



Terms of Reference

EVALUATION of

USDA McGovern Dole Grant

for WFP Home-Grown School Feeding Programme in

Rwanda from 2020 to 2025

WFP Rwanda Country Office

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1. Introduction

1. These Terms of Reference (TOR) are to guide an evaluation process comprising three distinct evaluation processes over a five year period. The evaluations are commissioned by the WFP Rwanda Country Office (RWCO) for the evaluations of the McGovern-Dole International Food for Education and Child Nutrition (McGovern-Dole programme) programme for fiscal year (FY) 2020. The TOR covers three deliverables: a baseline study (May-August 2021), a mid-term review (March-May 2023) and an endline evaluation (July-September 2025) for the McGovern-Dole programme. All deliverables will preferably be undertaken in a single assignment/contract. WFP reserves the right to choose a different firm based on the quality of the evaluation deliverables. The specific deliverables (timeframes mentioned are subject to change) are outlined in Table 1.
2. This TOR was prepared by the WFP RWCO based upon an initial document review and consultation with stakeholders. It outlines the evaluation requirements for the \$25 million McGovern-Dole programme grant supporting direct implementation of activities in 135 pre- and primary schools in Karongi, Rutsiro, Nyamagabe, Nyaruguru, Burera, Kayonza and Gasabo districts, reaching 117,095 students (49 percent girls, 51 percent boys) and 820 adults (including 280 teachers, 405 cooks and 135 storekeepers) who participate in the programme at school level. Household and community-level interventions will directly benefit 18,256 parents. Through local capacity strengthening, 135 School General Assembly Committees and 386 school administration members will directly benefit. The TOR aims to 1) provide key learning themes, programme scope, and other key information to guide the evaluation team on conducting the evaluations; and 2) to involve stakeholders early on, keeping them informed of progress, and providing opportunities for inputs to secure their support and commitment.
3. The evaluation process within WFP will be managed by an evaluation manager who will be the main focal point for day to day contact during the evaluation period. An external independent firm (evaluation team) will be contracted to carry out the actual evaluation and will appoint their own evaluation team leader and managers.
4. This activity evaluation will provide an evidence-based, independent assessment of the results of the programmes to enable WFP CO, government and sub-grantees to demonstrate results and learning to feed into future programmes in particular the transition of the McGovern-Dole Programme into the National School Feeding Programme, while also making it possible to quantify the impacts of the programme.

2. Reasons for the Evaluation



The reasons for the evaluation being commissioned are presented below.

2.1. Rationale

5. The WFP RWCO is commissioning a baseline study, a mid-term review and an endline evaluation for the FY 2020-2025 McGovern-Dole programme grant in support of WFP McGovern-Dole Programme activities in Rwanda, to be evaluated from the period 1 March 2021 to 30 September 2025¹, to critically and objectively assess performance of the programmes and associated interventions for the purposes of accountability and learning and to fulfil a requirement of the USDA.
6. This TOR serves as the primary reference guide for the overall evaluation strategy and approach for WFP and its partners to assess the relevance, effectiveness, efficiency, sustainability, and impact of this project. WFP and project stakeholders will utilize this plan to guide all efforts to review performance, assess the effect that the interventions had on the expected results and outcomes, adjust programming, learn from experience, account for actions, and improve the project's delivery of results. In accordance with both WFP and USDA's Evaluation Policies, the baseline study will inform project implementation and will provide important context necessary for the mid-term review and final evaluation to assess the project's relevance, effectiveness, efficiency, sustainability, and impact. The mid-term evaluation will (1) review the project's relevance, effectiveness and efficiency, impact¹ and sustainability, (2) collect performance indicator data for strategic objectives and higher-level results, (3) assess whether the project is on track to meet the results and targets, (4) review the results frameworks and theory of change, and (5) identify any necessary mid-course corrections and operational lessons. The final evaluation will build upon the baseline study and the mid-term evaluation to assess the project's success and impact regarding McGovern-Dole's two strategic objectives (Improved Literacy and Increased Use of Health and Dietary Practices).

2.2. Objectives

Evaluations in WFP serve the dual and mutually reinforcing objectives of accountability and learning. These activity evaluations are conducted for accountability purposes to USDA while carrying a learning purpose for WFP, partners – including government and other stakeholders to feed into future programme design. More weight will be given to the learning objective considering that the Evaluation findings will be used to build and transition the McGovern-Dole programme into the national school feeding programme. Considerations relating to gender equality and the empowerment of women will be mainstreamed across the two objectives.

- **Accountability** – The evaluation processes will assess and report on the performance and results of the McGovern-Dole programme during the funding period. For accountability, the evaluations assess whether targeted beneficiaries have received

¹ Activities on the ground will start later once baseline is approved by USDA – estimated to be May 2020.

services as expected, if the programmes are on track to meet their stated goals and objectives aligned with the results frameworks and assumptions.

- **Learning** - The evaluation processes will determine the reasons why certain results occurred or not to draw lessons, derive good practices and pointers for learning. They will provide evidence-based findings to inform operational and strategic decision-making. Findings will be actively disseminated, and lessons will be incorporated into relevant lesson sharing systems. For learning, the evaluation components will aim at critically and objectively reviewing and taking stock of participant's implementation experience and the implementation environment for the McGovern-Dole project.



2.3. Stakeholders and Users

7. A number of stakeholders both inside and outside of WFP have interests in the results of the evaluations and some of these will be asked to play a role in the evaluation processes. Table 2 (**Annex 9**) provides a preliminary stakeholder analysis, which should be deepened by the evaluation team as part of the Inception phase of the baseline.

Table 1: Preliminary Stakeholders' analysis

Stakeholders	Interest in the evaluations and likely use of evaluation reports for this stakeholder
WFP STAKEHOLDERS	
Country Office (CO) Rwanda	Responsible for the country level planning and operations implementation, WFP Rwanda has a direct stake in the evaluations 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 operation.
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 Officers supports CO/RB management to ensure quality, credible and useful decentralized evaluations.
Office of Evaluation (OEV)	OEV has a stake in ensuring that decentralized evaluations deliver quality, credible and useful evaluations respecting provisions for impartiality as well as roles and accountabilities of various decentralised evaluation stakeholders as identified in the evaluation policy.
WFP Executive Board (EB)	The WFP governing body has an interest in being informed about the effectiveness of WFP programmes. These evaluations will not be presented to the Board but their findings may feed into thematic and/or regional syntheses and corporate learning processes.
OTHER STAKEHOLDERS	

<p>Beneficiaries</p>	<p>As the ultimate recipients of food assistance, beneficiaries have a stake in WFP determining whether its assistance is appropriate and effective. Consequently, students, teachers, and School General Assembly Committees (SGAC)² are considered key stakeholders. The level of participation of women and men, boys and girls in the evaluations through interviews, surveys and focus-group discussions in the evaluations and their perspectives will be sought. Available data will be disaggregated by sex and age when relevant.</p>
<p>Government</p>	<p>As WFP is implementing the McGovern-Dole Programme to support the government in setting up a national school feeding programme, the Ministry of Education (MINEDUC), the Ministry of Agriculture and Animal Resources (MINAGRI), the National Childhood Development Agency (NCDA), the Rwanda Biomedical Center (RBC), the Rwanda Education Board (REB) and the Rwanda Cooperative Agency (RCA) as well as the seven implementing districts have a direct interest in knowing whether activities are aligned with its priorities, harmonised with the actions of other partners, and meet the expected results. Issues related to capacity development, handover and sustainability will be of interest.</p>
<p>Main donor USDA</p>	<p>USDA funds WFP’s McGovern-Dole Programme through a McGovern-Dole Grant (FFE-696-2015/007-00) and so has a strong interest in knowing whether their funds have been spent efficiently and if WFP’s work has been effective and contributed to their own strategies and programmes.</p>
<p>Other donors</p>	<p>Additionally, MasterCard and potentially also other government private donors fund some of the food commodities and cash used in the programme, and contributed to overall implementation of complementary activities.</p>
<p>UN Country Team</p>	<p>The UNDP 2018-23 contributes to the national goal of “developing Rwandans into a capable and skilled people with quality standards of living and a stable and secure society” through Outcome 3 which reads as follows: By 2023 people in Rwanda, particularly the most vulnerable, enjoy increased and equitable access to quality education, health, nutrition and WASH services. The UNCT therefore has a shared interest in the evaluation findings, particularly UNICEF, UNESCO, WHO, FAO, UNFPA and UNHCR whose work in this area is interconnected with that of WFP.</p>
<p>Other partners World Vision, Gardens for Health International</p>	<p>NGOs are WFP’s partners for the implementation of some activities while at the same time having their own interventions. The results of the evaluation might affect future implementation modalities, strategic orientations and partnerships. World Vision is a sub-grantee focusing on literacy and health. Gardens for Health International is a sub-grantee focusing on nutrition education and school gardens.</p>

² PTAs have officially been renamed School General Assembly Committees (SGAC).

8. Evaluation findings will also be used by the key Government of Rwanda (GoR) counterparts, including the Ministry of Education (MINEDUC), the Ministry of Agriculture and Animal Resources (MINAGRI), and the National Childhood Development Agency (NCDA) to build and transition the McGovern-Dole programme into the national school feeding programme.



9. 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 women's empowerment (GEEW) in the evaluation processes, with women, men, school girls and school boys from different groups participating in group discussion as part of field survey and being consulted in individual interviews.

3. Subject of the Evaluation

3.1. Context

10. Rwanda is a densely populated, low-income country with a total population of about 12 million people, ranked 157 of 189 countries in human development (2019 UNHDI). Since the 1994 genocide, the Government of Rwanda has consistently and rather successfully pursued development objectives. Rwanda made significant progress in implementing the MDGs and is well placed to continue within the SDG framework (UNDAP 2013-18). An annual GDP growth rate of 7.2 percent since 2010 has been accompanied by decreasing income inequality, although still among the highest in Africa (UN CCA 2017).
11. Rwanda's human capital generation, which has faltered since 2014, as education indicators, (especially "expected years of school" and "learning-adjusted years of school") contribute to the Rwanda being among the 25 percent of countries with the lowest Human Capital Index score (HCI 2018). The World Bank 2018 Human Capital Index reported that the future potential of Rwandan youth is 63 percent below what they could achieve with better health and education, indicated by high stunting levels and poor quality of education with low overall test scores and high repetition rates. These bottlenecks and inefficiencies in education have contributed to Rwanda not achieving its full potential in human capital generation. The 2018 Human Capital Index results led to high-level discussions on school feeding during the 2019 and 2020 National Leadership Retreats and, in 2020, the GoR united to endorse a National School Feeding (NSF) Policy, Strategy, and expanded budget, which will employ universal school feeding to support Rwanda's human capital creation. The GoR views school feeding as a contribution to Rwanda's education, health, social protection, and agricultural sectors.
12. In Rwanda, 55 percent of households on average are unable to afford a nutritious diet, and improvement of nutrition status is constrained by food insecurity and inadequate/poor household dietary practices. Undernutrition negatively impacts the education sector through student performance stymied by pervasive hunger, disease-related weakness, and limited learning capacity associated with deficient cognitive development. This translates into a greater probability of starting school at a later age, grade repetition, drop-out, and ultimately a lower level of education. Moreover, 41 percent of Rwandans are undernourished and 38.2 percent of the population continues to live below the poverty line and almost one fifth is food insecure (SDG 2.1.1) (CFSVA 2018). Levels of stunting among young children remain very high (33 percent in the 2020 DHS Report for Rwanda)

while almost half (49.2 percent) of Rwandan adults suffered from stunting as children, representing more than 3 million people of working age who were not able to achieve their potential due to undernutrition in childhood. Stunting is more common among children with mothers who are young, did not complete secondary education, or are stunted themselves and have an unbalanced dietary intake. 57.3 percent of Rwandans are classified as either food insecure, or at significant risk of becoming so (2019 Global Nutrition Report for Rwanda) while 8 percent of children under five are underweight (low weight for age) and 2 percent are acutely malnourished (low weight for height) (DHS 2020, CFSVA 2018). The country is ranked 157 of 189 on the UN 2019 Human Development Index (2019 Human Development Index Ranking) and classified in the 2019 Global Hunger Index as experiencing a serious level of food insecurity (2019 Global Hunger Index Country Report for Rwanda). Taken together, these factors are depressing Rwanda's human capital and development potential.

13. Micronutrient deficiencies are also a public health concern; 37 percent of children under five and 19 percent of women of reproductive age are anemic. Worm infections affect 65 percent of the population in Rwanda, and school-aged children are particularly affected. Main drivers for malnutrition are poor access to quality water, health services and sanitation (WASH) as well as poor care practices, even among those who can access a nutritional, balanced diet (UN CCA 2017).
14. At 98.5 percent, Rwanda's primary enrolment rate is nearly equal among girls and boys, but equitable access is an issue among vulnerable populations such as children with disabilities (2019 Education Statistics Rwanda). Although primary school promotion rates increased from 75.9 to 82.2 percent between 2016 and 2019, dropout rates increased from 5.7 percent to 7.8 percent in the same period (2019 Education Statistics Rwanda). The evidence linking dropout and the wealth status of a household for primary-school-aged children is very strong. There is a clear inverse correlation between household wealth and dropout rates. By the end of 2016, an estimated 12 percent of children aged 7 to 12 from households in the lowest wealth quintile had dropped out of school at least once during their education (Dropout and Repetition in Rwanda Report, UNICEF, 2017). Further, the student-to-teacher ratio is high at 57:1, resulting in limited delivery of quality education, evidenced by low competencies in literacy and numeracy among primary-school-going children. National literacy assessments in Rwanda have revealed generally poor reading skills among primary school students. An Early Grade Reading Assessment (EGRA) In 2014, a reading assessment conducted by the USAID-funded Literacy, Language, and Learning project found that 60 percent of P1 students, 33 percent of P2 students, and 21 percent of P3 students were unable to read a single word of grade level text. By 2017, research showed that 54.9 percent of primary grade 3 students and 56.4 percent of primary grade 6 students met standards (MINEDUC Annual Statsbook, 2019).
15. The average primary school has one toilet for every 52 students. The national target is 40:1 for boys and 30:1 for girls. MINEDUC estimates that menstrual management alone accounts for an average of 50 days/girl/year in absences. While some steps have been taken to improve the situation, menstrual management continues to negatively affect girls, especially girls in the poorest districts (UN CCA 2017). In addition, only 54.1 percent of schools in Rwanda have access to piped tap water.

