

Decentralized evaluation for evidence-based decision making

WFP Office of Evaluation



Decentralized Evaluation Quality Assurance System (DEQAS)

Terms of Reference

for

**Baseline and Endline Evaluation of WFP'S USDA McGovern -
Dole International Food for Education and Child Nutrition
Programme's Support in Afar and Oromia regions in Ethiopia
2019 to 2024**

WFP Ethiopia Country Office

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1. Introduction

1. These Terms of Reference (TOR) are for an activity evaluation of the World Food Programme (WFP)'s USDA McGovern - Dole International Food for Education and Child Nutrition Programme's support in Afar and Oromia regions in Ethiopia. The programme implementation runs from 2019 through 2024. In Year 1, the programme will serve 200,000 students in 450 schools.¹ The total budget for this project is USD 28 million (four years). The evaluation will include a baseline and a final evaluation. The baseline, which will provide a situational analysis, is scheduled for 2020 and final evaluation, which will provide an evidence-based, independent assessment of performance of the programme, in 2024 before the project closes. In this TOR, the entire piece of work, i.e. baseline and final activity evaluation, will be referred to as 'evaluation'. This evaluation is commissioned by WFP Ethiopia Country office and will cover the period from December 2019 to December 2024.
2. These TOR were prepared by WFP Ethiopia Country Office, based upon an initial document review and consultation with stakeholders and following a standard template. The purpose of the TOR is twofold. Firstly, it provides key information to the evaluation team and helps guide them throughout the evaluation process to ensure the design the two evaluations, a baseline and endline, coherently within the overarching programme evaluation and are relevant to overall schools feeding strategy and country-specific school feeding issues in Ethiopia; and secondly, it provides key information to stakeholders about the proposed evaluation.

2. Reasons for the Evaluation

The reasons for the evaluation being commissioned are presented below.

2.1. Rationale

3. USDA is one of the long-standing key donors to WFP school feeding in Ethiopia. USDA has awarded WFP Ethiopia a total of US\$ 28 million of support for the period 2019-2024. The grant agreement incorporates specific USDA standard performance and results indicators against which performance of the programme will to be measured (Annex 3). In the evaluation plan agreed with USDA, WFP commits to conducting a baseline study, a mid-term review, a final project evaluation and incorporating a learning agenda throughout the evaluation process. This TOR covers the Baseline Evaluation and Final Evaluation. A Mid-term Review (MTR) will be contracted under a separate TOR.

2.2. Objectives

4. The baseline will provide a situational analysis at the start of the activities confirming indicators and establishing baseline values and targets for all performance indicators. The baseline will lay the foundation for regular ongoing process monitoring to measure activity outputs and performance indicators for lower-level results. This will enable assessment of progress on implementation, to assess any early signs of effectiveness and to document any lessons learned. A final activity evaluation will be conducted to provide an evidence-based, independent assessment of performance of the programme, the project's success for accountability, and to generate lessons learned. The evaluation will include two questions that form part of USDA's learning agenda:

¹ In Year 1, 100,000 children in 350 schools in Afar and 100,000 children in 100 schools in Oromia will be served by the Programme with a gradual reduction over the five year period to 85,000 children in 298 schools in Afar and 49,500 children in 50 schools in Oromia.

- a. **School meal program implementation:** What community-level systems of governance and management are required for the successful implementation and sustainability of school meal programs?
- b. **Agriculture evidence gaps:** How can a combination of local procurement during harvest time be supplemented with international food aid to promote locally and/or nationally sustainable school meals program?

The baseline and endline evaluations will serve the dual and mutually reinforcing objectives of accountability and learning.

Accountability: The evaluation will assess and report on the performance and results of the programme to help WFP to present high quality and credible evidence to its donors.

Learning: The evaluation will determine the reasons why certain results occurred or not, to draw lessons, derive good practices and pointers for learning. It will provide evidence to inform operational and strategic decision-making. It will contribute to USDA learning agenda's. Findings will be actively disseminated and lessons will be incorporated into relevant lesson sharing systems.

For these reasons, both accountability and learning have equal weight.

2.3. Stakeholders and Users

5. A number of stakeholders, both inside and outside of WFP, have interests in the results of the baseline, mid-term review and final evaluation. Some of these actors will be asked to play a role in the process. Annex 1 provides a preliminary stakeholder analysis, which should be deepened by the evaluation team as part of the inception phase.
6. Accountability to affected populations is tied to WFP's commitments to include beneficiaries as key stakeholders in WFP's work. As such, WFP is committed to ensuring Gender Equality and the Empowerment of Women (GEEW) in the evaluation process, with participation and consultation in the evaluation by women, men, boys and girls from different groups (including age and disability considerations). To date, a comprehensive GEEW analysis has not been undertaken for the programme and should be addressed as part of the baseline.
7. The primary users of the baseline and the final evaluation will be:
 - The WFP Ethiopia Country Office and its partners/key stakeholders described above, in decision-making, notably related to programme implementation and/or design, Strategy and partnerships.
 - This evaluation will contribute to the body of knowledge on McGovern-Dole (MGD). USDA, as the funder of the evaluation, will use findings and lessons learned to inform program funding, design, and implementation decisions.
 - Given the core functions of the Regional Bureau (RB), the RB is expected to use the findings to provide strategic guidance, programme support, and oversight. The RB can use the findings to share with other COs in the region for improvements in their school feeding programmes.
 - WFP HQ may use the findings for wider organizational learning and accountability.
 - OEV may use the evaluation findings, as appropriate, to feed into evaluation syntheses, as well as for annual reporting to the Executive Board.
 - The findings will also feed into annual corporate reporting and donor reporting.

3. Context and subject of the Evaluation

3.1. Context

8. With an estimated population of 102 million²—80 percent of whom live in rural areas—Ethiopia is a large and extremely diverse nation. The country has made impressive strides over the last two decades through investments in infrastructure, modernization of the agricultural sector, light manufacturing, provision of critical basic services such as water, health and sanitation, education, and a significant investment in social protection programmes. These investment choices are reflected in the five-year Growth and Transformation Plans (GTP), aimed to transform Ethiopia into a middle/lower middle-income country by 2025. GTP II is currently in place, spanning 2015-2020. A draft policy for school feeding (SF) has been prepared with support from WFP and is awaiting approval. Responsibility for SF is formally recognized in the structures of government. At central, regional and woreda levels, staff assigned to support SF activities.
9. Despite these achievements, Ethiopia remains one of the world's poorest countries, ranked 174 out of 188 in the Human Development Index (HDI). 87 percent of the population—a staggering 89 million people—are multi-dimensionally poor: deprived of food security, opportunity and access in terms of education, health and adequate living standards.³ Internal conflict and climate shocks threaten to undermine the longstanding stability and security of the country in a volatile region. Since mid-2017 to date, nearly 2 million people have been internally displaced as a result of droughts, flooding and conflict between the Oromia and Somali Regions. Additionally, Ethiopia hosts over 900,000 refugees, with almost 700,000 living in 27 camps across the country and receiving emergency support. The Government of Ethiopia (GoE) has adopted the Comprehensive Refugee Response Framework (CRRF), but this will take time to operationalize given the need for the GoE to earmark financial resources for the transition from a care and maintenance operation to a local integration model.
10. Poverty rates in Ethiopia fell from 55 percent in 2000 to 33 percent in 2011, but 30 million people still do not have access to adequate food all year round.⁴ Undernourishment figures for the country are almost identical with 32 million people affected.⁵ Of this total, only 8 million people are explicitly targeted under the Government-led Productive Safety Net Programme (PSNP). In parallel, every year, humanitarian assistance is required. Since the inception of the PSNP in 2005, an average of 5.2 million people per year have needed emergency support.⁶ In principle, a total of 13 million people should be considered as needing support to access food on a regular basis. The refugee population are also considered as not having adequate access to food all year round given their particular circumstances.
11. Gender inequalities continue to limit women's health and education outcomes and economic opportunities and as such constrain women's development and the progress of society as a whole (see Annex 2). Women and girls are strongly disadvantaged as compared to boys and men in all sectors, including literacy, health, food and nutrition security, livelihoods, basic

² The World Bank. 2016. *Population total, Ethiopia*, <https://data.worldbank.org/indicator/SP.POP.TOTL?locations=ET>

³ Oxford Poverty & Human Development Initiative, <http://ophi.org.uk/>

⁴ World Bank Group. 2016. *Federal Democratic Republic of Ethiopia: Priorities for Ending Extreme Poverty and Promoting Shared Prosperity—Systematic Country Diagnostic*. World Bank Group Publications.

⁵ Compact 2025. 2016. *Ethiopia: Ending Hunger and Undernutrition – Challenges and Opportunities*. Scoping Report for Roundtable Discussion, Addis Ababa, March 2016

⁶ There were significant peaks in the humanitarian requirements over the 2015-2018 period due to the El Niño-induced drought in 2015/16 that affected mainly the highland areas of Ethiopia and the Indian Ocean Dipole drought of 2017/18. Almost 18m people needed emergency food assistance during the former, and 11m for the latter.

human rights, as well as access to land, credit and productive assets, resulting in a Gender Inequality Index of 116 out of 159 countries.⁷

