

Evaluation of the Breaking Barriers for Girls' Education Programme in Chad and Niger from 2019 to 2022

Decentralized Evaluation Terms of Reference

WFP School-Based Programmes Division



15 February 2022

Table of Contents

Table of Contents	2
1. Background	1
1.1. INTRODUCTION	1
1.2. Context	1
2. Reasons for the evaluation	4
2.1. Rationale.....	4
2.2. Objectives	4
2.3. Stakeholder Analysis	4
3. Subject of the evaluation	6
3.1. Subject of the Evaluation	6
3.2. Scope of the Evaluation	11
4. Evaluation approach, methodology and ethical considerations	12
4.1. Evaluation Questions and Criteria	12
4.2. Evaluation Approach and Methodology.....	14
4.3. Evaluability assessment	17
4.4. Ethical Considerations.....	18
4.5. Quality Assurance.....	19
5. Organization of the evaluation	21
5.1. Phases and Deliverables	21
5.2. Evaluation Team Composition	22
5.3. Roles and Responsibilities	22
5.4. Security Considerations	24
5.5. Communication	24
5.6. Budget.....	25
Annex 1: Map	26
Annex 2: Timeline	28
Annex 3: Role and Composition of the Joint Steering Committee	30
Annex 4: Role and Composition of the Evaluation Reference Group	31
Annex 5: Stakeholder Analysis	34
Annex 6: Objectives by Country	38
Annex 7: Communication and Knowledge Management Plan	39
Annex 8: Beneficiary Activity Tables	41
Annex 9: Logical Framework	45
Annex 10: Theory of Change	1
Annex 11: Bibliography	2

1. Background

1. These terms of reference (ToR) are for the administration of a joint activity evaluation of the Breaking Barriers for Girls' Education (BBGE) Programme in Chad and Niger funded by Global Affairs Canada (GAC). The BBGE program is jointly implemented by the World Food Programme (WFP), the United Nations International Children's Emergency Fund (UNICEF), and the United Nations Population Fund (UNFPA), with WFP serving as the coordinating agency at regional and global levels. One evaluation report will be created for each country of operation in addition to a lessons learned report, focussing on the partnership practices and impact of the joint approach among UNFPA, UNICEF, and WFP to implementing BBGE in both Chad and Niger.
2. The WFP School-Based Programmes (SBP) Division prepared these ToR based upon an initial document review and consultation with the joint steering committee and regional stakeholders, following a standard template. The purpose of these terms of reference is to provide key information to stakeholders¹ about the evaluations, guide the evaluation team (ET), and specify expectations during the various evaluation phases.

1.1. INTRODUCTION

3. These terms of reference are for the final, joint, activity evaluations of the BBGE Programme in both Chad and Niger. These evaluations are commissioned by the WFP SBP Division and will cover the entire period of program implementation from October 2019 to June 2022.
4. The implementation of activities to address barriers to education for school-aged children and adolescent girls in Chad and Niger will be evaluated. Barriers targeted include hunger and poverty, gender-based violence, economic opportunity cost of school attendance, gaps in school-based health and water, sanitation, and hygiene (WASH) services, lack of school nutrition, attitudes regarding girls' education, lack of awareness of sexual and reproductive health rights, and insufficient capacity at government and local levels to address girls' specific educational needs. Activities targeting primary and secondary school children and their parents, teachers, school cooks, communities, and relevant government personnel were implemented in the Lac and Logone Orientale provinces of Chad and the Tillaberi, Tahoua, and Diffa regions of Niger. The program expected to reach 130,000 beneficiaries per year including 35,530 girls ages 5-9 and 27,569 girls ages 10-19. Each evaluation report will assess the relevance, coherence, efficiency, effectiveness, impact, and sustainability of the programme's activities in the respective country.

1.2. CONTEXT

5. Chad and Niger were targeted for the BBGE intervention due to outstanding barriers to girls' education, high levels of poverty and food insecurity, and crisis contexts that place girls at risk. In addition to these needs, past experience of collaboration among the three implementing agencies and commitments for future collaboration in Chad and Niger enhanced the perceived feasibility of program implementation in those countries. Detailed information on the country contexts is below.

Chad

6. Before and during the implementation of the BBGE program, Chad faced many challenges that impact livelihoods and girls' education. Boko Haram attacks in neighbouring Nigeria have led approximately 193,000 refugees to settle in the Lac province. Meanwhile, violent clashes in the Central African Republic have forced approximately 30,000 people to relocate to the Logone Orientale province since 2017 alone.² Refugees and internally displaced persons have increased strain on areas already stretched for food and resources. Areas of the Sahel, already prone to drought, have been dually impacted by climate change

¹ A complete list of evaluation stakeholders can be found in section 2.3 and in Annex 5. Stakeholders who reviewed the Terms of Reference are listed in Annex 3 and Annex 4.

² WFP. 2019. Breaking Barriers to Girls' Education Joint Proposal – Chad

and the influx of refugees, exacerbating food insecurity in the lean season. During the 2021 lean season, over 1.78 million people were estimated to be food insecure.³ Additionally, Chad ranks 107th out of 107 countries in the 2020 Global Hunger Index, a composite measure of food supply, child under nutrition, and child mortality.⁴

7. In addition to food security challenges, Chad faces threats to human capital and gender equality. In 2019, Chad received a Human Capital Index score of 0.3, meaning that if current conditions prevail, a child born in Chad that year was expected to reach only 30% of their potential productivity by the time they turned 18.⁵ Before the pandemic, net school enrolment had fallen from its peak in 2015 to 73.85%, far below the Agenda 2030 target.⁶ The ratio of female to male average years of education also stagnated at 34.21% in 2019.⁷ As girls move to higher levels of education, they are less likely to finish school than their male peers, due to a variety of factors including gender-based violence (GBV), traditional gender roles and attitudes about girls' education, economic constraints, early/forced marriages, and lack of proper sanitary facilities at schools for menstrual hygiene, among other reasons. Lack of education, poor maternal health, low participation of women in the labour force, and other societal factors have placed Chad 160th out of 162 countries in the Gender Inequality Index.⁸ Educational barriers have been exacerbated by recent events including a 7-month period of school closures due to COVID-19, teacher strikes, and challenges stemming from the death of Chad's president and subsequent government transition. These events also impacted programme implementation, described in the Evaluation Subject section.
8. BBGE activities built upon several existing initiatives of the Chadian government and various United Nations organizations. Chad adopted a 2030 strategic development framework, "Le Chad que Nous Voulons," which is to be implemented through three, five-year National Development Plans (PND). The first NDP (2017-2021) emphasizes prevention of gender-based violence, creation of a national gender strategy, economic empowerment, livelihood and capacity strengthening, and social protection. The PND is supported by the United Nations Development Assistance Framework and the Humanitarian Response Plan. Additionally, the government established a National School Feeding Policy in 2017 that informed the United Nations' Agenda for Nutrition in Chad. In May 2019, the Ministry of Education established a National Strategy for WASH in schools. Prior to programme implementation, UNICEF supported the Chadian Ministry of Education in the development of educational materials to improve knowledge of puberty, menstruation, and menstrual hygiene management (MHM) among students and teachers. UNFPA works closely with the Ministry of Public Health (MoPH) to reduce maternal mortality through capacity strengthening.⁹ In 2019, the MoPH developed a national strategy for the development of adolescents and young people with the support of UNFPA.
9. **Niger**
10. Niger faced various challenges prior to the implementation of the BBGE programme that impacted girls' education and overall wellbeing of the population. Niger ranked last out of 189 countries in the Human Development Index, a composite measure of life expectancy and schooling.¹⁰ Approximately 59% of the school-age population was enrolled in primary school, with women only completing half the number of years of education on average as their male counterparts.¹¹ Some of the causes of girls' low educational attainment include perceived low educational quality, threats to girls' safety, poor water and sanitation infrastructure at schools, and traditional family structures where women and girls assume a majority of domestic responsibilities. Additionally, Niger has one of the highest fertility rates in the world and the

³ WFP. 2021. [WFP Chad Country Brief](#).

⁴ Global Hunger Index. 2021. [Chad](#)

⁵ World Bank. 2021. [Chad](#)

⁶ Sustainable Development Report. 2021. [Chad Indicators](#).

⁷ Ibid

⁸ UNDP. 2020. [Gender Inequality Index](#).

⁹ UNFPA. 2021. [UNFPA Chad](#).

¹⁰ UNDP. 2020. [Human Development Index \(HDI\) Ranking](#)

¹¹ Sustainable Development Report. 2021. [Niger Indicators](#).

highest proportion of child marriages.¹² Early marriage and pregnancy present another barrier to girls' education. For a nation where 40.8% of the population is in poverty, 1.5 million people are food insecure and an additional 1.5 million are chronically food insecure, additional costs of education are too much for many families to bear.¹³ ¹⁴ The disparity in girls education, combined with poor maternal health, poor female participation in the workforce, and other factors, led to Niger ranking 154th out of 162 countries in the Gender Inequality Index.¹⁵

11. The COVID-19 pandemic and heavy flooding exacerbated poor conditions in the country and impacted programme implementation. During the pandemic, schools closed briefly in spring 2020. Lockdowns and restrictions to mobility led per capita income to fall by .3% in 2020.¹⁶ Flooding in August and September 2020 caused \$90 million of losses in the agricultural sector and placed 60,000 households in humanitarian crisis. Impacts from the floods also delayed the start of the school year in the target regions, which impacted programme implementation. Before the BBGE programme, over 55,000 Malian refugees settled in the Tillaberi and Tahoua regions and over 250,000 people displaced by the Lake Chad Basin crisis in 2014 were still living in the Diffa region.¹⁷ During programme implementation, there was further migration to these regions and instances of violence, which caused school closures and impacted programme monitoring due to security concerns.
12. Prior to programme implementation, the Government of Niger stated its commitment to the advancement of girls' education in its 10-year education plan, Plan Sectoriel de l'Education et de la Formation 2014-2024 (PSEF), and through the creation of the National Strategy for Girls' Education and Training. Niger is a top priority country for the UNICEF-UNFPA Programme to Accelerate Action to End Child Marriage that promotes girls' education and rights. In 2012, WFP implemented a school-feeding pilot in Niger that guided future approaches for enhancing girls' access to education by the Government of Niger.

¹² Ibid.

¹³ World Bank. 2021. [Niger](#)

¹⁴ WFP. 2021. [Niger Country Brief](#)

¹⁵ UNDP. 2020. [Gender Inequality Index](#).

¹⁶ World Bank. 2021. [Niger Economic Update: Health and Security Crises Threaten Lives and Livelihoods](#)

¹⁷ WFP. 2019. Breaking Barriers to Girls' Education Joint Proposal – Niger

2. Reasons for the evaluation

2.1. RATIONALE

13. Both country-level, joint evaluations and joint implementation lessons learned report are commissioned for the following reasons: 1. To generate learning to inform government policies in Chad and Niger for enhancing girls' access to education 2. To identify lessons learned from the pilot to expand successful approaches in Chad, Niger, and other countries with similar contexts and 3. To ensure accountability to program beneficiaries and donors. The objective of the lessons learned report is to capture synergies or challenges created by the joint approach, identify good practices within the partnership, and identify areas for improvement.

14. The evaluations are expected to have the following uses for WFP, UNICEF, UNFPA, the Government of Chad and Niger, and other key stakeholders:
 - Inform the design of policies by the governments of Chad and Niger to increase access to education for girls.
 - Inform programmatic decision-making for WFP, UNICEF, and UNFPA country offices in Chad and Niger and generate learning for the country offices and regional bureaus, which they may apply across other countries.
 - Contribute to the global evidence base for gender transformative school feeding programmes with coordinated nutrition and education components (School Feeding PLUS) in crisis contexts.
 - Provide accountability to beneficiaries and GAC through an appraisal of actual programme outputs and outcomes.

2.2. OBJECTIVES

15. The evaluations of the BBGE programmes will serve the dual and mutually reinforcing objectives of accountability and learning, with an emphasis on learning:
16. **Accountability** – The evaluations will assess and report on the performance and results of the BBGE programmes in Chad and Niger, respectively.
17. **Learning** – The evaluations will determine the reasons why certain results occurred or did not occur to draw lessons and derive good practices. It will also 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.
18. Specifically, the evaluations aim to better understand the strengths and weaknesses of the approach to reducing barriers to girls' education, particularly focusing on the implications for crisis contexts, the advantages or disadvantages created through the joint partnership approach, and lessons and best practices from the pilot activities. Findings from the evaluation will be used to inform national policy development in Chad and Niger and to inform future approaches for WFP, UNICEF, UNFPA and partners at the national, regional, and global levels.

2.3. STAKEHOLDER ANALYSIS

19. The evaluation intended users include a broad range of internal and external stakeholders. A number of these stakeholders will be asked to play a role in the evaluation process considering their expected interest in the results and relative power to influence the programme evaluated. Annex 5 provides a preliminary list of evaluation intended users and describes their contributions to the evaluation and expected interest in its results. The evaluations' primary stakeholders include the following:

- UNFPA, UNICEF, and WFP headquarters (HQ) divisions including programmatic divisions and technical units such as the WFP Office of Evaluation (OEV).
 - UNFPA, UNICEF, and WFP Regional Offices
 - UNFPA, UNICEF, and WFP Country Offices
 - Relevant ministries of the governments of Chad and Niger at the central and decentralized levels
 - NGO partner organizations
 - Beneficiaries including primary school boys and girls, adolescent girls, teachers, cooks, school administrators, and students' families and communities.
 - Global Affairs Canada
20. The ET should further define expected stakeholders, stakeholder evaluation contributions, and stakeholder expected uses of the evaluation as part of the inception phase. In addition, the ET should consistently engage with the Evaluation Reference Group and Steering Committee to ensure stakeholder perspectives are included in the documents. The ET should coordinate with the Evaluation Manager (EM) to outline in detail how information from the evaluation will be disseminated to all stakeholders, building on the knowledge management and communication plan (Annex 7)
21. Accountability to affected populations is tied to all three partner organisations' commitments to include beneficiaries as key stakeholders. UNICEF, UNFPA, and WFP are committed to ensuring gender equality, equity and inclusion in the evaluation process, with participation and consultation in the evaluation of women, men, boys and girls from marginalized groups. Beneficiary perspectives should be gathered through key informant interviews and other qualitative methods as deemed relevant by the ET during the data collection phase. The ET should seek the perspectives of beneficiaries in interpreting evaluation findings to the extent possible.

3. Subject of the evaluation

3.1. SUBJECT OF THE EVALUATION

22. The BBGE programme is funded by Global Affairs Canada, with the aim of increasing girls' access to education in the emergency contexts of Chad and Niger by breaking barriers to girls' enrolment in school. Three UN organizations, WFP, UNICEF, and UNFPA, were awarded \$30 million CAD to implement activities over a span of two years to implement activities in the Lac and Logone Orientale provinces of Chad and the Tillaberi, Tahoua, and Diffa regions of Niger (see map Annex 1). Program implementation was planned to begin in October 2019 and continue until October 2021 but was delayed until mid-2020 due to COVID-19 and administrative issues. After activities began, school closures further delayed implementation. Therefore, the programme timeline was extended to June 2022. The primary barriers to girls' education targeted by the program are (1) hunger, poverty, and opportunity cost of school attendance; (2) school-based nutrition, WASH, and health service gaps; (3) lack of sensitization on sexual and reproductive health rights (SHRH) and gender-based violence in schools and communities; and (4) insufficient capacities and coordination at national and local levels to address barriers to girls' education and meet national priorities. Programme activities build on existing initiatives implemented by governments and UN agencies in Chad and Niger.

