

Terms of Reference
Final evaluation of
WFP’S USDA McGovern -Dole International Food for Education and Child
Nutrition Program’s Support in Kenya from 2016 to 2022
WFP Kenya Country Office

Table of Contents

1. Introduction.....	2
2. Reasons for the Evaluation.....	3
2.1 Rationale.....	3
2.2 Objectives.....	3
2.3 Stakeholders and Users.....	4
3. Context and Subject of the Evaluation	6
3.1 Context.....	6
3.2 Subject of the evaluation	8
4. Evaluation Approach.....	13
4.1 Scope.....	13
4.2 Evaluation Criteria and Questions.....	14
4.3 Data Availability.....	17
4.4 Methodology.....	18
4.5 Quality Assurance and Quality Assessment	19
5. Phases and Deliverables	20
6. Organization of the Evaluation	21
6.1 Evaluation Conduct.....	21
6.2 Team composition and competencies	21
6.3 Security Considerations.....	22
7. Roles and Responsibilities of Stakeholders	23
8. Communication and Budget	24
8.1 Communication.....	24
8.2 Budget.....	25
9. Annexes.....	26
Annex 1: Baseline methodology	26
Annex 2: Results Frame work	38

Annex 3: List of Activities	41
Annex 4: Performance Monitoring Plan	44
Annex 5: Evaluation Study Timeline	59
Annex 6: List of Acronyms.....	60
Annex 7: Map.....	61
Annex 8: Evaluation Team Organization.....	62
Annex 8: Actual Numbers reached	63
Annex 9: Role and composition of evaluation Committee	63
Annex 10: Role and composition of evaluation Committee	64

1. Introduction

1. This Terms of Reference (TOR) is for a final activity evaluation of the World Food Programme (WFP) McGovern-Dole (MGD) International Food for Education and Child Nutrition Program in Kenya, 2016-2020 with a no cost extension up to September 2022. This evaluation is commissioned by World Food Programme (WFP) Kenya Country Office. The evaluation objective is to provide an evidence-based, independent assessment of the performance of the school feeding project focusing on accountability (against intended results) and learning. MGD program is managed by USDA, and aims to support education, child development and food security in low-income, food-deficit countries around the globe. The program provides U.S. produced agricultural commodities and financial assistance and supports capacity development and enhanced monitoring and reporting. Sustainability is an important consideration, and the grantees are expected to work to support government and community ownership. School feeding in Kenya is a multi-donor funded project.

2. This TOR was prepared by Beatrice Mwangela, Evaluation Manager (EM) from Monitoring and Evaluation (M&E) unit WFP Kenya based upon an initial document review and consultation with stakeholders and following a standard template. The purpose of the TOR is twofold. Firstly, it provides key information to the evaluation team and helps guide them throughout the evaluation process; and secondly, it provides key information to stakeholders about the proposed evaluation.

2. Reasons for the Evaluation

The reason for the evaluation being commissioned are presented below.

2.1 Rationale

3. USDA is one of the long-standing, key donor to WFP School feeding in Kenya. USDA awarded WFP Kenya a total of US\$ 28 million of support for the period 2016-2020 with a no cost extension of up to September 2022. The grant agreement incorporates specific performance indicators and results indicators against which performance of the programme will be measured (Annex 4). In the evaluation plan agreed with USDA, WFP commits to conducting a final evaluation in 2022.

2.2 Objectives

4. The main objective of the final evaluation is to provide an evidence-based, independent assessment of the performance of the school feeding project. Specifically, the final evaluation will:
 - ❖ Assess the project's relevance, effectiveness, efficiency, sustainability, impact, appropriateness, coherence, coverage and connectedness.
 - ❖ Assess the projects contribution to the MGD program's highest-level Strategic Objectives i.e., MGD SO1: Improved Literacy of School-Aged Children and MGD SO2: Increased Use of Health and Dietary Practices.
 - ❖ Collect performance indicator data for strategic objectives and higher-level results.
 - ❖ assess whether the project achieved the planned the results and targets.
 - ❖ Check if critical assumptions of the results framework hold true
 - ❖ Document lessons learned.
5. The final evaluation will also focus on accountability and learning and will place greater emphasis on effectiveness, impact and sustainability and especially following the handover of the programme to the government.
6. The evaluation will serve the dual and mutually reinforcing objectives of accountability and learning.
 - **Accountability** – The evaluation will assess and report on the performance of the USDA MGD support to WFP School Feeding Programme in Kenya from 2016 to 2022.
 - **Learning** – The evaluation will determine the reasons why certain results occurred or not to draw lessons, derive good practices and pointers for learning

and especially on the programme transition to HGSMP. It will provide evidence-based findings to inform operational and strategic decision-making. Findings will be actively disseminated, and lessons will be incorporated into relevant lesson sharing systems. The evaluation will use a quasi-experimental design set up at baseline.

2.3 Stakeholders and Users

7. A number of stakeholders both inside and outside of WFP have interests in the results of the evaluation and some of these will be asked to play a role in the evaluation process. Table 1 below provides a preliminary stakeholder analysis, which should be deepened by the evaluation team as part of the inception phase. Accountability to affected populations is tied to WFP’s commitments to include beneficiaries as key stakeholders in WFP’s work. As such, WFP is committed to ensuring gender equality and women’s empowerment in the evaluation process, with participation and consultation in the evaluation by women, men, boys and girls.

Table 1: Preliminary Stakeholders’ analysis

Stakeholders	Interest in the evaluation and likely uses of evaluation report to this stakeholder
INTERNAL STAKEHOLDERS	
Country Office (CO) Kenya	Responsible for the country level planning and operations implementation, it has a direct stake in the evaluation and an interest in learning from experience to inform decision-making. It is also called upon to account internally as well as to its beneficiaries and partners for performance and results of its operation.
Regional Bureau (RB) Nairobi	Responsible for both oversight of COs and technical guidance and support, the RB management has an interest in an independent account of the operational performance as well as in learning from the evaluation findings to apply this learning to other country offices.
Office of Evaluation (OEV)	OEV has a stake in ensuring that decentralized evaluations deliver quality, useful and credible evaluations. OEV management has an interest in providing decision-makers and stakeholders with independent accountability for results and with learning to inform policy, strategic and programmatic decisions.
WFP Executive Board (EB)	The WFP governing body has an interest in being informed about the effectiveness of WFP operations. This evaluation results will not be presented to the EB, but its findings may feed into corporate learning processes.
EXTERNAL STAKEHOLDERS	
Beneficiaries	As the ultimate recipients of food assistance, beneficiaries have a stake in WFP determining whether its assistance is appropriate and

	effective. As such, the level of participation in the evaluation and programme of women, men, boys and girls will be determined and their respective perspectives will be sought. More specifically, teachers, parent-teacher associations and students should be considered in key informants' interviews or focus group discussions.
Government, National and County Levels	Both county and national governments have a direct interest in knowing whether WFP activities in the country are aligned with its priorities, harmonised with the action of other partners and meet the expected results. The Government has the overall ownership of the school feeding programme and shares the interest in learning lessons and especially following the transition to the HGSM (Home Grown School Meals Program) model. The key line Ministries are: Ministry of Education, Ministry of Agriculture, Ministry of Health, Treasury including relevant Ministries at county level. County and Sub- County Education Officers, School Management Committees are also key as they are involved in programme implementation and policy support.
United Nations and Development Partners	The Kenya United Nations Development Assistance Framework (UNDAF) should contribute to the realisation of the government developmental objectives. Kenya United Nations Country Team (UNCT) has therefore an interest in ensuring that WFP operation is effective in contributing to the United Nations concerted efforts. WFP implements the programme within a wider UN system of support to government priorities. The partner agencies are interested in learning to what extent WFP interventions are contributing to the overall outcomes committed to in the UNDAF particularly UNICEF, UNESCO, FAO, UNDAF thematic working groups, the Education Sector Development Partners Group.
NGOs	Some NGOs like Feed the Children are members of the national school feeding technical committee where coordination and joint monitoring of the overall national programme - of which this project fits within, is done.
Donors [USDA, Australia, Germany, Russia, Private donors]	WFP operations are voluntarily funded by a number of donors. The school feeding programme is a multi-donor initiative in which USDA's support is complemented by other donors. As such, USDA and donors will have an interest in knowing whether their funds have been spent efficiently and if WFP's work has been effective and contributed to their strategies and programmes.