12. Despite significant progress in the last two decades, undernutrition is at critical levels in Ethiopia (see Annex 2). The national prevalence of stunting among children is 38 percent (41 percent for boys, 35 percent for girls), and is highest in the Amhara Region (46 percent). Wasting rates remain static at 10 percent but are highest in the Somali and Afar Regions (23 and 18 percent, respectively).
13. The GoE has made progress towards universal primary education. The Net Enrolment Rate (NER) for primary has increased from 21.6 percent in 1995/96 to 93.7 percent in 2014/15. However, grade 1-8 dropout rates increased by almost one percentage point in 2015/2016 to 10.7 percent compared to the previous year and failed to meet the 1 percent target in the Education Sector Development Programme (ESDP IV) (Government of Ethiopia, 2016f), (Government of Ethiopia, 2015a). High dropout rates, especially in pastoralist and emerging regions, are poverty-related and reflect that children, both boys and girls, work or take care of cattle to support the family – a fact which has become more predominant due to the recent drought. Learning outcomes are not keeping pace and there are also regional and gender disparities in basic education proficiency.
14. In the education sector, national strategies to ensure equal access to education have contributed to increasing the number of enrolled girls and boys across different regions. However, the Gender Parity Index (GPI) indicates gaps at all levels of education (Government of Ethiopia, 2016f). Gender disparities are widely attributed to societal gender roles and socio-economic challenges, including girls' responsibilities for household chores and a lack of gender-sensitive facilities and services in and around schools (UN Women, 2014). Three million Ethiopian children remain out of school, many of whom are girls. A significant number of out-of-school children are from pastoralist and semi-pastoralist areas where nomadic lifestyle combined with conflict and drought, makes girls particularly prone to being taken out of school when families come under stress (Atem Consultancy Service, 2012).
15. The WFP Ethiopia Interim Country Strategic Plan (ICSP) will be implemented from January 2019-June 2020. The Ethiopia ICSP will focus on five interrelated Strategic Outcomes (SO) that contribute towards WFP corporate strategic results (SR) for SDG 2 and SDG 17 outcomes:
 - SO 1: Emergency preparedness and response (SR 1, SDG 2.1)
 - SO 2: Resilience building and social protection and safety nets (SR1, SDG 2.1)
 - SO 3: Addressing chronic malnutrition/undernutrition (SR 2, SDG 2.2)
 - SO 4: Capacity strengthening (SR 5, SDG 17.9)
 - SO 5: Enhancing global partnerships (SR 8, SDG 17.16)

These outcomes also contribute to all outcome pillars of the UNDAF 2016 – 2020.

16. The ICSP has a total of five Strategic Objectives (SO), seven activities and several outputs. School feeding is under strategic SO 2 (Vulnerable and food-insecure populations are able to meet their essential food needs and establish climate-resilient livelihoods through June 2020), output 2.1 (Targeted schoolchildren benefit from nutrition-sensitive school feeding programmes (traditional and home-grown), including take-home rations (THRs) to meet their basic food and nutritional needs (SR1) and increase school enrolment and attendance (SDGs

⁷ <http://hdr.undp.org/en/composite/GII>

3, 4 and 5), activity 4 (Provide safe and reliable food to primary school children and support the Ministries of Education and Agriculture to scale up nutrition-sensitive school feeding programmes).

17. WFP, in collaboration with the MoE, has been implementing school feeding interventions for 20 years. Over this period, the intervention has successfully contributed to the increase in school enrollment and attendance, the decrease in the gender gap in enrolment, and the improved ability of pupils to concentrate in class. Several evaluations have been undertaken. USDA is a longstanding donor for school meals in Ethiopia. The just completed USDA grant (FFE - 663-2013/026-00) was USD 40.7 million over a period of 4 years starting January 2014. An evaluation of this programme was recently undertaken (WFP, June 2018).⁸ Findings from the evaluation consistently underscore significant and important output, outcome and impact level results and provide a convincing case for the importance of school feeding for areas that are severely affected by food insecurity. The evidence demonstrates that school feeding, supplemented by specific interventions targeted at girl students, improves inclusiveness, participation and achievements in education. enhanced school enrolment and a more favourable GPI is associated with FFE. The evaluation shows improved indicators for FFE schools across most factors including attendance, meal frequency, food consumption scores and attentiveness.

3.2 Subject of the evaluation

18. The programme will run from 2019 to 2024. The objectives of the programme are to:

- Improve student attendance and reduce short-term hunger through the provision of a daily school meal;
- Increase student enrolment by raising community awareness of the importance of education to parents and community members following a national community-based mobilization model;
- Improve literacy among children and quality of education through teacher recognition and provision of school kits and indoor/outdoor materials;
- Improve health and dietary practices of students through rehabilitation/rebuilding of water, sanitation and hygiene facilities;
- Improve food preparation and cooking practices by provision of training, sensitization, and fuel-efficient stoves; and
- Increase government ownership and strengthen national capacities through training and mentoring aimed at developing a school feeding program with lasting impact.

19. To achieve the above objectives, the following activities will be undertaken:

- **Food Distribution:** The ration will consist of 120g of fortified rice, 120g of corn soy blend plus, and 13g of fortified vegetable oil. This meal will be supplemented with 3g of iodized salt provided by WFP and local fruits and vegetables from the regional bureau of education fund allocated under the home-grown school feeding program (HGFSF). The meals will be provided to primary schools in the form of a mid-morning porridge for three days alternated with two days a week with rice and oil for the 176 school days in the school

⁸ Final Evaluation of WFP'S USDA McGovern-Dole International Food for Education and Child Nutrition Programme's Support in Afar and Somali Regions in Ethiopia 2013–2017.

year. In pre-primary schools, students will be provided with the same ration size; however, it will be served to students as a breakfast and then again as a mid-morning snack.

- In Afar, WFP will provide a take-home ration consisting of 12.5kg of fortified rice each quarter to approximately 3,800 girls in grades five and six, and boys in grade six that maintain an attendance of at least 80 percent. Table below gives a summary of this activity.

Figure 2: Summary of food distribution activity

Summary of food distribution activity	
No. of schools provided with mid-day meal	450
Target regions	Afar and Oromia
Ration type	120g of fortified rice, 120g of corn soy blend plus, and 13g of fortified vegetable oil
Number of days per year	176
Type of ration take home ration to who it will be provided to	12.5kg of fortified rice each quarter to girls in grades five and six, and boys in grade six that maintain an attendance of at least 80 percent.

- **Support Improved Safe Food Preparation and Storage:** WFP, in collaboration with local communities, will rehabilitate storerooms for commodities in 40 schools based on a needs assessment. WFP will equip approximately 450 school kitchens with cooking equipment and tools such as pots, pans, and cooking utensils for food preparation, WFP will also equip all participating schools with eating utensils. WFP will rehabilitate 225 kitchens equipped with fuel efficient stoves to prepare school meals. WFP will train all participating cooks and storekeepers from approximately 450 schools on safe food preparation and storage practices. WFP will train school directors, parent-teacher associations (PTA) members, and school meals committees on general school feeding management topics including commodity management, storage and recording food commodities in storerooms, and meal preparation.
- **Promote Improved Nutrition:** WFP, together with the Regional Bureaus of Education (REBs), will conduct a Knowledge Attitudes and Practices (KAP) survey to inform the design of the nutrition education activities. Based on this survey, WFP will provide nutrition education trainings to stakeholders at all levels, including those at the REB, school teachers, administrators, PTAs, and school heads in the child nutrition clubs. WFP will work with the Ministry of Health to use their previously developed package for the training. Trainings will take place during the first year and then again as a refresher course later in the program. WFP will support the Ministries of Education and Health during the review of the nutrition policy and curriculum to ensure nutrition is adequately reflected in the curriculum and policy. WFP, through health and extension workers, will provide health screenings and referrals of under nourished children to address any health and nutrition issues. Children with moderate acute malnutrition will be referred to WFP’s Targeted Supplementary Feeding Program (TSFP), while children with severe acute malnutrition will be referred to UNICEF for treatment. Screenings will take place in schools where there is overlap between MGD School Feeding and TSFP. WFP, together with partners, will organize and deliver annual awareness campaigns to communities and cooks at target schools where there is overlap with the UNICEF program on good nutrition practices, and integration of locally available nutrient-dense foods in the diet. WFP will work with the government and use government produced material to train school administrators, PTAs, teachers and cooks on nutrition in all target schools.

- **Promote Improved Health and Hygiene Practices:** WFP will work closely with the Ministry and Regional Bureaus of Water, Electricity and Irrigation and partners to support sufficient availability of adequate, reliable, and clean water supply to target schools. Through the government's "One WASH" program, WFP will support provision of water in approximately 50 schools through rehabilitation or building of pipe systems to connect the schools to community water access points. In schools without access to piped water from community water access points, WFP will work with communities and schools to ensure water trucking takes place and provide water purification tablets to treat the water and ensure it is safe for consumption in schools. In addition, WFP will construct approximately 530 hand washing stations at participating schools. WFP will work with partners on complementary activities to improve health and hygiene practices and conduct awareness campaigns on the importance of health and hygiene practices.
- **Build Capacity:** WFP in collaboration with the National MoE will work to formally approve the *National School Feeding Strategy*. WFP will support the implementation of this strategy by prioritizing government staff capacity building through workshops and refresher trainings on monitoring, literacy, and school feeding at the regional level. WFP will support the formation of a national level inter-ministerial and technical coordination committee for school feeding, to coordinate and provide oversight of the school feeding program. WFP will support and enable regional and federal members of government to attend regional forums and meetings on school feeding. WFP's supply chain unit will provide mentorship and training to the REBs on the basics of supply chain management. This includes procurement of transporters, commodity tracking management, storage handling and basic health and hygiene practices. WFP staff will train regional staff on management, transport of food commodities and warehouse management, with a plan to handover the management of this system to the GoE. WFP will build the capacity of the government to manage food quality and safety in the supply chain. In Oromia, WFP will provide training to smallholder farmers on improved agricultural techniques focusing on crop yields, post-harvest losses, storage, transport and handling. WFP will prioritize farmers living in the catchment areas of the schools, specifically those who are expected to provide commodities as part of the transition to a nationally and locally owned Home-Grown School Feeding (HGSE) program.
- **Promote Improved Literacy:** WFP will support the establishment of a small technical unit in the MOE to support the assessments of targeted schools to understand which require additional literacy support. WFP, in collaboration with the MOE, will link schools with other activities taking place nationally that complement McGovern-Dole. WFP will work with the MOE to train each woreda education office in the region to manage the literacy data, which includes monitoring, reporting, and coordinating to make sure that the literacy needs in the region are being met by the BOEWFP, with Bureau of Education (BOE) support will decide which schools need what materials based on a needs assessment. This will include identifying relevant supplementary reading materials developed under the READ-Community Outreach activity of USAID. WFP will dedicate a member of its technical unit to serve as the regional coordinator for the regional BOE in Afar to support the literacy program. WFP will promote teacher attendance through merit-based awards, provide school kits, and provide indoor and outdoor learning materials to schools in Afar. WFP will work with MOE to ensure that the targeted schools are the same as those supported by the government-funded training of teachers in pre-primary and primary schools on improved literacy instruction. Teacher training will be facilitated by MOE on literacy instruction on English instructional materials on an annual basis. WFP, in collaboration

with the MOE, will manage a teacher recognition awards program to increase teacher attendance and recognition based on awards to high performing teachers. In Oromia, WFP will collaborate with the MOE and USAID supported pre-existing literacy program in targeted schools. Through the USAID READII program, the targeted schools will benefit from early grade reading instruction techniques and materials in mother-tongue languages, English, and other supplementary reading materials.