23. Previous evaluation findings

24. In 2012, WFP piloted a multi-sectoral approach for enhancing access to education for adolescent girls aged 10-19 in Niger, which included many of the components of the BBGE programme. The evaluation concluded that the school attainment success rate for girls increased from 32% to 68%, the prevalence of anaemia decreased among girls and boys, hygiene practices improved, nutritional awareness improved, and students experienced increased confidence to solve problems and express ideas.¹⁸

25. In Chad, the national government has prioritized education and women's advancement through various initiatives, including the establishment of a national school feeding strategy, the creation of a school feeding department within the Ministry of Education (MoE), the launch of a national strategy for WASH in schools, and prioritization of gender-based violence prevention in its long-term strategic development framework. Previous evaluation findings include a Systems Approach for Better Education Results (SABER) Assessment conducted in 2015 to identify strengths and weaknesses in local and national infrastructure for school feeding. The assessment found needs related to institutional capacities and coordination, implying the need for government capacity strengthening activities. Specific gaps included absence of an action plan to operationalize the national school feeding policy, limited funding for education and school feeding, and weak oversight due to low monitoring capacity.¹⁹

26. Description of objectives and activities

27. The BBGE program employs various activities targeted towards primary school children (both boys and girls), adolescent girls, parents, teachers, communities, and government ministries. These activities aim to meet the five objectives, which are disaggregated by country in Annex 6.

- Improved access to primary and secondary education, enhanced school attainment, and improved access to adequate and nutritious food for all children, including adolescent girls.
- Access to a healthier and adequate learning environment for schoolchildren, especially girls and adolescents, allowing them to fully benefit from education opportunities.
- Improved knowledge, attitudes, and behaviors among schoolgirls and boys, teachers and cooks related to nutrition, health, sexual and reproductive health, and gender-based violence.
- Improved awareness on the importance of girls' education and knowledge, attitudes and behaviors regarding girls' nutrition, health & reproductive health and GBV in the communities.

¹⁸ WFP. 2019. School Feeding Plus: Breaking Barriers to Girls' Education in Niger: Niger Proposal Narrative.

¹⁹ WFP. 2019. Breaking Barriers to Girls' Education – Chad.

- Strengthened capacities of government institutions at the central and local levels to address girls' barriers to education and needs in national policies, plans, and budgets

28. In order to achieve the objectives listed above, eight primary activities are conducted in Chad and seven activities are conducted in Niger. WFP, UNICEF, and UNFPA implement activities in partnership with the Governments of Chad and Niger, Parent Associations in Chad and Niger, NGOs, other UN agencies including FAO, IFAD, UNHCR. The logical framework in Annex 9 and the Theory of Change (ToC) in Annex 10 outline the links from activities to outcomes along with corresponding indicators and assumptions. The ToC posits that the combination of activities will lead to increased access to nutrition, increased incentives and decreased disincentives for school attendance for adolescent girls, access to education about girls' rights for education, gender-based violence, sexual and reproductive health, and other gender equality issues, and increased government capacity to address these issues in future. This increased access and knowledge will reduce barriers to school attendance, including poor health, poverty and opportunity cost of attending school, personal safety concerns, weak institutional capacity, and lack of awareness of the importance of education for girls. As barriers are removed, girls will have improved access to education and improved well-being and stability in crisis contexts. Indicators outlined in the logical framework are measurable and have been designed to consider specific impacts on women and girls. The ET should analyse and refine the ToC assumptions and impact pathways using evaluation findings to determine the extent to which they were supported or refuted.

29. Planned activities, outputs, outcomes, and main partners identified for each objective are described in the following section. A disaggregation of beneficiaries by country, activity, beneficiary type, and gender can be found in Annex 8. These tables were generated during the program proposal phase.

30. Objective 1: Improved access to primary and secondary education

Table 1: Objective 1 Activities			
Actors	Intervention	Beneficiaries Targeted	Intended Outcomes
Lead: WFP Partners: NGOs, DANSS (Chad) MoPSE ²⁰ , FAO, IFAD, UNICEF, NGOs (Niger)	Provide nutritious meals to primary school children. Train cooks and parents associations on school meal programme management including food storage, distribution, kitchen rehabilitation, and school vegetable gardens.	33000 boys and girls provided one meal for 150 days annually (Chad) 73410 boys and girls provided two meals for 180 days annually (Niger)	Improved enrolment, attendance, retention, attentiveness, nutrient uptake, diet diversity, and nutrition habits and behaviours
Lead: WFP and UNFPA Partners: NGOs, MoE, Parents Associations (Chad) MoPSE, UNICEF, NGOs, AME ²¹ (Niger)	Incentives to households for girls' attendance. Distribution of welcome kits, and scholarship program (\$20 per girl per trimester in Niger and \$35 per girl per trimester in Chad) Remedial after school support and support obtaining birth certificates. Entrepreneurial skills development for girls and mothers (Chad only).	11037 adolescent girls (Chad) 8,000 upper-primary girls, 4500 lower-secondary girls, and 190 upper secondary girls (Niger)	Increased adolescent girls' enrolment, attendance, retention, and completion.

²⁰ Ministry of Primary and Secondary Education

²¹ School Mothers Association

Lead: UNFPA Partners: NGOs	Tailored support for adolescent girls returning to school and remedial after-school support	3000 girls	Re-enrolment of girls, regular attendance and retention of girls at risk for dropping out of school, and child marriage and pregnancy prevention.
-------------------------------	---	------------	---

31. Outcomes for activities under the first objective will be measured through the following indicators: retention, enrolment, and attendance rates disaggregated by gender, proportion of girls attending primary and secondary school (Niger only), minimum diet diversity score for girls 15-19 (Chad only), household food insecurity in target areas (Chad), increase in children with birth certificates (Chad only), and reduction in child marriage in target regions (Niger only).

32. **Changes in activity implementation:** Changes were made to the activity implementation, especially during the first year of implementation, which coincided with the COVID pandemic. The project launch workshop was postponed, which delayed awareness raising activities in schools and communities. School meals in Chad were delivered via take-home rations due to school closures. Birth certificate issuance, remedial education for girls, and cash grants to selected families for girls' attendance took place. Other activities were delayed. In Niger, activities were delayed, but did not change.

Objective 2: School-based nutrition, WASH and Health Services

Table 2: Objective 2 Activities			
Actors	Description	Beneficiaries Targeted	Intended Outcomes
Leads: UNICEF and WFP Partners: MoE, NGOs	Vitamin A, iron supplements, deworming, and folic acid	36000 primary school children (Chad) 17,000 girls (Niger)	Reduced prevalence of anaemia and parasitic infections
Leads: UNICEF and UNFPA Partners: MoE, NGOs	WASH activities in 60 primary and secondary schools Teachers, girl leaders, and GOGES/CGDES and AME members are trained on MHM ²² Locally make reusable sanitary pads Comprehensive school-based nutrition, MHM, hygiene and health education.	16,500 students (including 5,500 adolescent girls) 5,000 women and adolescent girls	Promotion of healthier learning environments, improved health, reduced absenteeism due to poor MHM, increased cognition, increased attendance, improved school retention

33. Outcomes for activities under the second objective will be measured through the following indicators: prevalence of anaemia among girls aged 10-19 in target regions (Niger), proportion of girls who use MHM kits at their last period (Niger only), children benefitting from drinking water service at schools, children

²² Menstrual hygiene management

benefitting from gender separated latrines at schools, knowledge/attitudes/behaviours related to hygiene and healthy habits (Chad only).

34. **Changes in activity implementation:** Due to various challenges and delays, changes were made to the activity implementation. Training of women and girls in the manufacture of reusable sanitary napkins was removed. Nutrition supplements were delayed in Niger but will be distributed in November 2021. Hand washing devices, hygiene kits, and bio-digesters were distributed in Niger. Latrines and drinking water facilities were established in both Chad and Niger. In Chad, nutrition supplements, deworming activities, and manufacturing of sanitary pads occurred. Other activities were delayed or removed.

35. **Objective 3: Awareness of SRH and GBV prevention among school-aged girls and boys**

Table 3: Objective 3 Activities			
Actors	Description	Beneficiaries Targeted	Intended Outcomes
Lead: UNFPA Partners: MoE, UNICEF, WFP, NGOs	Promotion of comprehensive sexuality education, health clubs, and school infirmaries. Distribution of sexual and reproductive health (SRH) kits. Trainings on life skills and social and behaviour change communication (SBCC), gender-based violence prevention, early marriage prevention leadership, interrelations, HIV, and other topics. Peer-to-peer counselling for adolescent girls and women	36,000 adolescents including 11,037 adolescent girls (Chad) 41,372 primary and secondary school girls and 40,622 primary and secondary school boys (Niger)	Number of secondary schools that have integrated reproductive health in training curriculums, reduced prevalence of child marriage, increase in access to quality reproductive health services, increase in knowledge of family planning among adolescent girls, reduced child pregnancy, reduced exposure of girls to HIV and STIs

36. Outcomes for activities under the third objective will be measured through the following indicators: increase in knowledge of family planning among adolescent girls, increase in use of family planning by married girls (Niger only), increase in access to quality reproductive health services, number of secondary schools that have integrated reproductive health in training curriculums (Niger only), and reduce the prevalence of child marriage in target regions (Chad only).

37. **Changes in activity implementation:** Due to various challenges and delays, changes were made to the activity implementation. In Niger, reproductive health kits were distributed at integrated health centres, schools were targeted for the establishment of infirmaries, and school health clubs were established, and UNFPA “paralegals” reached girls and boys with GBV sensitization information. In Chad, teachers, cooks, and women were given gender equality sensitization training, literacy training, and management of school canteens, and cooks received cash-based transfer assistance. Other activities were delayed or removed.

Objective 4: Awareness of SRH and GBV prevention for parents, teachers, and the wider community

Table 4: Objective 4 Activities			
Actors	Description	Beneficiaries Targeted	Intended Outcomes

<p>Lead: UNFPA</p> <p>Partners: government ministries, UNICEF, WFP, NGOs</p>	<p>Educate broader community about GBV, SRH, and the importance of girls' education</p> <p>Establish Future Husbands Clubs (Niger)</p> <p>Establishment of 15 safe spaces (Chad)</p> <p>Establishment of 16 preschool classrooms for children of adolescent mothers</p>	<p>550 adolescent boys (Niger)</p> <p>300 community members (Chad and Niger)</p>	<p>Increased awareness of the importance of girls education, improved SRH behaviours, knowledge, and attitudes, reduced exposure of girls to HIV and STIs, reduced child marriage, reduced child pregnancy</p>
--	---	--	--

38. Outcomes for activities under the fourth objective will be measured through the following indicators: percentage of target groups that adopted favourable attitudes towards girls' education (Niger only) and percentage of decision-makers in households that do not intend to marry their daughter before 18.
39. **Changes in activity implementation:** Due to various challenges and delays, changes were made to the activity implementation. In Niger, chiefs of district signed partnerships to prevent GBV within communities. In Chad, activities to train parents have begun. Other activities were delayed or removed.

Objective 5: Strengthening government capacity and coordination at national and local levels

40. WFP, UNICEF, and UNFPA work with NGOs and relevant government ministries to strengthen capacity to effectively address barriers to girls' education and girls' health, nutrition, and protection through policies, strategies, and programmes. In Chad, WFP and UNFPA partnered with the MoE, Ministry of Health (MoH), and Ministry of Women and Social Affairs (MoWSA) to implement a comprehensive national study to better understand barriers to girls' education and document lessons learnt. WFP and UNFPA work to advocate for girls' education policy, identify national champions for advocacy, and sensitize ministries on gender responsive education policies. In Niger, UNFPA, UNICEF, and WFP support the formulation and strengthening of inclusive, gender-responsive legal and policy framework that supports education and health for all students, particularly girls. These include the formulation of a national Strategy for Girls Education and Training and a review of the National School Feeding Strategy. The intended outcomes of these activities include creating enabling institutional and policy environments to effectively address barriers to girls' education and promote girls' rights and wellbeing.
41. Outcomes for activities under the fifth objective will be measured through the following indicators: percentage of communes in target areas that have an investment plan that considers the promotion of girls' education (Niger only) and number of national policies, programmes, and coordination systems developed or strengthened with the support of UN agencies (Chad).
42. **Changes in activity implementation:** Due to various challenges and delays, changes were made to the activity implementation. The study to determine barriers to girls' education in Chad was delayed but was completed in October 2021. Collaboration with relevant government ministries in Chad was impacted by the death of the president during programme implementation.
43. **Gender Equality and Women's Empowerment and additional equity dimensions**
44. Considerations to promote Gender Equality and Women's Empowerment (GEWE) represent a fundamental component of programme design and implementation. The stated purpose of the project is to reduce barriers to girls' education in order to promote women's prosperity and empowerment more broadly. Target countries were selected due to gender-specific barriers impacting educational access for young girls and adolescents. The barriers specifically impacting girls in the target countries of Chad and Niger were analysed during programme formation to maximize the program's ability to achieve its objectives. Gender-specific educational barriers were further investigated during the baseline study in Chad and Niger. Additional equality and inclusion dimensions were considered in targeting of

programme activities. Regions with high percentages of refugees, returned migrants, and internally displaced persons as well as regions facing outsized food insecurity were targeted to bring programme benefits to areas with high needs. The evaluation team should further analyse the extent to which the program was able to meet the needs of marginalized populations, including populations with disability, refugees, and internally displaced persons.

45. A total budget for two years was approved by the donor, totalling \$30 million CAD. Of the \$30 million CAD, \$16,370,384.54 CAD was budgeted for programme implementation in Chad, \$11,259,140.41 CAD was budgeted for programme implementation in Niger, and \$2,073,445.34 CAD was budgeted for global coordination, evaluation, and research—approximately 7% of the overall budget.

3.2. SCOPE OF THE EVALUATION

46. The evaluation will cover activities implemented from October 2019²³-June 2022. In line with the OECD – DAC²⁴ criteria, the evaluation will examine programme relevance and coherence within the context of COVID-19 and existing humanitarian crises, programme efficiency, effectiveness, sustainability, and impact. Evaluation analysis in both Chad and Niger will examine these thematic areas for all beneficiaries, focusing specifically on young girls, adolescent girls, and women. In addition, a lessons learned report will be generated to analyse the partnership among UNFPA, UNICEF, and WFP. Qualitative and quantitative data should be disaggregated by gender and age group whenever possible. All target provinces and regions should be included in the scope of the evaluation. Samples should be collected to allow for the disaggregation of results by province/region whenever possible. Due to programme delays and adjustments to activities, the scope of the evaluation will focus on all activities that could be implemented within the changing context and investigate how changes and delays impacted the evaluation criteria.
47. The OECD-DAC criteria aim to gather information that generates learning for decision makers and meets standards for accountability. When examining relevance, the evaluation will determine the extent to which activities implemented responded to girls' needs within the specific context of COVID-19 and humanitarian issues within the target countries, according to girls. Along with relevance, coherence will determine the extent to which activities were compatible with existing governmental, multinational, or non-profit interventions, and the coherence of the joint approach with each organisation's strategy. Efficiency determines the extent to which results were achieved in an economic and timely way. Effectiveness examines the extent to which objectives were achieved, whereas impact examines the extent to which activities and objectives generated higher-level effects, both intended and unintended. Finally, sustainability will examine the extent to which benefits of the programme are likely to continue after implementation ends, with a particular focus on the program's ability to strengthen government capacity and ownership.