8. The primary users of this evaluation will be:

- The Kenya country office and its partners in decision-making, notably related to programme implementation and/or design, Country Strategy and partnerships.
- This final evaluation will contribute to the body of knowledge on the MGD program. USDA, as the funder of the evaluation, will use findings and lessons learned to inform program funding, design, and implementation decisions.

- Given the core functions of the Regional Bureau (RB), the RB is expected to use the evaluation findings to provide strategic guidance, programme support, and oversight
- WFP HQ may use evaluation for wider organizational learning and accountability

3. Context and Subject of the Evaluation

3.1 Context

9. Kenya has a population of 47 million people. It has diverse natural resources and highly varied terrain. The country's highlands comprise one of the most successful farming regions in Africa; the port of Mombasa is a major regional hub; and the unique geography supports abundant and diverse wildlife of great economic value. In September 2014, the World Bank reclassified Kenya's economy as lower-middle income. However, poverty, food insecurity, under-nutrition, income inequality and gender inequality remain high; 45.6 percent of Kenyans live below the national poverty line majority being women and women led households. The most severe conditions exist in the arid north, which is underdeveloped, drought-prone and is often disrupted by local conflicts. Food availability is constrained by poor transport infrastructure and long distances to markets. Kenya is a food-deficit country, ranking 147 of 189 countries in the 2019 Human Development Index.¹ The country's 2019 Global Hunger Index was 25.2, ranking 86th out of 117 assessed countries and the county ranked 109 out of the 153 countries in the Global Gender Gap Report 2020 with 0.671, noting significant inequalities between women and men in education attainment, health outcomes, representation in parliament, and participation in gainful economic initiatives. Many parts of the county, especially the arid and semi-arid lands which comprise 80 percent of Kenya's land area, are characterized by undernourishment, wasting, stunting, and child mortality. Global acute malnutrition among children aged 6 - 59 months in arid areas often exceeds 15 percent while micronutrient deficiencies are above 50 percent.
10. Poverty is linked with worsening droughts and flooding that force poor households to resort to negative coping mechanisms such as withdrawing children from school and selling productive assets. Kenya has a ten-year Ending Drought Emergencies plan (2013-2022) which aims to create “a more conducive environment for building

¹ United Nations Development Program (2019). “Human Development Report 2019”.

drought resilience” by investing in infrastructure, security, human capital and improved financing for drought risk management.

11. Kenya has several social-assistance programmes which cover only 27 percent of the poor; 90 percent of the funding comes from development partners. In 2012 the Government of Kenya (GOK) formulated a social-protection policy that aims at increasing access to services for vulnerable populations, incorporating school feeding as a major social safety net.
12. Education is fundamental to the Government’s strategy for socio-economic development. At primary school level, Net Enrolment Rate was at 92.4% in 2018. On gender parity, the government investment in primary education has resulted to improved parity index from 0.96 in 2013 to 0.97 in 2018. The completion rate of primary education has also increased considerably from 80% in 2013 to 84.2% in 2018, while the retention rate increased from 77% to 86% during the same period².
13. Of children under 5, 84 percent are deficient in vitamin A, 73 percent in iron and 51 percent in zinc; a quarter of children have inadequate iodine intake. Iron deficiency affects 55 percent of pregnant women³. Many households cannot afford a nutritious diet, and an estimated 1.8 million children are chronically undernourished.
14. The nutritional status of under-five children with respect to stunting, wasting and underweight has improved over time (1998 – 2018)⁴. High stunting levels persist; 26 percent of Kenya’s children (6-59 months) are stunted. Stunting is higher in rural (29 percent) than in urban areas (20 percent). The highest rate is in West Pokot County (45.9 percent) and Kitui County (45.8 percent) whereas the lowest rates are recorded in Nyeri and Kiambu Counties at 15.1 percent and 15.7 percent, respectively. National wasting prevalence is at 4% and Turkana County has the highest prevalence of wasting at 22 percent followed by Mandera at 14.8 percent and Wajir County at 14.2 percent. The lowest rates of wasting are in Siaya and Kisumu Counties at 0.2 percent and 0.8 percent, respectively⁵.
15. Immediate causes of malnutrition in Kenya, particularly for children under five, are inadequate food intake and presence of diseases. In addition, a host of poverty-related underlying factors contribute to malnutrition, including food insecurity, poor water and sanitation, limited access to health services. Gender inequality perpetuates the cycle in which mothers, as undernourished children, give birth to low birth-weight children. Not least, food safety plays an important role, as large amounts of food are produced, stored and traded in informal settings with limited capacity for ensuring that food is safe to consume. This, matched by limited consumer awareness of food safety, leads to disease and unhealthy lifestyles. The roots of the underlying factors can vary from conflict to climate change and scarce

² Government of Kenya (2018). “National Education Sector Plan: 2018-2022”. Nairobi: MOEST.

³ Kenya National Micronutrient Survey (2011), Ministry of Health

⁴ Kenya Demographic Health Survey, 2003, 2008 and 2014

⁵ Kenya Demographic Health Survey, 2014

natural resources to high and volatile food prices and have different influence on different indicators of malnutrition.

16. The connection of nutrition to other targets and SDGs is highlighted below⁶:
- Target 2.1: good nutrition requires access to sufficient quantity and quality of food; as access is linked to affordability, there are also links to employment and income generation, and not least social protection programmes which integrate nutritional outcomes (cash plus agenda, soft conditionalities) and gender equality.
 - Target 2.2 is directly linked with poverty (SDG 1), which limits access to adequate food and has direct effects on hygiene, meal preparation, and the micronutrient context.
 - Target 2.3 (production) is linked with nutrition by defining the quantity, quality and diversity of food being produced and consumed. Nutrition sensitive agriculture could be promoted through education and skills training to produce more diversified food, potentially complemented by institutional procurement programmes (for example school meals) enhancing the stable demand of such food to reduce risks and enable investments.
 - Target 2.4: better performing food systems improve people's access to food by improving market functioning and integration. Food quality and safety standards, as well as the capacity to adhere to them, and their enforcement are important to avoid the contamination of food with, for example aflatoxins and pesticides. The inputs used for food production, as well as the processes and infrastructure used for post-harvest handling have a direct bearing on non-communicable diseases.
 - Target 2.5: Genetic diversity - increased knowledge, skills, and more systematic use of traditional crops adapted to conditions in Kenya can improve food security, help households diversify diets, and make important micronutrients better available at low cost and effort.
17. The 2012 National Food and Nutrition Security Policy aims to: i) improve nutrition; ii) ensure that adequate food is accessible and affordable; and iii) protect vulnerable populations through safety nets linked to long-term development. It prioritizes the prevention of nutrition-related vulnerabilities in the first 1,000 days of life and links nutrition education with targeted nutrition interventions. Kenya joined Scaling Up Nutrition (SUN) in 2012 and is developing its second National Nutrition Action Plan (2018 – 2022).

3.2 Subject of the evaluation

18. The Government of Kenya initiated school meals activities in 1980 in collaboration with WFP and since then the programme has remained a development intervention aimed at enhancing access to education. The programme targets vulnerable children from food insecure households in arid and semi-arid areas as well those from unplanned urban areas. As part of a strategy for programme sustainability, the

⁶ Toward zero hunger strategic review, 2018

government of Kenya launched the Home-Grown School Meals Programme in 2009 and agreed to gradually takeover the programme from donors. With an initial 540,000 children, the HGSMP programme gradually expanded as MOE took over areas covered by WFP until it was fully transitioned in 2018. Since then, the government is fully responsible for food assistance to school children while WFP continues to provide capacity development to national and county institutions to strengthen the programme.

19. USDA has supported Kenya’s school meals programme since 2004. This program was designed initially to provide daily school lunch to a total of 358,000 primary school children in targeted arid and food insecure counties of Kenya as shown in the table 2 below.

Table 2: Target Numbers per County

No.	Name of County	Number of schools	Boys	Girls	Total
1.	Baringo	114	8,174	6,394	14,568
2.	Garissa	163	32,782	20,598	53,379
3.	Mandera	211	58,574	28,232	86,806
4.	Turkana	248	60,284	54,702	114,986
5.	Wajir	218	37,785	22,407	60,191
6.	West Pokot	120	15,003	12,941	27,944
	Total	1,074	212,602	145,274	357,874
	Figures rounded off		213,000	145,000	358,000

It builds on more than three decades of joint WFP-Government of Kenya school feeding efforts and over a decade of USDA support that has been provided as detailed in table 3 below.

