>Submit the final TOR to the internal evaluation committee for approval</b>	<b>5<sup>th</sup> – 7<sup>th</sup> Jan 2022</b>	<b>EM</b>
73	Share final TOR with stakeholders for information and with the evaluation firm (Konterra) to submit proposal	10 <sup>th</sup> Jan 2022	EM
74	Proposal preparation and submission by Konterra	11 <sup>th</sup> – 25 <sup>th</sup> Jan 2022	ET
75	Review proposal and budget by Konterra; raise and sign PO. Konterra to put up the evaluation team (same team that conducted the baseline evaluation)	26 <sup>th</sup> Jan – 11 <sup>th</sup> Feb 2022	EM/REO Konterra
<b>Phase 5.2: Inception</b>			
74	Review documents, baseline report and data sets and monitoring reports; review and update inception report prepared during the MTE	12 <sup>th</sup> – 27 <sup>th</sup> Feb 2022	ET
75	<b>Submit draft 1 of updated inception report (IR) to the EM</b>	<b>28<sup>th</sup> Feb 2022</b>	<b>TL</b>
76	Review draft 1 of the IR and if it is complete submit to QS	1 <sup>st</sup> – 2 <sup>nd</sup> March 2022	EM
77	Review of updated inception report by QS	3 <sup>rd</sup> – 10 <sup>th</sup> March 2022	QS
78	Receive and review QS feedback and submit to the evaluation team	11 <sup>th</sup> March 2022	EM
79	Revise draft 1 of IR based on QS feedback and produce draft 2 IR	14 <sup>th</sup> – 20 <sup>th</sup> March 2022	ET



<b>80</b>	<b>Submit draft 2 of IR to the evaluation manager</b>	<b>21<sup>st</sup> March 2022</b>	<b>ET</b>
81	Circulate draft 2 IR to ERG and other stakeholders for review and comments	22 <sup>nd</sup> March 2022	EM
82	Review draft 2 IR by ERG	23 <sup>rd</sup> – 29 <sup>th</sup> March 2022	ERG
83	Consolidate stakeholder comments and submit to evaluation team	30 <sup>th</sup> – 31 <sup>st</sup> March 2022	EM
84	Revise draft 2 IR based on stakeholder comments & produce draft 3	4 <sup>th</sup> – 10 <sup>th</sup> April 2022	ET
<b>85</b>	<b>Submit draft 3 of IR to the evaluation manager</b>	11 <sup>th</sup> April 2022	TL
86	Submit the final IR to the evaluation committee for approval	12 <sup>th</sup> April 2022	EM
87	Approve the inception report	13 <sup>th</sup> – 14 <sup>th</sup> April 2022	EC
<b>88</b>	<b>Share final inception report with key stakeholders</b>	15 <sup>th</sup> April 2022	WFP CO
<b>Phase 5.3: Data collection</b>			
89	Prepare for data collection phase [recruit research assistants, digitize data collection tools on tablets, finalize <sup>23</sup> travel, accommodation and other logistical arrangements	18 <sup>th</sup> April – 2 <sup>nd</sup> May 2022	EM/
<b>90</b>	<b>Briefing with CO management</b>	<b>3<sup>rd</sup> May 2022</b>	<b>CO/EM/EC</b>
91	Training research assistants and testing data collection tools, adjustments if required	4 <sup>th</sup> – 7 <sup>th</sup> May 2022	ET/EA <sup>24</sup>
92	Collect data (primary + secondary) for all indicators	8 <sup>th</sup> – 19 <sup>th</sup> May 2022	ET
<b>93</b>	<b>End of Fieldwork Debriefing [Presentation should be submitted the day before]</b>	<b>20<sup>th</sup> May 2022</b>	<b>ET</b>
<b>Phase 5.4 - Data Analysis and Reporting</b>			
94	Data analysis + drafting of the final evaluation report	21 <sup>st</sup> May – 8 <sup>th</sup> June 2022	ET
<b>95</b>	<b>Submit Draft 1 of the final evaluation and all associated data sets to EM</b>	9 <sup>th</sup> June 2022	TL
96	Review draft 1 evaluation report against the quality check list to ensure that it is complete	10 <sup>th</sup> – 13 <sup>th</sup> June 2022	EM
97	<b>Share draft 1 evaluation report with outsourced quality support service (DE QS)</b>	<b>14<sup>th</sup> June 2022</b>	<b>EM</b>
98	Review draft 1 evaluation report against the DE QS quality matrix and provide recommendations	15 <sup>th</sup> – 22 <sup>nd</sup> June 2022	QS
99	Revise draft 1 evaluation report based on feedback received by DE QS and EM to produce draft 2	23 <sup>rd</sup> – 29 <sup>th</sup> June 2022	ET
<b>100</b>	<b>Submit draft 2 evaluation report to the EM</b>	<b>30<sup>th</sup> June 2022</b>	<b>TL</b>
101	Review the draft 2 evaluation report against the QS comments to ensure that they have been addressed, and for those that have not been addressed rationale has been provided	1 <sup>st</sup> – 4 <sup>th</sup> July 2022	EM/REO
<b>102</b>	<b>Circulate draft 2 evaluation report for review and comments to ERG members</b>	<b>5<sup>th</sup> July 2022</b>	<b>EM</b>
103	Review draft 2 evaluation report and provide comments using the provided comments matrix	6 <sup>th</sup> – 12 <sup>th</sup> July 2022	ERG
<b>104</b>	<b>Consolidate comments from Stakeholders and submit to USDA for review</b>	14 <sup>th</sup> – 15 <sup>th</sup> July 2022	EM
105	Review of evaluation report draft 2 by USDA	18 <sup>th</sup> – 31 <sup>st</sup> July 2022	USDA
106	Consolidate all stakeholder + USDA comments and submit to team leader for review	1 <sup>st</sup> – 2 <sup>nd</sup> Aug 2022	EM
107	Revise draft 2 evaluation report based on stakeholder comments to produce draft 3	3 <sup>rd</sup> – 9 <sup>th</sup> Aug 2022	ET
<b>108</b>	<b>Submit draft 3 evaluation report to the evaluation manager</b>	<b>10<sup>th</sup> Aug 2022</b>	<b>TL</b>
109	Review draft 3 evaluation report against stakeholder comments to ensure that they have all been addressed, and for those not been addressed a rationale has been provided	11 <sup>th</sup> – 15 <sup>th</sup> Aug 2022	EM