16. The COVID-19 pandemic has had serious impacts on education all schools in Rwanda were closed following the discovery of the first case of COVID-19 in March 2020. In early 2020, the Global Partnership for Education (GPE) awarded the Government of Rwanda \$10 million to support school reopening in Rwanda after COVID-19. Half of this grant was allocated to provide a three-month top up to 25 percent of the 3.3 million students supported by the National School Feeding Programme, to temporarily relieve parents in 11 districts from paying the expected school feeding contribution. Further to the school feeding funding, about \$1 million was allocated to the construction of 1,348 permanent handwashing stations in schools. This construction utilises the permanent handwashing station design developed jointly by World Vision, WFP, MINEDUC and UNICEF. Upper primary (grades 4-6) and secondary students returned to school in November 2020 after nearly 8 months out of school, and lower primary grades (grades 1-3) returned to school in January 2021. To enable continued support for children's food and nutrition security amidst the crisis period, WFP adapted the Home-Grown School Feeding program and provided take home rations to all students in June 2020 and to lower primary students in November 2020, after schools had reopened for older students.
17. Rwanda has made commendable progress in ensuring gender equality through the development of policy and legal instruments (National Gender policy in 2004, 2010 & 2020), however glaring challenges still exist between males and females. While Rwanda has the highest percentage of women in parliament in the world (62 percent) and female representation is high also in other positions of power (55 percent of the cabinet, 57 percent of Supreme Court Justices), gender balance in local government leadership remains a challenge. There is a critical gap in the quality of overall participation and specifically women's participation in these platforms. Moreover, 18 percent of women of reproductive age do not have any education. MINEDUC also estimates that menstrual management accounts for an average of 50 days/girl/year in absences (UN CCA 2017).
18. The Government of Rwanda's mid- to long-term outlook is guided by the national development plan *Vision 2050*, which envisions Rwanda transforming from an agrarian to a knowledge-based economy, attaining upper middle-income country status by 2035 and high-income status by 2050. To help achieve this, the country's key poverty reduction strategy, the National Strategy for Transformation (NST), focuses on three pillars, of which the social transformation pillar has a priority area to ensure quality of education for all, aiming at building a knowledge-based economy (UN CCA 2017).
19. As the lead of the education sector, MINEDUC heads policy formulation, planning, coordination, regulation, monitoring and evaluation of the entire education sector (UN CCA 2017). The ministry works closely with the semi-autonomous Rwanda Education Board (REB) which provides national oversight for coordinating and implementing education activities at pre-primary, primary and secondary level and recently established a School Feeding unit.
20. Under the Local Government Act (2013) District Administrations have responsibility for the delivery of education services. The extent to which MINEDUC and REB have influence at the district level is determined by the level of interest and priority afforded to education by the District Executives. District Development Plans (DDPs) determine district priorities and where resources are allocated. District Education Officers (DEOs) are employed by the Ministry of Local Government (MINALOC) and managed by their District Administrations.

DEOs are actively involved in the planning, delivery and monitoring of education in their districts. Below the DEOs are sector education officers (SEOs) responsible for overseeing delivery of education services and running of schools.



21. Guided by the Education Sector Strategic Plan III (ESSP), now in its third³ cycle, Rwanda has invested significant resources and made considerable progress over the past 25 years, towards improving the quality and coverage of all levels of education, as well as towards implementing policies that aim to achieve universal and equitable access to basic education for all Rwandan children. In 2012 the GoR committed to a full twelve-year cycle of free and compulsory basic education. Today, Rwanda is close to achieving its goal of universal primary education. Gender parity in enrolment is nearly achieved and stable across pre-primary and primary levels. Although a Systems Approach for Better Education Results (SABER) assessment was partially conducted by the World Bank to evaluate the quality of Rwanda's education policies, the government capacity to implement the planned policies and plan have not been formally assessed.
22. The Soma Umenye Project (2016-2021), implemented by Chemonics, is a national early grade reading intervention with the aim to improve Kinyarwanda reading skills for primary grades 1-3 (1 million children) in public and GoR-aided schools. Activities focus on classroom instruction techniques, teacher manuals, and pre-service teacher training programmes. USAID's Mureke Dusome Project (2015-2020), implemented by Save the Children, is a nationwide early grade literacy project which aims to foster partnerships between schools and the broader community in a bid to improve Kinyarwanda literacy among primary students through community mobilization, and reading clubs. These USAID investments in child literacy are reinforced by the UK Department for International Development-funded Building Learning Foundations project, implemented by Voluntary Service Overseas, which seeks to improve learning outcomes by enhancing quality of English and Math teaching in primary grades 1-3 in all public and GoR-aided primary schools through teacher development, leadership and systems strengthening. These interventions respond to Soma Umenye 2017 EGRA findings showing that without stronger foundations in literacy and numeracy, and expanded access to age-appropriate reading materials, learners are unlikely to see improved education outcomes.
23. In support of school health, a number of complementary WASH programmes are implemented in select schools with an aim to improve WASH infrastructure and build capacity and knowledge at the school level.⁴
24. UNICEF has supported modelling and scaling-up Child-Friendly School standards, which were adopted as the national quality guidelines for school infrastructure and software inputs. The Learning Achievement in Rwandan Schools (LARS) Assessment was supported by UNICEF to improve the quality of education and measure learning outcomes in literacy and numeracy. This has resulted in improved capacity of REB to manage sample-based evaluations, however assessments have been infrequent. Further, the World Bank's Quality of Basic Education for Human Capital Development project will support the technical review of tools, frameworks and methodologies along with piloting a new system to inform

³ The current ESSP III runs from 2018/2019-2023/2024

⁴ These programmes have since finished and WFP requests that the evaluation firm conducts a mapping of new/current WASH programmes in schools.

policy development and instructional practices. The joint UN Development Assistance Programme (UNDAP) 2018-2023 is focusing on increased and equitable access to quality education, health, nutrition and WASH services.



25. The FY20 McGovern-Dole project will provide a daily school meal and continue to implement activities in the 107 primary schools in Karongi, Rutsiro, Nyamagabe, Nyaruguru (Group 1 schools) which were supported in the FY15 McGovern-Dole project, plus an additional 28 primary schools in Burera, Kayonza and Gasabo districts (Group 2 schools), for a total of 135 schools, reaching 117,095 pre- and primary students (49 percent girls / 51 percent boys) (see map in **Annex 1**). In the FY20 phase, the programme will expand to pre-primary students and include the provision of a hot meal to all students made up of in-kind, locally and regionally procured and fresh foods purchased through cash transfers to schools.⁵ This contrasts from the FY15 phase in which two food baskets were provided to only primary students. Further, the FY20 phase will aim to model best practices and inform the further development of the National School Feeding Programme.
26. The Southern Province, including Nyaruguru and Nyamagabe districts, has among the highest numbers of households led by women (28,7 percent) and people with disabilities (4,4 percent) compared to national levels (26,7 and 4,2 percent respectively), compounding vulnerability (EICV5, 2017; CFSVA 2018). The 135 programme schools were selected based on a number of key poverty, food security, and education indicators. MINEDUC also requested that the project scope include model schools located in all five Rwandan provinces. Sector selection was done in consultation with district officials and MINEDUC, considerate of poverty rates and percentage of population in ubudehe categories 1 and 2, also proximity and complementarity with other current WFP/GoR programmes, community support, and likelihood of success (WFP Rwanda 2020 McGovern-Dole proposal).
27. WFP, together with its implementing government partners MINEDUC, MINAGRI, NCDA, the Rwanda Biomedical Center (RBC) and district governments, as well as key implementing NGO partners World Vision and Gardens for Health International, is carrying out activities to achieve MGD SO1 by: promoting teacher attendance and recognition; distributing school supplies and materials; improving literacy instruction materials; increasing the skills and knowledge of teachers and administrators; providing school meals; developing partnerships with farmer groups to supply food to schools; establishing and maintaining school gardens; increasing use of health and dietary practices; raising awareness on the importance of education; and reducing health-related absenteeism at schools. WFP and partners carry out activities to achieve MGD SO2 by: raising awareness on good hygiene practices; enhancing food preparation and cooking practices; building and rehabilitating latrines and water collection systems; distributing deworming medication; and building/rehabilitating kitchens, cooking areas and storerooms, and providing fuel-efficient stoves.
28. WFP and partners will continue to implement the McGovern-Dole Programme to inform and further support the development and scale up of the national school feeding programme, highlighted as a national priority in the 2019 Comprehensive National School Feeding Policy. The project will aim to build capacity and complete a full transition of

⁵ Cash transfers to schools will be funded by complementary funding sources outside of McGovern-Dole support.

activities by 2025. As the programme has evolved, WFP's plans to handover the programme have shifted into building the capacity of schools further, to serve as model school feeding schools to eventually transition into the national school feeding programme during the 2021-2025 project phase. Since its establishment in 2017, MINEDUC and WFP co-chair the McGovern-Dole programme National Steering Committee which is bringing together key stakeholders to coordinate the programme and ensure sustainability. In 2020, MINEDUC also established the National School Feeding Steering Committee, to oversee all school feeding operations in the country. The McGovern-Dole programme Steering Committee will now transition into the National School Feeding Steering Committee which WFP will co-chair with MINEDUC.

29. The FY15 programme midline evaluation conducted in 2018 highlighted that USDA support for school feeding in the most food insecure areas will be necessary for at least five more years before the government has the funding and capacity to support it. The Evaluation Team also found a need for WFP to undertake greater capacity development of government partners as part of a longer-term strategy for program transition and sustainability. In addition, WFP HQ conducted a strategic evaluation on "School Feeding Contribution to the Sustainable Development Goals" in 2020 in which Rwanda was selected as a case study. Findings will be available in time to inform the inception report along with the findings from the FY15 programme endline evaluation.

Table 2: Previous McGovern-Dole Grant Evaluations timeline

Previous MGD grant	Evaluations	Dates
McGovern Dole Home Grown School Feeding Programme Phase I	Baseline	March-June 2016
	Midline	August-October 2018
	Endline	Ongoing (Jan-April 2021)

3.2. Subject of the evaluations

30. The scope of the baseline, midline and final evaluations is the WFP Rwanda-led McGovern Dole project (FY2021) implemented jointly with MINEDUC, WVI, GHI and seven districts to achieve the following objectives (see **annexes 9 & 10** – McGovern & LRP Results Frameworks) :

- To improve literacy skills of pre- and primary students through community and parent engagement, targeted teacher training and coaching, the provision of learning materials, and student reading competitions [World Vision];
- To increase enrollment, reduce dropout, alleviate short term hunger, and improve student learning, concentration and access to nutritious food by providing on-site, hot school meals daily [WFP];

- To improve health and dietary practices of students through Social Behavior Change Communication, hygiene education activities and improved water systems and latrine/handwashing facilities [GHI ; RBC ; World Vision];
 - To strengthen capacity of government to implement the national school feeding program through systems building, policy and strategy development, and targeted support to government at the central and decentralized levels [WFP];
 - To enhance capacities of farmers in producing sufficient nutritious food for the national school feeding program, while also improving household food security and nutrition through targeted capacity building, enhanced financial inclusion and connecting farmers to schools to supply for school feeding [WFP];
 - To increase engagement and capacity of communities to delivery and manage the national school feeding program through targeted capacity building and infrastructure development [WFP].
31. WFP has plans to reach 117,095 pre- and primary students in grades 1-6, students (49percent girls, 51 percent boys) and 820 adults (including 280 teachers, 405 cooks and 135 storekeepers) who participate in the programme at school level. Household and community-level interventions will directly benefit 18,256 parents. Through local capacity strengthening, 135 School General Assembly Committees and 386 school administration members will directly benefit. Over life of project, 9,582 social assistance beneficiaries will benefit from programme activities including 410,166 indirect beneficiaries.
32. The McGovern-Dole Programme aims to achieve the McGovern Dole strategic goals of improved literacy of school-age children (MGD SO1) and increased use of health and dietary practices (MGD SO2) in the targeted areas through a set of interconnected activities, with a view to supporting the government in further developing and scaling up the national school feeding programme, including building capacity at national, district and school levels to oversee and manage the national school feeding programme (see results framework in **annex 8**). It is important to note that following the approval of the Comprehensive National School Feeding Policy in 2019, and the resulting increased budget allocation to scale up the government's school feeding programme to all pre-, primary and secondary students in the 2020/21 academic year, the previous focus on a handover of the programme to government has now shifted to an aim to transition the McGovern-Dole Programme into the National School Feeding Programme.
33. To ensure the further development and scale up of the national school feeding programme, WFP and partners carry out activities to achieve MGD foundational results by: increasing the capacity of government institutions (1.4.1/2.7.1), improving the policy and regulatory framework (1.4.2/2.7.2), and increasing government support (1.4.3/2.7.3). To increase engagement of local organizations and community groups (1.4.4/2.7.4), WFP and partners train School General Assembly Committees, raise awareness on the importance of education, develop partnerships with farmer groups and local cooperatives to supply food to schools, engage parents and communities through the establishment and maintenance of school gardens, and strengthen school health clubs through training and awareness on good health and hygiene practices.