Table 3: USDA Funded WFP Kenya 2004 to 2022

Year	Total Contribution
2004	4,525,286

2005	9,939,020
2006	7,346,680
2007	10,231,600
2008	19,034,000
2010	17,078,195
2012	8,792,200
2013	6,550,460
2014	8,233,459
2015	3,639,100
2016	8,105,019
2017	3,639,177
2018	9,182,419
2019	9,154,302
2020	7,763,842
2021	669,669
2022	602,587
	134,487,015

20. The current programme commenced in October 2016 and was to end in 2021 but was extended to September 2022. The extension enabled WFP and MOE to complete an assessment of MOE SMP supply chain and act on the recommendations of the assessment. In the first three years of the 2016-2022 program, WFP combined the direct provision of meals in the arid lands with technical assistance to support the Government to sustainably expand the Government-financed and -managed HGSMP in these areas; and in the last two years, after full hand-over of the project areas to the HGSMP, WFP has shifted to technical assistance to strengthen institutional structures and capacities required for quality home-grown school meals in Kenya.
21. The five years (FY2016 to FY2022) covered a total of eight counties i.e., Baringo, Garissa, Mandera, Turkana, Wajir and West Pokot, Marsabit with Tana River not receiving food but benefitting from complementary activities. Hot lunch with food from MGD funds was served for 120 out of the 190 school days, comprising 150 grams of bulgur wheat, 40 grams of green split peas, 5 grams of vegetable oil (fortified with vitamin A and D), and 3 grams of iodized salt –procured separately were handed over. By the end June 2018, all the counties had been fully transitioned to the Government’s HGSMP.
22. Throughout the five-year program, WFP has been collaborating with literacy actors and other partners to ensure that the meals contribute to tangible learning results. Specifically, Kenya implemented Tusome, a nation-wide early grade literacy and

numeracy programme (2014 - 2018)⁷ that was supported by USAID and other donors that targeted all the schools that WFP reached through school feeding (100% overlap). WFP facilitated the development of the revised School Health Policy and of the policy framework and operational guidelines for the use of micronutrient powders in school meals, as well as on the integration of nutrition into the school curriculum. The second edition (2018) national health policy and guidelines was launched in June 2019. MNP's operational guidelines are however yet to be validated. WFP and UNICEF jointly work to contribute to the UN Development Assistance Framework (UNDAF) (2014-2018) for Kenya, Strategic Result Area on Human Capital (Education),⁸ and UNDAF 2018- 2022 which is currently under development.

23. The program used MGD commodities and cash funding to contribute directly towards both of the MGD program's highest-level Strategic Objectives, MGD SO1: Improved Literacy of School-Aged Children; and, MGD SO2: Increased Use of Health and Dietary Practices.⁹ The following activities (See Annex 3 for activity details) contribute toward the achievement of MGD SO1: Providing school meals; building capacity of national and county-level actors to manage school feeding; raising awareness on the importance of education; advocacy for increased government support and investments; and, supporting the increased engagement of local organizations and communities.
24. To contribute towards the achievement of MGD SO2, the following activities were to be undertaken: conducting on-job training to increase knowledge of safe food preparation and storage practices; conducting nutrition gender equality and hygiene education activities; carrying out information, education and communication on nutrition, sanitation and hygiene; building/rehabilitating 24 model kitchens with storage and energy saving cooking stoves in six target counties; strengthening the beneficiary complaints and feedback mechanisms; and, promoting food safety and quality in HGSMP through supply chain analysis, training, monitoring and coaching, and provision of blue boxes.
25. WFP incorporated a strong focus on capacity building to ensure sustainability by targeting the following MGD Foundational Results: MGD 1.4.1/2.7.1: Increased Capacity of Government Institutions; MGD 1.4.2/2.7.2 Improved Policy and Regulatory Framework; MGD 1.4.3/2.7.3: Increased Government Support and MGD 1.4.4/2.7.4 Increased Engagement of Local Organizations and Community Groups. Activities that contribute to these Foundational results include: strengthening governance and multi-sectoral coordination and collaboration for the school meals

⁷ The Tusome Early Grade Reading Activity is implemented by Ministry of Education (MOE) and RTI International, and supported by USAID and DIFD. For a project overview, see <http://www.education.go.ke/home/images/Project-KPED/Brief%20on%20TUSOME%20.pdf>

⁸ <https://www.unops.org/SiteCollectionDocuments/Information-disclosure/UNDAs/Kenya-UNDAF-2014-2018.pdf>

⁹ See Annex 1: Results framework

programme; advocacy and dialogue to ensure adequate and regular budget allocations and to maintain political commitment to the programme; strengthening oversight and management functions; empowering communities to manage school feeding activities through trainings for school managers, teachers, and parents in order to ensure a solid level of awareness about school feeding implementation principles. At the school-level, WFP trained education officials to monitor school feeding and train trainers among local education, health and agriculture officers, equipping them to facilitate school feeding management trainings at the sub-county level.

26. WFP and the MOE, building upon three decades of excellent partnership, jointly implement the project. Before the handover, WFP continued to manage the commodity pipeline and ensure timely delivery of food from WFP's central warehouse in Mombasa to extended delivery points within the target counties. MOE then transported commodities from sub county (former District Education Officers' (DEO)) warehouses to the schools. In this manner, transportation costs were shared between the two organisations.
27. At the school level, Boards of Management, head teachers and school meals program teachers managed the commodity storage, meal preparation and serving. With support from WFP field monitors, MOE officers at the county level were responsible for monitoring the program, mobilizing communities, and supervising day-to-day implementation.
28. Several evaluations have been undertaken during the period under the FFE-615-2013/041-00 agreement (2013-2016). A baseline was conducted from May to July 2014, a mid-term evaluation in October 2015¹⁰ covering the period September 2013 to Dec 2014 and the final evaluation was launched in June 2016. In addition to this, an evaluation of the transitional Cash Transfer to Schools (CTS) pilot in Isiolo County was done in 2015¹¹. In 2017, a baseline this current grant was done. The substantive findings and methodological lessons generated from the above evaluations and the baseline fed into the midterm evaluation done October 2018. The final evaluation will be guided by the WFP Evaluation Policy 2022¹² and the USDA Monitoring and Evaluation Policy 2013¹³.
29. WFP gender policy (2015-2020) noted that gender equality is key to achieving zero hunger and calls for adaptation of food assistance needs to different gender and age groups with meaningful participation of women and girls in nutrition programmes. The policy noted the need for WFP to invest in community and school-based

¹⁰ <https://www.wfp.org/sites/default/files/Kimetrica%20%20-%20SFP%20Kenya%20Mid%20Term%20Evaluation%20final%20final%2016%20Oct%20%2715%20Final.pdf>

¹¹ <https://www.wfp.org/sites/default/files/External%20Evaluation%20of%20WFPs%20Cash%20Transfers%20to%20Schools%20Pilot%20Project.pdf>

¹² [PowerPoint Presentation \(wfp.org\)](#)

¹³ <http://www.fas.usda.gov/sites/default/files/2014-03/evalpol.pdf>

strategies and partnerships for school feeding that generate more sustainable incentives for parents to continue girls' education beyond primary school.

30. In 2016, WFP conducted gender analysis in Baringo, Wajir and Marsabit counties to explore ways to strengthen gender equality outcomes and define county's gender equality capacity of county government strategies. The highest concentration of female at ECDE levels who unfortunately do not influence policy decisions at the county level and underrepresentation of female officers during training were noted calling for a deliberate targeting of women and youth across the four counties in effort to reverse the current trends of male dominance.
31. In 2018, a capacity needs assessment was undertaken with community gender analysis as complimentary and formed the baseline for institutional capacity strengthening outcome. Pre-existing structural inequalities predispose women and men to different implications during times of crisis. The weak positioning of women in economic, legal, political and socio-cultural spheres also render them more vulnerable and less resilient to shocks. The situation is dire for Child single mothers are more disadvantaged and stigmatized by the community, experience food and nutrition insecurity together with their children, lack assets and have no control and decision-making on any factors of production including the choice to go back to school. Hence, they are heavily dependent on their parents. Low education levels and age further disadvantage them in the job market making some opt for transactional sex as a coping mechanism. Targeted interventions are key to addressing this situation among this specific vulnerable group.
32. The MTE noted that the CO is making progress towards achieving gender equality and women's empowerment, but the effect on the programme remains uneven. Gender analysis approaches are being strengthened at county government level, gender considerations are being integrated into most of the work done under each SO, and WFP continues to support efforts to develop policy frameworks around gender and inclusion. The pilot efforts of WFP to train county staff in the Gender Action Learning System (GALS) has the potential to demonstrate a truly gender transformative approach to programming.