<sup>24</sup> Evaluation Analyst at Regional Bureau

110	Prepare summary evaluation report to facilitate clearance of the final evaluation report by the evaluation committee	14 <sup>th</sup> – 17 <sup>th</sup> Aug 2022	RB/EM
111	<b>Submit the final ER to the internal evaluation committee for clearance</b>	<b>18<sup>th</sup> Aug 2022</b>	<b>EM</b>
112	<b>Submit final ER to USDA for approval</b>	<b>19<sup>th</sup> – 25<sup>th</sup> Aug 2022</b>	<b>EM</b>
113	Share final evaluation report with key stakeholders for information	29 <sup>th</sup> Aug 2022	EM
<b>Phase 5.5 - Dissemination and follow-up</b>			
114	Stakeholder dissemination workshop to share evaluation findings	31 <sup>st</sup> Aug 2022	
115	Prepare management response and submit to RB for review	1 <sup>st</sup> – 7 <sup>th</sup> Sept 2022	CO Mgt/Prog
116	Review the MR and provide feedback	8 <sup>th</sup> - 14 <sup>th</sup> Sept 2022	RB
117	Finalize MR based on feedback from RB	15 <sup>th</sup> – 21 <sup>st</sup> Sept 2022	CO
118	First level approval of MR by EC Chair	22 <sup>nd</sup> Sept 2022	EC Chair
119	Final approval of MR by RB	23 <sup>rd</sup> Sept 2022	RB
120	<b>Share final MR with USDA</b>	<b>26<sup>th</sup> Sept 2022</b>	<b>USDA</b>
121	<b>Share final ER and MR with OEV for publication</b>	<b>28<sup>th</sup> Sept 2022</b>	<b>RB</b>
122	Document lessons from the management of this evaluation and share	29 <sup>th</sup> Sept – 11 <sup>th</sup> Oct 2022	EM/RB

## **Annex 6: Membership of Evaluation Committee**

The Internal Evaluation Committee for this mid-term evaluation will be composed of the following:

1. Ali OUATTARA, DCD: (Chair of the evaluation committee)
2. Stephen ICKAMATH, Programme Assistant: (Evaluation Manager)
3. Gisele GALESSAMI, Programme Officer, McGovern Dole program
4. Corneille OKO, Programme Officer,
5. Gautier MASSAMOUNA, Senior Programme Assistant VAM,
6. Rodolphe OKOMBO-IMONGUI, Senior Programme Assistant, School feeding,
7. Nirvana NKOUNKA, Field Monitor Assistant,
8. Grace IGWETA, WFP Regional Evaluation Officer, WFP Regional Bureau

## **Annex 7: Membership of the Evaluation Reference Group**

The Evaluation Reference Group for this mid-term evaluation will be composed of the following:

1. Ali OUATTARA, DCD: (Chair of the evaluation committee)
2. Stephen ICKAMATH, Programme Assistant: ( Evaluation Manager )
3. Gisele GALESSAMI, Programme Officer, McGovern Dole program
4. Corneille OKO, Programme Officer,
5. Gautier MASSAMOUNA, Senior Programme Assistant VAM,
6. Rodolphe OKOMBO-IMONGUI, Senior Programme Assistant, School feeding,
7. Nirvana NKOUNKA, Field Monitor Assistant
8. Grace IGWETA, Regional Evaluation Officer,
9. TrixieBelle NICOLLE, School Feeding; WFP Regional Bureau
10. Sophie DUNN, Evaluation Consultant, WFP Office of Evaluation
11. Representative from USDA
12. Representative from UNICEF
13. Representative from UNESCO
14. Representative from ACTED
15. Representative from Ministry of Education
16. Representative from Ministry of Health;
17. Representative from Ministry of Agriculture
18. Representative from Ministry of Social affairs
19. Representative from ASPC
20. Representative from PEDD