²³ Programme implementation did not begin until 2020 due to delays

²⁴ The Organisation for Economic Co-operation and Development - Development Assistance Committee's criteria for evaluations are relevance, coherence, efficiency, effectiveness, sustainability, and impact.

4. Evaluation approach, methodology and ethical considerations

4.1. EVALUATION QUESTIONS AND CRITERIA

48. The evaluation will address the following key questions, which will be further developed and tailored by the ET in a detailed evaluation matrix during the inception phase. The final evaluation matrix must include questions that have been refined based on key stakeholder input, corresponding indicators, data sources, data collection method, data collection timeline, methods for data analysis, and roles and responsibilities. Questions should provide information that determines accountability to objectives and provides relevant lessons for future programmes. The evaluation should also analyse how gender, equity and wider inclusion objectives and principles were included in the intervention design. The gender, equity and wider inclusion dimensions should be integrated into all evaluation criteria as appropriate.

Table 5: Evaluation questions and criteria

Evaluation questions – Chad and Niger		Criteria
EQ1 – Were the BBGE program activities relevant to the health and educational needs of girls and adolescent girls, particularly girls from marginalized groups, within the humanitarian context of the target zone?		Relevance
1.1.	To what extent did the programme identify the needs of girls and adolescent girls and the relevant barriers to girls' education in Chad and Niger?	
1.2	According to girls, boys, and parents (especially those from marginalized groups), to what extent was the comprehensive nature of the intervention package relevant for their needs generally and given contextual factors such as COVID-19 and security concerns?	
1.3	To what extent was the programme able to reach the most vulnerable beneficiaries, particularly girls living in conflict-affected areas and girls who are not in school?	
EQ2 – To what extent do the program's objectives and activities align national government policies and priorities and relevant programmes operating in the target provinces?		Connectedness/ coherence
2.1	To what extent was the joint approach to the programme compatible with the strategies and objectives of WFP, UNICEF, and UNFPA?	
EQ3 – To what extent have programme activities delivered results timely and economically within the UNICEF, UNFPA, and WFP partnership?		Efficiency
3.1	How did the joint approach to programme implementation enhance or hinder efficiency?	
3.2	How can programme implementation be improved to achieve results in a more timely and economical	

	way, within changing contexts such as the COVID-19 pandemic and instability?	
EQ 4 - To what extent did activities result in expected outputs and outcomes?		Effectiveness
4.1	<p>What internal and external factors affected the programme's achievement of intended results, particularly the following:</p> <ul style="list-style-type: none"> -Community attitudes about girls' education -Intra-households dynamics such as household core allocation, livelihoods, and intra-household cohesion -Girls' participation in school -Health and nutrition behaviours of girls, boys, and families -Awareness of SRHR and improved SRHR knowledge and attitudes among students, parents, educators, and professional? 	
4.2	How did the joint approach to the programme impact effectiveness?	
4.3	How did programme delays and academic disruption impact programme effectiveness, particularly the effectiveness of the comprehensive, joint approach?	
4.4	What lessons from programme implementation can be applied to future programmes in humanitarian or crisis contexts to enhance their effectiveness?	
EQ 5 - To what extent did the programme improve government capacity and ownership of activities?		Sustainability
5.1	To what extent are communities participating in programme implementation and able to continue programme activities after the implementation period?	
5.2	What internal and external factors threaten the sustainability of programme activities and results?	
5.3	What internal and external factors enhance the sustainability of programme activities and results?	
EQ 6 - To what extent did the program achieve long-term outcomes for girls' education?		Impact
6.1	To what extent were the assumptions and logic in the theory of change supported by the programme?	

6.2	What unintended outcomes, both positive and negative, did the program generate?	
6.3	What internal and external factors affected the program's ability to achieve its intended impact on girls and adolescent girls' education?	
6.4	How did the joint approach (integration of program components into a comprehensive package as opposed to implementation of individual interventions) affect the program's ability to reach its goals?	

49. A gender-equitable lens will be applied across all areas of the evaluation. Evaluation questions, particularly concerning programme relevance, coherence, effectiveness, and impact should be answered in a way that identifies disparities across sexes. Key informants should be selected to include adequate samples of high-risk groups, such as women and girls, refugees, returnees, indigenous groups, and displaced persons.

4.2. EVALUATION APPROACH AND METHODOLOGY

50. The ET should use a mixture of qualitative and quantitative methods to gather necessary data in Chad and Niger. Data collection methods may include the following and should be elaborated by the ET during the inception phase:

Table 6: Data Collection Methods

Data collection method(s)	Relevant country(ies)	Type of informant reached	Type of data to be collected
Detailed document review	Chad and Niger	N/A	Contextual information, national and regional statistics, information for data triangulation, information on programme outputs
Household surveys	Chad and Niger	Households with primary and secondary students in target districts	Food consumption adequacy, use of coping strategies, food diversification score, WASH practices among adolescent girls, prevalence of MHM and SRH education and knowledge, access to sanitary pads, healthcare access, prevalence of birth certificates, child marriage and pregnancy prevalence, age of sexual initiation of adolescent girls
Observation	Chad and Niger	N/A	Qualitative information on programme implementation and fidelity to design, prevalence of school canteens/functionality of canteens, access to drinking water, presence of improved,

			separate sanitation facilities for boys and girls
Key Informant Interviews (KII)	Chad and Niger	School directors, teachers, health centre leaders, representatives from parent groups, government school inspectors, representatives from partner organizations at country, regional, and HQ level, representatives from relevant government ministries, religious leaders, traditional authorities	Perceptions of programme relevance, coherence, efficiencies, effectiveness, sustainability, and impact; attitudes, knowledge, and behaviours related to programme outcomes
Focus group discussions (FGD)	Chad and Niger	Adolescents aged 10-19, adolescent girls aged 10-19, mothers, fathers	Attitudes, knowledge, and behaviours related to programme outcomes
School census	Chad and Niger	N/A	Dropout rate, school entering rate, primary school completion rate, attendance rate (verified by NGO monitoring), enrolment rate,

51. In addition to the options listed above, the ET should consider utilizing other participatory methods to gather qualitative information, such as Photo Voice, community outcome mapping, or utilizing student drawings to capture impact. Specific considerations for methodology of the evaluation include limitations in baseline data collection in Niger and monitoring data collection in Chad. Due to COVID-19 and programme delays, various indicators could not be collected as planned at baseline and mobility issues, due to violence/safety concerns, impacted programme monitoring. Because of these limitations, the ET should investigate alternative methods for assessing change attributable to programme implementation such as outcome harvesting, post-pre assessment design, and triangulation with qualitative data. Use of the Qualitative Impact Assessment Protocol (QUIP) approach is suggested.
52. The methodology finalized by the ET should maximize impartiality and reduction of bias by relying on mixed methods (quantitative, qualitative, participatory etc.) and different primary and secondary data sources that are systematically triangulated (documents from different sources; a range of stakeholder groups, including beneficiaries; direct observation in different locations; across evaluators; across methods etc.). Methodology should consider data availability, validity, and reliability, as well as any budget and timing constraints. The evaluation questions, lines of inquiry, indicators, data sources and data collection methods will be brought together in an evaluation matrix, which will form the basis of the sampling approach and data collection and analysis instruments (desk review, interview and observation guides, survey questionnaires etc.).
53. The methodology should consider GEWE and broader equity and inclusion dimensions, indicating how the perspectives and voices of diverse groups (men and women, boys, girls, people living with disabilities and other marginalized groups) will be included. The methodology should ensure that primary data collected is disaggregated by sex and age; an explanation should be provided if this is not possible. The ET should also disaggregate results by socioeconomic status and should comment on differences in programme effectiveness for vulnerable populations including refugees and internally displaced persons. To allow for disaggregation by sex, sampling frames should be altered to ensure enough female respondents will be reached. Focus groups with only female participants will be held in addition to focus groups with all beneficiaries of each respective group (i.e. primary school students, secondary school students, parents, and community members) in order to capture female perspectives. When possible, KIIs should be conducted by a member of the same sex as the respondent. Analysis should focus on any

differences in programme results between genders and should investigate potential causes of these differences. The ET must follow UN-SWAP²⁵ criteria for evaluations and have a clear and detailed plan for collecting data from women and men in gender and equity-sensitive ways before fieldwork begins.

54. The evaluation findings, conclusions and recommendations must reflect gender and equity analysis. The findings should include a discussion on intended and unintended effects of the intervention on gender equality and other equality dimensions. The report should provide lessons/challenges/recommendations for conducting gender and equity-responsive evaluations in the future. In the Evaluation Report, the ET must clearly state how all conclusions and recommendations are supported by findings. This should be done through the inclusion of a table which clearly displays which findings support each conclusion and recommendation.
55. The following mechanisms for independence and impartiality will be employed. An ET external to WFP, UNICEF, and UNFPA that is not involved in programme implementation will be selected to conduct all evaluation activities. The Team Lead will ensure that evaluators selected have not participated in programme implementation and are not affiliated with the implementing partners. Evaluators selected will ensure that implementing partners do not interfere with the evaluation by ensuring staff does not attend focus groups or interviews of which they are not the subject, making decisions about respondent selection free of influence, and conducting the evaluation without fear of risk to their employment. A Joint Steering Committee consisting of members from WFP, UNICEF, and UNFPA will review methodology and data collection instruments included in the inception report and will add context to findings in the final reports. An Evaluation Reference Group will also review deliverables and contribute feedback to ensure the inclusion of stakeholder perspectives and triangulation of results. While these groups are intended to ensure rigour of methods and tools, conclusions and recommendations of the evaluation should not be altered by the groups' recommendations in any way that is not supported by findings. Evaluations will be disseminated to stakeholders and the general public regardless of results.
56. The potential risks to the methodology have been identified and are listed in Table 5. The ET should review, clarify, and update the risks, causes, effects, and mitigating actions outlined below during the inception phase.

Table 7 – Evaluation Risks

Potential Risk	Underlying causes	Effects	Mitigating actions
Amendments to initial programme implementation	School closures due to COVID-19, programme delays, shifting priorities of programme partners in response to COVID-19	The evaluation cannot determine the impact, effectiveness, efficiency, sustainability, relevance, and coherence of the programme as designed	Changes to programme design should be well documented. The evaluation reports should outline in a limitations section how programmatic changes may impact the validity of findings
Baseline indicator accuracy	In some cases, country-wide figures were utilized where data specific to the program area were unavailable	Inability to identify changes in results of interest	Evaluators may employ methods such as Post-pre surveys or outcomes harvesting to gather data on perceived changes for indicators with low quality data. End line values can be triangulated using document review and qualitative data from FGD and KII

²⁵ United Nations System-wide Action Plan on Gender Equality and the Empowerment of Women

Inability to collect in-person data	Risk of exposure to COVID-19 for data collector and respondent and security concerns	Limited ability to observe programme activities, difficulty including perspectives of individuals without internet or phone access, and delayed data collection	Data should be collected virtually where necessary. When data is collected in person, mitigating measures including social distancing, use of masks, and outdoor data collection activities.
Lack of a counterfactual	Baseline data collection constraints	Diminished ability to attribute programme intervention to results	Triangulation of results using qualitative data and desk review; comparison of results to national statistics in Chad and Niger, where available.

4.3. EVALUABILITY ASSESSMENT

57. The ET will have access to several sources of information to conduct their investigation for the two evaluation reports. The table below outlines programme-specific data sources:

Table 8 – Data Sources

Data source	Gender specific information	Type of information	Limitations and gaps
Chad Baseline	Yes	Quantitative and qualitative data from a household survey, semi-structured interviews with key stakeholders, focus groups with adolescents and parents	Cluster sampling used instead of random sampling due to cost constraints; counterfactual data not gathered
Niger Baseline	Yes	Quantitative and qualitative data gathered from school census and a workshop with key stakeholders conducted in December 2020	Some indicators were not collected including prevalence of anaemia, menstrual hygiene practices, family planning knowledge, and attitudes towards child marriage; counterfactual data not gathered;
Annual report December 2020	Yes	Quantitative and qualitative information on programme progress, changes to activities, and challenges in Chad and Niger	Changes to programme activities and programme delays impacted data that could be collected; Limits to programme monitoring activity due to security concerns
Annual report September 2021	Yes	Quantitative and qualitative information on programme progress, changes to activities, and challenges in Chad and Niger	Changes to programme activities and programme delays impacted data that could be collected; Limits to programme monitoring activity due to security concerns
Gender and protection analysis	Yes	Qualitative information on barriers to girls' education	Analysis limited to household perceptions of barriers

Niger monthly monitoring updates	Yes	Quantitative and qualitative information on activity progress and constraints of implementation	No limitations noted
Chad quarterly monitoring updates	Yes	Quantitative counts of beneficiaries, tonnage, and CBT	Monitoring activities have been limited in Chad due to security concerns

58. In addition to programme-specific data, the country team will have access to country-level qualitative and quantitative data for Chad and Niger. Sources of information from WFP include four evaluation reports from previous programmes, annual country reports for Chad and Niger, and Country Strategic Plans for Chad and Niger, among others. These reports provide quantitative information regarding programme context and national statistics as well as qualitative analysis of country interventions, results, and lessons learned. UNFPA collects national, quantitative data on maternal and new-born health, sexual and reproductive health, and population that evaluators may use as a source of information. UNICEF also collects national and regional-level data on child adolescent and youth mortality, Vitamin A consumption, WASH, sexual violence, intimate partner violence, and attitudes and social norms on violence, among other indicators. Additionally, national and sector surveys such as the ENAFEME 2021²⁶, SMART 2020 and 2021²⁷, statistical yearbooks, economic and human capital data from the World Bank, and other UN agencies are external sources of information relevant to the ET's understanding of the broader country context.
59. The programme logical framework and theory of change have set clear objectives that are aligned with programme activities. Indicators and target values are clear and measurable. The ET should delve deeper into the logical framework to determine if it provides enough information to guide the evaluation questions and direction. Due to extenuating circumstances in Chad and Niger, there were severe gaps in programme data collection and monitoring. Some indicators used national level data for baseline values as these values could not be collected. Other data may be difficult to gather due to security concerns in both countries. The evaluation should address these barriers to evaluability by triangulating information with external sources, outcome harvesting, and conducting KIIs with programme beneficiaries to gather qualitative observations of results.
60. During the inception phase, the ET will be expected to perform an in-depth evaluability assessment and critically assess data availability, quality and gaps expanding on the information provided in Section 4.3. This assessment will inform the data collection and the finalization of evaluation methods. The ET will need to systematically check accuracy, consistency, and validity of collected data and information and acknowledge any limitations/caveats in drawing conclusions using the data during the reporting phase.