- **Promote Increased Enrolment:** Based on the GOE’s community-based mobilization model, WFP will support the BOE’s to conduct annual enrollment campaigns at target schools with low enrollment to encourage parents to send their children to school. WFP will develop Information Education Communication (IEC) materials on the benefits of education, parental education for children's growth monitoring for sustainable and productive development, and broadcasts on local radio stations. To jointly leverage resources, WFP, with UNICEF and the MOE will conduct joint awareness and school enrollment campaigns for literacy, nutrition, health, and hygiene.

20. The program will use MGD commodities and cash funding to contribute directly towards both of the MGD program’s highest-level Strategic Objectives, MGD SO1: Improved Literacy of School-Aged Children; and, MGD SO2: Increased Use of Health and Dietary Practices (see Annex 3 results framework). The following activities will contribute toward the achievement of MGD SO1: distribute food, promote improved literacy, Promote Increased Enrolment and Support Improved Safe Food Preparation and Storage
21. To contribute towards the achievement of MGD SO2, the following activities shall be undertaken: Support Improved Safe Food Preparation and Storage, Promote Improved Nutrition and Promote Improved Health and Hygiene Practices
22. WFP has also incorporated a strong focus on capacity building to ensure sustainability by targeting the following MGD Foundational Results: MGD 1.4.1/2.7.1: Increased Capacity of Government Institutions; MGD 1.4.2/2.7.2 Improved Policy and Regulatory Framework; MGD 1.4.3/2.7.3: Increased Government Support and MGD 1.4.4/2.7.4 Increased Engagement of Local Organizations and Community Groups. Activities that will contribute to these Foundational results include build capacity and promote improved nutrition.
23. The performance indicators framework (Annex 4) provides details of the activity and results indicators that will be mandatory to measure and report on. These are summarized in the table below.

Figure 3: Summary of performance indicators

Activity Indicators		Results Indicators	
1	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	1	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 (MGD SO 1)
2	Average student attendance rate in USDA supported classrooms/schools	2	Average student attendance rate in USDA supported classrooms/schools (MGD 1.1.2)
3	Number of teaching and learning materials provided as a result of USDA assistance	3	Number of teaching and learning materials provided as a result of USDA assistance (MGD 1.1.5)
4	Number of educational facilities (i.e. school buildings, classrooms, improved water sources, and latrines) rehabilitated/constructed as a result of USDA assistance	4	Number of educational facilities (i.e. school buildings, classrooms, improved water sources, and latrines) rehabilitated/constructed as a result of USDA assistance (MGD 1.3.4)
5	Number of students enrolled in school receiving USDA assistance	5	Number of students enrolled in school receiving USDA assistance (MGD 1.4.4)
6	Number of policies, regulations, or administrative procedures in each of the following stages of development as a result of USDA assistance	6	Number of policies, regulations, or administrative procedures in each of the following stages of development as a result of USDA assistance (MGD 1.4.4)

7	Number of Parent-Teacher Associations (PTAs) or similar “school” governance structures supported as a result of USDA assistance	7	Number of Parent-Teacher Associations (PTAs) or similar “school” governance structures supported as a result of USDA assistance (MGD 1.2.1.1)
8	Quantity of take-home rations provided (in metric tons) as a result of USDA assistance	8	Quantity of take-home rations provided (in metric tons) as a result of USDA assistance (MGD 1.2.1.1)
9	Number of individuals receiving take-home rations as a result of USDA assistance	9	Number of individuals receiving take-home rations as a result of USDA assistance (MGD 1.2.1.1)
10	Number of daily school meals (breakfast, snack, lunch) provided to school-age children as a result of USDA assistance	10	Number of daily school meals (breakfast, snack, lunch) provided to school-age children as a result of USDA assistance (MGD 1.2.1.1)
11	Number of school-age children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance	11	Number of school-age children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance (MGD 1.2.1.1/1.3.1.1/2.5)
12	Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance	12	Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance (MGD 2.3)
13	Number of individuals who demonstrate use of new child health and nutrition practices as a result of USDA assistance	13	Number of individuals who demonstrate use of new child health and nutrition practices as a result of USDA assistance (MGD SO 2)
14	Number of individuals who demonstrate use of new safe food preparation and storage practices as a result of USDA assistance	14	Number of individuals who demonstrate use of new safe food preparation and storage practices as a result of USDA assistance (MGD 2.2)
15	Number of individuals trained in safe food preparation and storage as a result of USDA assistance	15	Number of individuals trained in safe food preparation and storage as a result of USDA assistance (MGD 2.4)
16	Number of individuals trained in child health and nutrition as a result of USDA assistance	16	Number of individuals trained in child health and nutrition as a result of USDA assistance (MGD 2.4)
17	Number of schools using an improved water source	17	Number of schools using an improved water source (MGD SO1)
18	Number of individuals participating in USDA food security programs	18	Number of individuals participating in USDA food security programs (MGD SO1, MGD SO2)
19	Number of individuals benefiting indirectly from USDA-funded interventions	19	Number of individuals benefiting indirectly from USDA-funded interventions (MGD SO 1)(MGD SO 2)
20	Number of schools reached as a result of USDA assistance	20	Number of schools reached as a result of USDA assistance (MGD SO1) (MGD SO2)
21	Number of screenings of ECD children conducted	21	Gender Parity Index (MGD SO 2)
22	Number of schools with clean utensils and appropriate serving modalities	22	Number of screenings of ECD children conducted (MDG 3.2)
23	Number of handwashing stations constructed as a result of USDA assistance	23	Number of schools with clean utensils and appropriate serving modalities (MDG 2.4)
24	Percent of students identified as attentive in classrooms during the class or instruction	24	Number of handwashing stations constructed as a result of USDA assistance (MDG 2.4)
		25	Percent of students identified as attentive in classrooms during the class or instruction (MGD SO1)

4. Baseline and Final Evaluation Approach

4.1 Scope

24. The baseline data collection is planned to take place during the first Quarter of 2020 and will provide the situational analysis at the start of the programme that will form the basis for continuous process monitoring, and the final evaluation. The baseline will be guided by the results framework. It will confirm indicator selection and targets and establish baseline values for all the performance indicators in the results framework. As part of the inception phase prior to baseline data collection, the results should be assessed from an evaluation perspective. If appropriate and need arise, the baseline results will be used to inform revision of project targets. The agreed-on indicators in the results framework will ensure a comprehensive measurement of performance of this programme. The baseline will cover all the two targeted regions, i.e. Afar and Oromia. It will establish and validate the evaluation approach, with a robust and detailed methodology, that will form the foundation for the final evaluation. The methodology will clearly outline a sample design and sample size calculations that incorporate considerations of gender, age, disability and methods of analysis.

25. The final activity evaluation will cover the programmes activities implemented from 2020-2024 in the two targeted regions. The final evaluation is planned for 2023 before the programme ends. The objective of the final evaluation is to provide an evidence-based, independent assessment of performance of the school feeding project, evaluate the project's success, ensure accountability, and generate lessons learned. The final evaluation will assess areas of project design, implementation, management, lessons learned and replicability. It will seek to provide lessons learned and recommendations for USDA, program participants and other key stakeholders for future food assistance and capacity building programs. This evaluation will therefore focus on accountability (against intended results) and learning. The final evaluation will assess to what extent and how the project has achieved MGD's two strategic objectives, and identify meaningful lessons learned that WFP, USDA, and other relevant stakeholders can apply to future programming. The final evaluation will use the internationally agreed criteria of relevance, effectiveness, efficiency, impact and sustainability. It will build upon the baseline study and the mid-term review. In addition, and where possible, the final evaluation will consider looking into aspects relevant to overall school feeding strategy and country-specific school feeding issues in Ethiopia.

4.2 Evaluation Criteria and Questions

26. **The baseline** will inform project implementation and will provide important context necessary for the final evaluation to assess the activities relevance, effectiveness and efficiency, sustainability and impact. At baseline, focus will be to:

- Establish performance indicators baseline values and information for use to regularly monitor activity outputs and performance indicators.
- Form the foundation for the planned final evaluation
- Provide a situational analysis – based on a desk review of documentation and qualitative interviews. The situational analysis will document what the conditions for implementation are at the baseline and will include (but not be limited to) a description of: the policy and regulatory framework and the institutional set-up to implement the programme. Any key shortcomings or challenges will be identified.
- Design a methodology for the entire evaluation⁹, ensuring all the data requirements for the final evaluation are covered, refining the evaluation questions and reviewing the indicators to ensure they are relevant to overall schools feeding strategy and country-specific school feeding issues in Ethiopia.
- Design a methodology that will incorporate the learning agenda questions to ensure any data collection required to these is mainstreamed to the M&E processes for this programme.

27. **The learning agenda** is in line with USDA's interest in furthering the knowledge base within the school meals literature through the application of USDA's McGovern-Dole Learning Agenda. The learning agenda will be incorporated and addressed in evaluation processes. How and when the two questions will be addressed will be discussed and agreed on with the evaluation team during inception phase. It will aim to answer the following question:

⁹ Baseline and final evaluation

- **School meal program implementation:** What community-level systems of governance and management are required for the successful implementation and sustainability of school meal programs?
- **Agriculture evidence gaps:** How can a combination of local procurement during harvest time be supplemented with international food aid to promote locally and/or nationally sustainable school meals program?