4. Evaluation Approach

4.1 Scope

1. This evaluation will focus on MGD-supported, WFP School feeding activities implemented from 2016 to 2022 in the arid counties of Baringo, Garissa, Mandera, Turkana, Wajir, West Pokot, Marsabit and Tana River. The evaluation team will use quasi experimental design developed during the projects baseline. The detailed methodology can be found in Annex 1. The methodology clearly outlines the sample

design, sample size calculations that incorporates sex and age considerations, counterfactual group and method of analysis.

2. The evaluation will provide an evidence-based, independent assessment of the performance of the school feeding project. Specifically, the final evaluation will (1) assess project’s relevance, effectiveness, efficiency, sustainability, impact, appropriateness, coherence , coverage and connectedness; (2) Assess the projects contribution to the MGD program’s highest -level Strategic Objectives i.e. MGD SO1: Improved Literacy of School-Aged Children and MGD SO2: Increased Use of Health and Dietary Practices; (3)Collect performance indicator data for strategic objectives and higher-level results; (4) assess whether the project achieved the planned the results and targets; (5)Check if critical assumptions of the results framework hold true (6)document lessons learned.
3. The evaluation will be conducted during the 2022 school term, while schools are in session i.e. from May 2022, the same time period as the baseline and the midterm evaluation.
4. The evaluation will also focus on the implementation of the program and the hand over with the evaluation findings targeted at informing future programming. As such, the evaluation will look achieved results, partnerships, implementation arrangements and systems, and any factors affecting the results achieved.

4.2 Evaluation Criteria and Questions

5. The evaluation will assess the project for relevance, effectiveness, efficiency, impact and sustainability, appropriateness, coherence, coverage and connectedness. In all applicable areas, the assessment will consider gender elements through collection of sex disaggregated data, as far as possible. The table below provides key evaluation questions relevant to these focus areas, and the relevant data sources:

Table 3: Preliminary Key final Evaluation Questions

Focus Area	Key Questions	Data Source
Relevance	To what extent is the programme in line with the needs of beneficiaries (boys and girls) and partners, including government? To what extent are the activities aligned with WFP, partner UN agency and donor policies and priorities?	Document review, key informant interviews with stakeholders, focus group discussions with communities

	To what extent is the intervention based on a sound gender analysis? To what extent is the design and implementation of the intervention gender-sensitive?	
Effectiveness	To what extent were the outcomes or objectives of the intervention achieved? What are the major factors that influenced progress in achievement or non-achievement of the outcomes/objectives of the intervention? To what extent did the intervention deliver results for boys and girls?	Monitoring data Document review key informant interviews with stakeholders
Efficiency	Was the programme implemented in a timely way? were the activities cost-efficient? was the programme implemented in the most efficient way compared to alternatives? Were the project strategies efficient in terms of financial and human resource inputs as compared to outputs? Dis the monitoring system efficiently meet the needs and requirements of the project?	Monitoring data Document review key informant interviews with stakeholders
Impact	What are the medium-term effects on beneficiaries' lives? What are the gender-specific medium-term impacts? Did the intervention influence the gender context?	Document review, key informant interviews with stakeholders, focus group discussions with communities
Sustainability	To what extent is the government taking ownership of the programme? (e.g., demonstrated commitment and contribution to the programme). What is the demonstrated capacity at national and county levels to manage the programme? How are local communities involved in and contributing to the implementation of the programme? Is the HGSMP adequately funded? Was disbursement of cash to schools for the purchase of food under HGSMP done in a timely manner and at an adequate level? Has the policy framework supporting the HGSMP been strengthened within the project period? What are the major factors influencing the achievement or non-achievement of sustainability of the program? What are the major challenges to successful program transfer to GoK ownership and how has the intervention addressed those challenges?	Document review, key informant interviews with stakeholders, focus group discussions with communities Monitoring data Complaints and Feedback Mechanism data

Lessons	<p>What are lessons learned from the project up to this point?</p> <p>Are there any recommendations to improve the project's relevance, efficiency, effectiveness, impact, and sustainability?</p> <p>What are the management strengths, including technical and financial, of this project?</p>	Document review, key informant interviews with stakeholders, focus group discussions with communities
Appropriateness	<p>Is the intervention approach chosen the best way to meet the food security/nutrition needs of beneficiaries?</p> <p>Are the adopted transfer modalities the best way of meeting beneficiary needs?</p> <p>Are protection needs met?</p> <p>To what extent is the intervention based on a sound gender analysis? To what extent is the design and implementation of the intervention gender-sensitive?</p>	Document review, key informant interviews with stakeholders, focus group discussions with communities
Coverage ¹⁴	<p>Is WFP's assistance provided proportionally according to the needs in the context?</p>	Document review, key informant interviews with stakeholders, focus group discussions with communities
Coherence	<p>To what extent is WFP's activity coherent with key policies/programming of other partners operating in the context?</p> <p>To what extent are human rights taken into account?</p>	Document review, key informant interviews with stakeholders, focus group discussions with communities
Connectedness	<p>What are the linkages between of the programme with outcome 1 and 2 of the CSP of Kenya CSP?</p> <p>To what extent has the programme been situated within an analysis of longer-term and interconnected problems of the context?</p> <p>To what extent is the programme designed and operated to respond to the needs of the fragile and conflict-affected environments?</p> <p>To what extend has the project successfully coordinated and collaborated with key stakeholders including the Government of Kenya, NGOs, other international organizations and the private sector?</p> <p>To what extend had the project collaborated with partners and leveraged complementary resources by collaborating with the USAID-supported MOEST-led literacy program Tusome, UNICEF's child friendly schools and school infrastructure activities and the Ministry of</p>	Document review, key informant interviews with stakeholders, focus group discussions with communities

¹⁴ ALNAP Humanitarian Definitions for Coverage, Coherence, and Connectedness

	Health's de-worming programs? What impact have these collaborations had, if any, on the implementation of the school feeding programme, the school environment and on learning?	
--	---	--

4.3 Data Availability

6. The evaluation will entail qualitative and quantitative primary data collection that the evaluation team will be responsible for as per the PMP (See annex 4 and annex 1). The primary data will be complemented by available secondary information and data. The following is a list of data and or information available for the evaluation team. It is expected that the team will expand this at inception phase.

- Baseline study and midterm Evaluation reports for WFP'S USDA McGovern - Dole International Food for Education and Child Nutrition Program's Support in Kenya from 2016 to 2020
- Baseline, mid-term and final evaluation reports for FFE-615-2013/041-00 Kenya
- Kenya Country Programme 200680 (2014-2018) project document and log frame
- WFP Kenya CSP 2018-2023
- School feeding handbook
- WFP School feeding policy
- 2016, 2017 and 2018 Standard Project Reports (SPRs).
- 2018, 2019, 2020, 2021 ACRs
- Strategy to Strengthen & Expand the Home-Grown School Meals (HGSM) Programme into the Arid Lands of Kenya (Validated version 2013)
- USDA commitment letter for Agreement
- Evaluation Plan
- Government of Kenya Education related policies and strategies
- UWEZO annual reports
- Process monitoring reports
- CSP Mid-term review
- Gender equality policies 2015-2020, 2022-2026
- Protection and Accountability policy 2020
- Disability inclusion roadmap and action plan

7. Concerning the quality of data and information, the evaluation team should:

- Assess data availability and reliability as part of the inception phase expanding on the information provided in section 4. This assessment will inform the data collection

- Systematically check accuracy, consistency and validity of collected data and information and acknowledge any limitations/caveats in drawing conclusions using the data.