## Annex 8: Communication and Learning Plan

### Internal Communication

<b>When:</b> Evaluation phase (month/year)	<b>What:</b> Communication product	<b>To whom:</b> Target group or individual	<b>What:</b> Organizational level of communication	<b>From whom</b>	<b>How:</b> Communication means (meeting, interaction, etc.)	<b>Why:</b> Purpose of communication
Preparation (Nov 2019 – Jan 2020)	Terms of Reference (ToR)	Evaluation committee (EC)	Program/technical level	Evaluation Manager (EM)	Consultations, meetings and written exchanges	Draft ToR for comments Final for information
Inception (February – mid April 2020)	Team Briefing + Inception Meetings Inception Report	Country office staff; RB staff; HQ staff	Operational and management level	EM + Evaluation Team Leader (TL)	Written exchange; remote consultations	-Understand expectations, -Draft Inception report for review and comments; -Final inception report for information
Fieldwork: Mid-term evaluation debrief (May 2020)	PowerPoint presentation	CO, RB, HQ, stakeholders	Operational and management level	TL + other team members	Meeting in person and/or /Teleconference	For information and verbal feedback on preliminary findings
Reporting for mid-term evaluation (June - Aug 2020)	Draft mid-term evaluation report	CO, RB, HQ, stakeholders	Operational level	EM	Written exchanges with reports attached (+ matrix of comments)	for written comments;
	Final mid-term evaluation report	CO, RB, HQ, stakeholders		EM	Written exchanges with report attached	for information
Dissemination (August -September 2020)	Management response to recommendations Final mid-term evaluation report	CO, RB, HQ stakeholders	All levels	EM	Written message with the intranet and internet links to the documents	Dissemination of findings, conclusions and the actions that will be taken to implement the recommendations

**Note:** The mid-term and final evaluations will take the above as minimum communication and adjusted based on the context at the time.

## External Communication

<b>When</b> Evaluation phase	<b>What:</b> Communication product	<b>To whom</b> Target org. or individual	<b>What</b> Organizational level	<b>From whom</b>	<b>How:</b> Communication means	<b>Why:</b> Purpose of communication
Preparation (Nov 2019 – Jan 2020)	Draft ToR	ERG members	Operational and management;	EM	Email with attached draft	For review and comments on draft ToR
	Cleared ToR	USDA	Technical and Management	Country office management	Email with attached draft ToR	For review and approval of ToR
	Final ToR	ERG members and other stakeholders	All levels	Evaluation focal point	Email with attached final ToR	For information
Inception (February – mid April 2020)	Inception Meetings	ERG members	Operational and management level	Evaluation team leader + EM	Written exchange; remote consultations	Understand expectations
	Draft Inception report	ERG members and other stakeholders	Operational level	EM	Email with attached draft IR+ comments matrix	Draft Inception report for review and comments;
	Final inception Report	ERG members and other stakeholders	Operational and management levels	EM	Email with attached final IR	for information
Fieldwork: Midterm evaluation debrief (May 2020)	PowerPoint presentation	ERG members	Operational level	Team leader + team members	Meeting in person and/or /Teleconference	For information/verbal feedback on preliminary findings
Reporting for midterm evaluation (June - Aug 2020)	Draft mid-term evaluation report	ERG members	Operational level	EM	Email with report attached (+ matrix of comments)	for review and written comments;
	Final mid-term evaluation report	Key Stakeholders	All levels	EM	Email with report attached	for information
Dissemination (August - September 2020)	Final mid-term evaluation report and management response to recommendations	Key Stakeholders	All levels	EM	Written message with the internet links to the documents	Dissemination of findings, conclusions and the actions that will be taken to implement the recommendations

## Annex 9: Mid-Term Evaluation Matrix<sup>25</sup>

<b>Evaluation matrix for mid-term evaluation</b>
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<sup>25</sup> Source of the Mid-Term Evaluation Matrix in the Baseline Evaluation Inception Report (April 2018), pages 58 - 79

**Q1 - What are the achievements of outputs and outcomes compared to the targets in the Performance monitoring plan?**

<b>Standard/ Custom Num.</b>	<b>Sub-questions</b>	<b>Measure/Indicator of progress</b>	<b>Main sources of information</b>	<b>Data collection methods</b>	<b>Data analysis methods</b>	<b>Evidence availability and reliability</b>
Standard #1	Number of students regularly (80%) attending USDA supported classrooms/schools (female/male)	Attendance level of students	WFP monitoring reports; School teachers and pupils	Desk review; Teacher & Pupil survey	Narrative description; Tables; Disaggregation male / female	strong
Standard #2	Number of textbooks and other teaching and learning materials provided as a result of USDA assistance	Quantitative assessment	Distribution reports; WFP staff or implementing partners	Desk review Semi-structured questionnaires School administrator survey	Triangulation Narrative description	strong
Standard #3	Number of school administrators and officials in target schools who demonstrate use of new techniques or tools as a result of USDA assistance	Measure link between training and implementation of new methods	School administrators	Desk review Administrator survey Semi-structured interviews; Observation	Triangulation Narrative description	strong
Standard #4	Number of school administrators and officials trained or certified as a result of USDA assistance	Quantitative and qualitative assessment	Training attendance sheets; WFP staff or implementing partners	Desk review Semi-structured questionnaires; Confirmation survey	Triangulation Narrative description	strong