28. The final evaluation's objective will be to provide an evidence-based, independent assessment of performance of the programme. It will assess its success, ensure accountability, and generate lessons learned. Specifically, the final evaluation will:

- review the project's relevance, effectiveness and efficiency, impact, and sustainability,
- collect data for performance indicator values to measure performance and achievement for strategic objectives and higher-level results
- assess whether the project has succeeded in achieving MGD's two strategic objectives (Improved Literacy and Increased Use of Health and Dietary Practices), and
- identify meaningful lessons learned that WFP, USDA, and other relevant stakeholders can apply to future programming.
- Where possible look into aspects relevant to overall school feeding strategy and country-specific school feeding issues in Ethiopia.
- Where possible compare the performance of school feeding in Ethiopia with other relevant food security and safety net interventions in the country.

For final evaluation, international evaluation criteria of Relevance, Effectiveness, Efficiency, Impact and Sustainability will be applied.¹⁰ Gender Equality and the Empowerment of Women (GEEW) shall be mainstreamed throughout.

29. Evaluation Questions: Allied to the evaluation criteria, and in addition to mid-term-review and learning agenda, the final evaluation will address the following key questions (In table below), which will be further developed/revised by the evaluation team during the inception phase of baseline and final evaluation. Collectively, the questions aim at highlighting the key lessons and performance of this programme, to inform adjustments during the implementation period, future strategic and operational decisions.

30. The evaluation should analyse how GEEW objectives and GEEW mainstreaming principles were included in the intervention design. The GEEW dimensions should be integrated into all evaluation criteria as appropriate.

Figure 4: Criteria for baseline evaluation and final evaluation

Focus Area	Key Questions for Baseline and Final Evaluation
Relevance	Did the project reach the intended beneficiaries with the right mix of assistance? Is the project aligned with national governments and donor education and school feeding policies and strategies?
Effectiveness and efficiency	Did the interventions produce the expected results and outcomes – were the set targets achieved?

¹⁰ The criteria were first laid out in the DAC Principles for Evaluation of Development Assistance. For more detail see: <http://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm> and <http://www.alnap.org/what-we-do/evaluation/eha>

	<p>Did the intervention deliver results for men and women, boys and girls? To what degree have the interventions resulted in the expected results and outcomes – is the project on track to reach set targets? What was the efficiency of the program, in terms of transfer cost, cost/beneficiary, logistics, and timeliness of delivery? What was most effective methods for ensuring food safety within school meal program taking into consideration the different system of national, regional, local and community governance? What community-level systems of governance and management are required for the successful implementation and sustainability of school meal programs?</p>
Impact	<p>What are the effects of the project on beneficiaries, as well as community-level systems of governance and management? Have there been any unintended outcomes, either positive or negative? What were the gender-specific effects? Did the intervention influence the gender context? What internal and external factors affected the project’s ability to deliver impact?</p>
Sustainability	<p>Is the program sustainable in the following areas: strategy for sustainability; sound policy alignment; stable funding and budgeting; quality program design; institutional arrangements; local production and sourcing; partnership and coordination; community participation and ownership? What needs remain to achieve a full handover and nationally-owned school feeding program? How can a combination of local procurement during harvest time be supplemented with international food aid to promote locally and/or nationally sustainable school meals program?</p>
General	<p>What are lessons learned from the project? How can WFP improve future programming, in the context of these lessons learned?</p>

31. The above questions will be reviewed, finalised and agreed on during the inception of the baseline and the final evaluation.

4.3 Data Availability

32. The following are the sources of information available to the evaluation team. The sources provide both quantitative and qualitative data and should be expanded by the evaluation team during the inception phase.

- Ethiopia Interim Country Strategic Plan
- Standard project reports (SPRs) and other relevant internal and external reports
- CP 200253 project document (2012-2018)
- UN Development Assistance framework
- 2030 Agenda on Sustainable Development Goals
- Previous evaluation e.g. Final Evaluation of WFP’S USDA McGovern-Dole International Food for Education and Child Nutrition Programme’s Support in Afar and Somali Regions in Ethiopia 2013–2017; Country Portfolio Evaluation Report (2012-2017)
- WFP Monitoring reports
- UNDAF reports and special reports
- The project results framework and other project documents.
- The government EMIS and policy documents
- Programme documentation and Government reports
- National policy and strategy documentation

- WFP and UN corporate policy and strategies
 - GoE, DP and UN corporate documentation and relevant reports
 - GoE data on Emergency School Feeding programme
 - documentation/reports by other partners
33. Concerning the quality of data and information, the evaluation team should: a). Assess data availability and reliability as part of the inception phase expanding on the information provided in section 4.3. This assessment will inform the data collection b). Systematically check accuracy, consistency and validity of collected data and information and acknowledge any limitations/caveats in drawing conclusions using the data. Some examples of data gaps and quality that the evaluation team should be cautious of and devise strategies or select appropriate methods for remedies are:
- Limited quality or lack of data for some of the indicators during the baseline stage;
 - Limited or unreliable datasets in the schools and government EMIS (Education Management Information System);
 - Data that is only available in local languages;
 - High staff turnover resulting in limited institutional memories; and
 - Poor quality of monitoring and progress reports - output and outcome data.

4.4 Methodology

34. The evaluation team, in consultation with key stakeholders, will develop an appropriate evaluation design, sampling strategy and methodological approach at inception phase for the baseline and final evaluations, within the context of the overall MGD evaluation framework, with a clear evaluation matrix. The baseline will focus on gathering data against the results framework indicators while the endline evaluation should take a holistic perspective of the project focusing on the evaluation questions.
35. The methodology will take a programme theory approach¹¹ based on the results framework. This will ensure that the baselines for all the indicators contained in the results framework are obtained and progress measured during mid-term review and the final evaluation. The methodology will consider inclusion and measurement of relevant project specific nutrition indicators. This will be discussed and agreed on with the Evaluation Committee (EC) at inception phase.
36. The evaluation team will be required to review the Theory of Change for the programme. The methodology should allow for testing whether assumptions made held true and assess the different causal pathways.
37. Use of mixed methods is a requirement. Triangulation of information from different methods and sources to enhance the reliability of findings is required. Both qualitative and quantitative approaches will be used to collect data and information. The data will be collected from a combination of survey from representative sample schools from both intervention and non-intervention schools in the target two regions (Afar and Oromia) and review of existing secondary information. The methodology will include and not limited to: secondary data review, primary data collection at school and woreda level, participatory methods such as focus

¹¹ A programme theory explains how an intervention (a project, a programme, a policy, a strategy) is understood to contribute to a chain of results that produce the intended or actual impacts. It is represented by a log frame, results framework or theory of change. The approach looks into how the intervention is contributing to the chain of results presented in the results framework.

group discussions, key informant interviews with other core stakeholders and observation during field visits.

38. The following stakeholders will be targeted for key informant interviews and/or focus group discussions:

- USDA (including DC-based program analyst and the regional agricultural attaché)
- Head Teachers and School Administrators
- School Management Committees
- Children (School meals beneficiaries)
- Parents (Take-home ration beneficiaries)
- Parent Teacher Associations
- Regional authorities (notably, Regional Bureau of Education)
- National authorities (notably, Ministry of Education, Ministry of Health)
- WFP Country Director, Deputy Country Director, Head of Programme, Head of Supply Chain, and other key staff as deemed necessary;

39. The methodology should in addition:

- Employ the relevant evaluation criteria above, that is, relevance, effectiveness, efficiency, sustainability and impact.
- Demonstrate impartiality and lack of biases by relying on a cross-section of information sources (stakeholder groups, including beneficiaries, etc.) The selection of field visit sites will also need to demonstrate impartiality.
- Using mixed methods (quantitative, qualitative, participatory etc.) to ensure triangulation of information through a variety of means.
- Apply an evaluation matrix geared towards addressing the key evaluation questions and the learning agenda questions considering the data availability challenges, the budget and timing constraints;
- Ensure through the use of mixed methods that women, girls, men and boys from different stakeholder's groups participate and that their different voices are heard and used;
- The methodology and action of the evaluation team will be guided by the international humanitarian principles.
- Provide calculations and justifications for an adequate sample size that is statistically representative while putting into consideration financial and time constraints.
- A quasi-experimental design would be welcome.
- In sampling, the methodology will be expected to ensure a 95% confidence level and a clear method of analysis.

40. The methodology should be GEEW-sensitive, indicating what data collection methods are employed to seek information on GEEW issues and to ensure the inclusion of women, girls, and marginalised groups such as persons with disabilities. The methodology should ensure that data collected at baseline and endline 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.

41. Looking for explicit consideration of gender in the data after fieldwork is too late; the evaluation team must have a clear and detailed plan for collecting data from women, men,

boys and girls, in gender-sensitive ways before fieldwork begins. The baseline evaluation should include a gender analysis that will inform the final evaluation findings. The final evaluation findings, conclusions and recommendations must include gender analysis, and the report should provide lessons/ challenges/ recommendations for conducting gender responsive evaluation in the future.

42. The following mechanisms for independence and impartiality will be employed for final evaluation. The CO will establish: a) an internal EC to manage and make decisions on the evaluation which will review and approve the Terms of Reference, budget, evaluation team, and inception and evaluation reports, to help maintain distance from influence by programme implementers, while also supporting management of the evaluation; b) a Evaluation Reference Group (ERG) including external stakeholders will be set up to steer the evaluation process and further support the relevance, utility and independence of the evaluation.

4.5 Data quality and validation

43. USDA funded projects are required to develop a process for verifying and validating data to ensure that the data submitted in the project reports meets the criteria set out in the USDA Evaluation Policy. The bidders should outline a process for ensuring data validity and reliability as part of their bid. USDA may request to review data quality assessments or may wish to conduct a data quality assessment in cooperation with the project during a project site visit.