4.4 Methodology

8. This evaluation will build on the methodology developed and used for the baseline study and mid-term evaluation included in this TOR as Annex 1 and detailed in the baseline and mid-term inception reports that will be provided to the evaluation team. The evaluation team will enhance the methodology during inception phase to ensure it addresses additional data requirements for this evaluation.
9. The evaluation will also take a programme theory approach¹⁵ based on the results framework. This will ensure that the follow up results for all the indicators contained in the results framework are obtained. This is important as it will show progress in achieving set results.
10. The evaluation will use mixed methods and triangulate information from different methods and sources to enhance the reliability of findings. In particular, the evaluation will combine qualitative and quantitative approaches to collect data and information from both treatment and comparison groups. Separate questionnaires will be applied to the different primary sources of information, focusing on infrastructure, staff, enrolment and attendance, exam scores, completion rates and community involvement in the programme.
11. The qualitative component of the evaluation will seek to maximize participation of local stakeholders. This should be done through key informant interviews and focus groups with head teachers, school management committee members, pupils, and education and other government officers.
12. The methodology will be enhanced and fully developed by the evaluation team at inception phase. In doing this, the evaluation team consider challenges and or risks and their mitigation measures for the evaluation e.g., access challenges to some of the project areas due to security related issues. The final methodology will be expected to:
 - Demonstrate impartiality and lack of bias by relying on a cross-section of information sources (stakeholder groups, beneficiaries, etc.) The selection of field visit sites will also need to demonstrate impartiality.
 - Using mixed methods (quantitative, qualitative, participatory etc.) to ensure triangulation of information.

¹⁵ A programme theory explains how an intervention (a project, a programme, a policy, a strategy) is understood to contribute to a chain of results that produce the intended or actual impacts. It is represented by a log frame, results framework or theory of change. The approach looks into how the intervention is contributing to the chain of results presented in the results framework.

- Ensure through the use of mixed methods that women, girls, men and boys from different stakeholder’s groups participate and that their different voices are heard and incorporated into the evaluation process. This may include, for example conducting female-only focus groups so that women feel comfortable and encouraged to participate.
- Take into account data availability challenges, budget and timing constraints.
- Mainstream gender equality and women’s empowerment as per WFP’s evaluation principle of Gender equality.¹⁶

4.5 Quality Assurance and Quality Assessment

13. WFP’s Decentralized Evaluation Quality Assurance System (DEQAS) defines the quality standards expected from this evaluation and sets out processes with in-built steps for Quality Assurance. DEQAS is closely aligned to the WFP’s evaluation quality assurance system (EQAS) and is based on the UNEG norms and standards and good practice of the international evaluation community and aims to ensure that the evaluation process and products conform to best practice.
14. DEQAS will be systematically applied to this evaluation. The evaluation Manager will be responsible for ensuring that the evaluation progresses as per the DEQAS Step by Step Process Guide and for conducting a rigorous quality control of the evaluation products ahead of their finalization.
15. WFP has developed a set of Quality Assurance Checklists for its decentralized evaluations. This includes Checklists for feedback on quality for each of the evaluation/evaluation products. The Checklist will be applied at each stage, to ensure the quality of the evaluation process and outputs.
16. In addition, to enhance the quality and credibility of this evaluation, an external reviewer directly managed by WFP’s Office of Evaluation in Headquarter will provide:
 - a) systematic feedback on the quality of the draft inception and evaluation reports; and
 - b) Recommendations on how to improve the quality of the evaluation.
17. This quality assurance process does not interfere with the views and independence of the evaluation team, but ensures the report provides the necessary evidence in a clear and convincing way and draws its conclusions on that basis.
18. The evaluation team will be required to ensure the quality of data (validity, consistency and accuracy) throughout the analytical and reporting phases. The evaluation team should be assured of the accessibility of all relevant documentation

¹⁶ <http://documents.wfp.org/stellent/groups/public/documents/reports/wfp279331.pdf> (pg 11)

within the provisions of the directive on disclosure of information. This is available in WFP’s Directive (#CP2010/001) on Information Disclosure.

5. Phases and Deliverables

19. The evaluation will proceed through the 5 following phases.

Date	Final Evaluation Activity
January –March 2022	Prepare phase: <ul style="list-style-type: none"> ▪ Draft terms of reference (WFP) ▪ finalize provisions for impartiality/independence (WFP) ▪ Quality assure, consult (WFP, USDA, GOK) and finalize TOR ▪ Select and Recruit evaluation team (WFP).
April –May 2022	Inception phase: <ul style="list-style-type: none"> ▪ Conduct evaluation team orientation (EM) ▪ Desk review of key project documents (evaluation team) ▪ Conduct inception meetings (Evaluation team) ▪ Prepare draft inception report (Evaluation team) ▪ Quality assure the inception report (EM) ▪ Circulate, finalize and approve inception report (WFP)
May -June 2022	Data collection phase: <ul style="list-style-type: none"> ▪ Prepare evaluation field work (evaluators/WFP) ▪ Conduct field work and preliminary analysis (evaluators) ▪ Present end of fieldwork debriefing (evaluators)
July – August 2022	Data analysis and reporting phase: <ul style="list-style-type: none"> ▪ prepare draft evaluation report (evaluators) ▪ Quality assure draft evaluation report (EM) ▪ Circulate draft ER to stakeholders for comments (EM) ▪ Finalize the evaluation report (Evaluators) ▪ Submit the final report for approval (EM)
August onwards	Dissemination follow-up: <ul style="list-style-type: none"> ▪ Conduct workshop to share evaluation findings with key stakeholders (WFP) ▪ Share evaluation findings with USDA (WFP) ▪ Prepare management response (WFP) ▪ Implement any required project changes (WFP) ▪ Publish report and management response (WFP) ▪ Track the implementation of follow up actions to the evaluation recommendations (WFP, M&E unit/RB)

20. WFP anticipates finalizing the evaluation data collection by June 2022 as detailed in Annex 5.

The expected deliverables from the evaluation are the following:

- a) Inception report written following WFP recommended template. The report should include but not limited to:
 - Detailed evaluation design, sampling methodology, and sample size calculations.
 - Quality Assurance Plan
 - Detailed work plan, including, timeline and activities
 - Bibliography of documents/secondary data sources utilised.
 - Final data collection tools, data bases, analysis plan
- b) Power-point on methodology, overall survey plan, timeline and activities
- c) Final report, including a first draft, and a final report using WFP recommended template. Annexes to the final report include but not limited to a copy of the final ToR, bibliography, list of sampled schools, detailed sampling methodology, Maps, A list of all meetings and participants, final survey instruments etc.
- d) Clean data set
- e) Transcripts from key informant interviews, focus group discussions, etc.
- f) Table of all standard and custom indicator follow up values
- g) List of supported schools
- h) Power-point presentation of main findings and conclusions for de-briefing and dissemination purposes

6. Organization of the Evaluation

6.1 Evaluation Conduct

21. The evaluation team will conduct the evaluation under the direction of its team leader (See annex 8 on evaluation team organization) and in close communication with the evaluation manager appointed by WFP deputy country director in accordance to the WFP evaluation guidelines.
22. The team members will not have been involved in the design or implementation of the subject of evaluation or have any other conflicts of interest. Further, they will act impartially and respect the code of conduct of the evaluation profession.

6.2 Team composition and competencies

23. The Team Leader should be a senior evaluator with at least 20 years of experience in research, evaluation and or evaluation with demonstrated expertise in managing multidisciplinary and mixed quantitative and qualitative method evaluations, complemented with good understanding of School Meals programme, experience in implementing evaluations with a quasi-experimental designs and additional significant experience in other development and management positions. The team leader should have experience working in Kenya.
24. The Team leader will also have expertise in designing methodology and data collection tools and demonstrated experience in leading similar studies or

evaluations. She/he will also have leadership and communication skills, including a track record of excellent writing and presentation skills. Her/his primary responsibilities will be: i) refining the evaluation approach and methodology; ii) guiding and managing the team; iii) leading the evaluation mission and representing the evaluation team; iv) drafting and revising, as required, the inception report, the end of field work i.e. (exit)debriefing presentation and evaluation report.

25. The team must include strong demonstrated knowledge of qualitative and quantitative data, statistical analysis and experience with quasi experimental designs. It should include both women and men and at least one team member should be familiar with WFP's FFE work and with USDA M&E Policy.
26. The team will be multi-disciplinary and include members who together include an appropriate balance of expertise and practical knowledge in the following areas:
 - Education
 - Quantitative methods specifically quasi experimental designs (Statistician)
 - Nutrition
 - Food security
 - Gender, protection and disability inclusion
 - Capacity development
27. All team members should have strong analytical and communication skills, evaluation experience and familiarity with Kenya or the Horn of Africa and at least 5 years' experience in evaluation /research work.
28. The team members will bring together a complementary combination of the technical expertise required and have a track record of written work on similar assignments.
29. Team members will: i) contribute to the methodology in their area of expertise based on a document review; ii) conduct field work; iii) participate in team meetings and meetings with stakeholders; iv) contribute to the drafting and revision of the evaluation products in their technical area(s).
30. All members of the evaluation team will abide by the Code of Conduct for evaluators (Attached to individual contracts), ensuring they maintain impartiality and professionalism, adhere to the UNEG ethical guidelines and other ethical consideration as detailed in Annex 1.