4.4. ETHICAL CONSIDERATIONS

61. The evaluation must conform to [UNEG ethical guidelines for evaluation](#). Accordingly, the selected evaluation firm is responsible for safeguarding and ensuring ethics at all stages of the evaluation process. This includes, but is not limited to, ensuring informed consent, ensuring adequate protections for participants who are children, protecting privacy, confidentiality, and anonymity of respondents, ensuring cultural sensitivity, respecting the autonomy of respondents, ensuring fair recruitment of participants (including women and socially excluded groups), and ensuring that the evaluation results do no harm to respondents or their communities.
62. The evaluation firm will be 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

²⁶ l'Enquête Nationale sur la Fécondité et la Mortalité des Enfants de moins de cinq (5) ans is a national survey conducted by the Niger National Institute of Statistics (INS)

²⁷ SMART is a national nutrition indicator survey conducted by the Niger INS

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.

63. Several ethical issues may impact the execution of this evaluation. During the inception phase, the sample of respondents selected for key information interviews, surveys, and focus group discussions should be inclusive and fair so that all locations and beneficiaries of different genders and backgrounds are included. Respondents will be randomly selected to the extent possible to mitigate this risk. Potential harms caused by in-person data collection during the COVID-19 pandemic should be considered, and data collection should be conducted virtually where risk of in person collection is deemed too great. Additionally, questionnaires should be vetted by stakeholders to ensure they are culturally sensitive. Before participation in an interview, survey, or focus group, individuals will be informed of the purpose and intended use of the data collection activity, the voluntary nature of their participation, and the confidentiality of their responses. In order to respect the time and contributions of respondents, no data should be collected that will not contribute to the findings shared in the evaluation. During data analysis, ethical safeguards should include storage of data on secure platforms, de-identification of responses where possible, triangulation of data through a mixed-methods approach to ensure validity and reliability of information, and all analysis techniques will be outlined in the evaluation report to ensure clarity of methods and findings. The ET will also be expected to sign a data protection agreement. When results are shared, any contextual factors which limit the generalizability of findings should be included in addition to a description of any changes or limitations to evaluation methodology

64.

4.5. QUALITY ASSURANCE

65. The WFP evaluation quality assurance system sets out processes and templates for evaluation products based on a set of [Quality Assurance Checklists](#). Relevant documents, including checklists for feedback on quality for each of the evaluation products, will be provided to the ET and will be applied at each stage to ensure the quality of the evaluation process and outputs.
66. The WFP Decentralized Evaluation Quality Assurance System (DEQAS) is based on the UNEG norms and standards and good practice of the international evaluation community. This quality assurance process does not interfere with the views or independence of the ET but ensures that the report provides credible evidence and analysis in a clear and convincing way and draws its conclusions on that basis.
67. The WFP evaluation manager will be responsible for ensuring that the evaluation progresses as per the [DEQAS Process Guide](#) and for conducting a rigorous quality control of the evaluation products ahead of their finalization.
68. To enhance the quality and credibility of decentralized evaluations, an outsourced quality support (QS) service directly managed by the WFP Office of Evaluation reviews the draft ToR, the draft inception and the evaluation reports, and provides a systematic assessment of their quality from an evaluation perspective, along with recommendations.
69. The evaluation manager will share the assessment and recommendations from the quality support service with the ET leader, who will address the recommendations when finalizing the inception and evaluation reports. To ensure transparency and credibility of the process in line with the [UNEG norms and standards](#),^[1] a rationale should be provided for comments that the team does not incorporate in the final report.
70. The ET will be required to ensure the quality of data (reliability, consistency and accuracy) throughout the data collection, synthesis, analysis and reporting phases.
71. The ET should be assured of the accessibility of all relevant documentation within the provisions of the directive on disclosure of information. This is available in the [WFP Directive CP2010/001](#) on information disclosure.

^[1] [UNEG Norm #7](#) states “that transparency is an essential element that establishes trust and builds confidence, enhances stakeholder ownership and increases public accountability”

72. WFP expects that all deliverables from the ET are subject to a thorough quality assurance review by the evaluation firm in line with the WFP evaluation quality assurance system prior to submission of the deliverables to WFP.
73. All final evaluation reports will be subject to a post hoc quality assessment (PHQA) by an independent entity through a process that is managed by the Office of Evaluation. The overall PHQA results will be published on the WFP website alongside the evaluation report.

5. Organization of the evaluation

5.1. PHASES AND DELIVERABLES

74. Table 5 presents the structure of the main phases of the evaluation, along with the deliverables and deadlines for each phase. Annex 2 presents a more detailed timeline.

Table 9: Summary timeline – key evaluation milestones			
Main phases	Indicative timeline	Tasks and deliverables	Responsible
1. Preparation	Nov- Apr 2022	<p>Prepare stakeholder matrix and consult stakeholders (EM)</p> <p>Establish ERG (CD)</p> <p>Identify evaluation objectives and questions (EM, CD, ERG, HoP)</p> <p>Preparation of ToR, communication and learning plan, and document library (JSC, EM, ERG, DEQS)</p> <p>Selection of the ET & contracting (JSC, EM)</p>	Evaluation Manager (EM), Country Directors (CD), ERG, Head of Programme (HoP), Joint Steering Committee (JSC), DEQS,
2. Inception	Apr-Jun 2022	<p>Conduct team orientation (EM, ET)</p> <p>Undertake desk review (ET)</p> <p>Hold inception meetings with stakeholders (EM, ET, CD, ERG)</p> <p>Write, quality assure, and circulate inception report (EM, DEQS, ERG, JSC)</p>	Evaluation Team/Team Lead (ET), EM, CD, DEQS, ERG, JSC
3. Data collection	Jun-Jul 2022	<p>Prepare fieldwork/schedule field visits (EM, ET)</p> <p>Conduct field work and preliminary analysis with logistical support from EM (ET)</p> <p>Hold end of mission debriefing (EM, ET, JSC, ERG)</p>	ET, EM, ERG, JSC
4. Reporting	Aug – Sept 2022	<p>Write, quality assure, and approve Evaluation Report</p>	ET, EM, DEQS, ERG, JSC
5. Dissemination and follow-up	Oct 2022	<p>Management response</p> <p>Dissemination of the evaluation report</p>	JSC/Evaluation Manager

5.2. EVALUATION TEAM COMPOSITION

75. The evaluation team is expected to include 4-10 members, including the team leader and a mix of national and international evaluators. To the extent possible, the evaluation will be conducted by a gender-balanced and geographically and culturally diverse team with appropriate skills to assess gender dimensions of the subject as specified in the scope, approach and methodology sections of the ToR. At least one team member should have WFP, UNICEF, or UNFPA experience.
76. The team will be multi-disciplinary and include members who, together, include an appropriate balance of technical expertise and practical knowledge in the following areas:
- Oral and written fluency in English and French
 - Extensive experience evaluating school-based programmes, SBCC programmes, or programmes with similar goals and objectives
 - Extensive experience evaluating programmes in crisis settings or that reach similar populations, such as refugees, displaced persons, and returnees.
 - Excellent knowledge of gender, equity and wider inclusion issues including GBV, child marriage, and SRH
 - Experience in systems and institutions analysis
 - Very familiar with of WFP, UNICEF, and UNFPA operating structures
 - All team members should have strong analytical and communication skills, evaluation experience (quantitative and qualitative approaches) with a track record of written work on similar assignments, and familiarity with Chad and/or Niger
77. The team leader will have expertise in one of the key competencies listed above as well as demonstrated experience in leading similar evaluations, including designing methodology and data collection tools. She/he will also have leadership, analytical and communication skills, including a track record of excellent English and French writing, synthesis, and presentation skills. Her/his primary responsibilities will be: i) defining the evaluation approach and methodology; ii) guiding and managing the team; iii) leading the evaluation mission and representing the ET; and iv) drafting and revising, as required, the inception report, the end of field work (i.e. exit) debriefing presentation and evaluation report in line with DEQAS.
78. 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; and iv) contribute to the drafting and revision of the evaluation products in their technical area(s).
79. The evaluation team will conduct the evaluation under the direction of its team leader and in close communication with the WFP Evaluation Manager located within the SBP division. The team will be hired following agreement with WFP on its composition.

5.3. ROLES AND RESPONSIBILITIES

80. The **Evaluation Team** will be responsible for completing all deliverables as outlined in the ToR within timeframes agreed upon by the ET and EM. They will also be responsible for regularly updating the EM on progress of the evaluation and responding to EM communication in a timely manner.
81. The WFP SBP Division **management (Director Carmen Burbano)** will take responsibility to:
- Assign an evaluation manager for the evaluation [Niamh O’Grady, Head of Monitoring, Evaluation, Accountability, and Learning]
 - Approve the final ToR, inception and evaluation reports
 - Approve the ET selection
 - Ensure the independence and impartiality of the evaluation at all stages, including establishment of and participation in a joint steering committee and a reference group
 - Participate in discussions with the ET on the evaluation design and the evaluation subject, its performance and results with the evaluation manager and the ET

- Organize and participate in two separate debriefings, one internal and one with external stakeholders
 - Oversee dissemination and follow-up processes, including the preparation of a management response to the evaluation recommendations.
82. The **evaluation manager** manages the evaluation process through all phases including: drafting this ToR; identifying the ET; preparing and managing the budget; setting up the joint steering committee and evaluation reference group; ensuring quality assurance mechanisms are operational and effectively used; consolidating and sharing comments on draft inception and evaluation reports with the ET; ensuring that the team has access to all documentation and information necessary to the evaluation; facilitating the team's contacts with local stakeholders; supporting the preparation of the field mission by setting up meetings and field visits, providing logistic support during the fieldwork and arranging for interpretation, if required; organizing security briefings for the ET and providing any materials as required; and conducting the first level quality assurance of the evaluation products. The evaluation manager will be the main interlocutor between the team, represented by the team leader, the firm's focal point, and WFP counterparts to ensure a smooth implementation process.
83. A joint **evaluation steering committee** is formed to help ensure the independence and impartiality of the evaluation. The committee will consist of key stakeholders from WFP, UNICEF, AND UNFPA at the country, regional, and HQ level. Key responsibilities of the committee will include supporting the Evaluation Manager throughout the evaluation process, making decisions on the evaluation budget, funds allocation, and selection of the ET, reviewing evaluation draft deliverables and adding comments, advising the Committee chair on the approval of final ToR, final inception report, and final evaluation reports. Due to COVID-19 restrictions, the committee will convene virtually on an ad-hoc basis. The Evaluation Manager will provide documents for review via email and will communicate the procedures for providing feedback. Annex 3 provides further information on the composition of the joint steering committee.
84. **An evaluation reference group (ERG)** is formed as an advisory body with representation from the governments of Chad and Niger, representatives from Global Affairs Canada, representatives from partner NGOs, representatives from implementing partners at the country, regional, and HQ level, and additional stakeholders to be selected by the joint steering committee. The evaluation reference group members will review and comment on the draft evaluation products and act as key informants in order to contribute to the relevance, impartiality and credibility of the evaluation by offering a range of viewpoints and ensuring a transparent process.
85. The **country office** team for WFP, UNICEF, and UNFPA will take responsibility to:
- Advise the evaluation manager and provide support to the evaluation process where appropriate
 - Participate in discussions with the ET on the evaluation design and on the evaluation subject as required
 - Provide comments on the draft ToR, inception and evaluation reports
 - Support the preparation of a management response to the evaluation and track the implementation of the recommendations.
 - Support communication between the evaluation manager and relevant stakeholders at the country level.
86. **The WFP, UNICEF, and UNFPA regional bureau offices:** the regional bureau offices will take responsibility to:
- Participate in discussions with the ET on the evaluation design and on the evaluation subject as required
 - Provide comments on the draft ToR, inception and evaluation reports
 - Support the preparation of a management response to the evaluation and track the implementation of the recommendations.

87. While at least one of the regional evaluation officers will perform most of the above responsibilities, other Regional Bureau Dakar-relevant technical staff may participate in the evaluation reference group and/or comment on evaluation products as appropriate.

88. **Relevant WFP, UNICEF, and UNFPA Headquarters divisions** will take responsibility to:

- Discuss strategies, policies or systems in their area of responsibility and subject of evaluation.
- Comment on the evaluation ToR, inception and evaluation reports, as required.
- As the evaluations are led by WFP, the Office of Evaluation (OEV) within WFP will oversee the decentralized evaluation function by managing quality support and serving as a help desk function for the evaluation manager, and ET. Internal and external stakeholders and/or the evaluators are encouraged to reach out to the OEV helpdesk (wfp.decentralizedevaluation@wfp.org) in case of potential impartiality breaches or non-adherence to UNEG ethical guidelines.

89. **Other Stakeholders** including the Ministries of Education, Ministries of Health, and Ministries of Women's Advancement within the Governments of Chad and Niger, and implementing NGOs will take responsibility to:

- Advise the evaluation manager and provide support to the evaluation process where appropriate
- Participate in discussions with the ET on the evaluation design and on the evaluation subject as required
- Discuss UNICEF/UNFPA strategies, policies or systems in their area of responsibility and subject of evaluation
- Provide comments on the draft ToR, inception and evaluation reports
- Inform the evaluation through participation in key informant interviews

5.4. SECURITY CONSIDERATIONS

90. **Security clearance** where required is to be obtained from the WFP Country Offices of Chad and Niger.

- Consultants hired by WFP are covered by the United Nations Department of Safety & Security (UNDSS) system for United Nations personnel, which covers WFP staff and consultants contracted directly by WFP. Independent consultants must obtain UNDSS security clearance for travelling from the designated duty station and complete the United Nations basic and advance security trainings (BSAFE & SSAFE) in advance, print out their certificates and take them with them.
- As an "independent supplier" of evaluation services to WFP, the contracted firm will be responsible for ensuring the security of the ET, and adequate arrangements for evacuation for medical or situational reasons. However, to avoid any security incidents, the evaluation manager will ensure that the WFP country office registers the team members with the security officer on arrival in country and arranges a security briefing for them to gain an understanding of the security situation on the ground. The ET must observe applicable United Nations Department of Safety and Security rules including taking security training (BSAFE & SSAFE) and attending in-country briefings.

91. To avoid any security incidents, the evaluation manager is requested to ensure that:

- The WFP country office registers the team members with the security officer on arrival in country and arranges a security briefing for them to gain an understanding of the security situation on the ground
- The team members observe applicable United Nations security rules and regulations – e.g. curfews etc.

5.5. COMMUNICATION

92. To ensure a smooth and efficient process and enhance the learning from this evaluation, the ET should place emphasis on transparent and open communication with key stakeholders. These will be achieved by ensuring a clear agreement on channels and frequency of communication with and between key

stakeholders. The ET Lead will be responsible for updating the WFP, UNFPA, and UNICEF country teams on progress of the evaluation and for notifying them of any informational needs. The EM will be responsible for connecting the ET with necessary stakeholders. Programme partners including the implementing agencies, governments of Chad and Niger, NGOs, and other organizations will be responsible for responding to information requests from the ET in a timely manner.