4.6 Quality Assurance and Quality Assessment

44. WFP's Decentralized Evaluation Quality Assurance System (DEQAS) defines the quality standards expected from evaluations and sets out processes with in-built steps for Quality Assurance, Templates for evaluation products and Checklists for their review. DEQAS is closely aligned to the WFP's evaluation quality assurance system (EQAS) and is based on the UNEG norms and standards and good practice of the international evaluation community and aims to ensure that the evaluation process and products conform to best practice.
45. DEQAS will be systematically applied to the evaluation. The WFP review guidelines will be applied for the mid-term review. The WFP Evaluation Manager (EM) will be responsible for ensuring that the evaluation processes are as per the DEQAS Process Guide and the WFP review guidelines and for conducting a rigorous quality control of the evaluation products ahead of their finalization.
46. WFP has developed a set of Quality Assurance Checklists for its decentralized evaluations. This includes Checklists for feedback on quality for each of the evaluation products. The relevant Checklist will be applied at each stage, to ensure the quality of the evaluation process and outputs.
47. To enhance the quality and credibility of evaluations, an outsourced quality support (QS) service directly managed by WFP's Office of Evaluation (OEV) in Headquarter provides review of the draft inception and evaluation report (in addition to the same provided on draft TOR), and provide:
 - Systematic feedback from an evaluation perspective, on the quality of the draft inception and evaluation report;
 - Recommendations on how to improve the quality of the final inception/evaluation report.

The EM will review the feedback and recommendations from QS and share with the team leader, who is expected to use them to finalise the inception/ evaluation report. To ensure transparency and credibility of the process in line with the UNEG norms and standards, a

rationale should be provided for any recommendations that the team does not take into account when finalising the report.

48. This quality assurance process as outline above does not interfere with the views and independence of the evaluation team, but ensures the report provides the necessary evidence in a clear and convincing way and draws its conclusions on that basis.
49. The evaluation team will be required to ensure the quality of data (validity, consistency and accuracy) throughout the analytical and reporting phases. The evaluation team should be assured of the accessibility of all relevant documentation within the provisions of the directive on disclosure of information.
50. All final evaluation reports will be subjected to a post hoc quality assessment by an independent entity through a process that is managed by OEV. The overall rating category of the reports will be made public alongside the evaluation reports.

5. Phases and Deliverables

51. The evaluations will proceed in 8 phases outlined in Annex 6. The final timelines (key dates) will be finalized and agreed on during inception.
52. These are the expected deliverables for both the baseline and final evaluation:
 - a) Inception report written following WFP recommended template. The report should include but not limited to:
 - Detailed evaluation design, sampling methodology, and sample size calculations.
 - Quality Assurance Plan
 - Detailed work plan, including, timeline and activities
 - Bibliography of documents/secondary data sources utilised;
 - Final data collection tools, data bases, analysis plan
 - b) Power-point on methodology, overall survey plan, timeline and activities
 - c) Final report for each of the processes, including a first draft, and a final report using WFP recommended template. The final reports should include progress with/report on the findings of the 2 key identified learning agenda questions¹². Annexes to the final report include but not limited to a copy of the final ToR, bibliography, list of samples, detailed sampling methodology, Maps, A list of all meetings and participants, final survey instruments etc.
 - d) Clean data sets
 - e) Transcripts from key informant interviews, focus group discussions (where applicable)
 - f) Table of all indicators with values and targets for baseline and follow up values for mid-term review and the final evaluations.
 - g) List of all sites
 - h) Power-point presentation of main findings and conclusions for de-briefing and dissemination purposes
 - i) communication products and not limited to 2-page policy brief

¹² This will be determined by the final methodology at baseline inception phase on how to address the learning agenda throughout the evaluation process.

6. Organization of the Evaluation & Ethics

6.1 Evaluation Conduct

53. The evaluation team will conduct the evaluation, i.e. all the processes, under the direction of its team leader and in close communication with WFP EM. The team will be hired following agreement with WFP on its composition.
54. The evaluation team will not have been involved in the design or implementation of the subject of evaluation or have any other conflicts of interest. Further, they will act impartially and respect the code of conduct of the evaluation profession. It is encouraged that the evaluation team will be composed of a mix of nationals and international backgrounds and gender balanced.

6.2 Team composition and competencies

55. The Team Leader should be a senior researcher with at least 15 years of experience in evaluations and research and demonstrated expertise in managing multidisciplinary and mixed quantitative and qualitative method studies, complemented with good understanding of school feeding programmes and additional significant experience in food and nutrition analysis/programming other development and management positions. The team leader must also demonstrate strong experience in undertaking evaluations.
56. The Team Leader will also have expertise in designing methodology, data collection tools and demonstrated experience in leading statistically sound and evidence generating studies. She/he will also have leadership and communication skills, including a track record of excellent writing and presentation skills. Her/his primary responsibilities will be: i) defining the evaluation approach and methodology; ii) guiding and managing the team; iii) leading the evaluation missions and representing the evaluation team; iv) drafting and revising, as required, the inception report, exit debriefing presentation and evaluation reports.
57. The team must include strong demonstrated knowledge of qualitative and quantitative data and statistical analysis. It should include both women and men, preferably with previous experience with WFP, ideally in similar evaluations of MGD grants. at least one member of the team should be a national.
58. The team will be multi-disciplinary and include members who together include an appropriate balance of expertise and practical knowledge in the following areas:
 - Education
 - Nutrition
 - WASH
 - Food security
 - Gender
 - Capacity development
 - Statistics and data analysis
59. All team members should have strong analytical and communication skills, evaluation experience and familiarity with Ethiopia or the Horn of Africa. The team members will bring together a complementary combination of the technical expertise required and have a track record of written work on similar assignments.
60. Team members will: i) contribute to the methodology in their area of expertise based on 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).

6.3 Security Considerations

61. Security clearance where required is to be obtained from WFP Ethiopia Country (CO) Office.

- As an 'independent supplier' of evaluation services to WFP, the evaluation firm 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.

62. However, to avoid any security incidents, the Evaluation Manager is requested to ensure that:

- The WFP CO registers the team members with the Security Officer on arrival in country and arranges a security briefing for them to gain an understanding of the security situation on the ground.
- The team members observe applicable UN security rules and regulations – e.g. curfews etc.
- Security situation for the target areas will be sort from the WFP security office to inform accessibility of the areas as at the time.

6.4 Ethics

63. WFP's decentralised evaluations must conform to WFP and UNEG ethical standards and norms. The contractors undertaking the evaluations are responsible for safeguarding and ensuring ethics at all stages of the evaluation cycle (preparation and design, data collection, data analysis, reporting and dissemination). This should include, but is not limited to, ensuring informed consent, protecting privacy, confidentiality and anonymity of participants, ensuring cultural sensitivity, respecting the autonomy of participants and ensuring fair recruitment of participants (including women and socially excluded groups).

64. Article 36 of the FDRE Constitution stipulates that "In all actions concerning children undertaken by private and public institutions, courts of law, administrative authorities or legislative bodies, the primary consideration shall be the best interests of the child." As children are the primary beneficiary of the Programme, the contractors undertaking the evaluation are responsible for ensuring that the evaluation process does not in any way harm (unintended or otherwise) participants.

65. Contractors are responsible for managing any potential ethical risks and issues and must put in place, in consultation with the Evaluation Manager, processes and systems to identify, report and resolve any ethical issues that might arise during the implementation of the evaluation. Ethical approvals and reviews by relevant national and institutional review boards must be sought where required.

7. Roles and Responsibilities of Stakeholders

66. The Ethiopia country office:

a- The WFP Ethiopia country office Management (**Country Director or Deputy Country Director**) will take responsibility to:

- Assign an Evaluation Manager (EM) for the evaluation.

- Compose the internal Evaluation Committee (EC) and the Evaluation Reference Group (ERG) (see below).
- Approve the final TOR, inception and evaluation reports.
- Ensure the independence and impartiality of the evaluation at all stages, including establishment of an EC and of an ERG.
- Participate in discussions with the evaluation team on the evaluation design and the evaluation subject, its performance and results with the EM and the evaluation team.
- Organise and participate in two separate debriefings, one internal and one with external stakeholders for each of the process.
- Oversee dissemination and follow-up processes, including the preparation of a Management Response to the evaluation recommendations.

b- The **Evaluation Manager**: The EM will be appointed by the WFP Ethiopia management. The EM will not have been involved at all in programme implementation. The EM:

- Manages the evaluation process through all phases including drafting this TOR.
- Ensures quality assurance mechanisms are operational.
- Consolidates and shares comments on draft TOR, inception and evaluation reports with the evaluation team.
- Ensures expected use of quality assurance mechanisms.
- Ensures that the team has access to all documentation and information necessary to the evaluation; facilitates the team's contacts with local stakeholders; sets up meetings, field visits; provides logistic support during the fieldwork; and arranges for interpretation, if required.
- Organises security briefings for the evaluation team and provides any materials as required.

c- An internal **Evaluation Committee** will be formed as part of ensuring the independence and impartiality of the evaluation. the EC will approve the products from all the processes.

d- An **Evaluation Reference Group** will be formed, as appropriate, with representation from various partners for the final evaluation. The ERG members will review and comment on the draft and final evaluation products and act as key informants in order to further safeguard against bias and influence.

67. The Regional Bureau (RB) will take responsibility to:

- Advise the EM and provide support to the evaluation process where appropriate.
- Participate in discussions with the evaluation team on the evaluation design and on the evaluation subject as required.
- Provide comments on the draft TOR, Inception and Evaluation reports.
- Support the Management Response to the evaluation and track the implementation of the recommendations.
- While the Regional Evaluation Officer (REO) will perform most of the above responsibilities, other RB relevant technical staff may participate in the ERG and/or comment on evaluation products as appropriate.
- The Regional M&E unit will be responsible for advising the EM, especially on the baseline and mid-term review.

68. Relevant WFP Headquarters divisions will take responsibility to:

- Discuss WFP strategies, policies or systems in their area of responsibility and subject of evaluation.

- Comment on the evaluation TOR, inception and evaluation reports, as required.

69. **The Office of Evaluation** (OEV) through the REO, will advise the EM and provide support to the evaluation process when required. It is responsible for providing access to the outsourced quality support service reviewing draft TOR, inception and evaluation reports from an evaluation perspective. It also ensures a help desk function upon request.