6.3 Security Considerations

31. Security clearance where required is to be obtained from WFP Kenya
32. 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.

33. As an “independent supplier” of evaluation services to WFP, the contracted firm will be responsible for ensuring the security of the evaluation team, 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 evaluation team must observe applicable United Nations Department of Safety and Security rules and regulations including taking security training (BSAFE & SSAFE), curfews (when applicable) and attending in-country briefings.

7. Roles and Responsibilities of Stakeholders

34. The Kenya Country Office:

The Kenya country Office management (Deputy Country director) will take responsibility to:

- Appoint an Evaluation Manager in line with WFP evaluation guidelines
- Compose the internal evaluation committee and the reference group
- Approve the final TOR, inception and evaluation reports.
- Ensure the independence and impartiality of the evaluation at all stages
- Participate in discussions with the evaluation team on the evaluation design and the evaluation subjects with the evaluation Manager and the evaluation team
- Organise and participate in two separate debriefings, one internal and one with external stakeholders
- Oversee dissemination and follow-up processes

Evaluation Manager: This evaluation is managed by WFP Kenya. Beatrice Mwongela, head of M&E unit is the Evaluation Manager. The EM has not managed or implemented subject of evaluation in the past.

- Manages the evaluation process through all phases including drafting this TOR
- Ensure quality assurance mechanisms are operational
- Consolidate and share comments on draft TOR, inception and evaluation reports with the evaluation team

- Ensures expected use of relevant quality assurance mechanisms (checklists, quality support etc.)
 - Ensure that the team has access to all documentation and information necessary to the evaluation; facilitate the team's contacts with local stakeholders; set up meetings, field visits; provide logistic support during the fieldwork; and arrange for interpretation, if required.
 - Organise security briefings for the evaluation team and provide any materials as required
35. **An Internal Evaluation Committee** will be formed as part of ensuring the independence and impartiality of the evaluation. The membership includes evaluation manager, technical unit in charge of school feeding programme, VAM, Deputy country director (Chair), and WFP Nairobi Regional Bureau Evaluation officer. The key roles and responsibilities of this team includes providing input to evaluation process and commenting on evaluation products.
36. **An evaluation reference group** will be formed, as appropriate, with representation USDA/FAS, Ministry of Education and WFP Country office and will review the evaluation products as further safeguard against bias and influence.
37. **Independent evaluation team:** under the leadership of the evaluation team leader, the evaluation team will be responsible for undertaking the evaluation, as per this TOR, independently. The evaluation team will select and interview staff from the Country Office. The team will also have contact with CO staff who are members of the RG during inception and dissemination. The CO staff who are members of the RG will be required to provide comments on the evaluation products. The responsibilities of the evaluation manager are clearly stated above and will, in addition to other provisions for impartiality already put in place, ensure the evaluation is implemented as per the WFP decentralized evaluation quality assurance system. Any support e.g., logistical support, that will be required from by the evaluation team from the CO will be discussed with evaluation manager who will in turn follow up and organize with CO.
38. **Other Stakeholders** (Government, NGOs, and UN agencies) will be identified for interviews. The selection will also cover preliminary stakeholder analysis detailed in table 1.

8. Communication and Budget

8.1 Communication

39. To enhance the learning from this evaluation, the evaluation team should place emphasis on transparent and open communication with key stakeholders. These

may for example take place by ensuring a clear agreement on channels and frequency of communication with and between key stakeholders.

40. Communication with evaluation team and stakeholders should go through the evaluation manager.
41. WFP will discuss the report with USDA and disseminate the findings and recommendations in various ways, including through discussions with WFP senior management and staff as well as with the key partners including the Ministry of Education, non-governmental partners and United Nations agencies and publication of both the report and management response.
42. A learning workshop will be held to disseminate the findings

8.2 Budget

43. The evaluation will be financed from WFP's outcome 3 implementation cost under the line-item Evaluation. The budget is sufficient for the evaluation.

9. Annexes

Annex 1: Baseline methodology

Overview

A detailed methodology for the baseline was drawn up during the inception phase and presented in an Inception Report (Visser et al, 2017). An important aspect of the Inception phase was to establish whether the envisioned quasi-experimental design for the study was feasible. As the team's assessment showed that this was feasible the study was designed in line with these parameters.

The inception phase also identified key parameters for the study including the required sample size, data collection approach and tools, and the approach to data analysis.

Feasibility of the proposed quasi-experimental design

The Inception phase confirmed that a quasi-experimental design could be employed in this study.

The assessment was based on the fact that a quasi – experimental design is feasible when one can get a match between the intervention and control. This was deemed feasible in this case because the study team was able to:

- i) Generate variables 'good enough' for the PSM.
- ii) Other data sets (livelihoods and food security data) were found to be available and sufficiently suitable for identification of locations
- iii) Successfully carry out the PSM.
- iv) Successfully identify matching: WFPSMP-Controls and WFSMP - HGSMPSchools.

Overall evaluation design

A pre-test post-test quasi-experimental design was set up to measure both the difference before and after the intervention in the treatment groups, and also the difference between control and treatment. The study quasi-experimental design thus compares three groups:

- WFPSMP: Selected schools located in counties where WFPSMP under the USDA – MGD funding is to be implemented (the intervention schools).
- HGSMP: Selected schools located in counties where WFPSMP was being implemented but now transitioning to HGSMP.
- Control: Selected schools located in counties where neither WFPSMP nor HGSMP is to be implemented.

Research question and hypotheses

The Research question and testable hypotheses that underpin the quasi –experimental design will allow WFP, USDA and its partners to establish examine whether the baseline, mid-term and end-term primary education outcomes (literacy and numeracy levels) and other educational indicators (enrolment, attendance, completion, parental involvement, etc.) in the arid and semi-arid lands (ASAL) areas of Kenya are the same in schools included in WFP/USDA-MGD school meals programme (2016 -2020) as those not included (controls and those transitioning to HGSMP). Four different hypotheses were formulated and proposed for testing at Mid-term and End term evaluation for each indicator:

Indicator 1:

- **H₀**: Enrolment in schools included in WFP/USDA-MGD SMP ≠ Enrolment in schools not included in WFP/USDA-MGD SMP
- **H₁**: Enrolment in schools included in WFP/USDA-MGD SMP = Enrolment in schools not included in WFP/USDA-MGD SMP

Indicator 2:

- **H₀**: Attendance rate in schools included in WFP/USDA-MGD SMP ≠ Attendance rate in schools not included in WFP/USDA-MGD SMP
- **H₁**: Attendance rate in schools included in WFP/USDA-MGD SMP = Attendance rate in schools not included in WFP/USDA-MGD SMP

Indicator 3:

- **H₀**: Primary school completion rate in schools included in WFP/USDA-MGD SMP ≠ Primary school completion rate in schools not included in WFP/USDA-MGD SMP
- **H₁**: Primary school completion rate in schools included in WFP/USDA-MGD SMP = Primary school completion rate in schools not included in WFP/USDA-MGD SMP

Indicator 4:

- **H₀**: Literacy/numeracy rate in schools included in WFP/USDA-MGD SMP ≠ Literacy/numeracy rate in schools not included in WFP/USDA-MGD SMP
- **H₁**: Literacy/numeracy rate in schools included in WFP/USDA-MGD SMP = Literacy/numeracy rate in schools not included in WFP/USDA-MGD SMP

Sampling

Since the WFPSMP will run in all schools located within six selected ASAL counties (Baringo, Garissa, Turkana, Mandera, West Pokot, and Wajir)¹⁷, control schools were selected from the neighbouring areas (either within the same county or in a neighbouring county (in a manner that matched as closely as possible the socio-economic activities - livelihood zones - to ensure similarity in terms of vulnerability and food insecurity). Similarly, the HGSMP schools were selected from the neighbouring areas with comparable socio-economic activities. Selected control and HGSMP schools were matched against WFPSMP schools.