Standard #5	Number of teachers/educators/teaching assistants in target schools who demonstrate use of new and quality teaching techniques or tools as a result of USDA assistance	Measure link between training and implementation of new methods	School administrators and teachers	Desk review Teacher survey; Semi-structured interviews; Observation	Triangulation Narrative description	strong
Standard #6	Number of teachers/educators/teaching assistants trained or certified as a result of USDA assistance	Quantitative and qualitative assessment	Training attendance sheets; WFP staff or implementing partners	Desk review Semi-structured questionnaires; Confirmation survey	Triangulation Narrative description	strong
Standard #7	Number of educational facilities (i.e. school buildings, classrooms, and latrines) rehabilitated/constructed as a result of USDA assistance	Quantitative assessment	WFP and/or partners' reports; Confirmation survey	Desk review Observation	Triangulation Narrative description	strong
Standard #8	Number of students enrolled in school receiving USDA assistance (female/male)	Quantitative assessment	WFP and/or partners' reports	Desk review Observation	Triangulation Narrative description	strong
Standard #9	Number of Parent-Teacher Associations (PTAs) or similar "school" governance structures supported as a result of USDA assistance	Quantitative assessment	WFP and/or partners' reports; School survey	Desk review Focus group discussions with PTAs	Triangulation Narrative description	strong
Standard #11	Value of new public and private sector investments leveraged as a result of USDA assistance	Quantitative assessment	WFP and/or partners' reports	Desk review; Interview through purpose sampling	Triangulation Narrative description	strong
Standard #12	Number of educational policies, regulations and/or administrative procedures in each of the following stages of development as a result of USDA assistance: Stage 5: Passed for which implementation has begun	Measures the degree of implementation of the NSFP	WFP reports MoE	Desk review Semi-structured questionnaires	Triangulation Narrative description	strong

Standard #15	Number of daily school meals (breakfast, snack, lunch) provided to school-age children as a result of USDA assistance	Quantitative assessment	school statistics, WFP monitoring data, monthly reports	Desk review Interview through school survey	Narrative description	strong
Standard #16	Number of school-age children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance (female/male/new/continuing)	Quantitative assessment	School feeding attendance sheets; WFP monitoring; School administrators	Desk review; Interview through school survey	Narrative description; Tables; Disaggregation male / female / new / continuing	strong
Standard #17	Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance (female/male/new/continuing)	Quantitative assessment	School feeding attendance sheets; WFP monitoring; School administrators	Desk review; Interview through school survey	Narrative description; Tables; Disaggregation male / female / new / continuing	strong
Standard #18	Number of individuals trained in child health and nutrition as a result of USDA assistance (female/male)	Quantitative and qualitative assessment	Training attendance sheets; WFP staff or implementing partners	Desk review; Teacher & Pupil surveys; Semi-structured questionnaires; Confirmation survey	Triangulation; Narrative description; Disaggregation male / female	strong
Standard #19	Number of individuals who demonstrate use of new child health and nutrition practices as a result of USDA assistance	Measure link between training and implementation of new methods	School administrators and teachers; Students	Desk review; Interviews through school survey; Observation	Triangulation Narrative description	strong
Standard #20	Number of individuals trained in safe food preparation and storage as a result of USDA assistance (female/male)	Quantitative and qualitative assessment	Training attendance sheets; WFP staff or implementing partners	Desk review; Semi-structured questionnaires; Confirmation survey	Triangulation; Narrative description; Disaggregation male / female	strong



Standard #21	Number of individuals who demonstrate use of new safe food preparation and storage practices as a result of USDA assistance	Measure link between training and implementation of new methods	PTAs; School administrators and teachers;	Desk review; Interviews through school survey; Focus group discussions with PTAs; Observation	Triangulation Narrative description	strong
Standard #22	Number of schools using an improved water source	Quantitative and qualitative assessment	School administrators	School administrator survey; Observation	Narrative description	strong
Standard #23	Number of schools with improved sanitation facilities	Quantitative and qualitative assessment	School administrators	School administrator survey; Observation	Narrative description	strong
Standard #24	Number of students receiving deworming medication(s)	Quantitative and qualitative assessment	WHO reports; School administrators	Desk review; Semi-structured questionnaires; Confirmation survey	Triangulation Narrative description	strong
Standard #25	Number of child health and nutrition policies, regulations, or administrative procedures in each of the following stages of development as a result of USDA assistance: - Stage 3: Presented for legislation/decreed - Stage 4: Passed/Approved	Measures the degree of achievement regarding health policies	WFP reports MoH	Desk review Semi-structured questionnaires	Triangulation Narrative description	strong
Standard #26	Percent of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level test (female/male)	Literacy level of students in grade 2	Students in grade 2; Directorate of studies & planning within the MoE	literacy test	Narrative description & graphs; Disaggregation male/female	strong