34. During Mc-Govern Dole FY20 programme, WFP will conduct several studies contributing towards the global school feeding evidence base and USDA's learning agenda. In December 2020, WFP partnered with the University of Global Health Equity (UGHE) based in Rwanda to research the impact of availing girls' sanitary rooms in schools on female school as well as the knowledge, attitude & practice (KAP) about worm infections among caregivers in the four districts in Rwanda where home grown school feeding is implemented through a masters' practicum programme. In addition, a strategic review of the school feeding models in Rwanda was launched in February 2021 by WFP jointly with the World Bank and MINEDUC. Findings for all above mentioned studies are expected to be available by July 2021.
35. In addition to the \$25 million five-year project budget, WFP estimates that an additional \$7.5 million will be mobilized outside of McGovern-Dole resources. These resources will enable the full implementation of the programme, including local and regional purchase of select commodities to top up the LRP funding provided by USDA, the construction of key WASH infrastructure, and to the provision of cash transfers to schools for the purchase of fresh foods.
36. Per USDA's Monitoring and Evaluation Policy, the baseline will be completed within the first six months and prior to the start of activity implementation, with a final report submitted to USDA. It will draw on the findings and learning from the midline evaluation⁶ of the previous McGovern-Dole project. The \$25 million FY20 project builds on significant achievements of the FY15 programme and will, in the early stages of the new programme, transition the four current districts representing 107 schools from McGovern-Dole to National School Feeding Programme support, with three final districts representing 28 new schools added to McGovern-Dole support in FY20 in order to install best practices through model schools in vulnerable regions ahead of handover (see map in **Annex 1**). This analysis will inform project implementation and will provide important context necessary for the mid-term and final evaluation to assess the project's relevance, effectiveness, efficiency, sustainability, and impact. The baseline study will therefore be designed to include data collection for indicators that are suitable for both monitoring and evaluation. The baseline study will also include draft evaluation questions, so that the indicators and data collection will support the future evaluations, as well as the specific USDA Learning Agenda research questions. The baseline study will also include a gender analysis to assess whether the programme design and activities are gender responsive. The baseline study will also confirm if evaluation questions and indicators are relevant to the project and country-specific school feeding issues in Rwanda, with gender dynamics considered. It is worth noting that although the project supports WFP's Gender Policy, the original design does not include a specific approach to address gender equality and women's empowerment; the inclusion of a GEEW approach in the program has been discussed but has not yet been implemented and the baseline will help to identify a way forward.
37. The objective of the mid-term evaluation is to provide an evidence-based, independent assessment of performance of the school feeding project so that WFP and its project partners can adjust course as necessary for the remainder of the project term. The

⁶ The McGovern-Dole FY15 programme was granted a no-cost extension from October 2020-June 2021; the Final Evaluation will now be conducted from January-June 2021 which is why it can not be used as a reference in the FY20 baseline evaluation.

evaluation will rely on the Baseline Study for baseline data and critical context necessary to evaluate the project at interim. WFP envisions that the mid-term evaluation will be conducted approximately halfway through project implementation. The mid-term evaluation's inception report will set out the detailed evaluation questions the evaluation will address, and also specify how the Learning Agenda research questions will be addressed.



38. The objective of the final evaluation is to provide an evidence-based, independent assessment of performance of the school feeding project to evaluate the project's success, ensure accountability, and generate lessons learned. The final evaluation will build upon the baseline study and the mid-term evaluation to assess the project's success and impact regarding McGovern-Dole's two strategic objectives (Improved Literacy and Increased Use of Health and Dietary Practices). Although the evaluation will measure the trends in literacy achievement from students in 28 programme schools and non-programme schools in the 3 new districts of Burera, Kayonza and Gasabo (as per MGD SO1), as per the Baseline Study, it will not try to establish a causal link between literacy results and WFP (attribution).⁷ Furthermore, the evaluation may also focus on evaluation questions that are relevant to overall school feeding strategy and country-specific school feeding issues in Rwanda. It may also compare the performance of school feeding with other relevant food security and safety net interventions in the country.
39. At this stage, it is expected that in addition to standard indicators the evaluations will also focus on the additional custom nutrition-sensitive indicators (refer to **Annex 6** on Performance Indicators). The evaluations will also measure the literacy achievement for students (as per MGD SO1), but will not try to establish a causal link between literacy results and WFP (attribution).⁸ Finally, the midline and endline evaluations will be guided by the WFP Evaluation Policy 2016-2021 and the USDA Monitoring and Evaluation Policy 2019.

4. Evaluation Approach

4.1. Scope

40. The planned activity evaluations for 2020-2025 will cover the WFP Rwanda McGovern-Dole USDA McGovern-Dole International Food for Education and Child Nutrition Programme FFE-696-2020-013-00 (McGovern-Dole funded programme),
41. The evaluations for this programme will include all activities and processes related to its formulation, implementation, resourcing, monitoring, evaluation, and reporting relevant to answer the evaluation questions for McGovern-Dole.
42. These evaluations, commissioned by the WFP RWCO, will cover five school feeding years⁹ of implementation of the McGovern-Dole funded programme for FY 2020-2025. The timing for evaluation exercises will be synchronized as mentioned earlier; however, the evaluation exercises will be designed to assess the impact of the programme's respective

⁷ As per WFP's School Feeding Policy WFP/EB.2/2013/4-C

⁸ As per WFP's School Feeding Policy WFP/EB.2/2013/4-C

⁹ The timeline for evaluation period will be adapted based on the end of implementation of McGovern Dole programme FY15 project and start of activities of McGovern Dole programme FY20 (currently expected to be around April 2021).

strategic objectives SO1: Improved Literacy of School-Aged Children, and SO2: Increased Use of Health and Dietary Practices.



Table 3: Evaluation exercise for McGovern-Dole

Evaluation exercises for USDA-McGovern-Dole project	Date
Baseline study	May-August 2021
Mid-term review	March 2023-May 2023
Endline evaluation	July 2025-September 2025

43. The evaluations (baseline, midline and endline) for the McGovern-Dole programme will be carried out through a representative sample of HGSF schools in all districts of intervention: Karongi, Rutsiro, Nyamagabe, Nyaruguru, Burera, Kayonza and Gasabo, and a representative sample of schools with no WFP home grown school meals programme in comparison provinces. The evaluation of the McGovern-Dole programme activities will be carried out using the same representative sample of HGSF schools for baseline, midline and endline and will include target beneficiaries on men, women, boys and girls to ensure that gender equality and empowerment of women related data will be collected (see table 4 – key respondents for primary data collection by programme). The schools will be selected by the Evaluation Team in close collaboration with WFP considering overlap and unique characteristics and indicators.

44. The **baseline evaluation** programme will serve the following objectives:

- 1) Confirm indicator selection and targets and establish baseline values for all performance indicators included in the proposal, including for comparison schools. The baseline study will also be used to revisit project targets in light of baseline findings where relevant and review the results frameworks or theory of change;
- 2) Be used for ongoing project monitoring activities to regularly measure activity outputs and performance indicators for lower-level results,
- 3) Measure performance indicators for McGovern-Dole strategic as well as the highest-level results that feed into the strategic objectives as part of the mid-term and final evaluations, and
- 4) Provide a situational analysis before the project begins and confirm the full evaluation design as prepared during the inception period. This analysis will inform project implementation and will provide important context necessary for the mid-term and final evaluations to assess the project’s relevance, effectiveness, efficiency, sustainability, and impact.
- 5) Conduct a gender analysis to assess whether the programme design and activities are gender responsive.

45. The **mid-term evaluation** will assess the programme implementation and provide an evidence-based, independent assessment of performance as early signals toward progresses of the programme intervention so that WFP and its project partners can adjust

course as necessary for the remainder of the project term. The mid-term exercise will build upon the baseline and will give more focus on programme learning than accountability. Specifically, it will:

- 1) review the programme relevance, effectiveness and efficiency, and sustainability,
- 2) collect performance indicator data for strategic objectives,
- 3) assess whether the project is on track to meeting the results and targets,
- 4) review the results frameworks or theory of change, and
- 5) identify any necessary mid-course corrections and learning.

46. The **final evaluation** will provide an evidence-based, independent assessment of performance of the programme to evaluate the project's success, ensure accountability, and generate lessons learned. The final evaluation will build upon baseline study and the mid-term evaluation to assess the project's success and impact against USDA's strategic objectives and with reference to results measured in comparison schools. Furthermore, the evaluation may also focus on evaluation questions that are relevant to overall school feeding strategy, country-specific school feeding issues in Rwanda, and sustainability of school feeding in Rwanda. It may also compare the performance of school feeding in Rwanda with other relevant food security and safety net interventions in other countries and as a counterfactual in areas where no similar programmes are implemented.

Specifically, the final evaluations will:

- 1) review the programme relevance, effectiveness and efficiency, impact, and sustainability,
- 2) collect performance indicator data for strategic objectives and higher-level results,
- 3) assess whether or not the project has succeeded in achieving McGovern-Dole strategic objectives,
- 4) investigate the project's overall impact, and
- 5) identify the benefits of the programmes likely to continue beyond WFP's intervention for the targeted beneficiaries and improvements should be made to the programme in the future.

47. The evaluations will be conducted for both accountability and learning purposes. They will assess the progress of the indicators in the project agreement and Performance Monitoring Plan, and the recommendation of the baseline study and the mid-term evaluation during the final evaluation. The final evaluation will also contribute to the systematic review and analysis of the lessons learnt to contribute to the learning and decision-making with the view to improve use of funds and other resources to enhance performance and results.

4.2. The Evaluation Criteria and Questions

48. **Evaluation Criteria** The evaluations will apply the international evaluation criteria of Relevance, Effectiveness, Efficiency, Impact, and Sustainability¹⁰. The selected criteria are well aligned with criteria agreed for the McGovern-Dole programme and set in the approved evaluation plan. These criteria were chosen as they will provide pertinent and specific evidence to inform decision-making, strategic actions, and advocacy purposes. The Evaluation Team should prioritise the criteria during the Inception phase. Gender Equality, and the Empowerment of Women (GEEW) considerations should be mainstreamed throughout. The evaluation should also analyse GEEW particularly at the organisational level, with a particular attention to partners' staffing, policies, procedure, etc.

49. **Evaluation Questions** Aligned with the evaluation criteria, the evaluation will address the key evaluation questions outlined in the approved Evaluation Plan for McGovern-Dole programme. These are only the key indicative questions designed in order to provide the background to the evaluation team. The evaluation team is therefore required to further elaborate the questions and sub-questions under each evaluation criteria during the Inception phase of each evaluation exercise. Collectively, the questions aim at highlighting the existing circumstances, performance of both programmes during the period and key lessons learnt, which could inform future strategic and operational decisions.

Table 4 : Criteria and Evaluation for McGovern Dole

¹⁰ For more detail see: <http://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm> and <http://www.alnap.org/what-we-do/evaluation/eha>



Focus Area	Key Questions – Mid-term evaluation	Key Questions – Final Evaluation
Relevance	<ol style="list-style-type: none"> 1. To what extent is the McGovern-Dole programme appropriate to the needs of the target beneficiaries on men, women, boys and girls? To what extent has the design of capacity strengthening activities aligned with and/or enhanced government capacity building gaps within the national school feeding programme? 2. To what extent is the McGovern-Dole programme aligned with overall USDA objectives as well as strategies, policies and normative guidance; and Government’s relevant stated national policies, including sector policies and strategies? 3. To what extent is the McGovern-Dole programme aligned with frameworks of UN agencies and relevant development partners? To what extent is it aligned with WFP’s overall strategy and related guidance? 4. To what extent are the changes made to activities (design and implementation) due to external shocks and other factors (e.g. Covid-19) relevant for beneficiaries? 	<ol style="list-style-type: none"> 1. To what extent is the McGovern-Dole programme appropriate to the needs of the target beneficiaries on men, women, boys and girls? To what extent has the design of capacity strengthening activities aligned with and/or enhanced government capacity building gaps within the national school feeding programme? 2. To what extent is the McGovern-Dole programme aligned with overall USDA objectives as well as strategies, policies and normative guidance; and Government’s relevant stated national policies, including sector policies and strategies? 3. To what extent is the McGovern-Dole programme aligned with frameworks of UN agencies and relevant development partners? To what extent is it aligned with WFP’s overall strategy and related guidance? 4. To what extent were the changes made to activities (design and implementation) due to external shocks and other factors (e.g. Covid-19_ relevant for beneficiaries?
Effectiveness	<ol style="list-style-type: none"> 1. To what extent at the mid-term point progress has been made towards reaching the overall objectives of the McGovern-Dole programme (outlined in attachment A of the Agreement) for various beneficiary groups (for men, women, boys and girls) and by type of activity? 2. What were the major factors influencing the achievement or non-achievement of the objectives and outcomes of the McGovern-Dole programme by the time of the mid-term evaluation? What, if any, unexpected outcomes resulted from 	<ol style="list-style-type: none"> 1. To what extent were the objectives and results of the McGovern-Dole programme achieved for various beneficiary groups (by gender where applicable) and by type of activity? 2. To what extent have the intended results and overarching programme objectives been achieved? What were the particular features of the McGovern-Dole programme and context that made a difference for men, women, boys and girls? What was the influence of other factors? What unexpected outcomes resulted from programme implementation?

<p>I V</p>	<p>programme implementation?</p> <p>3. To what extent has the M&E system been adequately designed to respond to the needs and requirements of the project? Has the M&E system been sufficiently able to capture changes in the lives of the beneficiaries?</p> <p>4. To what extent have the information supplied by the monitoring and Beneficiary/Stakeholder Complaint and Feedback mechanisms been utilized for the McGovern-Dole programme corrective measures as well as for WFP's learning agenda? What specific lessons have been identified through these mechanisms?</p> <p>5. To what extent did external shocks and other factors (e.g. COVID-19) affect project implementation and performance?</p>	<p>3. To what extent have the findings of the baseline evaluation been implemented to contribute to the achievement of the expected outcomes?</p> <p>4. To what extent has the M&E system been adequately designed to respond to the needs and requirements of the project? Has the M&E system been sufficiently able to capture changes in the lives of the beneficiaries?</p> <p>5. To what extent have the monitoring and Beneficiary/Stakeholder Complaint and Feedback mechanisms been utilized for McGovern-Dole programme corrective measures as well as for WFP's learning agenda? What specific lessons have been identified through these mechanisms?</p> <p>6. To what extent did external shocks and other factors including factors related to COVID-19 affect project implementation and performance and how were these mitigated?</p>
<p>Efficiency</p>	<p>1. Were the activities implemented in line with the McGovern-Dole programme implementation plan and in a timely manner (programme delivery, logistics and M&E arrangements)? What factors impacted the delivery process (cost factors, WFP and partners performance, external factors)?</p> <p>2. Were the activities undertaken as part of McGovern-Dole programme cost-efficient?</p> <p>3. What factors impacted the efficiency and cost efficiency of the programme implementation? What measures can support enhancement of the McGovern-Dole programme efficiency for the remaining implementation period?</p>	<p>1. To what extent are the transfer cost, cost per beneficiary, logistics, programme deliveries and M&E arrangement aligned with project design? What factors impacted the delivery process and the programme's achievements (cost factors, WFP and partners performance, external factors)?</p> <p>2. Were the activities undertaken as part of McGovern-Dole programme cost-efficient?</p> <p>3. What factors impacted the cost efficiency of the project implementation?</p>
<p>Impact</p>	<p>1. What are the medium-term effects on beneficiaries' lives, men, women, boy and girl - through comparison of targeted and non-targeted schools against the programme objectives?</p> <p>2. What are the gender-specific medium-term impacts? Did the intervention influence the gender equality and empowerment of women (GEEW) context? If yes, how?</p>	<p>1. What intended and unintended impact has the McGovern-Dole programme made on men, women, boy and girl beneficiaries (through comparison of targeted and non-targeted schools against the programme objectives) and stakeholders (including Government, authorities, communities)?</p> <p>2. What were the internal factors contributing to the achievement or</p>