8. Communication and budget

8.1 Communication

70. To ensure a smooth and efficient process and enhance the learning from this evaluation, the evaluation team should place emphasis on transparent and open communication with key stakeholders. These will be achieved by ensuring a clear agreement on channels and frequency of communication with and between key stakeholders during the inception periods.
71. The dissemination plan¹³ will be agreed on and finalized with the EC and will include a GEEW responsive dissemination strategy, indicating how findings, including GEEW, will be disseminated and how stakeholders interested or those affected by GEEW issues will be engaged. It will include but not limited a national-level workshops to discuss the evaluation findings, conclusions, and recommendations. As part of the international standards for evaluation, WFP requires that all evaluations are made publicly available. As such, the final activity evaluation will be made public. The baseline and mid-term review will not. The deliverables will not be required to be translated.
72. WFP will ensure communication with USDA and key in-country stakeholders throughout the evaluation. Specifically, WFP will distribute and seek feedback on the draft terms of reference prior to commencing evaluation activities. WFP will also hold a briefing with key stakeholders at both the beginning and end of fieldwork for the baseline and endline to ensure a broad-based consultative approach.
73. For each phase, WFP will share the draft deliverables to USDA for comments; and the final evaluation deliverables to the ERG and widely among the project's key stakeholders including the project's donor, USDA, in order to share the lessons learned.
74. At mid-term, any necessary mid-course corrections identified will be discussed with USDA. If necessary, WFP will request changes to the commitment letter. Lastly, WFP will use the midterm review and final evaluation findings as a platform for an evidence-based policy dialogue and to inform engagement with the GoE on the development of the national school feeding program. Furthermore, WFP will use the findings to create awareness among key school feeding stakeholders about project activities that could be incorporated into Ethiopia's national school meals program for nationwide implementation.
75. USDA, as the donor agency, will be involved in the evaluation during all stages of implementation. Through Project Status Reports and ad hoc communication, WFP will keep USDA apprised of the status of evaluation activities throughout the life of the project. As per USDA's Evaluation Policy, WFP anticipates that USDA's involvement will include:
- **Terms of Reference:** WFP will seek USDA's review, comment and approval for the evaluation TOR.
 - **Evaluation Reference Group:** USDA will be invited to participate in the final evaluation reference group and to review and provide comments to the baseline product.

¹³ See Annex 5 for draft dissemination plan.

- **Midcourse Corrections:** WFP will engage USDA in discussions regarding evaluation findings and any necessary mid-course corrections or changes in strategy.
- **Stakeholder Meetings:** USDA will be invited to participate in all stakeholder meetings and/or presentation of evaluation findings.
- **Open Government Initiative:** In support of USDA’s open government and transparency efforts, WFP understands that USDA may publish evaluation reports on its website.

8.2 Budget

76. **Budget:** For the purpose of this evaluation, WFP will procure a consulting company through Long-term Agreements (sometimes called ‘service level agreement’).

77. The total budget for the evaluation (all inclusive) is approximately USD 460,000, released in tranches against the high quality and timely delivery of specific key deliverables. The proposals will be assessed according to technical and financial criteria. Firms are encouraged to submit realistic, but competitive financial proposals. The budget is inclusive of all travel, subsistence and other expenses; including any workshops or communication products that need to be delivered.

78. Please send any queries to:

a) Alexandra Priebe, Evaluation Officer, Ethiopia Country Office, alexandra.priebe@wfp.org, +251 (0) 973820239.

b) Copying Roberto Borlini, Regional Evaluation Officer, roberto.borlini@wfp.org, +254 (0)20 7622897.

Annex 1: Stakeholder Analysis

Stakeholders	Interest in the evaluation and likely uses of evaluation report to this stakeholder
INTERNAL STAKEHOLDERS	
Country Office (CO) Ethiopia	Responsible for the planning and implementation of WFP interventions at country level. It has a direct stake in the baseline, mid-term review and final evaluation and an interest in learning from experience to inform decision-making. It is also called upon to account internally, as well as to its beneficiaries and partners, for performance and results of its programmes. The results from the evaluation will inform programming, support tracking of progress towards achieving the objectives of this programme, feed into corporate and donor reporting and provide lessons for implementation improvement.
Regional Bureau (RB), Nairobi	Responsible for both oversight of COs and technical guidance and support, the RB management has an interest in an independent/impartial account of the operational performance, as well as in learning from the evaluation findings to apply this learning to other country offices. The Regional Evaluation Adviser supports CO/RB management to ensure quality, credible and useful decentralized evaluations while the M&E

	Regional Advisor supports CO/RB to ensure quality, credible and useful monitoring and evaluation processes.
Office of Evaluation (OEV) and Monitoring Unit (RMPPM)	OEV has a stake in ensuring that decentralized evaluations deliver quality, credible and useful evaluations respecting provisions for impartiality, as well as roles and accountabilities of various decentralised evaluation stakeholders as identified in the evaluation policy. The Monitoring Unit has a stake in ensuring that mid-term review processes deliver quality, credible and useful findings for programme decision making and corporate reporting.
WFP Executive Board (EB)	The WFP governing body has an interest in being informed about the effectiveness of WFP programmes. The findings from these processes will not be presented to the Board but its findings may feed into thematic and/or regional syntheses and corporate learning processes.
EXTERNAL STAKEHOLDERS	
Beneficiaries	The beneficiaries are the schools (including the management structures), the students (boys and girls) and their families. As the ultimate recipients of food assistance, beneficiaries have a stake, through interviews, in WFP determining whether its assistance is appropriate and effective. As the main stakeholders, their role will not be limited to data providers but will be consulted throughout, including provision of feedback on evaluation results, the programme implementation process to enhance their understanding of their role in the programme and further strengthen their engagement. The level of participation in the evaluation of women, men, boys and girls from different groups will be determined at inception phase, when developing the evaluation design and their respective perspectives will be sought. Direct interviews with beneficiaries will be done for baseline, mid-term review and also the final evaluation to seek their perspectives on the programme.
Government of Ethiopia	The Government of Ethiopia is a primary stakeholder and user of the evaluation. It 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. Issues related to capacity development, handover and sustainability will be of particular interest, particularly for i) Federal Ministry of Education, which is the principal government point of contact for the project implementation and strategic consultations with WFP; ii) Federal Ministry of Finance and Economic development, which leads the major coordination mechanisms for interventions under United Nations Development Assistance Framework (UNDAF) and is contact point for coordination, planning, budget allocation, finance transfer and reporting through its regional and woreda structures; iii) Regional Education Bureau of Afar and Oromia who manage the food distribution and implementation of complementary capacity development activities and monitoring and reporting; and iv) the Planning and Resource Mobilization Directorate,

	which responsible for the overall coordination functions, reporting and liaising as well as monitoring of the operation.
UN Country team	The United Nations Development Assistance Framework (UNDAF) should contribute to the realisation of the government developmental objectives. Ethiopia United Nations Country Team (UNCT) has therefore an interest in ensuring that WFP operation is effective in contributing to the United Nations concerted efforts. WFP implements the programme within a wider UN system of support to government priorities. As the School Feeding Programme being part of the UNDAF, the partner agencies are interested in learning to what extent WFP interventions are contributing to the overall outcomes committed to the UNDAF.
Civil Society Organizations (Save the Children)	Some NGOs, like Save the Children, provide complementary partnership for school feeding. The outcome of this evaluation will provide them with evidence for decision-making, notably related to programme implementation and/or design, strategy and partnerships.
Donor (USDA)	This programme is funded by USDA, as such, they are a primary stakeholder and user of the evaluation. USDA has an interest in knowing whether their funds have been spent efficiently and if WFP's work has been effective and if objectives have been achieved. USDA is invited to join the Evaluation Reference Group (ERG). USDA will also approve TORs and final evaluation products before they are published.