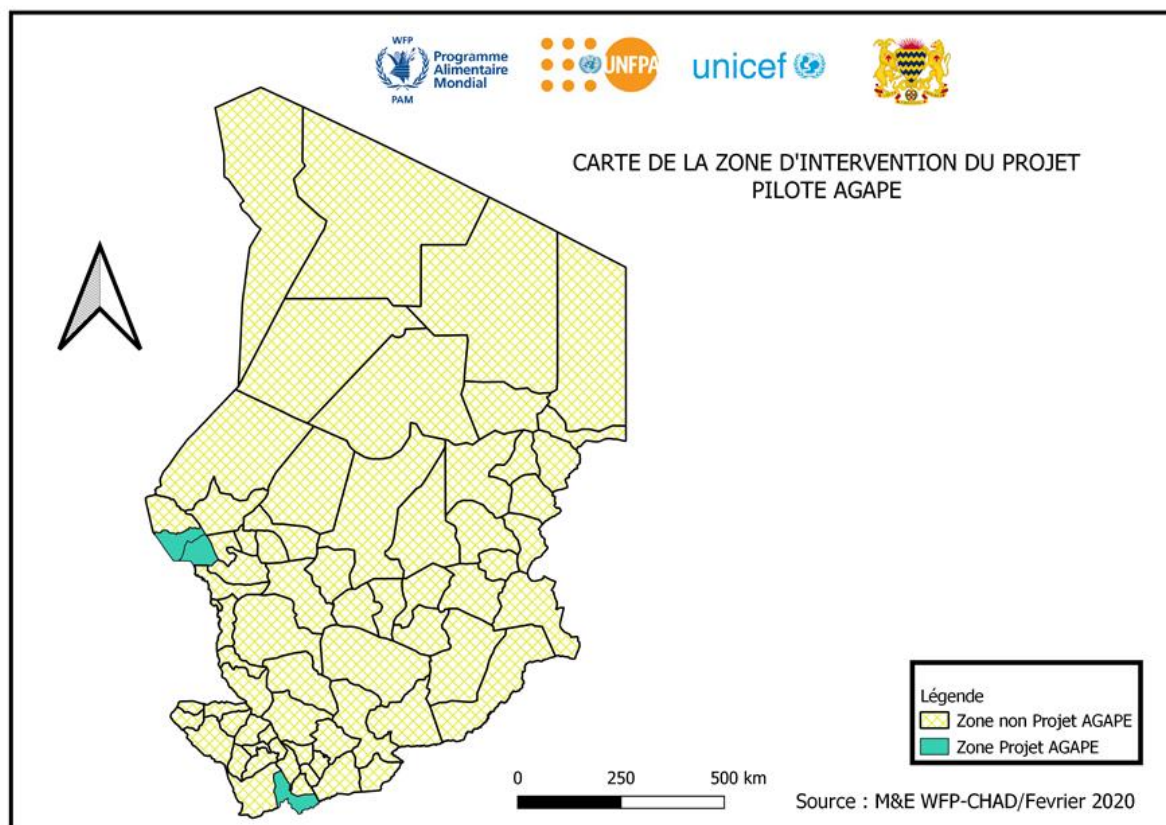
93. Should translators be required for fieldwork, the evaluation firm will make arrangements and include the cost in the budget proposal.
94. Based on the stakeholder analysis, the communication and knowledge management plan (in Annex 7) identifies the users of the evaluation to involve in the process and to whom the report should be disseminated. The communication and knowledge management plan indicates how findings including gender, equity and wider inclusion issues will be disseminated and how stakeholders interested in, or affected by, gender, equity and wider inclusion issues will be engaged.
95. As part of the international standards for evaluation, WFP, UNICEF, and UNFPA require that all evaluations are made publicly available. It is important that evaluation reports are accessible to a wide audience, thereby contributing to the credibility, transparency, and the use of evaluation findings. Following the approval of the final evaluation report, the report will be shared on the WFP, UNICEF, UNFPA, and GAC websites, along with management responses as applicable. A two-page summary report of findings and recommendation will also be shared with stakeholders to facilitate decision-making.

5.6. BUDGET

96. The evaluation will be financed from Global Affairs Canada.
97. For the purpose of this evaluation, WFP will procure the services of an evaluation contractor through WFP's existing Long-Term Agreement established for this purpose.
98. The budget will be proposed by the evaluation contractor in a separate financial proposal submitted with the technical proposal. The budget should be based on the agreed LTA rates and the type and level of experts that are proposed to be included in the project, and the level of effort required.
99. The budget should include all costs incurred by the evaluation contractor, including all survey costs, workshop facilitation and participation by the ET, travel and subsistence costs, translation, and graphic design costs.
100. Please send any queries to Constantinezun Akeibar at constantinezun.akeibar@wfp.org.

Annexes

Annex 1: Map



Niger Programme Intervention Zones		
Region	Department	Town
DIFFA	MAINE	Foulatari
DIFFA	GOUDOUMARIA	Goudoumaria
DIFFA	MAINE	N'Guel Beyli
DIFFA	BOSSO	Bosso
DIFFA	DIFFA	Chétimari
DIFFA	DIFFA	Diffa CU
DIFFA	DIFFA	Gueskéro
DIFFA	NGUIGUIMI	Kabléwa
DIFFA	MAINE	Mainé Soroa
DIFFA	NGUIGUIMI	N'Guiguimi
DIFFA	BOSSO	Toumour

TAHOUA	ABALAK	Abalak
TAHOUA	ABALAK	Akoubounou
TAHOUA	BAGAROUA	Bagaroua
TAHOUA	TCHINTA	Kao
TAHOUA	ABALAK	Tabalak
TAHOUA	ABALAK	Tamaya
TAHOUA	TASSARA	Tassara
TAHOUA	TCHINTA	Tchintabaraden
TAHOUA	TAHOUA	Tébarame
TAHOUA	TILLIA	Tillia
TILLABERI	GOTHEYE	Dargol
TILLABERI	OUALLAM	Dingazi
TILLABERI	OUALLAM	Simiri
TILLABERI	OUALLAM	Tondikiwindi

Annex 2: Timeline

	Phases, deliverables and timeline	Key dates
Phase 1 - Preparation		Up to 9 weeks
EM	Desk review, draft ToR and quality assurance (QA) by EM using ToR QC	Sept 22- Oct 25
EM	Share draft ToR with quality support service (DEQS) and organize follow-up call with DEQS	Jan18-Jan25
EM	Review draft ToR based on DEQS feedback and share with ERG	Jan26-Mar 4
EM	Start identification of evaluation team	Mar 4
ERG	Review and comment on draft ToR	Mar4- Mar16
EM	Review draft ToR based on comments received and submit final ToR to JSC Chair	Mar 22
JSC Chair	Approve the final ToR and share with evaluation firms	Mar 24
EM	Assess evaluation proposals and recommends team selection	Apr 6
EM	Evaluation team recruitment/contracting	Apr 6-28
JSC Chair	Approve evaluation team selection and recruitment of evaluation team	Apr 28
Phase 2 - Inception		Up to 7 weeks
EM/TL	Brief core team	Apr 28-29
ET	Desk review of key documents	May 2- 9
ET	Draft inception report	May 9-May 23
EM	Quality assurance of draft IR by EM using QC,	May 23-May 24
EM, ERG, DEQS	share draft IR with quality support service (DEQS) and ERG. DEQS and ERG review and provide comments. Consolidate comments and organize follow-up call with DEQS	May 25- Jun 1
ET	Revise draft IR based on feedback received by DEQS and ERG	Jun 2- Jun 10
EM	Review final IR and submit to the joint steering committee for approval	Jun 13
JSC Chair	Approve final IR and share with ERG for information	Jun 15
Phase 3 - Data collection		Up to 3 weeks
JSC Chair/ EM	Brief the evaluation team at CO	Jun 16
ET	Data collection	Jun 16-Jul 9

ET	In-country debriefing (s)	July 10
Phase 4 - Reporting		Up to 11 weeks
ET	Draft evaluation report	Aug 2
EM	Quality assurance of draft ER by EM using the QC, share draft ER with quality support service (DEQS) and organize follow-up call with DEQS	Aug 9
ET	Review and submit draft ER based on feedback received by DEQS and EM	Aug 16
EM	Circulate draft ER for review and comments to ERG, RB and other stakeholders	
ERG	Review and comment on draft ER	Aug 30
EM	Consolidate comments received	
ET	Review draft ER based on feedback received and submit final revised ER	Sept 6
EM	Review final revised ER and submit to the joint steering committee	
JSC Chair	Approve final evaluation report and share with key stakeholders for information	
Phase 5 - Dissemination and follow-up		Up to 4 weeks
JSC Chair	Prepare management response	Oct 6
EM	Share final evaluation report and management response with OEV for publication and participate in end-of-evaluation lessons learned call	

Annex 3: Role and Composition of the Joint Steering Committee

Purpose and role: The purpose of the evaluation Joint Steering Committee (JSC) is to ensure a credible, transparent, impartial and quality evaluation in accordance with WFP evaluation policy. It will achieve this by supporting the evaluation manager in making decisions, reviewing draft deliverables (ToR, inception report and evaluation report) and submitting them for approval by the Country Director/Deputy Country Director (CD/DCD) who will be the chair of the committee.

Composition: The joint steering committee will be composed of the following:

UNFPA

- Country Director, Deputy Country Director, or Head of Programme, Niger
- Country Director, Deputy Country Director, or Head of Programme, Chad
- Global Representative

UNICEF

- Country Director, Deputy Country Director, or Head of Programme, Niger
- Country Director, Deputy Country Director, or Head of Programme, Chad
- Global Representative

WFP

- Country Director, Deputy Country Director, or Head of Programme, Niger
- Country Director, Deputy Country Director, or Head of Programme, Chad
- WFP School-Based Programmes Division Director, Carmen Burbano (Chair of the Joint Steering Committee)
- WFP SBP Programmes Division, Michele Doura

Annex 4: Role and Composition of the Evaluation Reference Group

Purpose and role: The evaluation reference group (ERG) is an advisory group providing advice and feedback to the evaluation manager and the evaluation team at key moments during the evaluation process. It is established during the preparatory stage of the evaluation and is mandatory for all decentralized evaluations.

The overall purpose of the evaluation reference group is to contribute to the credibility, utility and impartiality of the evaluation. For this purpose, its composition and role are guided by the following principles:

- **Transparency:** Keeping relevant stakeholders engaged and informed during key steps ensures transparency throughout the evaluation process
- **Ownership and Use:** Stakeholders' participation enhances ownership of the evaluation process and products, which in turn may impact on its use
- **Accuracy:** Feedback from stakeholders at key steps of the preparatory, data collection and reporting phases contributes to accuracy of the facts and figures reported in the evaluation and of its analysis.

Members are expected to review and comment on draft evaluation deliverables and share relevant insights at key consultation points of the evaluation process.

The main roles of the evaluation reference group are as follows:

- Review and comment on the draft ToR
- Suggest key references and data sources in their area of expertise
- Participate in face-to-face or virtual briefings to the evaluation team during the inception phase and/or evaluation phase
- Review and comment on the draft inception report
- Participate in field debriefings (optional)
- Review and comment on the draft evaluation report and related annexes, with a particular focus on: a) factual errors and/or omissions that could invalidate the findings or change the conclusions; b) issues of political sensitivity that need to be refined in the way they are addressed or in the language used; c) recommendations
- Participate in learning workshops to validate findings and discuss recommendations
- Provide guidance on suggested communications products to disseminate learning from the evaluation.

Composition

UNFPA	Position
Headquarters	Global lead representative Evaluation representative Programmes team BBGE focal point
Regional Bureau	Regional Evaluation Officers Regional Monitoring Advisor Regional Programmatic Advisor Regional Gender Adviser
Country Offices, Chad and Niger	Head of Programmes – Chad & Niger M&E Officers – Chad & Niger Project Coordinators – Chad & Niger
UNICEF	Position
Headquarters	Global lead representative Evaluation representative Programmes team BBGE focal point
Regional Bureau	Regional Evaluation Officer Regional Monitoring Advisor Regional Programmatic Advisor Regional Gender Adviser
Country Offices, Chad and Niger	Head of Programmes – Chad & Niger M&E Officers – Chad & Niger Project Coordinators – Chad & Niger
WFP	Position
Headquarters	School-Based Programmes (SBP) Division Director SBP Head of Monitoring, Evaluation, Accountability, and Learning SBP Evaluation Officer Programmes team BBGE focal point
Regional Bureau	Regional Evaluation Officers Regional Monitoring Advisor A member of the School Feeding Regional Team Regional Gender Adviser

Country Offices, Chad and Niger	Head of Programmes – Chad & Niger M&E Officers – Chad & Niger School Feeding Officers – Chad & Niger Project Coordinators – Chad & Niger
Government Representatives	
Representatives from the Governments of Chad and Niger	Ministry of Education representative Ministry of Health representative Ministry of Women and Social Affairs representative

Annex 5: Stakeholder Analysis

Stakeholders	Interest and involvement in the evaluation
Internal stakeholders	

Country-based Programmes in Chad and Niger	Key informant and primary stakeholder – The country teams and offices responsible for country programmes/Country Strategic Plans. Country offices will serve as key informants and be involved in using evaluation findings for programme implementation and/or in deciding on the next programme and partnerships.
Regional Offices of WFP, UNICEF, and UNFPA	Key informant and primary stakeholder - The regional hubs/offices (and sub-regional hubs/offices) of the implementing partners play an important role in ensuring that strategies, programmes and activities at the regional and country level are aligned with the global level, and that opportunities for collaboration (project programming and formulation and information sharing) are utilized. Stakeholders at regional offices will also serve as key informants.
Headquarters of WFP, UNICEF, and UNFPA	Key informant and primary stakeholder - The divisions at headquarters of the three implementing agencies will be important sources of information for the evaluation. The list of stakeholders is large and their interests diverse, and will have to be analysed further as part of the stakeholder analysis in the inception phase. Types of stakeholders within this category include specialized technical units and evaluation support units such as the WFP Office of Evaluation (OEV).
Executive Management	Primary stakeholder – The Executive Management of the UNFPA, WFP, and UNICEF, as the leaders of their respective organizations who set the tone and strategic direction of collaboration are key stakeholders. Their views on the current state of collaboration and how they see the future are important for the evaluation. The evaluation will provide them with evidence to make informed decisions about enhancing collaboration to contribute to the achievement of the 2030 Agenda for Sustainable Development.
External stakeholders	
Beneficiaries school staff, primary school boys and girls, adolescent girls, community members, parents	Key informants and secondary stakeholders - As the ultimate recipients of food assistance and complimentary activities, beneficiaries have a stake in determining whether its assistance is appropriate and effective. As such, the level of participation in the evaluation of women, men, boys and girls from different groups will be determined and their respective perspectives will be sought. Beneficiary groups include parents, primary school boys and girls, adolescent girls, community members, and school staff including head teachers, teachers, and cooks.
Government of Chad Ministry of Education; Ministry of Health; Ministry of Women and Social Affairs	Key informants and primary stakeholder - The Government of Chad has a direct interest in knowing whether program activities in the country are aligned with its priorities, harmonized with the action of other partners and meet the expected results. Issues related to capacity development, handover and sustainability will be of particular interest. Specific ministries involved in programme implementation include: Ministry of Education MoE: The MoE, particularly the Department for Girls Education and the Department for School Feeding, Nutrition, and Health (DANSS), is responsible for overall coordination and policy strategic direction of the project in addition to serving as a partner implementer of various program activities including school meal implementation, cash grants for households conditional upon girls' attendance, remedial after-school support, and others. The MoE will serve as a key informant as well as an end user of evaluation findings related to its activities. Ministry of Health (MoH): The MoH collaborates to implement health-promotion activities including the establishment of health care referral services, sexual and