<p>I V I</p>	<p>3. What are the internal factors contributing to the achievement or non-achievement of the expected outcomes (factors within WFP's control): the processes, systems and tools in place to support the operation design, implementation, monitoring and evaluation and reporting; the governance structure and institutional arrangements (including issues related to staffing, capacity and technical backstopping from RB/HQ); and internal partnership and coordination approaches and arrangements; etc.? 4. What are the medium-term effects on smallholder farmers' lives through the support received under the McGovern-Dole Programme?</p>	<p>non-achievement of the expected outcomes (factors within WFP's control): the processes, systems and tools in place to support the operation design, implementation, monitoring and evaluation and reporting; the governance structure and institutional arrangements (including issues related to staffing, capacity and technical backstopping from RB/HQ); and internal partnership and coordination approaches and arrangements; etc.? 3. What were the external factors leading to the impact (factors outside WFP's control): the external operating environment; the funding climate; external incentives and pressures; etc? 4. What are the overall effects on smallholder farmers' lives through the support received under the McGovern-Dole Programme?</p>
<p>Sustainability</p>	<p>1. To what extent were the McGovern-Dole programme implementation arrangements include considerations for sustainability (handover to the government) at national and local levels, communities and other partners for all project components (school feeding, literacy, food safety, WASH and hygiene, nutrition education, agricultural market support, etc) agreed with and endorsed by the Government and national stakeholders? To what extent progress has been made against the overall transition process against the project plan and handover plan/strategy agreed with and endorsed by the Government? 2. To what extent progress has been made towards institutionalization of the measures planned as part of the technical assistance to the Government that is expected to support the sustainability of the intervention (including policy work, to systems, institutional capacity etc)? What progress has been made since the project design stage (through strategic engagement, advocacy and other efforts with Government and relevant stakeholders) in supporting the transition of school feeding implementation from the McGovern-Dole programme beyond WFP's intervention to the national school feeding</p>	<p>1. To what extent was the McGovern-Dole programme implementation in line with the transition plan/strategy agreed with and endorsed by the Government (including handover to the government at national and local levels, communities and other partners for all project components (school feeding, literacy, food safety, WASH and hygiene, agricultural market support, etc)? Have adjustments to the transition plan/strategy identified during mid-term evaluation and throughout the programme been factored in the McGovern-Dole programme implementation and impacted success of the handover process? Has the overall transition process been conducted as per the McGovern-Dole programme plan and transition plan/strategy agreed with and endorsed by the Government? 2. To what extent has the package of technical assistance activities and measures undertaken during the project duration been institutionalized into the Government's policies, strategies and systems and is likely to support the sustainability of the intervention (including policy work, support to systems, institutional capacity etc)? What progress has been made since the project design stage (through strategic engagement, advocacy and other efforts with Government and relevant stakeholders) in</p>

<p>I \ </p>	<p>programme, to the extent it can be evaluated by the mid-term evaluation (national budget for the national school feeding programme and other funding sources)?</p> <p>4. What is the demonstrated capacity at central and sub-national levels to manage school feeding programmes in Rwanda (WFP and government programmes)?</p> <p>5. To what extent are local communities (SGACs, School Feeding Committees, Procurement Committees, farmers' groups, etc.) involved in and contributing toward school feeding and education activities?</p> <p>6. Based on available evidence, to what extent are the benefits of the programme likely to continue beyond WFP's intervention for the targeted beneficiaries (men, women, boys and girls)?</p>	<p>supporting the transition of school feeding implementation from the McGovern-Dole programme beyond WFP's intervention national school feeding programme, to the (national budget for the national school feeding programme and other funding sources)?</p> <p>4. How effective has the transition process been? (criteria for effective transition to be defined by the project team at the start of the programme)</p> <p>5. What is the demonstrated capacity at central and sub-national levels to manage school feeding programme in Rwanda (WFP and government programmes)?</p> <p>6. To what extent are local communities (SGACs, School Feeding Committees, Procurement Committees, farmers' groups, etc.) able to manage and coordinate school feeding and education activities (WFP and government school-feeding related activities)?</p> <p>7. Based on available evidence to what extent are the benefits of the programme likely to continue beyond WFP's intervention for the targeted beneficiaries (men, women, boys and girls)?</p>
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4.3. Data Availability

50. Evaluability is the extent to which an activity or a programme can be evaluated in a reliable and credible fashion. RWCO shall identify the main sources of information and data available to the evaluation team, list any gaps in the data and proposed ways for the evaluation team to deal with them. RWCO shall also describe data availability and quality of gender-disaggregated data, including existence of (or gaps in) data related to gender-specific outcomes.
51. The evaluation team shall critically assess data availability and take evaluability limitations into consideration in its choice of evaluation methods. In doing so, the team will also critically review the evaluability of the gender aspects of the programme, identify related challenges and mitigation measures and determine whether additional indicators are required to include gender empowerment and gender equality dimensions.
52. The evaluation will take a programme theory approach based on the results framework (see **Annex 10** and **Annex 11**). It will draw on the existing body of documented data (see **Annex 6**) as far as possible and complement and triangulate this with information to be collected in the field.

53. Concerning the quality of data and information, the Evaluation Team should assess data reliability as part of the inception phase expanding on the information provided in section 4.3 to inform the data collection. In addition, the Evaluation team should systematically check accuracy, consistency and validity of collected data and information and acknowledge any limitations/caveats in drawing conclusions using the data.





4.4 Methodology

54. The methodology for the evaluation will be designed in accordance with the WFP Decentralized Evaluation Quality Assurance System (DEQAS) as well as USDA's Monitoring and Evaluation Policy. The Evaluation Team expression of interest will include the proposed methodological approach. Based on the requirements described in the TOR, further analysis done at inception phase and consultations with key stakeholders, the Evaluation Team will formulate and refine the evaluation design, sampling strategy, and methodological approach for each stage of evaluation process. An Inception Report¹¹ will be produced by the Evaluation Team and include the finalized detailed methodology guided by the following principles:

- 1) Employ the evaluation criteria of relevance, effectiveness, efficiency, impact and sustainability.
- 2) Demonstrate impartiality and lack of biases by relying on a cross-section of information sources (stakeholder groups, including beneficiaries, etc.) to ensure inclusion and to make different voices and perspectives heard. The selection of field visit sites will also need to demonstrate impartiality.
- 3) Use mixed methods (quantitative and qualitative) to ensure information from difference methods and sources is triangulated to enhance the validity, reliability and credibility of the findings. Qualitative approach will include focus group discussions and key informant interviews while quantitative approach will include reviewing and collecting quantitative data from the monitoring data from on-going programme implementation and a cross-sectional survey of a sub-sample of school feeding schools visited in the previous baseline survey. Qualitative methods such as focus group discussions and key informant interviews, as well as innovative approaches such as photovoice and storytelling will be used where relevant to highlight lessons learned and case studies representative of the interventions. Most, if not all, questions will be addressed through both qualitative and quantitative approaches where feasible to ensure appropriate triangulation of data and to enhance the reliability of findings.
- 4) The evaluation team will also explore the feasibility of adding comparison schools which theoretically serves to demonstrate the outcomes where the McGovern Dole school feeding programme is not implemented and where only the National School Feeding Programme exists. Unlike the McGovern Dole project, the National School Feeding Programme does not yet include a holistic approach to school feeding and focuses only on the provision of a daily meal. If comparison schools can be included in the evaluations, WFP is very supportive of this approach and will use the evidence to advocate for and inform a more holistic model for the National School Feeding Programme.
- 5) Apply an evaluation matrix geared towards addressing the key evaluation questions considering the data availability challenges, the budget and timing constraints;

¹¹ The Inception Reports will be shared with the Evaluation Reference Group for inputs before being finalized by the Evaluation Team and approved by WFP Country Office. Should there be any changes from the ToR at inception stage, WFP will notify USDA in writing.

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- 6) Ensure through the use of mixed methods that women, girls, men and boys from different stakeholder groups participate and that their different voices are heard and used;
 - 7) Mainstream gender equality and women's empowerment throughout the entire methodological design approach and methods used ensuring gender balanced sampling and data disaggregation by sex, age & region to ensure transversal analysis. To ensure the safe participation of girls, women and most vulnerable groups during data collection, the ET is encouraged to have same sex interviewers and single sex FGDs;
 - 8) Partnership with local research firms is encouraged. This includes the use of local enumerators for any survey work, ensuring that cultural and political sensitivities are addressed and that the enumeration teams have the local language expertise to elicit the needed information from beneficiaries and others; and
 - 9) Measurement of early reading outcomes for pre-primary and grades P1-P6 using early grade reading assessment (EGRA) in a randomized sample of the 28 new schools (group 2) where literacy is a key activity. Based on standardized method for measuring changes in reading outcomes, this will employ changes in literacy and any correlations between the literacy outcomes and other student, teacher, and school characteristics. The source for this measurement will be the baseline, midline and endline evaluations following the same methodology as shared above.

55. Multi-stage/cluster sampling for the survey-based portion of the baseline is proposed to select target schools and schools/respondents. The sample size for the baseline will be determined based on the degree of change that is expected amongst the performance indicators, levels of statistical significance desired and acceptable levels of statistical error in the supported provinces as well as the comparison areas. Final sampling approach will be confirmed and refined by the evaluation team, but the project expects to use a two-stage cluster sampling approach to select a representative sample meeting 95% confidence level.
56. The three evaluation exercises will involve quantitative data collection from a sample of schools, householders, parents, suppliers, and local farmers. Qualitative interviews will be conducted during each exercise with key government representatives, school personnel, suppliers and farmers, and other stakeholders as relevant in the seven supported districts. Specific data collection methods are expected to include: a desk review, quantitative survey, semi-structured interviews and focus groups (to ensure that a cross-section of stakeholders is able to participate so that a diversity of views is gathered) and observation during field visits. The survey modules utilized will include household and child questionnaires, suppliers and smallholder farmers as well as school questionnaire (with teachers and school directors) and capacity strengthening questionnaire for subnational government stakeholders. The key respondents have been identified as critical for the primary data collection as outlined in Table 4 with the list and survey modules to be reviewed and further detailed based on methodology proposed by the Evaluation team and agreed by WFP CO.

Table 5. Key respondents for primary data collection by programme

Type	Respondents for Baseline, Mid-term and Endline evaluations
McGovern-Dole	Schools (head masters and staff responsible for provision of school feeding; school children), Parents, Teachers, Communities, Suppliers, Producers/small-holder farmers, Government at national (MINEDUC, MINAGRI, NCD, and RBC) and subnational (districts and sectors authorities) level, Subgrantee NGOs, WFP Officials at Country Office and Regional Bureau ensuring equal representation of men, women, boys and girls from each responding group.

57. To ensure the independence and impartiality of the evaluation at all stages, an Evaluation Committee and a Reference Group will be established.
58. The following potential data limitations to the methodology have been identified:

Table 6: Data limitations

Possible Limitation	Discussion	Mitigation Strategy
Quality and availability of secondary data	Secondary data sources/ documents typically vary in quality and reliability. WFP has robust monitoring systems, and collects operational and process monitoring data on a monthly basis in addition to triangulating monitoring results with partner monitoring reports (monthly, quarterly) and national education statistics reported on by the Ministry of Education.	Assess the quality of secondary sources; prioritize analysis of research/data deemed high-quality; triangulate data across sources and provide opportunities for diverse stakeholders to validate findings. Consult with the CO and other stakeholders early in the evaluation process to identify data needs and gaps to enable primary data collection to address gaps and quality issues.
Respondent bias	Respondent bias is an inherent risk in any evaluation. For example, respondents may wish to report in a way they think will favour them in terms of new or continued programme benefits or positive recognition.	The ET will solicit perspectives from a range of stakeholders and take anticipated biases into account during analysis; the team will seek a balance of perspectives. The methodology will rely on a cross-section of information sources (e.g., stakeholder groups, beneficiaries) and using a mixed-methods approach to ensure triangulation of information through a variety of means.
Generalizability of findings	Resources and time determine how much ground the ET can cover. This is not necessarily problematic, however when framing findings it is important to identify any limitations on generalizability of findings. In addition, the impact of Covid-19 prevention measures and the potential closure of schools will limit the generalizability of findings of the baseline for the midline and endline.	Specific limitations of the programme will be noted in the evaluation report and presentations of findings. Again, agreement and understanding of all stakeholders regarding the scope of the evaluation is important to interpreting the findings, analysis, and recommendations in the appropriate context. The ET will assess findings in light of the impact of Covid-19 and its associated prevention measures on the programme.
Mobility	Weather, terrain and Covid-19 restrictions might pose issues constraining mobility both for international travel to Rwanda and internal mobility. These constraints could affect the sampling and field schedule.	Covid-19 restrictions will need to be assessed just prior to fieldwork and are subject to change. The ET will communicate regularly with the CO regarding any changes that would affect the activity/ travel plan. Mitigation measures within the ET will be taken as necessary, such as the use of remote of data collection and the local team taking the lead for some of the processes.
School closures or delays in opening schools	Covid-related protocols in Rwanda affect school opening and hours, and thus the ET's easy access to students and to personnel for interviews.	The ET and the CO will communicate regularly to stay abreast of school status and adjust plans as necessary.

4.5 Quality Assurance and Quality Assessment

59. WFP's Decentralized Evaluation Quality Assurance System (DEQAS) defines the quality standards expected from this evaluation and sets out processes with in-built steps for Quality Assurance, Templates for evaluation products and Checklists for their review. DEQAS is closely aligned to the WFP's evaluation quality assurance system (EQAS) and is based on the UNEG norms and standards and good practice of the international evaluation

community and aims to ensure that the evaluation process and products conform to best practice.



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61. To enhance the quality and credibility of this evaluation, an outsourced quality support (QS) service directly managed by WFP's Office of Evaluation in Headquarter provides review of the draft inception and evaluation report (in addition to the same provided on draft TOR), and provide:

- a. Systematic feedback from an evaluation perspective, on the quality of the draft inception and evaluation report;
- b. Recommendations on how to improve the quality of the final inception/evaluation report.

62. This quality assurance process as outlined above does not interfere with the views and independence of the evaluation team, but ensures the report provides the necessary evidence in a clear and convincing way and draws its conclusions on that basis. The evaluation team will be required to ensure the quality of data (validity, consistency and accuracy) throughout the analytical and reporting phases.

63. All final evaluation reports will be subjected to a post hoc quality assessment (PHQA) by an independent entity through a process that is managed by OEV.