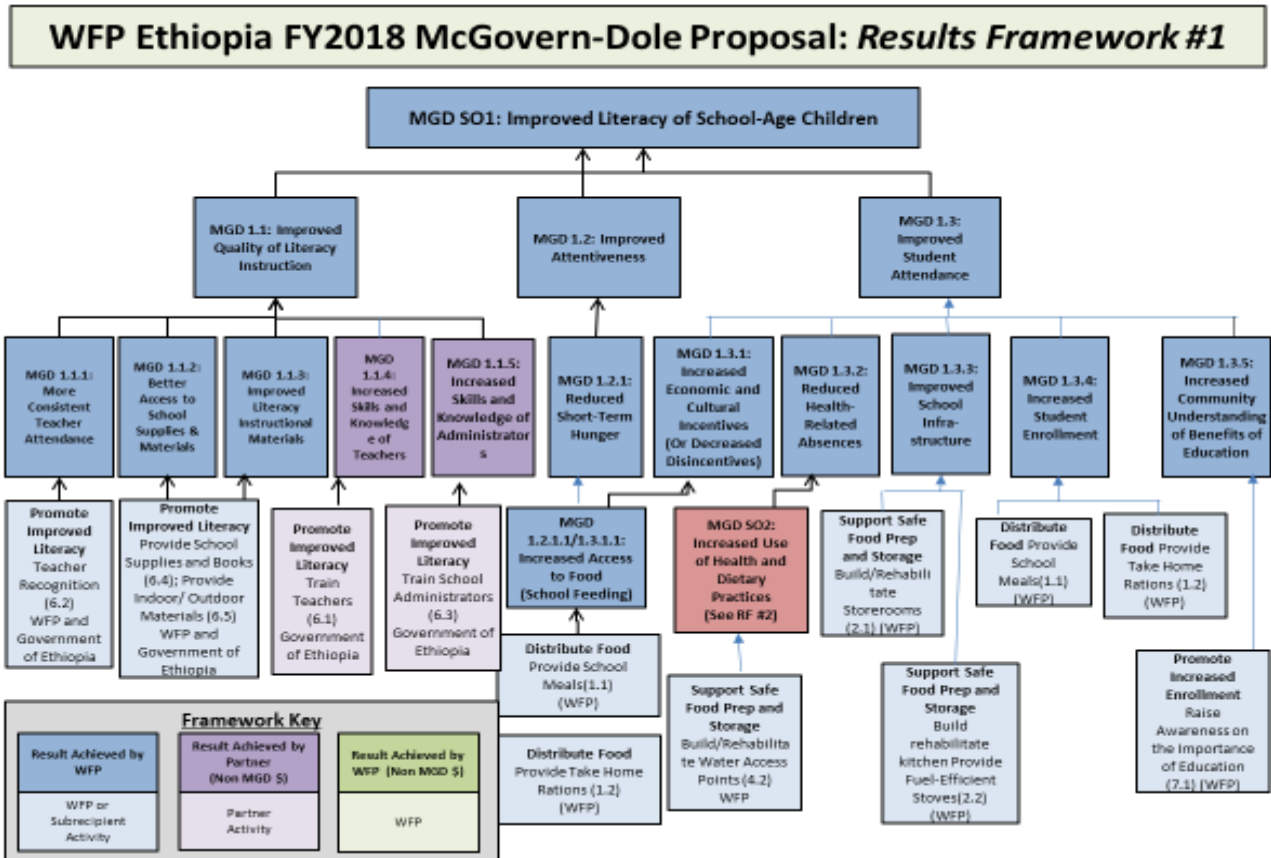
Annex 2: Further Elaboration on Context

1. Women in Ethiopia account for 50 percent of the population and the Ethiopian Constitution and its National Policy on Women guarantees gender equality and the protection of human rights in various spheres of life. However, women do not equally participate in and benefit from development and progress. Ethiopia's standing in the Global Gender Gap Index (115 out of 144 countries and an overall score of 0.656) shows that women's participation in key sectors and their role in decision-making are still not at par with that of men (World Economic Forum, 2017).
2. Fifty-seven percent of all children 6-59 months suffer from anaemia—with Somali Region having the highest levels (83 percent). Consumption of micronutrient-rich foods remains low among young children with only 38 percent of children age 6-23 months consuming foods rich in vitamin A, and 22 percent consuming iron-rich foods. Only 5 percent of women take iron supplementation during pregnancy exposing them to a high risk of anaemia, which affects 23 percent of women of reproductive age.¹⁴ While the national HIV prevalence is 1 percent (722,248 PLHIV), Ethiopia is still among the 30 UNAIDS fast track countries who are carrying 90 percent of the world's HIV burden. Food and nutrition security remains a serious issue with 23

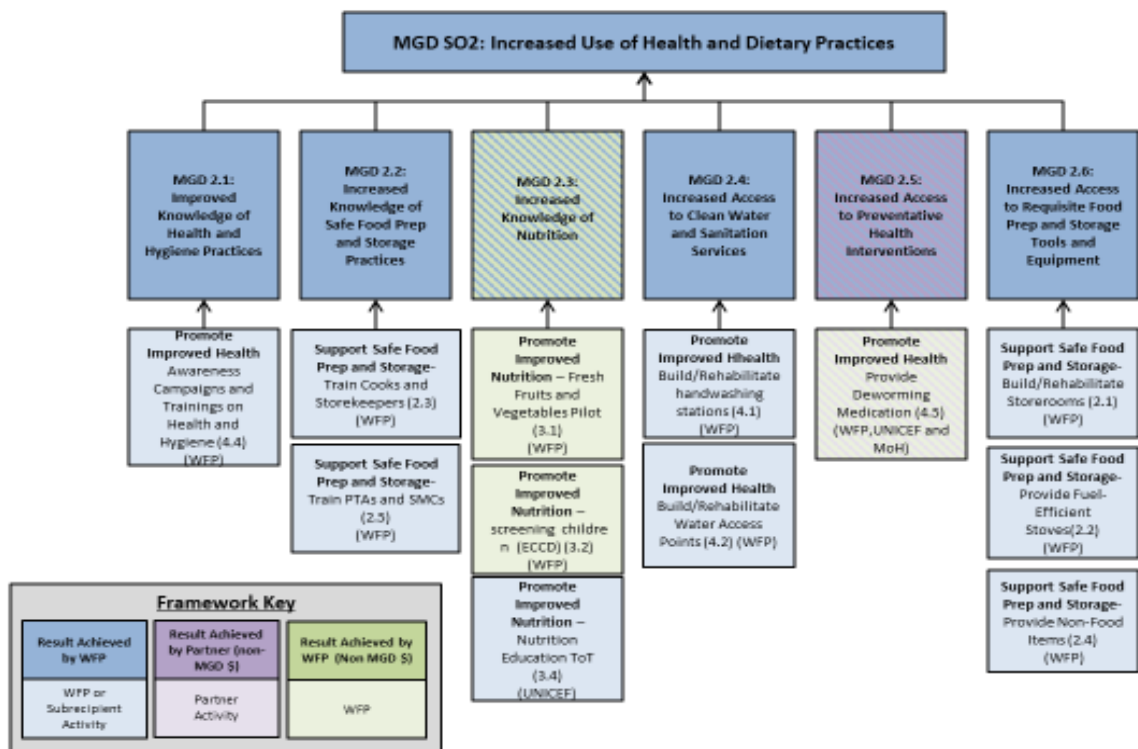
¹⁴ Trading economies. 2016. *Prevalence of anaemia among women of reproductive age (% of women 15-49)*. <https://tradingeconomics.com/ethiopia/prevalence-of-anemia-among-women-of-reproductive-age-percent-of-women-ages-15-49-wb-data.html>

percent of PLHIV being malnourished prior to the introduction of the test and treat protocol in 2017.

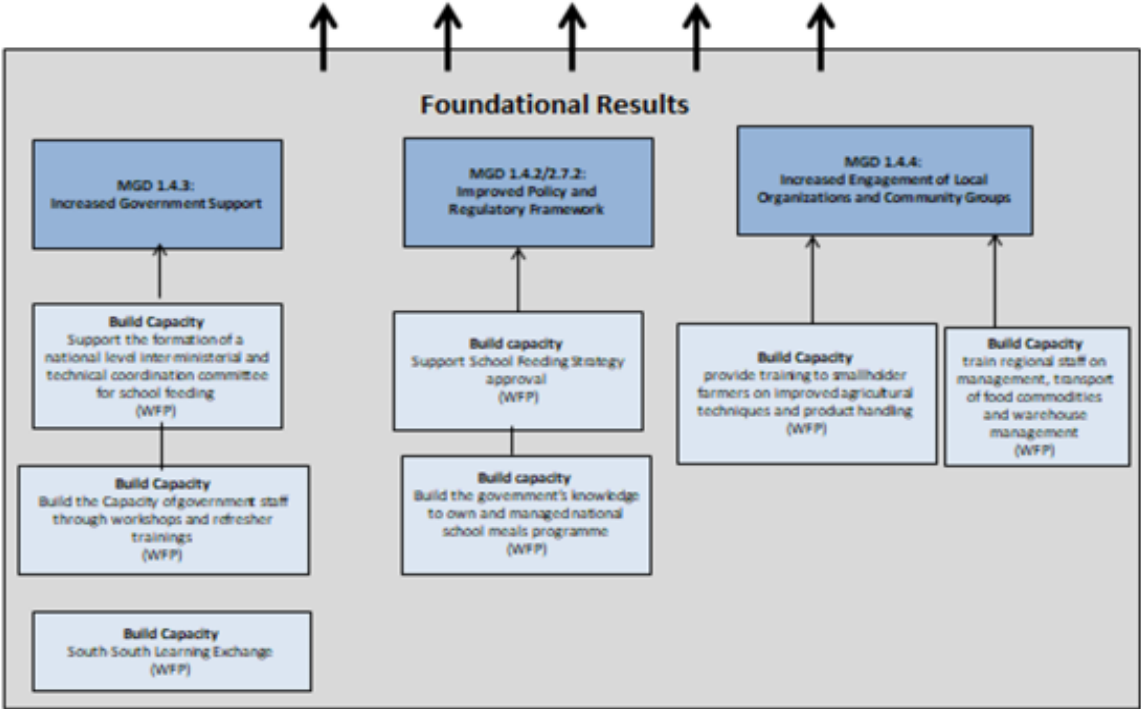
Annex 3: Results framework



WFP Ethiopia FY2018 McGovern-Dole Proposal: Results Framework #2



WFP Ethiopia FY2018 McGovern-Dole Proposal: Foundational Results



Annex 4: Performance Indicators

Activities Indicators			Targets				
Standard Indicator Number	Activity Number	Performance Indicator	Year 1	Year 2	Year 3	Year 4	Year 5
			FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
1	6	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	37%	42%	47%	52%	52%
2	7	Average student attendance rate in USDA supported classrooms/ schools	75%	76%	77%	78%	79%
3	6	Number of teaching and learning materials provided as a result of USDA assistance	140,000	140,000	0	0	0
8	2	Number of educational facilities (i.e. school buildings, classrooms, improved water sources, and latrines) rehabilitated/constructed as a result of USDA assistance	50	173	50	0	0
9	1	Number of students enrolled in school receiving USDA assistance	187,425	174,420	163,640	151,762	139,000
10	5	Number of policies, regulations, or administrative procedures in each of the following stages of development as a result of USDA assistance	1	1	0	0	0
13	2	Number of Parent-Teacher Associations (PTAs) or similar "school" governance structures supported as a result of USDA assistance	450	0	395	0	0

14	1	Quantity of take-home rations provided (in metric tons) as a result of USDA assistance	100	140	140	130	120
15	1	Number of individuals receiving take-home rations as a result of USDA assistance	3,976	3,837	3,651	3,405	3,132
16	1	Number of daily school meals (breakfast, snack, lunch) provided to school-age children as a result of USDA assistance	32,986,800	30,697,920	28,800,640	26,710,112	24,464,000
17	1	Number of school-age children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance	187,425	174,420	163,640	151,762	139,000
18	1	Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance	191,401	178,257	167,291	155,167	142,132
19	3	Number of individuals who demonstrate use of new child health and nutrition practices as a result of USDA assistance	0	255	255	255	0
20	2	Number of individuals who demonstrate use of new safe food preparation and storage practices as a result of USDA assistance	0	1,125	263	0	1,388
22	2	Number of individuals trained in safe food preparation and storage as a result of USDA assistance	1,500	350	0	0	0