Standard #27	Number of individuals benefiting directly from USDA-funded interventions (female/male/new/continuing)	Quantitative assessment	WFP and/or partners' reports; MoE; MoH	Desk review; Semi-structured questionnaires; Observation	Triangulation Narrative description	strong
Standard #28	Number of individuals benefiting indirectly from USDA-funded interventions	Quantitative assessment	WFP and/or partners' reports; MoE; MoH	Desk review; Semi-structured questionnaires; Observation	Triangulation Narrative description	Medium
Custom #1	Number of PTAs, community members; farmers organisation trained or sensitised about the importance of Health and Hygiene Practices	Quantitative and qualitative assessment	PTAs: Farmers; Community members	Semi-structured questionnaires; Focus group discussions	Narrative description	strong
Custom #2	Number of PTAs, community members; farmers organisation trained or sensitised about the importance of education	Quantitative and qualitative assessment	PTAs: Farmers; Community members	Semi-structured questionnaires; Focus group discussions	Narrative description	strong
Custom #3	Percent of transfers made to the school inspectors as a % of planned	Quantitative assessment	WFP monitoring reports; School inspectors	Desk review; Semi-structured questionnaires	Narrative description	strong
Custom #4	Number of textbooks and other teaching and learning revised materials (based on revised curriculum) provided to schools as a result of USDA assistance	Quantitative assessment	Distribution reports; WFP staff or implementing partners	Desk review Semi-structured questionnaires Confirmation survey	Triangulation Narrative description	strong
Custom #5	Percentage of student who indicate they are attentive or very attentive during class/instruction (female/male)	Quantitative assessment	School teachers and pupils	Teacher & Pupil surveys	Narrative description; Disaggregation male/female	Medium
Custom #6	Number of government staff trained as a result of USDA assistance (female/male)	Quantitative assessment	WFP and/or partners' reports; MoE; MoH	Desk review; Semi-structured questionnaires;	Narrative description; Disaggregation male/female	strong

Custom #7	Percentage of school days missed due to illness (target < 3%)	Quantitative assessment	School teachers and administrators	Interview through school survey	Narrative description	Medium
Custom #8	Number of fuel-efficient stoves provided and rehabilitated	Quantitative assessment	PTAs	Confirmation survey	descriptive statistics	strong

### Questions referring to literacy

<b>Q2 - Relevance / in relation to Improved Literacy of School-Age Children</b>						
<b>No.</b>	<b>Sub-questions</b>	<b>Measure/Indicator of progress</b>	<b>Main sources of information</b>	<b>Data collection methods</b>	<b>Data analysis methods</b>	<b>Evidence availability and reliability</b>
1	Is the programme's strategy relevant to the beneficiaries' needs, including girls, boys, men, women and other groups such as indigenous people?	Attendance rate, drop-out rate, assessment of literacy (reading tests score)	WFP monitoring reports, implementing partners	Desk review	Review of WFP assessment, qualitative analysis, triangulation between multiple key informants	strong
2	Is the programme aligned with national government's education and school meals policies and strategies?	Alignment with stated aims and directions of relevant government policies (school feeding, HGSE, etc.)	Government policies on school feeding	Desk Review, key informant interviews with government staff	Qualitative analysis, triangulation	strong
3	Does the programme design and implementation arrangements complement other donor-funded and government initiatives?	Alignment with stated aims and directions of relevant policies of other development actors such as UN agencies and NGOs	UNDAF DRC (2014 - 18, and next). Other policies and strategies of development actors, especially the implementing partners (UNICEF, UNESCO, ACTED)	Desk Review, key informant interviews with partner staff	Qualitative analysis, triangulation	strong

4	Is the programme designed to reach the right people with the right type of assistance?	Alignment with stated aims and direction. Coherence with WFP policies and strategies	Review of relevant WFP policies: e.g. school feeding/ safety nets/ nutrition and gender policy	Desk Review, key informant interviews with WFP Regional Bureau, CO and HQ staff - as appropriate	Qualitative analysis, triangulation	strong
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### Q3 - Effectiveness / in relation to Improved Literacy of School-Age Children

No.	Sub-questions	Measure/Indicator of progress	Main sources of information	Data collection methods	Data analysis methods	Evidence availability and reliability
5	What is the progress of programme implementation—is the programme on track to carry out all activities as planned?	Number of beneficiaries receiving food assistance - actual vs planned; tonnage of food distributed -actual vs planned; number of teachers trained; number of textbooks distributed, etc.	WFP CO M&E data and reports	Desk Review	Quantitative Analysis - comparison between baseline and mid term	strong
6a	To what degree has the programme resulted (or not) in the expected results (outputs and outcomes) for girls, boys, men and women?	Number of beneficiaries receiving food assistance - actual vs planned; tonnage of food distributed -actual vs planned; number of teachers trained; number of textbooks distributed, etc.	WFP CO M&E data and reports	Desk Review	Quantitative Analysis - comparison between baseline and mid term	strong
6b	To what extent have USDA FFE activities improved student attendance, student attentiveness, quality of literacy instruction, and contributed to improved	Attendance rate, Drop-out rate, Promotion rate, reading tests score	WFP CO M&E data and reports	Desk Review, Field visits	Quantitative Analysis - comparison between baseline and mid term	strong

	literacy of school-age children					
7	What internal and external factors affect the programme's achievement of intended results?	Perception of management strengths/difficulties by WFP staff, government staff, and cooperating partners	WFP staff, government staff, implementing partners, programme participants	Interviews with implementing partners (WFP staff, government staff at national and decentralised levels, and cooperating partners); Focus group meetings with participants	Qualitative assessment	medium
8	Are any changes required to increase the programme effectiveness?	Perception of management strengths/difficulties by WFP staff, government staff, and cooperating partners	WFP staff, government staff, implementing partners, programme participants	Interviews with implementing partners (WFP staff, government staff at national and decentralised levels, and cooperating partners); Focus group meetings with participants	Qualitative assessment	medium