Group comparison based on schools: Prior to data collection propensity score matching (PSM) was used to compare and match schools using selected school characteristics derived from Education Management Information System (EMIS) tool. Selection of matching characteristics was based on theoretical background knowledge¹⁸ of confounders of the measurement indicator(s). The matching characteristics were selected to be unrelated (unaffected) by the proposed intervention (WFPSMP or HGSMP). Propensity scores were constructed using the ‘participation equation’, derived from a logit regression¹⁹ with programme participation as the dependent variable coded as follows:

- WFPSMP school = 1, versus Control school = 0, and
- HGSMP school = 1, versus WFPSMP school = 0.

Each school belonging to one of the intervention groups was matched to one school of the control group by matching each to their ‘nearest neighbour’ using propensity score. Characteristics that were used in matching included: boy: girl ratio, average pupils/class, pupils: teacher ratio, residence type (rural/urban). This data was taken from the Ministry of Education EMIS data set.

Schools in the first group with a propensity score lower than the lowest observed value in the second group were discarded. Similarly, schools in the second group with a propensity score higher than the highest observed value in the first group were also discarded. The same approach was used for the control group. The remaining schools were in the region

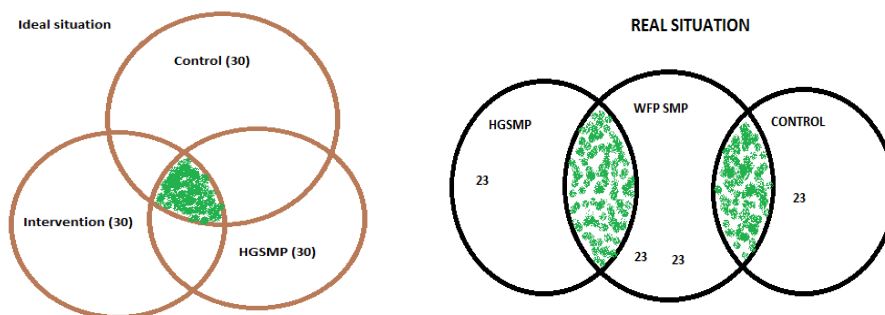
¹⁷ Isiolo, Nairobi, Samburu, and Tana River which were targeted under the previous phases of the USDA support of hot lunch food will not be included in the HGSMP group. These counties were excluded from the HGSMP group for the following reasons. Nairobi was excluded because of urban context issues. The majority of the counties of focus are in the Arid, rural areas, consequently, there were hardly any common contextual similarities that will match Nairobi with them. The other three have been beneficiaries of the Cash Transfers to schools Model developed and implemented by WFP before being handed over to HGSMP – consequently their evolution modality and short history of the same does not approximate to a pure HGSMP modality of government that has been going on in some of the counties selected since 2009. Tanariver, in this current phase, is not receiving food but benefitting from complementary activities.

¹⁸ Theoretical background knowledge refers to knowledge about factors that are plausible or known to confound the relationship between the outcome(s) and the intervention. They are potential or are confirmed to be independently related to the outcome(s).

¹⁹A Logistic **regression** is a statistical method for analysing a dataset in which there are one or more independent variables that determine an outcome. The outcome is measured with a dichotomous variable (in which there are only two possible outcomes).

of common support from which participating schools were selected. This process resulted in the identification of three groups of schools that were as similar as possible from the perspective of livelihoods and socio-economic characteristics.

The original design in the IR anticipated a matching of 30*30*30 for the three groups of schools where these schools would all overlap. The data collected allowed for the matching of 23 schools from each set where 23 WFPSMP schools were matched with 23 control schools, and 23 HGSMPS schools were matched to 23 WFPSMP schools.



In this manner, the study obtained: 23 WFPSMP matched with 23 control schools and 23 HGSMPS matched with 23 WFPSMP schools. While this is different from the design it had no implications for the study as such as the comparison between WFPSMP and HGSMPS was not part of the initial design.

Group comparison based on children: This process took place after data collection where propensity score matching was done to ensure comparability of pupils (between the groups) using selected characteristics captured during data collection, therefore reducing selection bias (the possibility that those enrolled in a particular group are systematically different from those enrolled in another group). The matching characteristics were those that are unaffected by the intervention (WFPSMP or HGSMPS). Like in school comparison, each member of a specific group was matched to one member of the comparison group by matching each to their ‘nearest neighbour’ using propensity score. Baseline data was used for calculating propensity scores. The propensity score constructed using children characteristics was used as a weighting factor to balance the groups during analysis. The same technique will apply at mid-term and final evaluation using the same characteristics.

Sample size

The results conceptual framework for the MGD intervention envisages realization of two results as follows:

1. Results framework #1: *MGD Strategic Objective (SO)1 Improved Literacy of School-Age Children.*
2. Results framework #2: *MGD SO2 Increased Use of Health and Dietary Practices.*

Since MGD SO2 is a function of MGD SO1, the sample size was calculated based on MGD

SO1. The baseline estimate aligned to MGD SO1 was interpreted to be the proportion of children ages 7-13 that have attained literacy and numeracy at Standard 2 level.

UWEZO²⁰ Kenya’s Sixth Learning Assessment Report December 2016, suggested that the learning outcome by selected counties on Class 3 who can do Class 2/Standard 2 level work showed a substantial degree of variance.²¹

Due to variation in baseline estimate across selected counties and with potential variation in other measurement indicators, this study design decided to use a 50% conservative estimate as the proportion of *children ages 7-13 that have attained literacy and numeracy of a Standard 2 level*- Standard 2 competencies in literacy and numeracy. The proportion optimized the sample size to allow for estimation of all indicators devoid of the risk of low sample size calculation. The study presumed a 20% effect size on the primary indicator.

The minimum sample size was calculated using *Fleiss, et al* (15) formula as follows:

$$n = D * \frac{(Z_{1-\alpha/2} + Z_{1-\beta})^2 * (P_1(1 - P_1) + P_2(1 - P_2))}{(P_2 - P_1)^2}$$

Where;

Performance indicators presented as percentages
(P₁, P₂)

P₁ (estimated value of indicators at baseline) 50%

P₂ (estimated value of indicators at final evaluation) 70%

P₂-P₁ (estimated change over time) 20%

α (Type 1 error) 0.05

β (Type 2 error) 0.10

Z_α (Z score at desired statistical significance) 1.96
0.975

Z_β (Z score at desired statistical power) 0.90 1.28

D (design effect = 1 + δ (m - 1); where m is the average enrolment per school (200) and δ is the 5.0

²⁰ Uwezo is a five-year initiative that aims to improve competencies in literacy and numeracy among children aged 6-16 years old in Kenya, Tanzania and Uganda, by using an innovative approach to social change that is citizen driven and accountable to the public.

²¹ The proportions in the proposed intervention areas ranged as follows; Wajir – 9.9%, Mandera – 10.1%, Turkana – 11.4%, Garissa – 12.9%, West Pokot – 15.4%, and Baringo – 16.6%.

estimated intra-class correlation coefficient,
referenced from literature (0.02))

The sample size (n) of measurement unit - number
of sampled *children ages 7-13 in Standard 3 to 8* 620

Allowing for 10% non-response, the sample size is
adjusted upwards ($n / (1-L)$ where L is the provision
of 10% non-response).

Adjusted sample size = $620 / (1-0.1) = 688.88889$,
rounded upwards to 689 children.

Therefore, number of sampled children per study
arm (without replacement) 689

Overall sample size in both intervention and
control arms 2,067

In order to address gender mainstreaming and women’s empowerment as per WFP’s evaluation principle of gender equality, the evaluation will be conducted with a view to elucidating the effect of the intervention (WFPSMP or HGSMP) among boys and girls. To the greatest extent possible, the consultants will ensure both men and women are targeted as respondents. Therefore, the overall sample size in both interventions (WFPSMP and HGSMP) and control arms will triple to 4,134 (2067 boys (689 HGSMP, 689 WFPSMP, 689 Controls); 2,067 girls (689 HGSMP, 689 WFPSMP, and 689 Control). As each pupil questionnaire also includes questions for a corresponding parent (see Annex 4), there will be an equal number of parental responses. Care will be taken to have at least 40 percent female parents participating in the study. The baseline also targeted having at least 40 percent female parents participating in the study, but in practice this target was largely surpassed.

Sample procedure

A two-stage sampling procedure was employed at the WFPSMP sites and was set up as follows.