23	3	Number of individuals trained in child health and nutrition as a result of USDA assistance	0	300	300	300	0
27	4	Number of schools using an improved water source	0	48	0	0	0
30	1,2,3,4	Number of individuals participating in USDA food security programs	193,201	178,907	167,591	155,167	142,132
31	1,2,3,4,5,6,7	Number of individuals benefiting indirectly from USDA-funded interventions	15,904	15,348	14,604	13,620	12,528
32	1	Number of schools reached as a result of USDA assistance	450	432	411	377	348
Custom Indicators							
C1	1,2,3,4,5,6,7	Gender Parity	0.87:1	0.89:1	0.91:1	0.93:1	0.93:1
C2	2	Number of screenings of ECD children conducted	10	10	10	10	0
C3	2	Number of schools with clean utensils and appropriate serving modalities	354	357	360	355	345
C4	2	Number of handwashing stations constructed as a result of USDA assistance	530	0	0	0	0
C5	1	Percent of students identified as attentive in classrooms during the class or instruction	55%	65%	75%	85%	95%

Results Indicators			Targets	
Standard Indicator Number	Result Number	Performance Indicator	Baseline	Life of Award
1	MDG SO 1	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 (Annual Percentage Increase)	32%	57%
2	MGD 1.3 Improve Student Attendance	Average student attendance rate in USDA supported classrooms/schools	70%	79%
3	MGD1.1.2 Better Access to School Supplies and Materials	Number of teaching and learning materials provided as a result of USDA assistance	0	280,000
8	MGD 1.3.3 Improve School Infrastructure	Number of educational facilities (i.e. school buildings, classrooms, improved water sources, and latrines) rehabilitated/constructed as a result of USDA assistance	0	273
9	MGD 1.3.4 Increase Student Enrollment	Number of students enrolled in school receiving USDA assistance	94,000	218,866
10	MGD 1.4.2 Improved Policy or Regulatory Framework Improved Policy and Regulatory Framework	Number of policies, regulations, or administrative procedures in each of the following stages of development as a result of USDA assistance	0	2
13	MGD 1.4.4 Increased Engagement of Local Organizations and Community Groups	Number of Parent-Teacher Associations (PTAs) or similar "school" governance structures supported as a result of USDA assistance	0	450
14	MGD 1.2.1.1 Increased Access to School Feeding	Quantity of take-home rations provided (in metric tons) as a result of USDA assistance	0	630
15	MGD 1.2.1.1 Increased Access to School Feeding	Number of individuals receiving take-home rations as a result of USDA assistance	0	4,337
16	MGD 1.2.1.1 Increased Access to School Feeding	Number of daily school meals (breakfast, snack, lunch) provided to school-age children as a result of USDA assistance	0	143,659,472
17	MGD 1.2.1.1/1.3.1.1/2.5 Increased Access to School Feeding	Number of school-age children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance	0	218,866
18	MGD2.5	Number of social assistance beneficiaries participating in	0	223,203

	Increased Access to Preventative Health Interventions	productive safety nets as a result of USDA assistance		
19	MGD SO 2 Increased Use of Health, Nutrition and Dietary Practices	Number of individuals who demonstrate use of new child health and nutrition practices as a result of USDA assistance	0	510
20	MGD SO2 Increased Use of Health, Nutrition and Dietary Practices	Number of individuals who demonstrate use of new safe food preparation and storage practices as a result of USDA assistance	0	263
22	MGD 2.2 Increased Knowledge of Safe Food Prep and Storage Practices	Number of individuals trained in safe food preparation and storage as a result of USDA assistance	0	1,850
23	MGD 2.3 Increased knowledge of nutrition	Number of individuals trained in child health and nutrition as a result of USDA assistance	0	900
27	MGD 2.4 Increased Access to Clean Water and Sanitation Services	Number of schools using an improved water source	161	209
30	MGD SO1 MGD SO2 Improved Literacy of School Age Children Increased Use of Health Nutrition and Dietary Practices	Number of individuals participating in USDA food security programs	0	225,953
31	MGD SO1 MGD SO2 Improved Literacy of School Age Children Increased Use of Health Nutrition and Dietary Practices	Number of individuals benefiting indirectly from USDA-funded interventions	0	17,348
32	MGD SO1 MGD SO2 Improved Literacy of School Age Children Increased Use of Health Nutrition and Dietary Practices	Number of schools reached as a result of USDA assistance	0	450
Custom Indicators				
C1	MDG SO 2 Children Increased Use of Health Nutrition and Dietary Practices	Gender Parity	0.85:1	0.93:1
C2	MGD 2.5 Increased Access to Preventative Health Interventions	Number of screenings of ECD children conducted	0	40

C3	MDG 2.6 Increased Access to Requisite Food Prep and Storage Tools and Equipment	Number of schools with clean utensils and appropriate serving modalities	0	455
C4	MGD 2.4 Increased Access to Clean Water and Sanitation Services	Number of handwashing stations constructed as a result of USDA assistance	5	530
C5	MGD SO1 Improved Literacy of School Age	Percent of students identified as attentive in classrooms during the class or instruction	50%	95%

Annex 5: Draft Dissemination Plan

Dissemination activity	Audience	Persons Responsible
After field debriefing	Evaluation committee and reference group	Evaluation team
Distribution of final report	Evaluation committee and reference group, USDA, Government of Ethiopia, WFP Ethiopia country office, Partners and stakeholders	Evaluation Manager/Ethiopia country office
Publishing of the report	Report will be published for public access	RBN/OEV
National workshop with key stakeholders and donors	WFP, USDA, stakeholders and Donors	Evaluation manager/Ethiopia country office
Development of 2/3 pager Evaluation brief / short video's/infographics ect	Evaluation committee and reference group, USDA, Government of Ethiopia, WFP Ethiopia country office, Partners and stakeholders	Evaluation team/RBN/Ethiopia country office

Annex 6: Key dates for Phases and Deliverables

Dates	Phases and Deliverables
Aug 2019 – March 2020	Planning and Preparation Phase: <ul style="list-style-type: none"> • Appointment of country office evaluation manager • Develop draft Terms of Reference • Procurement of independent evaluation firm
April 2020	Inception Phase: <ul style="list-style-type: none"> • Desk review of key project documents (evaluation team) • Confirm and finalise evaluation questions, evaluation design and methodology (including sampling strategy) for baseline evaluation, (draft) design and methodology of the final evaluation, and draft an inception report for agreement (evaluation team). • Seek Evaluation committee’s comments on inception report (WFP) • Arrange field visits (evaluation team, WFP)
May 2020	Data Collection Phase (Baseline Evaluation): <ul style="list-style-type: none"> • Conduct field visits (evaluation team, WFP) • Conduct baseline survey (evaluation team) • Conduct key stakeholder focus groups and key informant interviews (evaluation team) • Enter, clean, and analyse data (evaluation team)
June – July 2020	Reporting Phase (Baseline Evaluation): <ul style="list-style-type: none"> • Draft finalize baseline report (evaluation team) • Seek Evaluation committee’s comments on the draft baseline report (WFP) • Present baseline findings (evaluation team)
Oct 2023 - May 2024	Inception Phase (Final Evaluation): <ul style="list-style-type: none"> • Review and adjust evaluation questions, evaluation design and methodology (including sampling strategy), and draft an inception report for agreement (evaluation team). • Quality assure the draft inception report through DEQS (WFP) • Seek Evaluation Reference group’s comments on inception report (WFP) • Finalize the inception report for approval (Evaluation team) • Arrange field visits (evaluation team, WFP)
	Data collection phase (Final Evaluation): <ul style="list-style-type: none"> • Conduct field visits (evaluation team) • Conduct end line survey (evaluation team) • Conduct key stakeholder focus groups and key informant interviews (evaluation team) • Enter, clean, and analyse data (evaluation team)
	Reporting Phase (Final Evaluation): <ul style="list-style-type: none"> • Draft end line report (evaluation team) • Quality assure the report through DEQs • Seek Evaluation Reference group’s comments on the draft end line report (WFP) • Develop a final evaluation report (evaluation team)
Jun - Dec 2024	Follow-up and Dissemination Phase: <ul style="list-style-type: none"> • Disseminate evaluation findings to key stakeholders including ERG (Evaluation team, WFP, Government) • Prepare management response (WFP)

Annex 7: Abbreviations

CO	County Office
CRRF	Comprehensive Refugee Response Framework
DEQAS	Decentralized Evaluation Quality Assurance System
EB	Executive Board
EC	Evaluation Committee
EM	Evaluation Manager
ERG	Evaluation Reference Group
ESDP	Education Sector Development Plan
EQAS	Evaluation Quality Assurance System
ETWG	Education Technical Working Group
FFE	Food for Education
GEEW	Gender Equality and the Empowerment of Women
GER	Gross Enrolment Ratio
GII	Gender Inequality Index
GoE	Government of Ethiopia
GTP	Growth and Transformation Plan
HDI	Human Development Index
HGSF	Home-Grown School Feeding
ICSP	Interim Country Strategic Plan
MoE	Ministry of Education
MGD	McGovern Dole
M&E	Monitoring & evaluation
OEV	Office of Evaluation
NER	Net Enrolment Ratio
PNSP	Productive Safety Net Programme
PTA	Parent teacher association
QS	Quality Support
RB	Regional Bureau
REB	Regional Bureau of Education
REO	Regional Evaluation Officer
RMPM	Monitoring Unit
SDGs	Sustainable Development Goals
SF	School Feeding
SO	Strategic Objective
SR	Strategic Result
THR	Take home rations
TOR	Terms of Reference
TSFP	Targeted Supplementary Feeding Program
UN	United Nations
UNCT	United Nations Country Team
UNDAF	United Nations Development Assistance Framework
UNDSS	United Nations Department of Safety and Security
UNICEF	United Nations Children's Fund
USDA	United States Department of Agriculture
WFP	World Food Program