	<p>reproductive health education, and gender-based violence education, among others. The MoH will serve as a key informant as well as an end user of evaluation findings related to its activities.</p> <p>Ministry of Women and Social Affairs: This ministry is a partner implementer to raise awareness on barriers to education. They serve as a key informant and may utilize findings from the evaluation report to continue awareness raising.</p> <p>Additionally, government entities such as the Department for the Promotion of Girls Education Department of Agriculture; the Délégation de l'Éducation provinciale du Lac de Goré; Ministry of Youth Affairs; Ministry of Environment, Water, and Fishery; Ministry of Agriculture; Ministry of Public Health (MoPH); Ministry of Women's Affairs, Social action and Solidarity; National Directorate of Teachers' Training, and regional delegations for education, regional delegations for health have been consulted regarding programme implementation and have an interest in evaluation outcomes.</p>
<p>Government of Niger Ministry of Primary and Secondary Education; Ministry of Health</p>	<p>Key informants and primary stakeholder - The Government has a direct interest in knowing whether program activities in the country are aligned with its priorities, harmonized with the action of other partners and meet the expected results. Issues related to capacity development, handover and sustainability will be of particular interest.</p> <p>Ministry of Primary and Secondary Education (MoPSE): The MoPSE is responsible for overall coordination and policy strategic direction including serving as a key implementing partner of school meal programme implementation. The MoPSE will serve as a key informant as well as an end user of evaluation findings related to its activities.</p> <p>Ministry of Health (MoH): The MoH serves as an implementing responsible for deworming activities. The MoH will serve as a key informant as well as an end user of evaluation findings related to its activities.</p> <p>Additional partners within the Government of Niger include the Ministry of Women and Children Affairs (MoWCA) and the Ministry of Public Health.</p>
<p>United Nations country team (UNCT)</p>	<p>Key informants and secondary stakeholder United Nations agencies at country level are stakeholders that should be considered in this evaluation. They have an interest in the implementing agencies' contribution to the Common Country Assessment and the process of developing the United Nations Sustainable Development Cooperation Framework. Specific stakeholder agencies include the FAO, UNESCO, ICRC, and UNHCR.</p>
<p>Non-governmental organizations (NGOs)</p>	<p>Key informants and primary stakeholder - NGOs are 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. They will be involved in using evaluation findings for programme implementation.</p> <p>NGOs involved in the implementation of the programme in Niger include the CARE, Nigerian Volunteers for Development (VND-NUR), KARKARA, Action and Impact Progress (APIS), Agence pour le bien etre (APBE), , ADN, MASNAT, ODIFE,</p> <p>NGOs involved in the implementation of the programme in Chad include World Vision, Secours Catholique et Developpement (SECADEV), SOS-Sahel, Chad Association for Family Well-being (ASTBEF), Technidev Academy, Association of Women Lawyers of Chad (AFJT), \</p>

Donors GAC	Primary stakeholders – BBGE is funded by Global Affairs Canada. They have an interest in knowing whether their funds have been spent efficiently, if work has been effective, and if work contributed to their own strategies and programmes.
----------------------	--

Annex 6: Objectives by Country

Niger	Chad
1: Better access to primary and secondary education, improved academic achievement, and better access to adequate and nutritious food for all children including adolescent girls.	Improved access to education for girls, especially adolescent girls, through improved school enrolment, attendance and retention, and improved access to nutritious and healthy food for all school-age children.
2: Access to a healthier and more adequate learning environment, increased intake of iron and folic acid, and reduced prevalence of anaemia among adolescent girls, enabling them to take full advantage of educational opportunities.	Outcome 2: Improved access to an integrated package of school health, deworming, protection, WASH and nutrition services aimed at reducing school morbidity, malnutrition, anaemia, gender-based violence among adolescent girls through better hygiene infrastructure promoted for the benefit of beneficiaries allowing girls to fully benefit from educational opportunities that will lead them to a healthier transition to adulthood while reducing the school dropout.
3: Improved knowledge, attitudes and behaviours of girls and boys regarding health, sexual and reproductive health (SSR) and gender-based violence (GBV).	3: Improved knowledge, attitudes and behaviours of teachers, cooks and students on health, nutrition, reproductive and sexual health and gender-based violence.
4: Increased awareness on the importance of girls' education and better knowledge, attitudes and behaviours on girls' nutrition, SSR within communities.	4: Improved knowledge, attitudes and behaviours of parents and communities regarding health, nutrition, reproductive and sexual health.
5: Strengthened capacity of government institutions at the central and local levels to remove barriers to girls' education and address their needs in national policies, plans and budgets.	5: Strengthening the capacity of government institutions at the central and local levels and the education sector (school management committees, parents' and mothers' associations) to take into account the specific needs of adolescent girls in national policies and strategies as well as in plans and budgets.

Annex 7: Communication and Knowledge Management Plan

When Evaluation phase	What Product	To whom Target audience	From whom Creator lead	How Communication channel	Why Communication purpose
Preparation	Draft TOR	Evaluation Reference Group	Evaluation manager	Email: ERG meeting if required	To request review of and comments on TOR
	Final TOR	Evaluation Reference Group; WFP, UNICEF, and UNFPA Management; Evaluation community; WFP, UNICEF, and UNFPA employees	Evaluation manager	Email; WFPgo; WFP.org, UNFPA.org, UNICEF.org	To inform of the final or agreed upon overall plan, purpose, scope and timing of the evaluation
Inception	Draft Inception report	Evaluation Reference Group	Evaluation manager and evaluation team	Email	To request review of and comments on IR
	Final Inception Report	Evaluation Reference Group; WFP, UNICEF, and UNFPA employees; WFP, UNICEF, and UNFPA evaluation cadre	Evaluation manager and evaluation team	Email; WFPgo	To inform key stakeholders of the detailed plan for the evaluation, including critical dates and milestones, sites to be visited, stakeholders to be engaged etc.
Data collection	Debriefing power-point	Commissioning office management and programme staff; Evaluation Reference Group	Team leader (maybe sent to EM who then forwards to the relevant staff)	Meeting	To invite key stakeholders to discuss the preliminary findings
Reporting	Draft Evaluation reports for Chad and Niger	Evaluation Reference Group	Evaluation manager and evaluation team	Email	To request review of and comments on ER
	Draft partnership lessons learned report	Evaluation Reference Group, employees from partner agencies	Evaluation manager and evaluation team	Email	To request review and comments

	Validation workshop power-point and visual thinking ¹	Commissioning office management and programme staff; Evaluation Reference Group; partners	Evaluation manager and Team Leader	Meeting	To discuss preliminary conclusions and recommendations
	Final Evaluation reports	Evaluation Reference Group; WFP, UNICEF, and UNFPA Management; donors and partners; Evaluation community; WFP, UNICEF, UNFPA employees; general public	Evaluation manager and evaluation team	Email; WFPgo; WFP.org; Evaluation Network platforms (e.g. UNEG, ALNAP), UNFPA.org, UNICEF.org	To inform key stakeholders of the final main product from the evaluation and make the report available publicly
	Final partnership lessons learned report	UNICEF, WFP, UNFPA implementing departments and organizational stakeholders	Evaluation manager and evaluation team	Email; WFPgo; WFP.org; Evaluation Network platforms (e.g. UNEG, ALNAP), UNFPA.org, UNICEF.org	To allow UNICEF, WFP, UNFPA to reflect on partnership processes and integrate lessons learned in future partnerships
Dissemination & Follow-up	Draft Management Response	Evaluation Reference Group; CO Programme staff; CO M&E staff; Senior Regional Programme Adviser	Evaluation manager	Email and/or a webinar	To discuss the commissioning office's actions to address the evaluation recommendations and elicit comments
	Final Management Response	Evaluation Reference Group; WFP, UNICEF, and UNFPA Management; WFP, UNICEF, and UNFPA employees; general public	Evaluation manager	Email; WFPgo; WFP.org; UNFPA.org, UNICEF.org	To ensure that all relevant staff are informed of the commitments made on taking actions and make the Management Response publicly available
Dissemination & Follow-up (Associated Content)	Evaluation Brief	WFP, UNICEF, and UNFPA Management; WFP, UNICEF, and UNFPA employees; donors and partners; National decision-makers	Evaluation manager	WFP.org, WFPgo, UNFPA.org, UNICEF.org	To ensure lessons learned from the evaluations are easily accessible to future programmes and promote utilization of results in planning.
	Infographics & data visualization	Donors and partners; Evaluation community; National decision-makers; Affected populations, beneficiaries and communities;	Evaluation Team; OEV/RB/CO Communications/KM unit, Evaluation Manager	WFP.org, UNICEF.org, UNFPA.org, WFPgo; Evaluation Network platforms (e.g. UNEG, ALNAP);	To disseminate evaluation findings

		General public			
--	--	----------------	--	--	--

Annex 8: Beneficiary Activity Tables

Niger

Activity	Girls (5-9)	Boys (5-9)	Adolescent Girls (10-19)	Adolescent Boys (10-19)	Adults (men, women and community leaders)	Total
Nutritious school meals and snacks: fortified and/or including locally procured fresh foods where possible	24,446	30,426	8,342	10,196		73,410 ¹⁶
Cash grants: conditional upon attendance			12,690			12,690
Tailored support to adolescents returning to school			3,000			3,000
Micronutrient supplementation: iron and folic acid			17,000			17,000
Sanitation and hygiene Services			16,926			16,926
Deworming ¹⁷	24,446	30,426	16,926	10,196		81,994

Comprehensive school-based nutrition, hygiene and health education	24,446	30,426	16,926	10,196		81,994
Adolescent Sexual and reproductive health including Promotion of Comprehensive sexuality education (CSE)	24,446	30,426	16,926	10,196		81,994
Gender-based violence prevention	24,446	30,426	16,926	10,196		81,994
Reaching beyond the school: SBCC and GBV prevention				550	300	850
TOTAL WITHOUT OVERLAPS	24,446	30,426	19,532	19,746	300	94,450

Chad

Activities	Beneficiaries targeted				
	Number of Girls targeted (5- 9 years)	Number of Boys targeted (5- 9 years)	Number of Adolescent Girls targeted (10 - 19 years)	Number of Adolescent Boys targeted (10 - 19 years)	Total*

Nutritious school meals and snacks: fortified and/or including locally procured fresh foods where possible	10623	8277	8037	6063	33000
Nutrition and healthy lifestyle education	10623	8277	8037	6063	33000
Deworming	10623	8277	8037	6063	33000
Cash-based transfers: conditional upon attendance, transfers encourage girls' attendance as they move to higher grades			8037		8037
Micronutrient supplementation: iron and folic acid	10623	8277	11037	6063	36000
Sexual and reproductive health services	10623	8277	11037	6063	36000
Sanitation and Hygiene	10623	8277	11037	6063	36000
Total*					36000

Annex 9: Logical Framework

Chad Logframe				
Results chain		Performance indicators		
Country Specific Outcomes	Indicators list	Agency lead	Baseline (February 2021)	End of Project target
<p>Outcome 1: Improved access to education for girls, especially adolescent girls, through improved school enrolment, attendance and retention, and improved access to nutritious and healthy food for all school-age children scolaire</p>	Retention rate	WFP	97%	>97
	Dropout rate	WFP	3%	< 3
	Enrolment rate	WFP	71%	>90
	Attendance rate	WFP	97%	≥97
	Completion rate	WFP	54%	>54
	Food Consumption Score (FCS), household	WFP	5%	<5%
		WFP	26%	<26%
		WFP	69%	> 69%
	Household Coping Strategy Index (rCSI)	WFP	17.8	<17.8
	Livelihood-based coping strategies (LCSI) No strategy used	WFP	28%	>28%
	(LCSI) Stress strategies	WFP	22%	>22%
	(LCSI) Crisis strategies	WFP	29%	<29%
	(LCSI) Emergency strategies	WFP	22%	<22%
Food expenditure Share (FES) of households	WFP	42%	>70%	

	Economic Capacity to meet basic needs (ECMEN)	WFP	32%	>60%
	Proportion of boys and girls attending primary school within the allotted time.	WFP	32%	80%
	Minimum dietary diversity for women (15-19 years)	WFP	9.14	>10
<p>Outcome 2: Improved access to an integrated package of school health, deworming, protection, WASH and nutrition services aimed at reducing school morbidity, malnutrition, anaemia, gender-based violence among adolescent girls through better hygiene infrastructure promoted for the benefit of beneficiaries allowing girls to fully benefit from educational opportunities that will lead them to a healthier transition to adulthood while reducing the school dropout</p>	Percentage of target schools with separate improved sanitation facilities for boys and girls with menstrual hygiene management components ensuring privacy and safe hygiene	UNICEF	59%	90%
	Percentage of target schools with improved access to safe drinking water	UNICEF	62%	90%
	Percentage of target schools with education sessions on menstrual hygiene materials at school and better access to sanitary pads	UNICEF	6%	90%
	Percentage of target schools with facilities that provide girls with adequate privacy and hygiene to use their menstrual hygiene equipment at school	UNICEF	62%	90%
	Proportion of children reporting washing hands with soap during critical washing periods	UNICEF	65%	80%
	Proportion of adolescent girls who are familiar with and correctly apply basic hygiene measures	UNICEF	38%	80%
	Proportion of adolescent girls who correctly answered HIV-related questions	UNICEF	16%	80%
<p>Outcome 3: Improved knowledge, attitudes and behaviours of teachers, cooks and students on health, nutrition, reproductive and sexual health and gender-based violence</p>	Proportion of children reporting washing hands with soap during critical periods	UNICEF	8%	80%
	Percentage of participants who demonstrated an improvement in knowledge and skills in the supported program	All agencies	0%	>50%
	Level of knowledge of HIV and how it is transmitted by teachers, cooks and students	UNFPA	13%	>20%
	Prevalence of teenage pregnancies	UNFPA	2%	<1%
	Number of institutions that have integrated CSE into their curriculum	UNFPA	0	78

	Number of training centres for young mentors that have integrated CSE into their curriculum	UNFPA	0	8
	Percentage of adolescent girls who received training in puberty and menstrual hygiene management	UNFPA	24%	80%
	Proportion of targeted girls who have access to quality SSR services	UNFPA	25%	80%
	Prevalence of child marriage among school-aged children	UNFPA	16%	<15%
Outcome 4: Improved knowledge, attitudes and behaviours of parents and communities regarding health, nutrition, reproductive and sexual health	Percentage of decision makers within households who do not wish to give their daughter to marriage before the age of 18.	All agencies	0	90%
Outcome 5: Strengthening the capacity of government institutions at the central and local levels and the education sector (school management committees, parents' and mothers' associations) to take into account the specific needs of adolescent girls in national policies and strategies as well as in plans and budgets	Number of national policies, programmes and coordination systems developed or strengthened with the support of United Nations partners	All agencies	0	2

CHAD OUTPUTS - June 2021

Results chain		Performance indicators					
Country Specific Outcomes	Output statement	Indicators list	Agency lead	Baseline	Achievement by June 2021	End of project target	Comments

Outcome 1: Improved access to education for girls, especially adolescent girls, through improved school enrolment, attendance and retention, and improved access to nutritious and healthy food for all school-age children scolaire	Output 1: Girls (including adolescents) and boys attending primary school are provided with adequate and timely school meals to meet their dietary needs and support school attendance	Number of boys and girls benefiting from a school meal	WFP	0	39,494	33,000	Note an increase of 6,494 students on the overall number of students from May in the schools supported by the project, increase related to the influx of new refugees from the Central African Republic to southern Chad (Logone Oriental).
		Feeding days as a percentage of total school days	WFP	0	99%	80%	Shortage of food in some schools because of the increased number of students before being supplied, the supply will continue at the beginning of the next school year in October 2021.
		Average number of school days per month for which multiple food groups or at least 4 food groups were provided	WFP	0	23	20	
		Quantity of food distributed (in MT)	WFP	0	424	1,129	Food distributions are made quarterly in schools.
		Number of non-food items distributed	WFP	0	33,526	53,400	30 kitchens and 30 shops are being built in the schools (20 in Gore and 10 in The Lake) currently being finalized. Mats, cups, plates, pots, trays and handwashing kits, basin, detergents, soap, aprons (as canteen kits). Seeds, agricultural tools, motor pumps (as kits for the school garden) were delivered to schools for canteen activities.
		Number of schools supported	WFP	0	78	120	The targeting resulted in the selection of 57 primary schools that receive the canteen and 21 middle schools that receive incentive services to keep girls in school.
		Number of vegetable gardens and community fields established	WFP		57	12	20 schools were able to set up school gardens in the schools: 10 in Gore and 10 at the lake.
		Amount of food (per food group) produced locally injected into the canteen (vegetable gardens and fields) (KG)	WFP	0	142.5	2,500	10 school gardens have been set up in 10 schools in the Logone have produced vegetables that have been used to diversify food menus in canteens. However, the quantities broken down are not captured by the managers. On the other hand, the other 10 school gardens on the Lake produced onion and maize which was harvested almost at the end of the school season.