5. Phases and Deliverables

64. The evaluation will proceed through the following phases. **Annex 2 and 3** provide a more detailed timeline of deliverables and deadlines for each phase:

Phase 1 – Preparation phase. Preparation will be done by WFP Country Office including preparation for the TOR selection of the evaluation team, and contracting of the evaluation company (EM prepared the TOR).

Phase 2 – Inception. Based on an initial inception mission (remote or in-person) by the evaluation team, an inception report will be produced.

Phase 3 – Fieldwork. Primary data collection is expected to be undertaken by the evaluation team in the targeted locations, for the baseline and the endline. (deliverables: fieldwork debriefings).

Phase 4 – Analyses and reporting. Based on the data collection and analysis, the desk review, and additional consultations with stakeholders as needed, including community feedback and validation, a draft and final baseline, midline and endline evaluation report will be produced.

Phase 5 – Dissemination and follow-up. A 2-page brief, including main findings, conclusions and recommendations and a PowerPoint presentation of main findings and conclusions for debriefing and dissemination purpose will be produced. Dissemination products should/will include gender-sensitive data. WFP Rwanda and RBN will disseminate the final evaluation report to key internal and external stakeholders.

65. **Timeline:** The timeline for the evaluations is from March 2021 to September 2025, covering planning/preparation, inception, data collection, data processing and data analysis and report, and dissemination (see detailed timelines in **Annex 2**).
66. **Deliverable timelines:** The key list of deliverables and timelines for those is outlined in **Annex 7**. The list of deliverables and timelines will be further reviewed and adjusted as required when the methodology and Inception report are finalized and agreed between the parties.

6. Organization of the Evaluation & Ethics

6.1 Evaluation Conduct

67. The evaluation team will conduct the evaluation under the direction of its team leader and in close communication with the WFP CO evaluation manager. The team will be hired following agreement with WFP on its composition. The team will conduct and report on the evaluation according to McGovern-Dole and WFP standards as follows:
- Must be financially and legally separate from the participant's organization;
 - Must have personal and professional integrity;
 - Must respect the right of institutions and individuals to provide information in confidence and ensure that sensitive data cannot be traced to its source. Evaluators must take care that those involved in evaluations have a chance to examine the statements attributed to them;
 - Must be sensitive to beliefs, manners and customs of the social and cultural environments in which they work;
 - In light of the United Nations Universal Declaration of Human Rights, evaluators must be sensitive to and address issues of discrimination and gender inequality;
68. Evaluations sometimes uncover evidence of wrongdoing. Such cases must be reported discreetly to the appropriate investigative body. Also, the evaluators are not expected to evaluate the personal performance of individuals and must balance an evaluation of management functions with due consideration for this principle.
69. 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. For the WFP CO evaluation manager, s/he will not take any role in the independent evaluation team and has no direct involvement in the implementation of the subject of the evaluation.

6.1 Team composition and competencies

70. The Team Leader should be a senior evaluator with at least 15 years of experience in research and/or evaluation with demonstrated expertise in managing multidisciplinary and mixed quantitative and qualitative method evaluations, and additional significant experience in other development and management positions. In addition, the team leader should also have prior experience evaluating school meals programs, ideally USDA-funded McGovern-Dole grants.

71. The Team leader will also have expertise in designing methodology and data collection tools. 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) design the approach and methodology; ii) guiding and managing the team; iii) leading the field missions and representing the baseline team (in person or remotely); iv) drafting and revising, as required, the inception report, the end of field work i.e. (exit) debriefing presentation midline and endline reports.
72. The team must include strong demonstrated knowledge of qualitative and quantitative data and statistical analysis will be required. It should include both international and local team members, women and men and at least one team member should be familiar with WFP's operations (preferably school feeding).
73. The team will be gender-balanced, geographically and culturally diverse with appropriate skills to assess gender dimensions, multi-disciplinary and include 2-6 members with a balance of international and national staff, who together include an appropriate balance of expertise in the following areas:
- School Feeding;
 - WASH;
 - Primary Education (with a strong knowledge of early primary school reading process);
 - Food and nutrition security;
 - Gender expertise;
 - Some expertise in smallholder farmer support is desirable;
 - All team members should have strong analytical and communication skills, evaluation experience and some familiarity with Rwanda;
 - The team should have contextual knowledge of gender and human rights issues;
 - The team should have knowledge of English and Kinyarwanda. The required language of both the midline and endline reports is English.
74. Team members will bring together a complementary combination of the technical expertise required and have a track record of written work on similar assignments.
75. Team members 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).

6.3 Security Considerations

76. Security clearance where required is to be obtained.

- Security is not necessarily a significant concern in Rwanda, beyond some incidence of theft and other opportunistic crimes. Security clearance where required is to be obtained from the Rwanda CO, through UNDSS.
- 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.



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

- The WFP CO registers the international 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.
- Specific security arrangements for women which may include national as well as international staff visiting field sites are taken.

6.4 Ethics

78. 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 IRB clearance, informed consent, protecting privacy, confidentiality and anonymity of participants, ensuring cultural sensitivity, respecting the autonomy of participants, ensuring fair recruitment of participants (including women and socially excluded groups) and ensuring that the evaluation results in no harm to participants or their communities. Existing Ethical Research Involving Minors¹² will be used as guidance for data collection among minors.

79. 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.

80. Ethical considerations, particularly with regard to data collection during the COVID pandemic (such as the use of remote of data collection, use of a local company with national enumerators, etc) should be well developed during the inception phase.

7. Roles and Responsibilities of Stakeholders

81. The **WFP Rwanda Country Office:**

a- The WFP CO is the commissioning entity for this assignment. The WFP CO management will take responsibility to:

- Assign an evaluation manager for the evaluation
- Compose the internal evaluation committee and the evaluation reference group
- Approve the final ToR, inception and evaluation reports.
- Ensure the independence and impartiality of the evaluation at all stages, including establishment of an evaluation committee and of an evaluation reference group (see below and [TN on Independence and Impartiality](#)).

¹² <https://www.unicef-irc.org/publications/pdf/eric-compendium-approved-digital-web.pdf>

- o Organise and participate in two separate debriefings, one internal and one with external stakeholders
- o Oversee dissemination and follow-up processes, including the preparation of management responses to the evaluation recommendations

b- The Evaluation Manager:

- o Manages the evaluation process through all phases including drafting this TOR
- o Ensures quality assurance mechanisms are operational
- o Consolidates and shares comments on draft TOR, inception and evaluation reports with the evaluation team
- o Ensures expected use of quality assurance mechanisms (checklists, quality support)
- o Coordinates with McGovern-Dole Project Manager to ensure 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 for the fieldwork including local transportation arrangements; and arranges for translation, if required. Ensures close communication with the team leader throughout the entire evaluation. The evaluation team and the team leader will report directly to the EM, who will be the main focal point for this evaluation.
- o Organises security briefings for the evaluation team and provides materials as required
- o Facilitates access to key documents, in collaboration with the internal stakeholders. Regular communications and meetings will be organized to facilitate information sharing and ensure the involvement of internal and external stakeholders.

c- An internal **Evaluation Committee** has been formed as part of ensuring the independence and impartiality of the evaluation. The role and responsibility of committee members will be detailed in **Annex 4**. An internal evaluation committee chaired by the Deputy Country Director (DCD) will approve Terms of Reference, budget, evaluation team, inception and evaluation reports, which helps to maintain distance from influence by programme implementers.

82. **An Evaluation Reference Group** has been formed, as appropriate, with representation from WFP country office, Regional Bureau, Government partners, UN agencies and NGO partners. Please refer to **Annex 5** where list of members is available. The ERG members will review and comment on the draft evaluation products and act as key informants in order to further contribute to the impartiality of the evaluation and safeguard against bias and influence

83. **The Regional Bureau** will take responsibility to:

- o Advise the Evaluation Manager and provide support to the evaluation process where appropriate.
- o Participate in discussions with the evaluation team on the evaluation design and on the evaluation subject as required.
- o Provide comments on the draft TOR, Inception and Evaluation reports
- o Support the Management Response to the evaluation and track the implementation of the recommendations.

While the Regional Evaluation Officer will perform most of the above responsibilities, other RB relevant technical staff may participate in the evaluation reference group

and/or comment on evaluation products as appropriate. RB relevant technical staff and the Evaluation Unit also support the practical recommendations and follow-up actions in the Management Response, and the use of the baseline study and the evaluations for improving the programme quality.



84. 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. Ensure quality assurance throughout the process.

85. Other Stakeholders (Government, NGOs, UN agencies) will perform the roles and responsibilities of evaluation reference group since they are members of the group.

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

87. USDA

- Provide inputs and comment on ToRs.
- Participate in an introduction teleconference with the selected independent evaluator prior to evaluate field work for the evaluations.
- Provide comment on the inception report as required.
- Participate in discussions of findings and recommendations that suggest changes in the project strategy, results frameworks and critical assumptions.
- Provide comment on the report and management response

8. Communication and budget

8.1 Communication

88. To ensure a smooth and efficient process and enhance the learning from the baseline study and the evaluations, the evaluation teams should place emphasis on transparent and open communication with key stakeholders. This will be applied throughout the evaluation management process, particularly stakeholder engagement. These will be achieved by ensuring a clear agreement on channels and frequency of communication with and between key stakeholders and by producing clear deliverables that are written in English.

- The Evaluation manager will submit all final deliverables to the WFP CO for pre-approval. Upon pre-approval of deliverables, the WFP CO will forward the deliverables to WFP's Washington Office with the Nairobi Regional Bureau in copy. WFP's Washington Office will transmit deliverables to the USDA FAD for comments and inputs. All communication with USDA will be transmitted via WFP's Washington Office including invitations to the FAD programme staff to participate in teleconferences to discuss CO management responses to evaluate findings and recommendations. This

also involves communication with key partners including USDA, MINEDUC and MINAGRI, as well as World Vision, Gardens for Health International and relevant UN agencies.



- As part of the international standards for evaluation, WFP requires that all evaluations are made publicly available in English, free of PII. WFP will publish both the reports and the management responses. The published versions of the evaluation reports must be free from proprietary and personal identifying information.
- WFP and the Government will explore the opportunities to communicate the findings and recommendations of the evaluation exercises to key stakeholders such as the national school feeding technical working group and national school feeding steering committee and key subnational stakeholders.
- To accompany each evaluation output, a 2-3 page summary report will be developed by the evaluation team to facilitate broader dissemination of the findings and recommendations by WFP. Other communications products may be discussed for each distinct output.

89. The Dissemination Plan will include a dissemination strategy, indicating how findings will be disseminated and how key stakeholders will be engaged and feedback mechanisms to beneficiaries. All analysis recommendations and conclusions will be GEEW sensitive.

8.2 Budget

90. Funding Source: The baseline study, mid-term evaluation/review and endline evaluation will be funded by the WFP Rwanda Country Office using the M&E budget allocation in the McGovern-Dole fund. The ET will be procured through WFP's Evaluation Long-Term Agreement system.

91. The service provider will outline their budget in a financial proposal to WFP as part of their response to the Request for Proposals (RfP) (**Annex 3**: Evaluation schedule indicated number of days which help evaluation team to estimate the budget). For the purpose of this evaluation, the service provider will:

- Include budget for international and domestic travel and for all relevant in-country data collection (both qualitative and quantitative)
- Hire and supervise any and all technical and administrative assistance required (including in-country).
- The final budget and handling, will be determined by the option of contracting that will be used and the rates that will apply at the time of contracting.
- Follow the agreed rates for decentralized evaluations as provided for in the Long-Term Agreement (LTA) with WFP

Please send any queries to the Evaluation Manager, Sarah Cruz, M&E Officer, WFP Rwanda at sarah.cruz@wfp.org.



Annex 2 Evaluation Schedule

Date	Phases
PREPARATION PHASE FOR OVERALL EVALUATION	
From Dec--July 2021	Assign roles/responsibilities (WFP), Establish Evaluation Committee and Evaluation Reference Group
	Develop Terms of Reference (TORs) and budget (WFP)
	Procure independent evaluation firm (WFP)
INCEPTION PHASE FOR OVERALL EVALUATION	
From August-September2021	Desk review of key project documents (evaluation team)
	Inception mission (evaluation team and WFP)
	Prepare Inception Report including quantitative and qualitative data collection tools (evaluation team)
BASELINE STUDY	
From October-December 2021	Preparation of field visits (evaluation team and WFP)
	Data collection (evaluation team)
	Data analysis (evaluation team)
	Prepare baseline study report (evaluation team with inputs from ERG)
	Share final baseline study findings with ERG including USDA (evaluation team) Request Commitment Letter modifications, as necessary (WFP)
MID-TERM EVALUATION	
From July 2023- October 2023	Inception: Update to original Inception Report as required, review of desk documents (evaluation team)
	Preparation of field visits (evaluation team and WFP)
	Data collection (evaluation team)
	Data analysis (evaluation team)
	Draft and finalize Mid-term Evaluation Report (evaluation team with inputs from ERG through exit mission debriefing and commenting on draft evaluation report)

	Disseminate final evaluation finding to ERG members including USDA through workshop and/or other channels (WFP)
	Prepare Management Response (WFP)
FINAL EVALUATION	
From September 2025 – December 2025	Inception: Update to original Inception Report as required, review of desk documents (evaluation team)
	Preparation of field visits (evaluation team and WFP)
	Data collection (evaluation team)
	Data analysis (evaluation team)
	Draft and finalize final Evaluation Report (evaluation team with inputs from ERG through exit mission debriefing and commenting on draft evaluation report)
	Disseminate final evaluation finding to ERG members including USDA through workshop and/or other channels (WFP)
	Prepare Management Response (WFP)

Annex 3 Deliverable timelines



Deliverable	Baseline	Mid-term	Endline	Description
Appointment of the contractor	27 July 2021			
Inception Report (Draft and Final reports)	Draft: 1 September	Draft: July 2023	Draft: September 2025	Report should describe the following: i. Understanding of the project based on project documents and literature review ii. Finalized methodology including detailed sampling plan. Evaluation questions and field procedures iii. Quality assurance plan iv. Communication protocol v. Timeline (activities, responsible party, outputs, and timing) vi. Data collection tools
	Final: 20 October	Final: August 2023	Final: October 2025	
Final Data Collection Tools (for qualitative & quantitative) and analysis plan	20 October	August 2023	October 2025	Electronic copies of all clean and final English-version of data collection tools and analysis plan
PowerPoint Presentation (debrief in country)	18 November	September 2023	November 2025	Presentation should include an abbreviated list of evaluation findings that can be presented to relevant internal and external stakeholders
Draft evaluation report	29 November	September 2023	November 2025	The report should be submitted in English addressing all the evaluation objectives and questions listed in the scope of work.
Final evaluation report	28 January 2021	October 2023	December 2025	Report should include the following sections: a. Acknowledgements b. List of Acronyms and abbreviations c. Table of Contents d. Executive Summary (no longer than two pages) e. Background (Programme description and purpose of mid-term) f. Methodology and Implementation g. Methodology Limitations (strengths and weaknesses) h. Results and Findings (in accordance with the objectives) i. Conclusions, Lessons Learned and good practices j. Recommendations (for mid-course corrections) k. Annex: Table of key programme indicators from the PMP with updated values in comparison to baseline values l. Annex: Scope of Work for the evaluation m. Annex: Inception Report for the evaluation n. Annex: Survey Instruments: questionnaire(s), survey(s), interview protocol(s), focus group discussion protocol(s) as relevant
A 2-3 page brief summary of the evaluation parameters and findings for a broader audience	28 January 2021	October 2023	December 2025	The brief should describe in language easy to understand by non-evaluators and with appropriate graphics and tables sections as follows: a. Evaluation design; b. Key findings;



Deliverable	Baseline	Mid-term	Endline	Description
				c. Lesson learnt and case studies representative of the intervention; and d. Other relevant considerations.
Datasets and related documents	28 January 2021	October 2023	December 2025	Datasets and related documents should include the following a. Raw and clean datasets organized in SPSS with its analysis syntaxes; b. Interview transcript and focus group discussion notes etc. c. All materials above provided in electronic versions.