#### Q4 - Efficiency / in relation to Improved Literacy of School-Age Children

<b>No.</b>	<b>Sub-questions</b>	<b>Measure/Indicator of progress</b>	<b>Main sources of information</b>	<b>Data collection methods</b>	<b>Data analysis methods</b>	<b>Evidence availability and reliability</b>
9	How efficient is the targeting?	Food insecurity, poverty, low educational, nutrition and gender indicators	INS follow-up (School Assessment, Household Assessment), CFSVA	Desk Review, key informant interviews	Qualitative assessment	medium
10	Did assistance reach the right beneficiaries (girls, boys, men and women) in the right quantity, quality and at the right time?	Food delivery data, non-food delivery data, training data, provision of textbooks data	WFP CO, implementing partners	Desk review, key informant interviews	Qualitative analysis and triangulation	medium
11	Is the programme efficient in terms of costs and costs/beneficiary?	Budget data, budget revisions	WFP financial and operational information	Desk review, interview with relevant stakeholders (WFP finance and other support staff)	Qualitative and quantitative analysis	medium

#### **Q5 - Impact / in relation to Improved Literacy of School-Age Children**

<b>No.</b>	<b>Sub-questions</b>	<b>Measure/Indicator of progress</b>	<b>Main sources of information</b>	<b>Data collection methods</b>	<b>Data analysis methods</b>	<b>Evidence availability and reliability</b>
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12	To what degree have, the programme outcomes made progress toward positive long-term effects on targeted beneficiaries (girls, boys, men and women), households, Communities and institutions?	Positive or negative issues mentioned during interviews or FGDs	WFP staff, government staff, implementing partners, programme beneficiaries	Interviews and FGDs with WFP and partner staff and beneficiaries	Qualitative and quantitative analysis, field observation, triangulation of results	medium
13	Have there been any unintended outcomes (positive, negative)?	Positive or negative issues mentioned during interviews or FGDs	WFP staff, government staff, implementing partners, programme beneficiaries	Interviews and FGDs with WFP and partner staff and beneficiaries and non-beneficiaries	Qualitative analysis, triangulation of results	medium
14	What internal and external factors affected the programme's results from leading to intended impact on targeted beneficiaries?	Internal and external problems/constraints encountered during programme implementation	WFP staff, government staff, implementing partners, programme beneficiaries	Interviews and FGDs with WFP and partner staff and beneficiaries	Qualitative analysis, triangulation of results	medium

#### Q6 - Sustainability / in relation to Improved Literacy of School-Age Children

No.	Sub-questions	Measure/Indicator of progress	Main sources of information	Data collection methods	Data analysis methods	Evidence availability and reliability
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15	Is the programme sustainable/is there strategy for sustainability, sound policy alignment; stable funding/budgeting; quality programme design; institutional arrangements; local production & sourcing; partnerships & coordination; community participation & ownership?	Education NCI; Formulation of a handover strategy according to SABER	WFP reports, MoE policy and strategy documents	Desk review; Interviews and FGDs with WFP and partner staff and beneficiaries and non-beneficiaries	Qualitative analysis and triangulation	strong
16	What progress has the government made toward developing a nationally owned school meals programme?	Establishment of a functioning SF Unit within Government; SF budget line and actual SF government contribution; number of delivery models nationally owned; rating of key elements as per SABER (if a new SABER is done)	WFP reports, MoE policy and strategy documents, SABER report	Desk review; Interviews and FGDs with WFP and partner staff and beneficiaries and non-beneficiaries	Qualitative analysis and triangulation	strong
17	How are local communities involved in and contributing toward school meals?	Number and type of initiatives taken by PTAs and community at large to support SF activities	WFP reports	Focus group meetings with programme participants	Qualitative analysis and triangulation	medium
18	What needs to be done within the remaining period in order to transition to a nationally owned school meals programme?	Steps toward an exit strategy according to SABER	WFP reports, MoE policy and strategy documents	Desk review; Interviews and FGDs with WFP, MoE and partner staff and beneficiaries and non-beneficiaries	Qualitative analysis and triangulation	strong

### Q7 - General / in relation to Improved Literacy of School-Age Children



No.	Sub-questions	Measure/Indicator of progress	Main sources of information	Data collection methods	Data analysis methods	Evidence availability and reliability
19	What are lessons noted from the programme up to this point?	Lessons mentioned during interviews and FGDs	WFP staff, partners, beneficiaries	Interviews and FGDs	Qualitative analysis and triangulation	medium
20	Are there any recommendations for mid-course corrections to improve the programme's relevance, efficiency, effectiveness, impact, and/or sustainability?	Status of key programme indicators; Recommendations mentioned during interviews and FGDs	Team's analysis of the results and factors affecting the indicators, WFP staff, partners, beneficiaries	Interviews and FGDs	Qualitative analysis and triangulation	medium