	Output 2: Targeted households receive cash, subject to regular school attendance by their adolescent girls.	Number of adolescent girls who received a school grant (cash transfer) per year	WFP	0	2,200	8,000	Due to strikes, the courses were not implemented and girls did not attend school. As such, the target has not been met. A scale-up will take place in October 2021 when classes resume.
		Total amount of cash transferred to targeted participants	WFP	0	\$325,000	\$521,000	
	Output 3: Adolescent girls are encouraged to return to school through incentives such as incentive kits, the construction of classrooms for preschoolers and/or scholarships for targeted adolescents.	Number of scholarships distributed to girls at the primary and secondary levels	WFP	0	906	360	Activity was revised and the amount of the scholarship was revised for harmonization purposes with other initiatives. As such, programme was able to cover a higher number of girls than anticipated to receive these scholarships of excellence in the two provinces.
		Number of adolescent girls receiving incentive kits (secondary level)	WFP	0	1660	2500	For reasons of strikes very few girls were registered at the beginning of the school year, The Kits were distributed only to a limited number of students.
		Number of preschool classrooms built	UNICEF	0	0	16	The delay in construction is due to the problem of the standards of preschool buildings and ongoing discussions with the Minister of Women. The process of contracting the companies for construction is ongoing. Work will start in November 2021 and end in January 2022 and the classroom opening will be in May 2022.
		Number of children aged 3 to 5 accompanied by teenage mothers assisted through the preschool class	UNICEF	0	0	400	The data will be available after the reception of the preschool classrooms for children from 3-5 years old, the activity was planned for the second year of the project, it will start in May 2022 after the reception of the classrooms.
	Output 4: The civil registration system of a birth in supported health facilities, as well as students without a (civil) birth certificate supported	Number of birth certificates issued by project partners	UNFPA	0	5,484	5,000	Enlisted 5,484 including 3,266 girls. 3,516 secure birth certificates issued.
	Output 5: Targeted households are supported by	Number of organizations that received support for income-generating activities	UNFPA	0	392	300	The 392 members of the women's associations benefited from sewing machines for AGR activities. They make reusable sanitary pads that are bought back and distributed to the female students.

	income generation opportunities.	Number of women, men, boys and girls receiving transfers as part of income generation opportunities (including HGSF activities)	WFP	0	180	500	180 MEA/EPA members selected to benefit from AGR funds that will start in October 2021.
<p>Outcome 2: Improved access to an integrated package of school health, deworming, protection, WASH and nutrition services aimed at reducing school morbidity, malnutrition, anaemia, gender-based violence among adolescent girls through better hygiene infrastructure promoted for the benefit of beneficiaries allowing girls to fully benefit from educational opportunities that will lead them to a healthier transition to adulthood while reducing the school dropout</p>	Output 1: An integrated nutrition and deworming service is provided, including nutrition awareness	Number of children aged 6 to 11 who received vitamin A supplement in the past 6 months	UNICEF	0	0	33,000	Children aged 6 - 11 years are not priority targets in the vitamin A supplementation program. Target planned to be reached in the upcoming school year.
		Number of girls and boys (10-14 years) supplemented with iron and folic acid	UNICEF	0	26,245	21,660	The number of students supplemented is higher than the target, due to the high number of students enrolled for the 2020-2021 school year.
		Number of girls and boys (>15 years) supplemented with iron and folic acid	UNICEF	0	8,663	14,340	the Iron supplementation has been provided to some of the students at the end of the school year, it will continue at the next school year in October 2021.
		Number of high who received a dewormer (Mebendazole, Albendazole)	UNICEF	0	26,345	11,037	The deworming campaign was organised last June and will continue until the next school year in October 2021.
		Number of adolescent boys (10-19 years) supplemented with iron and folic acid	UNICEF	0	14,104	6,063	Target overachieved as all registered pupils have been supplemented to avoid discrimination.
	Output 2: Boys and girls in primary and secondary education have access to adequate nutrition, hygiene and sanitation services at school	Number of functional handwashing kits installed in schools	UNICEF	0	57	78	In addition to the handwashing devices installed in front of each block of 3-cabin latrines, 57 removable handwashing devices are installed near the canteens.
		Number of schools benefiting from activities to promote good hygiene practices	UNICEF	0	42	75	For the rest of the schools, teachers have already been trained and they will meet and train the remaining students at the beginning of the next school year in October 2021.
		Number of water points built/rehabilitated in schools	UNICEF	0	0	75	The contracting process for the rehabilitation of drinking water points is underway and the activity will start in September 2021 with the aim of finalizing it by January 2022.
		Number of functional water point management committees in schools	UNICEF	0	0	75	The water point management committees will be set up after the rehabilitation of the points and will be formed in February 2022.
		Number of Hygiene Clubs set up in schools	UNICEF	0	42	75	The 42 nutrition clubs are set up in the Logone area, the remaining clubs will be set up at the next school year in October 2021 in the other areas.
		Number of school nutrition clubs set up	UNICEF	0	42	75	The rest of the hygiene clubs will be set up at the beginning of the next school year in October 2021.

		Number of schools with separate sanitation facilities for girls and boys	UNICEF	0	37	82	Separate sanitary facilities are being built in 37 schools in the Logone, the contracting process for the construction of water points and latrine blocks for the Lake is underway. Construction work will begin in October after the rains and will be finalized in January 2022.	
		Number of schools benefiting from activities to promote good hygiene practices	UNFPA	0	15	15		
		Number of people trained in the manufacture of reusable sanitary pads	UNFPA	0	392	30	A cascade training of trainers was organized for 15 people who in turn trained other members.	
		Number of reusable sanitary pads distributed to schools	UNFPA	0	9,300	5,000	9,300 kits of locally produced sanitary pads were distributed in schools to girls.	
		Number of girls who received school support	UNFPA	0	5,172	900	The majority of secondary school girls received school support which is why target has been exceeded.	
	Output 3: Targeted children and adolescents have access to health, nutrition, hygiene and menstrual health education	Number of students receiving nutrition education sessions	WFP	0	2,731	9,000		
		Number of people affected by CSCC's interpersonal approaches to health, nutrition and hygiene	UNICEF, UNFPA	0	16,052	3,000		
		Number of adolescent girls trained in puberty and menstrual hygiene management	UNFPA	0	392	900	The remaining trainings will continue at the beginning of school by October 2021.	
	Outcome 3: Improved knowledge, attitudes and behaviours of teachers, cooks and students on health, nutrition, reproductive and sexual health and gender-based violence	Output 1: Girls and boys have access to an integrated education package, including life skills, prevention of gender-based violence and sexual and reproductive health rights	Number of awareness-raising campaigns on gender-based violence, nutrition, hygiene and reproductive health organized	all agencies	0	87	16	
			Number of girls and boys with access to e-learning material	UNFPA	0	637	500	Girls have access to the online learning medium via a green number available in schools.
Number of girls and boys trained in life skills			UNFPA	0	10,146	10,000	25 student ambassadors including 10 girls trained as life skills trainers. they will in turn train their peers in this new school year	

							and 10,147 adolescents including 5,059 girls have been trained in life skills.
		Number of health facilities offering youth-friendly services	UNFPA	0	13	10	13 health centers have been identified to offer the SR health offer to girls.
		Number of schools with reference health services set up	UNFPA	0	10	10	10 establishments have been put in touch with health centres for the referencing of girls for SR care.
		Number of girls with access to health care referral services	UNFPA	0	784	500	The girls were referred by the heads of the institutions to the health centres.
		Number of young people using the discussion and advocacy platform(s) on children's schooling	UNICEF	0	1,927	1,000	These are the 1,845 members of 82 hygiene clubs set up in schools. These activities will be evaluated at the start of the 2021-2022 school year.
		Number of members of the School Management Committees (APE-AME-COGES) whose capacity has been increased	UNICEF	0	0	300	The 300 members of the EPAs and MEAs will be formed in August 2021.
Outcome 4: Improved knowledge, attitudes and behaviours of parents and communities regarding health, nutrition, reproductive and sexual health	Output 1: Teachers, cooks and parents have access to skills development and training modules.	Number of health care providers trained in youth-friendly services	UNFPA	0	26	15	Two training sessions were organized for the managers of the 13 identified health centers and 26 health care providers were trained.
		Number of members of parents' associations trained in life skills, adolescent sexual and reproductive health, gender-based violence and equality between girls and boys in school	UNFPA	0	300	300	This activity was carried out with regard to the SR component by the partner TECHNIDEV. With regard to the GBV component, there was a delay in the signing of the APTA with the IP AFJT, which explains the delay in the implementation of this component whose implementation began during this 3rd quarter and will continue until the end of the project.
		Number of people affected by CSCC interpersonal approaches	UNFPA	0	3,272	10000	3,272 people have already been through sensitization activities in the 12 safe spaces of the Lake. This activity will continue for the remainder of the project period where the focus will be on the eastern logone province to achieve the indicator.
		Number of teachers trained on life skills, SRAJ, GBV and gender equality	UNFPA	0	0	400	Activity not carried out, scheduled for the month of September.

		Number of teachers and supervisors trained in early childhood pedagogy	UNICEF	0	0	96	96 facilitators will be trained in October 2021.
		Number of pre-school teachers who benefit from the payment of community teachers' subsidies as part of programmes	UNICEF	0	0	96	96 facilitators will be included in September 2021, the process is underway with the Ministry of Education.
		Number of primary and middle school teachers and supervisors trained in pedagogy (discipline didactics) and education in the culture of peace	UNICEF	0	502	1125	The second pool of 619 teachers will be trained in September 2021.
		Number of teachers trained in nutrition education	UNICEF	0	111	200	All teachers available and present in the schools were affected by the first phase of the training. The rest should be continued at the beginning of the next school year.
		Number of teachers train on essential actions in nutrition	WFP	0	68	360	Part of the training will be organized in the next school season.
		Number of COGES who have received training on the management and monitoring of school feeding programmes	WFP	0	962	480	962 members of COGES, APE/AME including 416 women and 546 men received training on the management of school canteens. Each committee is composed of 23 members at the Lake and 14 members at Goré.
	Output 3: Women and adolescent girls have access to safe spaces (to discuss important issues and receive training on adolescent sexual and reproductive health, GBV prevention, etc.).	Number of functional safe spaces	UNFPA	0	12	15	12 safe spaces have already been set up by the partner IHDL in the Lac province. The establishment of safe spaces will continue in the province of The Eastern Logone (Nya Pende) where the implementing partner has just signed the agreement with UNFPA.
		Number of adolescent girls and mothers supported through safe spaces	UNFPA	0	392	50	In the eastern logone (Gorée), 392 women were supported, the activity has not yet started in the lake.
		Number of awareness sessions conducted in safe spaces	UNFPA	0	20	10	20 awareness sessions have already been carried out in the 12 safe spaces set up in the Lake.

		Number of national policies, programmes and coordination systems developed or strengthened with the support of United Nations partners	All agencies	0	0	1	The activity is planned for the last quarter of the project (Q4 2021). this activity is likely to be delayed until January 2021.
Outcome 5: Strengthening the capacity of government institutions at the central and local levels and the education sector (school management committees, parents' and mothers' associations) to take into account the specific needs of adolescent girls in national policies and strategies as well as in plans and budgets	Output 1: Government at the local and national levels is trained on adolescent girls' priorities in national policies and strategies and in operational plans and budgets	Number of partners supported	All agencies	0	9	11	For the implementation of project activities, agencies signed collaboration and partnership contracts with NGOs, provincial education delegations and private companies.