Annex 4 Membership of the Evaluation Committee

WFP Rwanda :

USDA McGovern-Dole
<ul style="list-style-type: none">- Sarah Cruz, M&E Officer at sarah.cruz@wfp.org- Amy Blauman, McGovern-Dole Project Manager at amy.blauman@wfp.org- Jacques Sezikeye, McGovern-Dole Programme Policy Officer, at jacques.sezikeye@wfp.org- Leon Victor Mushumba, McGovern-Dole Programme Policy Officer at leonvictor.mushumba@wfp.org- Tiina Honkanen, Strategic Outcome 2 manager at tiina.honkanen@wfp.org- Veronica Rammala, Head of M&E/VAM at veronica.rammala@wfp.org- Ahmareen Karim, Deputy Country Director at Ahmareen.karim@wfp.org

WFP Regional Bureau (RBN):

USDA McGovern-Dole
<ul style="list-style-type: none">- Gabrielle Tremblay; Regional Evaluation Officer at gabrielle.tremblay@wfp.org

Annex 5 Membership and role of the Evaluation Reference Group



WFP Rwanda Country Office:

USDA McGovern-Dole

- Sarah Cruz, M&E Officer at sarah.cruz@wfp.org
- Amy Blauman, McGovern-Dole Project Manager at amy.blauman@wfp.org
- Jacques Sezikeye, McGovern-Dole Programme Policy Officer, at jacques.sezikeye@wfp.org
- Leon Victor Mushumba, McGovern-Dole Programme Policy Officer at leonvictor.mushumba@wfp.org
- Alfred Mwesigye, Karongi Field Office McGovern-Dole Programme Associate, at alfred.mwesigye@wfp.org
- Dieudonne Mwizerwa, Huye Field Office McGovern-Dole Programme Associate at dieudonne.mwizerwa@wfp.org
- Tiina Honkanen, Strategic Outcome 2 manager at tiina.honkanen@wfp.org
- Ammar Kawash, Strategic outcome 4 manager at ammar.kawash@wfp.org
- Vera Kwara, Strategic outcome 3 manager at vera.kwara@wfp.org
- Veronica Rammala, Head of M&E/VAM at veronica.rrammala@wfp.org
- Solange Nyirampeta, Head of Karongi Field Office at solange.nyirampeta@wfp.org
- Thacienne Mushimiyimana, Head of Huye Field Office at thacienne.mushimiyimana@wfp.org
- Bosco Muyinda, Head of Kirehe Field Office at bosco.muyinda@wfp.org
- Inka Himanen, Head of Programme at inka.himananen@wfp.org
- Ahmareen Karim, Deputy Country Director at Ahmareen.karim@wfp.org

WFP Regional Bureau (RBN):

USDA McGovern-Dole

- Gabrielle Tremblay; Regional Evaluation Officer at gabrielle.tremblay@wfp.org
- Faith Awino; Regional School Feeding Programmeme Policy Officer; at faith.awino@wfp.org

Government Partners:

USDA McGovern-Dole
<ul style="list-style-type: none"> - MINEDUC: Sam Ngabire at sngabire@mineduc.gov.rw - MINAGRI: <i>TBD</i> - NCDA: <i>TBD</i> - RBC: Jean Bosco Mbonigaba at jbosco.mbonigaba@rbc.gov.rw - Karongi District Coordinator: Abdul-aziiz MUGABONAKE at abdoumu@hotmail.com - Rutsiro District Coordinator: HABİYAMBERE Jean Philippe at habjp14@gmail.com - Nyamagabe District Coordinator: Dernas Abumukiza at abumukizadermas@yahoo.fr - yamagabe District Coordinator: Dernas Abumukiza at abumukizadermas@yahoo.fr - Kayonza District Coordinator: <i>TBD</i> - Gasabo District Cooridnator: <i>TBD</i> - Burera District Coordinator: <i>TBD</i>

Donor, UN Organizations and Cooperating Partners:

USDA McGovern-Dole
Representative from donor agency, USDA
<ul style="list-style-type: none"> - Andi Thomas at andi.thomas@usda.gov - Amy Elhadi at amy.elhadi@fas.usda.gov - Traci Johnson traci.johnson@usda.gov
<ul style="list-style-type: none"> - UNICEF: <i>TBD</i>
<ul style="list-style-type: none"> - World Vision: Kondwani Mangala at Kondwani_Mwangala@wvi.org - Gardens for Health: Solomon Makuza at solomon@gardensforhealth.org -

Purpose of the Evaluation Reference Group (ERG)

The overall purpose of the ERG is to support a credible, transparent, impartial and quality evaluation process in accordance with WFP Evaluation Policy 2016-2021 and UNEG norms and standards. ERG members review and comment on draft inception report, baseline report, and evaluation report. ERG

Members act as advisors, while the responsibility to approve evaluation products rests with the Evaluation Committee Chair.



Annex 6 Available data/information

McGovern-Dole FY 15 (Phase I) Baseline Study 2016

McGovern-Dole FY 15 (Phase I) Midline Evaluation 2019

WFP Rwanda Country Strategic Plan 2019-2023

CFSVA 2018

DHS2020 report

National School Feeding Policy and Strategy 2019

National School Feeding Operational Guidelines 2020

Education Policy Draft 2020

Education Sector Strategic Plan 2018/19-2023/24

Education Statistics Year Books 2018, 2019

National Nutrition Policy 2020 (draft)

WFP Rwanda HGSF Menu Modeling Report 2020

HGSF Cost-Benefit Analysis 2017

Strategic Plan for Agriculture Transformation 2018-2024

Social Protection Sector Strategic Plan – 2018/019-2023/24

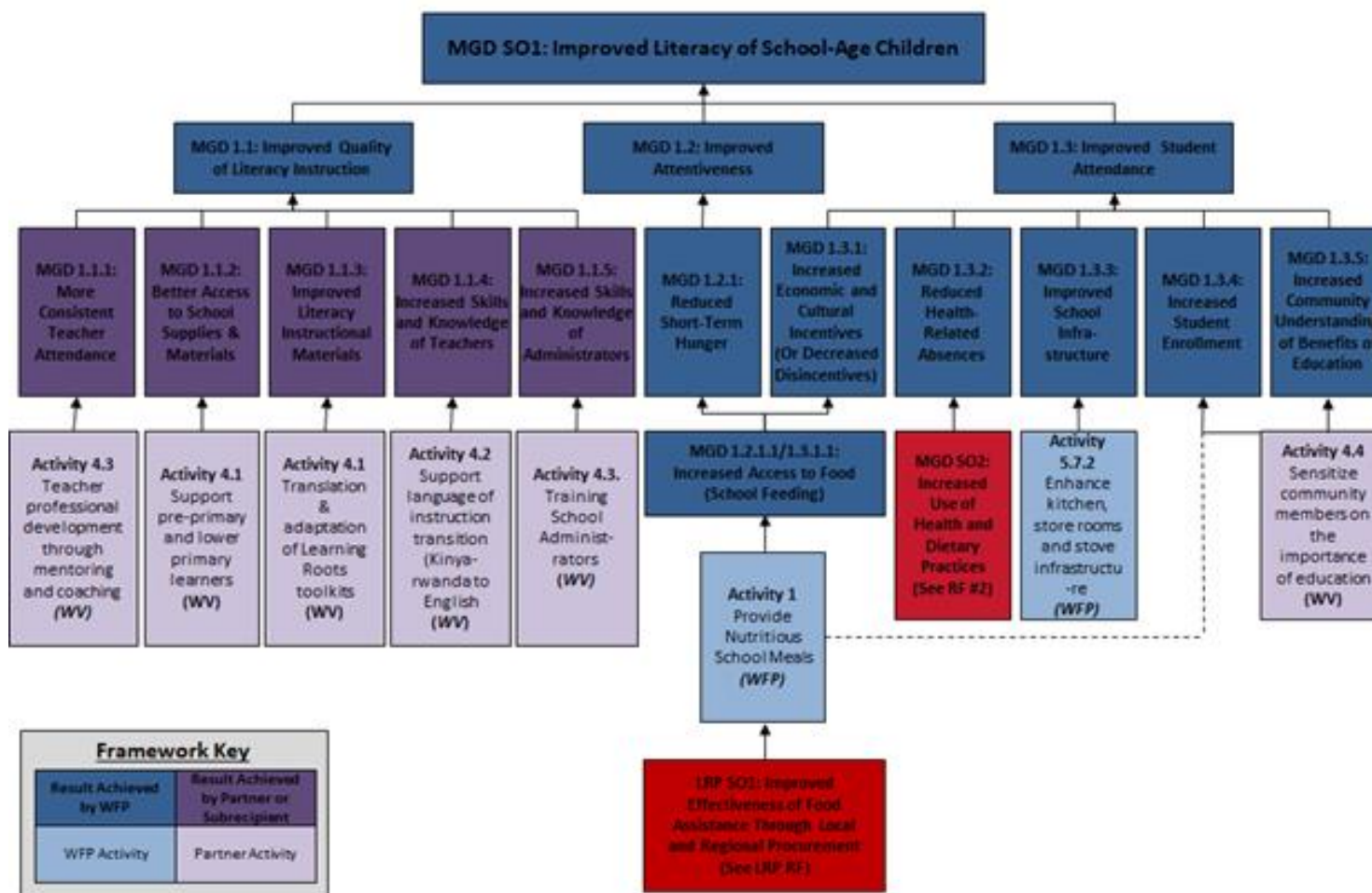
National Strategy for Transformation (NST1)/2017-2024

Understanding Dropout and Repetition in Rwanda , UNICEF, September 20, 2017

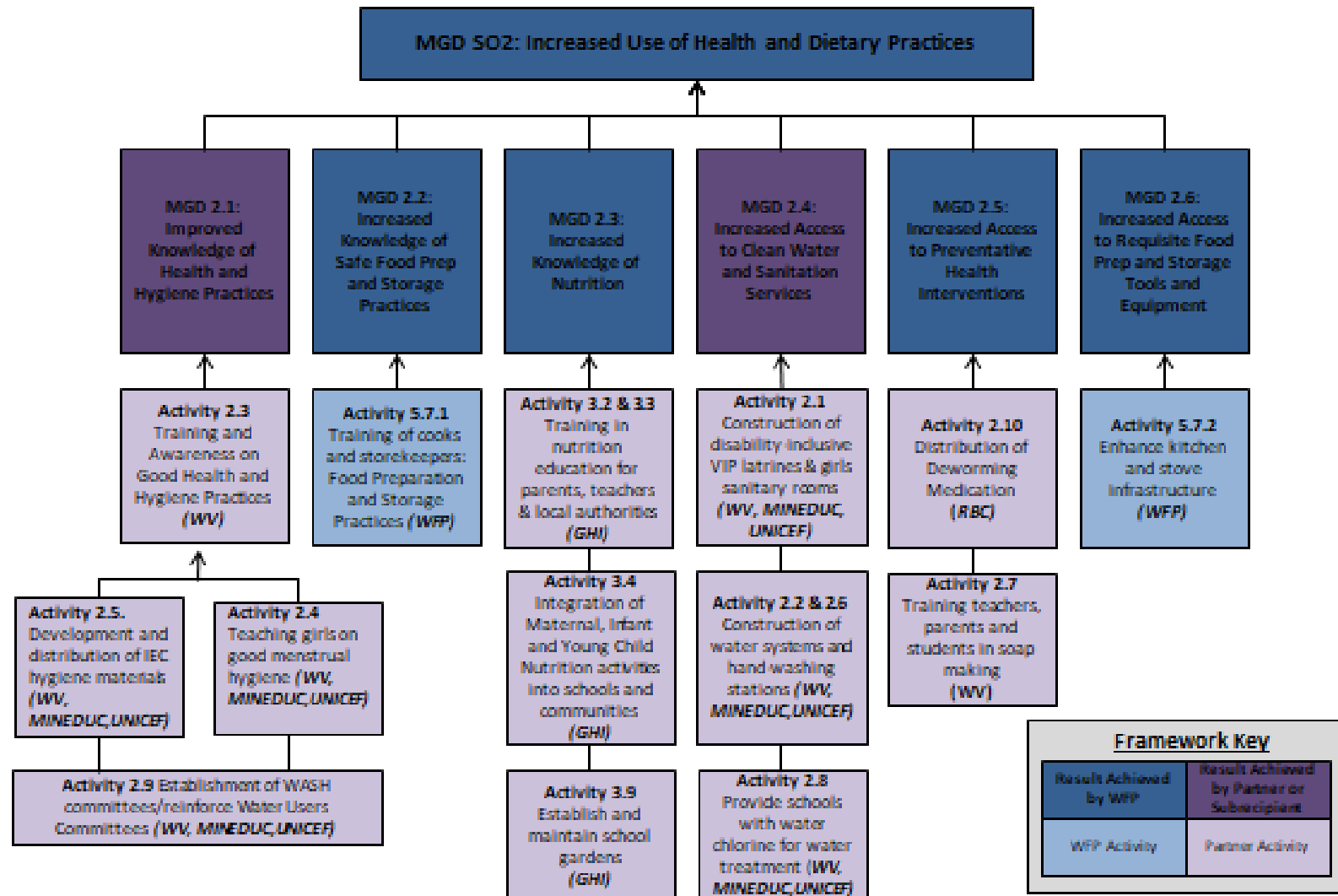
The impact of HGSF School Feeding and Cognitive Performance (draft) 2020



WFP Rwanda FY2020 McGovern-Dole: Results Framework #1



WFP Rwanda FY2020 McGovern-Dole: Results Framework #2



WFP Rwanda FY2020 McGovern-Dole Proposal: *Critical Assumptions*

1. Political Assumptions

- Continued government support for school feeding from the senior leadership, MINEDUC, MINAGRI and other ministries involved as well as district level government structures, particularly for development of integrated and nutrition-sensitive programme models;
- Adequate coordination of stakeholders involved in local smallholder procurement for school feeding;
- MoH engagement for collaboration in growth monitoring

2. Environmental Assumptions

- Sufficient agricultural production for local purchase of non-USDA commodities namely maize, beans and fresh foods;
- Continued national economic growth and absence of large-scale natural disasters or macro-economic shocks that could affect farmer production;
- Adequate linkages to health care and social services, and social protection.