<b>Questions referring to Health, Nutrition and dietary practices</b>						
<b>Q8 - Relevance / in relation to Increased Use of Health, Nutrition and Dietary Practices</b>						
No.	Sub-questions	Measure/Indicator of progress	Main sources of information	Data collection methods	Data analysis methods	Evidence availability and reliability
1	Is the programme's strategy relevant to the beneficiaries' needs, including girls, boys, men, women and other groups such as indigenous people?	Poverty rates, food insecurity, health and nutrition indicators	WFP, CFSVA, DHS, MoH, M&E data and reports	Desk review	Review of WFP assessment, qualitative analysis, triangulation between multiple key informants	strong
2	Is the programme aligned with national government's education and school meals policies and strategies?	Compliance with stated aims and directions of relevant government policies (food security, nutrition, school health etc.)	Government policies on school feeding, nutrition, school health, safety nets	Desk Review, key informant interviews with government staff	qualitative analysis, triangulation	strong

3	Does the programme design and implementation arrangements complement other donor-funded and government initiatives?	Compliance with stated aims and directions of relevant policies of other development actors such as UN agencies and NGOs	UNDAF DRC (2014 - 18, and next). Other policies and strategies of development actors, especially the implementing partners (UNICEF, UNESCO, ACTED)	Desk Review, key informant interviews with partner staff	qualitative analysis, triangulation	strong
4	Is the programme designed to reach the right people with the right type of assistance?	Compliance with stated aims and direction. Coherence with WFP policies and strategies	Review of relevant WFP policies: e.g. school feeding/ safety nets/ nutrition and gender policy	Desk Review, key informant interviews with WFP Regional Bureau, CO and HQ staff - as appropriate	qualitative analysis, triangulation	strong

#### Q9 - Effectiveness / in relation to Increased Use of Health, Nutrition and Dietary Practices

No.	Sub-questions	Measure/Indicator of progress	Main sources of information	Data collection methods	Data analysis methods	Evidence availability and reliability
5	What is the progress of programme implementation—is the programme on track to carry out all activities as planned?	Number of beneficiaries receiving food assistance - actual vs planned; tonnage of food distributed -actual vs planned; number of schools using an improved water source; number of schools with improved sanitation facilities, number of students receiving deworming medication;	WFP CO M&E data and reports	Desk Review	Quantitative Analysis - comparison between baseline and mid term	strong

6a	To what degree has the programme resulted (or not) in the expected results (outputs and outcomes) for girls, boys, men and women?	number of beneficiaries receiving food assistance - actual vs planned; tonnage of food distributed -actual vs planned; number of schools using an improved water source; number of schools with improved sanitation facilities, number of students receiving deworming medication; number of individuals trained in child health and nutrition (male female); number of individuals who demonstrate new child health and nutrition practices	WFP CO M&E data and reports	Desk Review	Quantitative Analysis - comparison between baseline and mid term	strong
6b	How effective has the programme been at reducing health related absences	Number of health-related absences	School Assessment	Quantitative survey - school level	Quantitative Analysis - comparison between baseline and mid term	medium
6c	How effective has the programme been at improving knowledge of health, sanitation and hygiene practices	Percent of schools with soap and hand-washing facilities commonly used by students; number/ percentage of schools with improved sanitation facilities	School Assessment; WFP monitoring data	Quantitative surveys and review of M& E reports	Quantitative Analysis - comparison between baseline and mid term; qualitative analysis and triangulation	medium
6d	How effective has the programme been at increasing knowledge of safe food preparation and storage	Percent of SFC that store food adequately; percentage of schools with clean storage and cooking facilities	school feeding committee assessment	quantitative survey	Quantitative Analysis - comparison between baseline and mid term; qualitative analysis and triangulation	

6e	How effective has the programme been at increasing nutrition knowledge	Percentage of pupils (girls/ boys) and parents who know the importance of improved nutrition and dietary diversity; percentage of cooks and storekeepers having a good knowledge in nutrition and dietary practices	household questionnaire; school survey	quantitative survey	Quantitative Analysis - comparison between baseline and mid term; qualitative analysis and triangulation	
7	What internal and external factors affect the programme's achievement of intended results?	internal or external issues mentioned during interview or FGD	WFP staff, government staff, cooperating partners, programme participants	interviews and FGD with key stakeholders	qualitative analysis, triangulation	
8	Are any changes required to increase the programme's effectiveness?	Status of key programme indicators; Proposed measures mentioned during interviews and FGD	Team's analysis of the results and factors affecting the indicators, WFP staff, government staff, cooperating partners, programme participants	interviews and FGD with key stakeholders	qualitative analysis, triangulation	

#### Q10 - Efficiency / in relation to Increased Use of Health, Nutrition and Dietary Practices

No.	Sub-questions	Measure/Indicator of progress	Main sources of information	Data collection methods	Data analysis methods	Evidence availability and reliability
9	How efficient is the targeting?	Food insecurity, poverty, low educational, nutrition and gender indicators	School Assessment, Household Assessment, CFSVA	Desk Review, key informant interviews	Qualitative assessment	medium
10	Did assistance reach the right beneficiaries (girls, boys, men and women) in the right quantity, quality and at the right time?	food delivery data, non-food delivery data, training data, upgrading school facilities (hygiene, sanitation etc)	WFP CO, cooperating partners	desk review, key informant interviews	qualitative analysis and triangulation	medium

11	Is the programme efficient in terms of costs and costs/beneficiary?	budget data, budget revisions	WFP financial and operational information	desk review, interview with relevant stakeholders (WFP finance and other support staff)	qualitative and quantitative analysis	medium
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### Q11 - Impact / in relation to Increased Use of Health, Nutrition and Dietary Practices