Niger Logframe					
Results chain	Performance indicators				
Country Specific Outcomes	indicators list	Agence lead	Baseline (December 2020)	1st Follow-up	End of Project target
	Retention rate	WFP	85.40%		≥98%

Outcome 1: Better access to primary and secondary education, improved academic achievement, better access to adequate and nutritious food for all children including adolescent girls	Dropout rate	WFP	14.6%		≤ 2%
	Enrolment rate	WFP	82%		≥ 85%
	Attendance rate	WFP	70%		98%
	Completion rate	WFP	33%		≥36%
	Proportion of girls attending primary and lower secondary education	WFP	45%	52%	≥50%
Outcome 2: Access to a healthier and more adequate learning environment, increased intake of iron and folic acid, and reduced prevalence of anaemia among adolescent girls, enabling them to take full advantage of educational opportunities	Prevalence of anaemia among adolescent girls	All agencies	to be established		to be determined
	Proportion of girls who used a menstrual hygiene kit during their last period	All agencies	0%		90%
Outcome 3: Improved knowledge, attitudes and behaviours of girls and boys regarding health, sexual and reproductive health (SSR) and gender-based violence (GBV)	Proportion of adolescent girls who demonstrated improved knowledge of family planning (FP)	UNICEF	40%		80%
	Proportion of married girls using family planning services	UNICEF	40%		80%
	Proportion of targeted girls who have access to quality SSR services	UNFPA	40%		80%
	Number of secondary schools that have integrated ESRAJ (Adolescent and Youth Reproductive Health Education) into their training curriculum	UNFPA	3		15
Outcome 4: Increased awareness on the importance of girls' education and better knowledge, attitudes and behaviours on girls' nutrition, SSR within communities.	Percentage of target groups that have adopted attitudes favourable to girls' education	UNFPA	70%		90%
	Percentage of decision makers within households who do not wish to give their daughter to marriage before the age of 18.	UNFPA	30%		50%
Outcome 5 : Strengthened capacity of government institutions at the central and local levels to remove barriers to girls' education and address their needs in national policies, plans and budgets	Proportion of municipalities that have an investment plan that takes into account the promotion of girls' schooling	All agencies	baseline not available		100%

NIGER OUTPUTS - June 2021

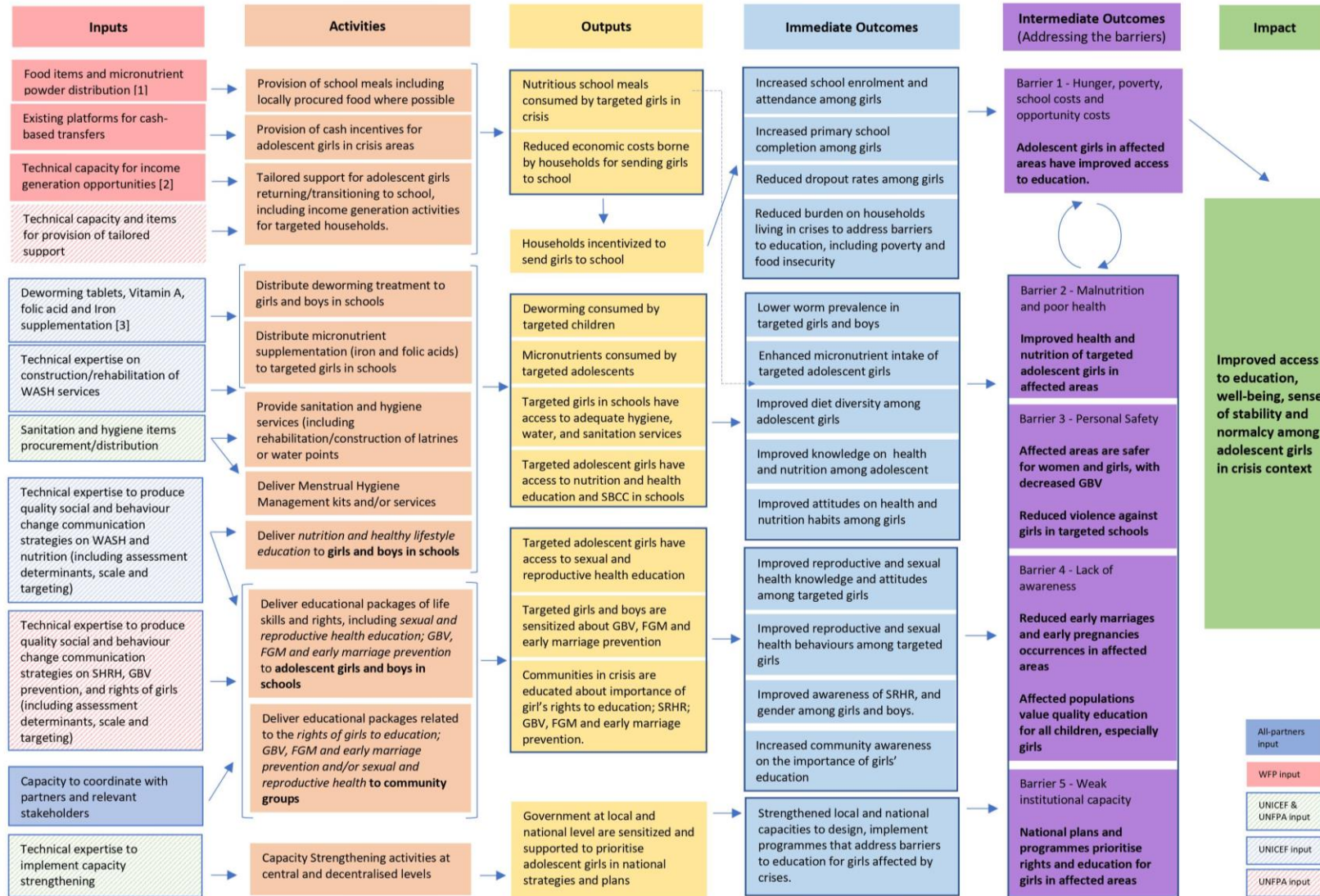
Results chain		Performance indicators					
Country Specific Outcomes	output statement	indicators list	Agency lead	Baseline	Achievement by June 2021	end of project target	Comments
Outcome 1: Better access to primary and secondary education, improved academic achievement, better access to adequate and nutritious food for all children including adolescent girls	Output 1.1. Children who attend school regularly receive adequate school meals to meet their dietary needs and support school attendance	Number of boys and girls benefiting from a school meal	WFP	0	63,108	73,410	The target of this activity corresponds to the beneficiaries receiving school meals in emergency and resilience areas. To be inline with the planned figure in the proposal (73,000) the actual number reached reflects all schools feeding of the 3 region. Out of the 63,108 WFP was able to assist all 8,000 boys and girls with school meals through this fund.
		Amount of cash distributed to schools (dollars) per year	WFP	0	450,574	571,474	
		Quantity of food distributed to schools (in MT)	WFP	0	5,345	10,890	The food delivery is taking place on quarterly basis, there were delays in food delivery thus not meeting the MT target but the needs of the schools were covered during the reporting period as assistance is provided through a dual modality of cash and food.
		Number of non-food items distributed for the operation of the canteen	WFP	0	155,350	155,350	
		Feeding days as a percentage of total school days	WFP	0	1	1	
		Number of schools with a school canteen	WFP	0	190	190	

	Output 1.2. Targeted households receive cash conditional on their teenage daughters' regular school attendance	Number of adolescent girls who received a school grant (cash transfer) per year	WFP	0	14,732	12,690	At the request of the Ministry of Education, the girls on the waiting list were also included for support by WFP.
		Total amount of cash transferred to adolescent girls under school scholarships (dollars) per year	WFP	0	679,822	846,000	These figures correspond to the amounts made available to partners on the basis of the planned number of girls.
	Output 1.3. Adolescent girls are supported to return to school	Number of mentors supporting the initiative	UNFPA	0	111	115	Mentors were recruited and trained.
		Number of adolescent girls (10-19 years) assisted through safe spaces returning to school	UNFPA	0	0	1,200	The training cycle started in June 2021, it takes 6 months to identify the girls who return to school.
		Number of girls targeted in safe spaces who received incentive kits	UNFPA	0	0	1,200	The training cycle started in June 2021, it takes 6 months to identify the final number of girls reached.
		Number of adolescent girls returning to school who receive supervision (additional courses)	UNFPA	0	0	600	The training cycle started in June 2021, it takes 6 months to identify the girls who return.
Outcome 2: Access to a healthier and more adequate learning environment, increased intake of iron and folic acid, and reduced prevalence of anaemia among adolescent girls, enabling them to take full advantage of educational opportunities	Output 2.1. Targeted adolescent girls received FCC supplementation	Number of adolescent girls (10-14 years) who received folic acid iron supplementation	UNICEF	0	19,950	17,000	Supplementation in emergency areas has not yet begun. The figures reported concern the supplementation in the areas of resilience carried out during the unconditional general distributions to vulnerable populations.
	Output 2.2. Targeted children and adolescent girls aged 10-12 have access to adequate hygiene and sanitation services at school	Number of functional handwashing kits installed in schools	UNICEF	0	570	252	Handwashing kits depend on the number of latrine blocks put in place. Thus, depending on the needs, some schools have benefited from more than one block of latrine, given the number of students enrolled.
		Number of adolescent girls who received hygiene kits	UNICEF	0	0	10,000	This activity did not take place due to the COVID situation.
		Number of schools that had access to improved water service	UNICEF	0	12	18	

		Number of schools with separate sanitation facilities for girls and boys	UNICEF	0	62	126	
	Output 2.3.Targeted children and adolescents have access to nutrition, health and hygiene education	Number of people affected by CSCC's interpersonal approaches to health, nutrition and hygiene	UNFPA	0	0	6,000	This activity is planned for October 2021.
Outcome 3: Improved knowledge, attitudes and behaviours of girls and boys regarding health, sexual and reproductive health (SSR) and gender-based violence (GBV)	Output 3.1. targeted adolescent girls and boys have access to quality health and SSR services	Number of targeted adolescent girls and boys who received HCC health and SSR support	UNFPA	0	27,104	12,960	These figures relate to GBV awareness-raising. 18,542 girls and 8,562 boys have been reached with awareness-raising activities on GBV.
		Number of school infirmaries that offer SSR services	UNFPA	0	0	15	Activity is being set-up, 15 schools have been identified.
		Number of health clubs established	UNFPA	0	0	15	Activity is being set-up, 15 schools have been identified.
		Number of health facilities that received SSR kits, including a post-rape prophylaxis kit	UNFPA	0	14	30	
		Number of targeted pregnant adolescents using sexual and reproductive health services	UNFPA	0	0	2,333	Survey is planned to get the current data.
	Output 3.2 Targeted girls and boys are sensitized on GBV issues	Number of targeted adolescent girls and boys receiving GBV CCCS support	UNFPA	0	27,104	12,960	
		Number of health awareness campaigns, SSR and GBV organized	UNFPA	0	1	1	Awareness-raising carried out by parajurists.
		Number of targeted adolescent girls who received and refused marriage proposals	UNFPA	0	0	2,000	Survey is planned to get the current data.

	Output 3.3. Teachers and training centres for young mentors are supported to integrate Comprehensive Sexuality Education (CSE) into their curricula	Number of vocational training centres supported to implement an ESRAJ	UNFPA	0	0	4	
Outcome 4: Increased awareness on the importance of girls' education and better knowledge, attitudes and behaviours on girls' nutrition, SSR within communities.	Output 4.1. Targeted communities including adolescent girls and boys, teachers, parents, local traditional authorities and leaders are sensitized on the importance of girls' schooling, nutrition, social rights and girls' health, GBVs	Number of people affected through CSCC interpersonal approaches	UNFPA	0	0	6,000	
		Number of awareness-raising campaigns on girls' education, SSR, reproductive health and rights organized	UNFPA	0	1	2	Awareness-raising carried out by traditional leaders.
Outcome 5 : Strengthened capacity of government institutions at the central and local levels to remove barriers to girls' education and address their needs in national policies, plans and budgets	Output 5.1. Government structures at the local and national levels are sensitized and receive technical support to prioritize the education of adolescent girls and take their needs into national policies and strategies, operational plans and budgets	Number of municipalities supported in the development of their annual investment plan	All agencies	0	0	21	This is the number of municipalities of intervention of the programme.
		Number of CGDES/COGES trained in the development of action plans that take into account girls' school enrolment	All agencies	0	0	260	Current data not available.
		Report on mapping policies and strategies that support girls' enrolment in school	All agencies	0	0	0	Current data not available.
		Directory of good practices in promoting the schooling of girls	All agencies	0	0	0	Current data not available.
		A national school feeding policy is developed and adopted	All agencies	0	0	1	Current data not available.
		An in-depth study report on barriers to girls' schooling in the programme's area of interention	All agencies	0	1	1	A gender and protection study was carried out.

Annex 10: Theory of Change



Annex 11: Bibliography

- Breaking Barriers to Girls' Education Joint Proposal – Niger*. (2019). WFP
- Chad*. (2021). Global Hunger Index (GHI) - Peer-Reviewed Annual Publication Designed to Comprehensively Measure and Track Hunger at the Global, Regional, and Country Levels. <https://www.globalhungerindex.org/chad.html>
- Chad | Data*. (2021). Data.worldbank.org. <https://data.worldbank.org/country/TD>
- Niger | Data*. (2021). Data.worldbank.org. <https://data.worldbank.org/country/NE>
- Niger Economic Update: Health and Security Crises Threaten Lives and Livelihoods*. (2021). World Bank. Retrieved October 18, 2021, from <https://www.worldbank.org/en/news/feature/2021/07/26/niger-economic-update-health-and-security-crises-threaten-lives-and-livelihoods>
- Niger | World Food Programme*. (2021). Wwf.org. <https://www.wfp.org/countries/niger>
- Strengthening Girls' Education in Chad*. (2021). Reports.unocha.org. <https://reports.unocha.org/en/country/chad/card/4ABbWgXqCB/>
- United Nations Development Programme. (2020). *Gender Inequality Index (GII) | Human Development Reports*. Undp.org. <http://hdr.undp.org/en/content/gender-inequality-index-gii>
- United Nations Development Programme. (2020). *Latest Human Development Index Ranking | Human Development Reports*. Hdr.undp.org. <http://hdr.undp.org/en/content/latest-human-development-index-ranking>
- WFP Chad Country Brief*. (2021). Retrieved October 18, 2021, from https://docs.wfp.org/api/documents/WFP-0000131837/download/?_ga=2.128548108.1037636222.1632831287-445606331.1618180694

Annex 12: Acronyms

ACF

Action contre la Faim

ACTN	Association of Traditional Chiefs of Niger
AFJT	Association of Women Lawyers of Chad
AME	School Mother's Association
APBE	Agence pour le bien etre
APIS	Action and Impact Progress
ASTBEF	Chad Association for Family Well-being
BBGE	Breaking Barriers for Girls Education
CAD	Canadian Dollars
CELIAF	The Cellule de Liaison et d'Information des Associations Féminine
CSE	Comprehensive Sexuality Education
DANSS	Department for School Feeding, Nutrition, and Health
DEQAS	Decentralized Evaluation Quality Assurance System
DEQS	Decentralized Evaluation Quality Support
ET	Evaluation Team
FENAPET	National Federation of Parent's Associations (Chad)
GBV	Gender-Based Violence
GEWE	Gender Equity and Women's Empowerment
HCI3N	High Commission for Nigerians Feeding Nigerians Initiative
HGSF	Home Grown School Feeding

IHDL	Initiative Humanitaire pour le Developpement Local (IHDL)
MHM	Menstrual Hygiene Management
MoE	Ministry of Education
MoH	Ministry of Health
MoPH	Ministry of Public Health
MoPSE	Ministry of Primary and Secondary Education
MoWCA	Ministry of Women and Children's Affairs
MoWSA	Ministry of Women and Social Affairs
OECD – DAC	Organization for Economic Cooperation and Development – Development Assistance Committee
OEV	Office of Evaluation
PND	National Development Plan
SECADEV	Secours Catholique et Developpement
SBP	School-Based Programmes Division
SRH	Sexual and Reproductive Health
SRHR	Sexual and Reproductive Health Rights
TOR	TOR
UNFPA	United Nations Population Fund
UNICEF	United Nations International Children's Emergency Fund
VND - NUR	Niger Volunteers for Development

WFP

World Food Programme

United Nations International Children's Emergency Fund

House 3 United Nations Plaza
New York, NY 10017 USA
T +1 212 326 7000 **unicef.org**

United Nations Population Fund

220 East 42nd St
New York, NY 10017 USA
T +1 212 297 5000 **unfpa.org**

World Food Programme

Via Cesare Giulio Viola 68/70
00148 Rome. Italv