3. Funding Assumptions

- Continued ability of government, partners and communities to provide complementary resources towards the activities;
- Allocation of sufficient government budget to the National School Feeding Programme to enable planned transition.

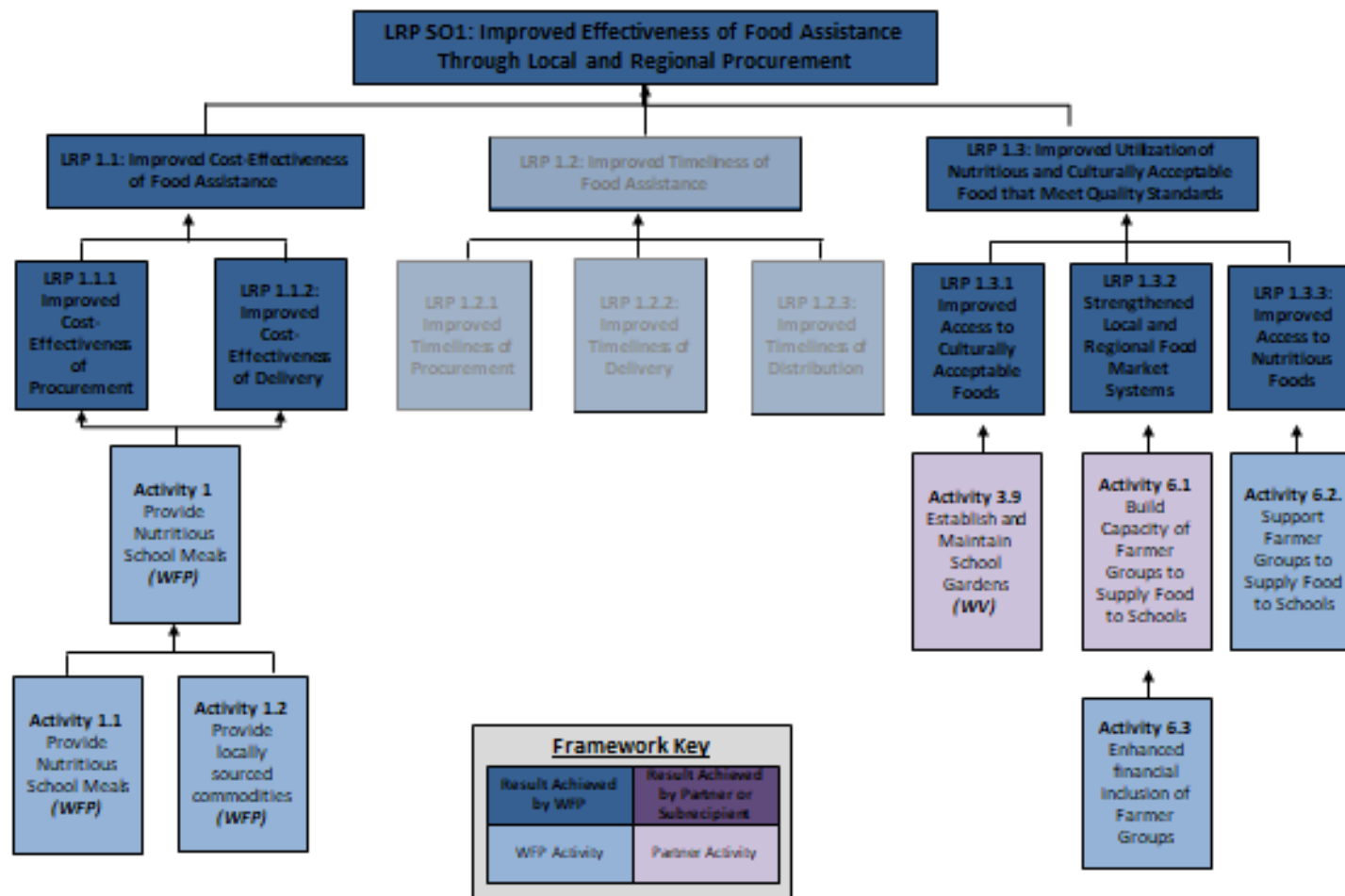
4. Programmatic Assumptions

- Sufficiently qualified personnel hired by the government in the intervening schools including teachers, cooks and storekeepers;
- Adequate quality of education and sufficient support for literacy activities at community level through the national literacy initiatives;
- Availability of cooperating partners and technical expertise to support implementation

5. Other Assumptions

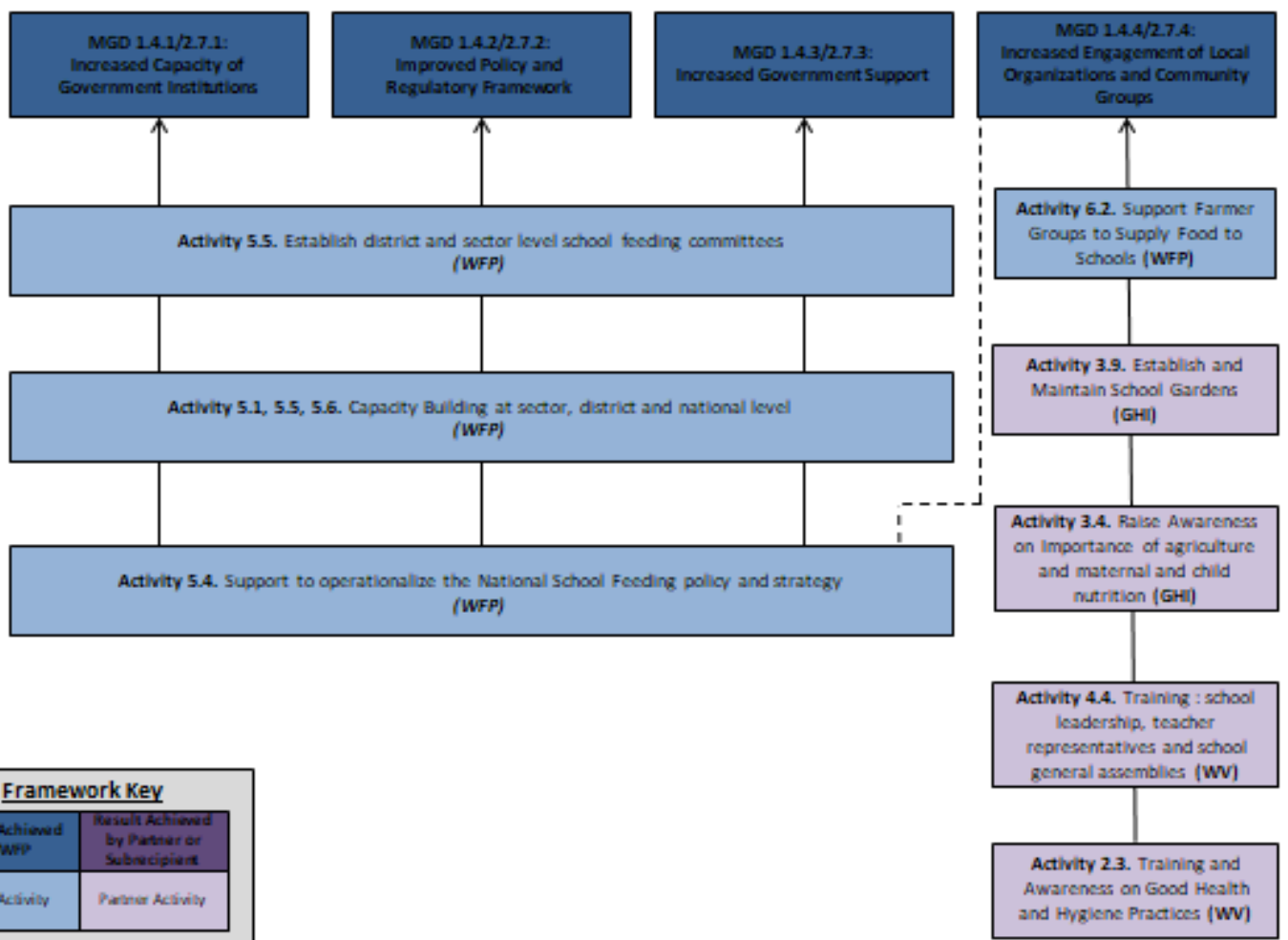
- Children are being fed adequately /normally in house - meet dietary calories

WFP Rwanda FY2020 McGovern-Dole: LRP Results Framework





WFP Rwanda FY2020 McGovern-Dole Proposal: *Foundational Results*





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

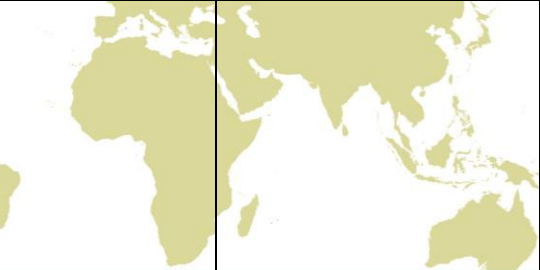

Annex 9 – Performance Indicators


Performance Indicator	Result/Activity	Data Source	Method/ Approach of Data Collection or Calculation	Disaggregation	Data Collection	
					When	Who?
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	4 Support Improved Literacy	Assessment report	Early Grade Reading Assessment Tool and Literacy Boost Assessment Tool	Total	Baseline, Midterm, Final	External firm
				Female		
				Male		
Average student attendance rate in USDA supported classrooms/schools	1.1 Provide Nutritious School Meals	School records: attendance registers collected by head teachers and school directors, WFP Monitoring tools	WFP analysis of school attendance records	Total	Biannual;	Teachers and school administrators; WFP Field Monitors; External firm
				Female		
				Male		
Number of teaching and learning materials provided as a result of USDA assistance	4.2 Support Lower Grade Teachers	WV project reports	Monitoring forms	n/a	Biannual	WV
Number of teachers/educators/teaching assistants in target schools	4..2 Support Lower Grade Teachers	Survey: interview	Direct observations with standard forms	Total	Biannual;	WV;
				Female (60%)		


who demonstrate use of new and quality teaching techniques or tools as a result of USDA assistance				Male (40%)		
Number of teachers/educators/teaching assistants trained or certified as a result of USDA assistance	4.2 Support Lower Grade Teachers	WV project records, training records	Training attendance form	Total	Biannual	WV
				Female		
				Male		
Number of school administrators and officials in target schools who demonstrate use of new techniques or tools as a result of USDA assistance	4.3 Support Teachers'professional development	Survey: interview	Direct observations with standard forms	Total	Biannual	School administrators supervised by WV
				Female		
				Male		
Number of school administrators and officials trained or certified as a result of USDA assistance	4.3 Support Teachers'professional development	WV project records, training records	Training attendance form	Total	Biannual	WV
				Female		
				Male		
Number of educational facilities (i.e. improved water sources, latrines, etc.) rehabilitated/constructed as a result of USDA assistance	2,1 Construction of disability-inclusive VIP latrines and girls sanitary rooms 2,2 Construction of water systems 2,6 Construction and establishment of hand washing stations	WV project records	WV analysis of project records	Total	Biannual	WV
				Classrooms		
				Kitchens/Cook Areas		
				Improved Water Sources		
				Latrines		
				Permanent hand washing stations		

				Temporary hand washing stations	 wfp.org	
				Other school grounds or school buildings		
				Total		
Number of students enrolled in school receiving USDA assistance	1.1 Provide Nutritious School Meals	Government records: MINEDUC student enrolment records,; District Student Enrolment records, and School records	Annual reports	Pre-Primary Female	Annual	WFP
				Pre-Primary Male		
				Primary Female		
				Primary Male		
Number of policies, regulations, or administrative procedures in each of the following stages of development as a result of USDA assistance	3.11 Operationalize the national strategy on school gardens and increase sustainability of garden resources 5.4 Strengthening National Frameworks and Institutions	Government records (MINEDUC) and WFP and GHI project records	Review and analysis of sector policies and WFP/GHI records.	Total	Baseline, Midterm, Endline evaluations	External firm
				Education (Stage 1-5 noted)		
				Child Health & Nutrition (Stage 1-5 noted)		


<p>Number of School General Assembly Committees or similar school governance structures supported as a result of USDA assistance</p>	<p>2.4 -increased pupil and parents awareness on good hygiene practices 3.6- support school management committees to become nutrition champions in their communities 3.10- increase parent and student engagement in garden activities 4.4- sensitize community members on the importance of education</p>	<p>School records, Project records</p>	<p>Analysis of project reports and program records</p>	<p>n/a</p>	<p> wfp.org Bi-annual report</p>	<p>WFP, WV</p>
<p>Number of daily school meals (breakfast, snack, lunch) provided to school-age children as a result of USDA assistance</p>	<p>1,1 Provide Nutritious School Meals</p>	<p>School reports and Cooperating Partners (CP) reports</p>	<p>WFP analysis of reports</p>	<p>n/a</p>	<p>Bi-annual report, monthly report by CP, daily collection by school</p>	<p>WFP, School Administrators</p>
<p>Number of school-age children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance</p>	<p>1,1 Provide Nutritious School Meals</p>	<p>School reports and CP reports</p>	<p>WFP analysis of reports</p>	<p>Total New, Female Continuing, Female New, Male Continuing, Female</p>	<p>Bi-annual report, monthly report by CP, daily collection by school</p>	<p>WFP, School Administrators</p>
<p>Number of social assistance beneficiaries participating in productive</p>	<p>1.1 Provide Nutritious School Meals</p>	<p>School reports and CP reports</p>	<p>WFP analysis of reports</p>	<p>Total</p>	<p>Annual</p>	<p>WFP, School Administrators</p>

safety nets as a result of USDA assistance				Community Assets		
				Household Assets		
				Human Assets/Capital, Female, New		
				Human Assets/Capital, Female, Continuing		
				Human Assets/Capital, Male, New		
				Human Assets/Capital, Male, Continuing		
Number of individuals who demonstrate use of new child health and nutrition practices as a result of USDA assistance	3 Promote Nutrition and Dietary Practices	WV and GHI project reports	WV and GHI analysis of project records	Total	Annual	WV, GHI
				Female (55%)		
				Male (45%)		
Number of individuals who demonstrate use of new safe food preparation and storage practices as a result of USDA assistance	5.7.1 Build Capacity of cooks and storekeepers	WFP reports	WFP analysis of reports	Total	Annual;	WFP; External firm
				Female (55%)	Baseline, Midterm, Endline	
				Male (45%)		
Number of individuals trained in safe food		WFP reports	WFP analysis of reports	Total	Biannual	WFP
				Female		