No.	Sub-questions	Measure/Indicator of progress	Main sources of information	Data collection methods	Data analysis methods	Evidence availability and reliability
12	To what degree has, the programme outcomes made progress toward positive long-term effects on targeted beneficiaries (girls, boys, men and women), households, Communities and institutions?	positive or negative issues that mentioned during interviews or FGDs	WFP staff, government staff, cooperating partners, programme beneficiaries	interviews and FGDs with WFP and partner staff and beneficiaries	Qualitative and quantitative analysis, field observation, triangulation of results	medium
13	Have there been any unintended outcomes (positive, negative)?	positive or negative issues that mentioned during interviews or FGDs	WFP staff, government staff, cooperating partners, programme beneficiaries, neighbouring schools (non-beneficiaries)	interviews and FGDs with WFP and partner staff and beneficiaries and non-beneficiaries	qualitative analysis, triangulation of results	medium
14	What internal and external factors affected the programme's results from leading to intended impact on targeted beneficiaries?	internal and external problems encountered during programme implementation	WFP staff, government staff, cooperating partners, programme beneficiaries	interviews and FGDs with WFP and partner staff and beneficiaries	qualitative analysis, triangulation of results	medium

### Q12 - Sustainability / in relation to Increased Use of Health, Nutrition and Dietary Practices

<b>No.</b>	<b>Sub-questions</b>	<b>Measure/Indicator of progress</b>	<b>Main sources of information</b>	<b>Data collection methods</b>	<b>Data analysis methods</b>	<b>Evidence availability and reliability</b>
15	Is the programme sustainable/is there strategy for sustainability, sound policy alignment; stable funding/budgeting; quality programme design; institutional arrangements; local production & sourcing; partnerships & coordination; community participation & ownership?	Inclusion of nutrition and health aspects in school curriculum, formulation of a handover strategy	WFP reports, MoE policy and strategy documents	Desk review; Interviews and FGDs with WFP and partner staff and beneficiaries and non-beneficiaries	Qualitative analysis and triangulation	strong
16	What progress has the government made toward developing a nationally owned school meals programme?	Establishment of a functioning SF Unit within Government; SF budget line and actual SF government contribution; number of delivery models nationally owned	WFP reports, MoE policy and strategy documents	Desk review; Interviews and FGDs with WFP and partner staff and beneficiaries and non-beneficiaries	Qualitative analysis and triangulation	strong
17	How are local communities involved in and contributing toward school meals?	Number and type of initiatives taken by PTAs and community at large to support SF activities	WFP reports	Focus group meetings with programme participants	Qualitative analysis and triangulation	medium
18	What needs to be done within the remaining period in order to transition to a nationally owned school meals programme?	Steps toward an exit strategy according to SABER	WFP reports, MoE policy and strategy documents	Desk review; Interviews and FGDs with WFP, MoE and partner staff and beneficiaries and non-beneficiaries	Qualitative analysis and triangulation	strong

**Q13 - General / in relation to Increased Use of Health, Nutrition and Dietary Practices**

<b>No.</b>	<b>Sub-questions</b>	<b>Measure/Indicator of progress</b>	<b>Main sources of information</b>	<b>Data collection methods</b>	<b>Data analysis methods</b>	<b>Evidence availability and reliability</b>
19	What are lessons noted from the programme up to this point?	lessons mentioned during interviews and FGDs	WFP staff, partners, beneficiaries	interviews and FGDs	qualitative analysis and triangulation	medium
20	Are there any recommendations for mid-course corrections to improve the programme's relevance, efficiency, effectiveness, impact, and/or sustainability?	recommendations mentioned during interviews and FGDs	WFP staff, partners, beneficiaries	interviews and FGDs	qualitative analysis and triangulation	medium

## Annex 10: List of Acronyms

ACTED	Agence d'Aide à la Coopération Technique Et au Développement
ASPC	Association des Pères Spiritains du Congo
CAR	Central Africa Republic
CP	Country Program
DEQAS	Decentralized Evaluation Quality Assurance System
DEV	Development Project
DRC	Democratic Republic of Congo
EM	Evaluation Manager
EMOP	Emergency Operation
ER	Evaluation Report
FAO	Food and Agriculture Organisation
FAS	Foreign Agriculture Service
GDP	Gross Domestic Product
GNI	Gross National Income
GRoC	Government of Republic of Congo
IDPs	Internally Displaced Persons
IR	Inception Report
MGD	McGovern Dole
MICS	Multiple Indicator Cluster Survey
NDP	National Development Plan
NSFP	Government National School Feeding Policy
ODA	Official Development Assistance
OEV	Office of Evaluation, WFP
ORA	Observe, Reflect and Act
PMP	Performance Monitoring Plan
PTA	Parent Teacher Association
RB	Regional Bureau
SABER	Systems Approach for Better Education Results
SUN	Scaling Up Nutrition
TL	Team Leader
ToR	Terms of Reference
UNDAF	United Nations Development Assistance Framework
UNDSS	United Nations Department of Safety and Security
UNEG	United Nations Evaluation Group
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
USDA	United States Department of Agriculture
USD	Unites States Dollar
WHO	World Health Organisation