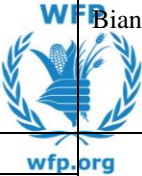

preparation and storage as a result of USDA assistance	5.7.1 Build Capacity of cooks and storekeepers			Male		
Number of individuals trained in child health and nutrition as a result of USDA assistance.	3 Promote Nutrition and Dietary Practices	WV and GHI project reports	WV and GHI analysis of project records	Total		Biannual
				Female 55%		
				Male 45%		
Number of children under five (0-59 months) reached with nutrition-specific interventions through USG-supported programs	3,5 Child Growth Monitoring for children under 5 for pre-primary students	GHI project reports	GHI analysis of project records	Total	Annual;	GHI;
				Female		
				Male		
Number of schools using an improved water source	2,2 Construction of water systems	WV Project reports	WV analysis of project records	n/a	Biannual;	WV;


Number of schools with improved sanitation facilities	2,1 Construction of disability-inclusive VIP latrines and girls sanitary rooms 2,7 Construction and establishment of hand washing stations	WV Project reports	WV analysis of project records	n/a	 Biannual;	WV;
Number of students receiving deworming medication(s)	2,10 Distribution of Deworming Medication and Prevention Education	RBC reports, WV records	WFP review and analysis of project records	n/a	Biannual	WFP
Number of individuals participating in USDA food security programs	1 Provide Nutritious School Meals 2 Promote Improved Health	WFP reports	WFP review and analysis of project records	People in government, Male	Annual	WFP
				People in government, Female		
				Proprietors of USDA-assisted private sector firms, Male		
				Proprietors of USDA-assisted private sector firms, Female		
				People in civil society, Male		
				People in civil society, Female		
				Laborers, Male		
				Laborers, Female		
				Producers, Smallholder farmers, Male		



				Producers, Smallholder farmers, Female	FP	
Number of individuals benefiting indirectly from USDA-funded interventions	1. Provide Nutritious School Meals	WFP reports	WFP review and analysis of project records	n/a	Annual	WFP
Number of schools reached as a result of USDA assistance	1. Provide Nutritious School Meals	WFP reports	WFP review and analysis of project records	n/a	Biannual	WFP
Number of individuals participating in USDA food security programs that include an LRP component	6. Build Capacity of Farmer Groups to Supply Food to Schools	WFP reports	WFP review and analysis of project records	n/a	Biannual	WFP



Number of individuals benefitting indirectly as a result of USDA assistance	6. Build Capacity of Farmer Groups to Supply Food to Schools	WFP reports	WFP review and analysis of project records	n/a	 Annual	WFP
Cost of commodity procured as a result of USDA assistance (by commodity and source country)	6. Build Capacity of Farmer Groups to Supply Food to Schools	WFP reports	WFP review and analysis of project records	Total	Biannual; Baseline, midline, endline	WFP; External firm
Quantity of commodity procured as a result of USDA assistance (by commodity and source country)	6. Build Capacity of Farmer Groups to Supply Food to Schools	WFP reports	WFP review and analysis of project records	Total MML Beans	Biannual; Baseline, midline, endline	WFP; External firm
Value of annual sales of farms and firms receiving USDA assistance	6. Build Capacity of Farmer Groups to Supply Food to Schools	WFP reports	WFP review and analysis of project records	Total Maize Beans	Annual; Baseline, midline, endline	WFP; External firm
		WFP reports		Total	Annual;	WFP;



Volume of commodities sold by farms and firms receiving USDA assistance	6. Build Capacity of Farmer Groups to Supply Food to Schools		WFP review and analysis of project records	Maize	Baseline, midline, endline	External firm
				Beans		
Number of individuals in the agriculture system who have applied improved management practices or technologies with the USDA assistance	6. Build Capacity of Farmer Groups to Supply Food to Schools	WFP reports	WFP review and analysis of project records	Total	Annual;	WFP; External firm
				Female		
Number of schools reached with LRP activities as a result of USDA assistance	6. Build Capacity of Farmer Groups to Supply Food to Schools	WFP reports	WFP review and analysis of project records		Biannual	WFP
Note: Outcome targets will be reviewed after the baseline survey						
Number of meals provided that include fruits, vegetables, legumes and/or animal source proteins in addition to the donated US commodity	1. Provide Nutritious School Meals	WFP project reports	WFP review and analysis of project records	n/a	Biannual Baseline, midline, endline	WFP External firm
Number of school-aged children who receive 5 or more meals per week that include fruits, vegetables, and/or animal source proteins in addition to US commodities	1. Provide Nutritious School Meals	WFP project reports	WFP review and analysis of project records	Total	Biannual	WFP
				Female		
				Male		



Number of school gardens established and maintained	3.9 Establish and maintain school gardens	GHI project reports	GHI analysis of project records	n/a	 Biannual	GHI
Number of students benefiting from the establishment and maintenance of school gardens	3.9 Establish and maintain school gardens	GHI project reports	GHI analysis of project records	Total Male Female	 Biannual	GHI
Number of growth monitoring and promotion interventions conducted at pre-schools as a result of GHI advocacy	3.5 Child Growth Monitoring for children under 5 for pre-primary students	GHI project reports	GHI analysis of project records	n/a	Biannual;	GHI;
Number of children under five (0-59 months) reached with growth monitoring and promotion interventions	3.5 Child Growth Monitoring for children under 5 for pre-primary students	GHI project reports	GHI analysis of project records	Total Female Male	Biannual	GHI
Number of schools which received seeds package	3.9 Establish and maintain school gardens	GHI project reports	GHI analysis of project records	n/a	Biannual	GHI
Number of nurseries established at schools	3.9 Establish and maintain school gardens	GHI project reports	GHI analysis of project records	n/a	Biannual	GHI

Percentage of children with whom a caregiver or older sibling was engaged in two or more direct actions to promote learning in the past week	4 Support Improved Literacy	GHI project reports	GHI analysis of project records	n/a	 Biannual; Baseline, midline, endline	WV; External firm
Number of students participating in reading competitions facilitated as a result of USDA assistance	4.5 Organize Reading Competitions	WV project reports	WV analysis of project report	Total	Biannual	WV
				Female		
				Male		
Number of WASH committees established at schools	2.9 Establishment of WASH committees/reinforce Water Users Committees	WV project reports	WV analysis of project report	n/a	Biannual	WV
Number of female students trained on good menstrual hygiene practices	2.4 Teaching girls on good menstrual hygiene	WV project reports	WV analysis of project report	n/a	Biannual;	WV;
Number of Information Education and Communication (IEC) hygiene materials distributed	2.5 Development and distribution of IEC hygiene materials	WV project reports	WV analysis of project report	n/a	Biannual	WV
Number of students reached with health and hygiene messages as a result of USDA assistance	2.3 Increase pupils' and parents' awareness on good hygiene practices	WV project reports	WV analysis of project report	n/a	Biannual	WV
Number of parents, teachers and students trained in soap making	2.7 Training teachers, parents and students in soap making	WV project reports	WV analysis of project report	n/a	Biannual	WV
Number of fuel efficient stoves provided and rehabilitated	5.7.2 Enhance Kitchen and Stove Infrastructure	WFP project reports	WFP analysis of project reports	n/a	Biannual	WFP

Number of individuals directly benefiting from the provision and rehabilitation of fuel efficient stoves	5.7.2 Enhance Kitchen and Stove Infrastructure	WFP project reports	WFP analysis of project reports	n/a	 Biannual	WFP
Number of parents trained as part of School Feeding Committees	6.1 Establish district school feeding committees and provide capacity building at the district level	WFP project reports	WFP analysis of project reports	n/a	 Biannual;	WFP;
Number of parents trained as part of School Tender Committees	6.1 Establish district school feeding committees and provide capacity building at the district level	WFP project reports	WFP analysis of project reports	n/a	Biannual;	WFP
Number of students benefiting from newly constructed/rehabilitated latrines	2.1 Construction of disability-inclusive VIP latrines and girls sanitary rooms	WV project reports	WV analysis of project reports	n/a	Biannual	WV
Number of students benefiting from newly constructed or enhanced water systems	2.6 Construction and establishment of hand washing stations	WV project reports	WV analysis of project reports	n/a	Biannual	WV
Number of students benefiting from kitchens, cook areas and storerooms built or rehabilitated	5.7.2 Enhance Kitchen and Stove Infrastructure	WFP project reports	WFP analysis of project reports	n/a	Biannual	WFP
Number of Government staff trained at national level	5.1 Provide capacity building and technical trainings at the national level	WFP project reports	WFP analysis of project reports	n/a	Biannual	WFP

Number of Government staff trained at district level	6.1 Establish district school feeding committees and provide capacity building at the district level	WFP project reports	WFP analysis of project reports	n/a	 Biannual	WFP
Number of Government staff trained at sector/cell level	6.2 Provide capacity building at the sector and cell levels and establish sector school feeding committees	WFP project reports	WFP analysis of project reports	n/a	 Biannual	WFP
Number of National School Feeding Steering Committee meetings supported	5.3 Mobilize National School Feeding Steering Committee and Technical Working Group	WFP project reports	WFP analysis of project reports	n/a	Biannual; Baseline, midline, endline	WFP; External firm
Number of District School Feeding Steering Committee meetings supported	6.1 Establish district school feeding committees and provide capacity building at the district level	WFP project reports, district reports	WFP analysis of reports	n/a	Biannual; Baseline, midline, endline	WFP External firm
Number of National School Feeding Technical Working Groups meetings supported	5.3 Mobilize National School Feeding Steering Committee and Technical Working Group	WFP project reports, MINEDUC reports	WFP analysis of reports	n/a	Biannual; Baseline, midline, endline	WFP; External firm
Number of students who participated in school internal class competitions on nutrition	4.5 Organize Reading Competitions	WV project reports	WV analysis of project reports	Total	Biannual	WV

Number of community level seed week events organized	3.10 Increase parent and student engagement in garden activities	GHI project reports	GHI analysis of project reports	n/a	 Biannual	GHI	
Number of schools with operational plan for school gardens	3.11 Operationalize the national strategy on school gardens and increase sustainability of garden resources	GHI project reports	GHI analysis of project reports	n/a	 Biannual;	GHI;	
Number of nutrition-focused Parents' Day Implemented at schools	3.1 Nutrition focused Parents' Day Implemented at all schools	GHI project reports	GHI analysis of project reports	n/a	Biannual	GHI	
Number of schools that are using nutrition and food safety guides developed for cooks and food store managers	5.7.1 Build Capacity of Cooks and Storekeepers	WFP project reports	WFP analysis of project reports	n/a	Biannual; Baseline, midline, endline	WFP; External firm	
Number of maternal and child nutrition community events in which GHI shared nutrition and agriculture messaging	3.7 Develop and distribute nutrition education materials to schools and neighbouring communities	GHI project reports	GHI analysis of project reports	n/a	Biannual	GHI	
Number of cooking demonstration sessions conducted during maternal and child nutrition events	3.4 Integrate nutrition and agriculture awareness activities into existing maternal and child nutrition campaigns	GHI project reports	GHI analysis of project reports	n/a	Biannual	GHI	

Number of nutrition-focused clubs established in schools	3.2 Teachers continuously engaged in nutrition education	GHI project reports	GHI analysis of project reports	n/a	 Biannual	GHI	
Number of nutrition-focused educational materials distributed	3.7 Develop and distribute nutrition education materials to schools and neighbouring communities	GHI project reports	GHI analysis of project reports	n/a	 Biannual	GHI	
Number of technical working groups and district coordination meetings in which GHI shared lessons learned from the project and Maternal and Child Nutrition integration	3.3 Local authorities' officials trained on agriculture and nutrition and coordination workshops conducted	GHI project reports	GHI analysis of project reports	n/a	Biannual	GHI	



Annex 10 Acronyms

ACR	Annual Country Report
CBEHPP	Community-based Environmental Health Promotion Program
CFSVA	Comprehensive Food Security and Vulnerability Analysis
CHAI	Clinton Health Access Initiative
CHW	Community Health Workers
CO	Country Office
CSR	Country Strategic Review of Food Security and Nutrition
DDP	District Development Plans
DEO	District Education Officers
DEQAS	Decentralized Evaluation Quality Assurance System
DFID	Department for International Development
EB	Executive Board
EC	Evaluation Committee
ERG	Evaluation Reference Group
ESSP	Education Sector Strategic Plan
EQAS	Evaluation Quality Assurance System
GEWE	Gender Equality and Women's Empowerment
HGSF	Home Grown School Feeding
MDG	Millennium Development Goal(s)
MGD	McGovern-Dole
MINAGRI	Ministry of Agriculture and Animal Resources
MINALOC	Ministry of Local Affairs
MINEDUC	Ministry of Education
MINESANTE	Ministry of Health
MININFRA	Ministry of Infrastructure
NCCA	National Childhood Development Agency
NST	National Strategy for Transformation
OEV	WFP Office of Evaluation
SGAC	School General Assembly Committee
RB(N)	Regional Bureau (Nairobi)
REB	Rwanda Education Board
SDG	Sustainable Development Goal(s)
SEO	Sector Education Officers
SGBV	Sexual and Gender-based Violence
WFP	World Food Programme
UN CCA	UN Common Country Analysis
UNDAP	UN Development Assistance Plan

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WASAC

UN Department of Safety and Security
UN Human Development Index
United States Agency for International Development
United States Department of Agriculture
Water and Sanitation Corporation