First stage: involved selection of 30 primary sampling units (PSUs) i.e. schools, across

the six selected counties (Baringo, Garissa, Turkana, Mandera, West Pokot, and Wajir).²² Using probability proportionate to size (PPS) method, the 30 PSUs were distributed across the six counties. Selection of schools within counties was done using simple random sampling, with application of a random number generator.

Second stage: involved the selection of secondary sampling units (SSUs) which were *children ages 7-13 years in class 3 to 8*, across the thirty selected schools. Distribution of school specific sample size allocation was done with gender considerations and across school grade using PPS, where sex disaggregated samples across school grade were drawn. Selection of boys and girls, across school grade, was done using simple random sampling, with application of a random number generator.

Data collection

a) Desk research

The desk research consisted of two sets of work: a documentation review, supplemented by key informant interviews. Key informant (KI) interviews used semi-structured guidelines to collect information on the key roles of the various stakeholders in the intervention, their views on the policy, institutional and operational context, and their views regarding how it could be improved further, lessons learned and the potential for sustainability of the school feeding programme going forward. The respondents included a selection of WFP staff, implementing partners, donors, and education officials. The key informant interviews were done after the data collection in the schools. The second part of the desk research used secondary data sets from WFP and the Ministry of Education to establish the baseline for key indicators in the monitoring framework for which primary data was not collected.

b) Tool development, and School Level Data Collection

The tools were developed and used in the English Language. The team used real time digital data collection for four of the instruments. This was supplemented by manual data registration and audio recording for the focus group discussion in schools. A Global Positioning System (GPS) picking capability was integrated into the mobile/electronic version of the data collection script. This allowed for the tracking of interviewers to ensure that data collection was indeed carried out at the sampled sites. Teams of enumerators were gender balanced to ensure that interviews with girl pupils could be done by female enumerators to the extent possible. Each team of enumerators was headed by a supervisor. In addition to overseeing the data collection process and quality assurance the supervisors also provided technical guidance to the teams and did trouble shooting on technology.

²² Isiolo, Nairobi, Samburu, and Tana River counties were excluded from the HGSMP group for the following reasons. Nairobi was excluded because of urban context issues. The majority of the counties of focus are in the arid, rural areas, consequently, there were hardly any common contextual similarities that will match Nairobi with them. The other three have been beneficiaries of the Cash Transfers to schools Model developed and implemented by WFP before being handed over to HGSMP – consequently their evolution modality and short history of the same does not approximate to a pure HGSMP modality of government that has been going on in some of the counties selected since 2009.

Data collection was done by a total of 88 enumerators. Enumerator training was done by the evaluation team to ensure independence and took place over a period of five days. Training included rigorous pre-testing of tools in the field, allowing for the tools to be revised prior to use. Enumerators were selected using detailed criteria established at the inception phase (see IR), were from the regions covered by the study and had the capacity to translate each item into Kiswahili and the local language. A debriefing took place after each day of field data collection. In addition, the consultant team was mobilized and carried out data collection spot-checks in all school during the two-week data collection process.

The key respondents at the school level were the head teacher, selected class teachers, learners (grade 3-8) and their parents, cooks, and representatives of the Parent Teacher Associations (PTA) and the School Board of Management (BOM). These were selected as follows:

- The head teacher was automatic selection
- School committee members were identified based on the lists of members at the schools and was preferably the chairperson and a PTA representative available in the school.
- Pupils were selected from each class. The number of –girls and boys was pegged on attendance on that day.
- A sample of parents per school – Equal numbers of male and female parents were selected for each school to correspond to the selected pupils. There was one parent for each child.
- A cook and a storekeeper was selected automatically in the schools where they are available. Both male and female cooks were covered.

The following tools were used for primary data collection:

- a. A School Audit tool - Focused on establishing a baseline of the conditions in the school with respect to facilities including kitchens, water supply, latrines and school gardens.
- b. A parent-pupil data collection tool for grades 3 to 8 – was one continuous tool responded to first by the parent of the child and then by the child itself (without the parent present. The tool examined parents' awareness of the value of education, and views on the barriers to enrolment, participation and learning, situation at home in terms of asset ownership (productive and non-productive), agricultural land holding and land tenure system, issues of food security, nutrition, siblings and whether these go to school, and hygiene. From the pupil's perspective, the tool examined issues affecting enrolment, attendance, attentiveness, the importance of education, knowledge of nutrition and hygiene, and importantly also included the UWEZO a numeracy and literacy test, focusing on literacy, health and nutrition.
- c. A head teacher data collection tool - covered the head teacher perspectives on enrolment, attendance, retention and learning achievement; challenges and barriers in school access, to materials, and supplies; priority materials for teaching and learning to improve literacy and numeracy. The items included assessing gaps in skills and knowledge of school administration; as well as

- support to the school feeding programme.
- d. A data collection tool for class teachers focusing on teachers in grades 3 to 8 - focused on issues affecting enrolment, attendance and educational achievement. It covered issues of teacher attendance, and hygiene and nutrition. The tool also served to identify the percentage of learners that are inattentive on a given day (using a spectrum from attentive – to inattentive) and to probe the reasons for this.
 - e. A focus group discussion (FGD) guideline for a focus group with the PTA, including parents, and teachers – This served to gain in-depth insight into the perception of teachers, parents and PTA members of the issues behind poor enrolment, attendance and retention. It also explored the role of school feeding and other measures which may impact on performance of pupils.
 - f. A FGD guideline for a focus group with pupils – served to gain insights into learner perspectives on enrolment, attendance and retention and explore views on the role of school feeding and other measures which may impact on performance of pupils.

Ethical considerations in the study

- Enumerator training included a substantial training on the ethical considerations for conducting surveys in schools, in particular with the pupils.
- A courtesy call was made to the county district education official before starting the activity
- The head teacher consented to the study before any activity was undertaken in the school
- The teachers introduced the enumerators to the class to explain the purpose of the exercise.
- Participation was voluntary and all participants were told that they could opt not to participate and could discontinue the interview at any time without any repercussions. All participants were thanked at the end of the data collection.
- Consent was sought from teachers, pupils and parents. Parents were interviewed prior to the interviews of their respective children so that consent could be sought for the interviews with the children.
- All responses were coded, and the individual performance of students was not traceable to the student or shared with the participants.

Data analysis

Data analysis was done using IBM SPSS version 24.0. MS-Excel was used to generate graphical presentation of specific findings.

Univariate analysis: Descriptive statistics such as measures of central tendency (mean, standard deviations) were used for analysis of continuous variables, while frequencies and percentages were used for categorical variables.

Bivariate analysis: Pearson's Chi-square or Fisher Exact test was used to compare the

distribution of indicator variables and other observable characteristics between interventions and control groups. T-test were used to compare mean difference between interventions and control groups. Where normality assumptions were violated, appropriate non-parametric methods were used.

Multiple regression analysis: Binary logistic regression was used to estimate the difference in *the proportion of children ages 7-13 that have attained literacy and numeracy for a Standard 2 level* adjusting for baseline characteristics, identified to be significantly different between interventions and control groups at bivariate analysis. Threshold for statistical significance was set at $p < 0.05$.

Estimation of programme effects: The programme effect will be measured at midterm and final evaluations. Difference-in-differences (DID), also known as the ‘double difference’ method, will be used to compare changes in outcome (effect size) *over time* between specific intervention (HGSMP and WFPSMP) and control group. Applying the DID method removed the difference in the outcome between both interventions (HGSMP and WFPSMP) and control group at baseline.

Effect of WFPSMP: To identify the effects of WFPSMP at midterm and final evaluation, the difference in the measurement indicator between WFPSMP and control groups will first be calculated at baseline, midterm and final evaluation. The calculated baseline difference will then be differenced from the midterm and final evaluation differences to ascertain the accurate difference attributable to the WFPSMP at midterm and final evaluation.

Evaluating sustainability of SMP: To determine whether transitioning schools from WFPSMP to HGSMP sustains school performance, the comparison of HGSMP and WFPSMP was done. The indicators were measured and compared at baseline, and this will also be done at midterm and final evaluation. Owing to its rigorous programme implementation, the benchmark will be WFPSMP.

Propensity score matching was used in adjusting for differences in distribution of characteristics at baseline. A similar approach will be used during midterm and final evaluation.

Strengths and limitations of propensity score match in the study

The PSM was able to balance between the treatments (WFPSMP and HGSMP) and control on several identified covariates without losing observations however, none observed factors that affected assignment to either treatment or control could not be accounted for.

Overview of counties, sampled locations by interventions

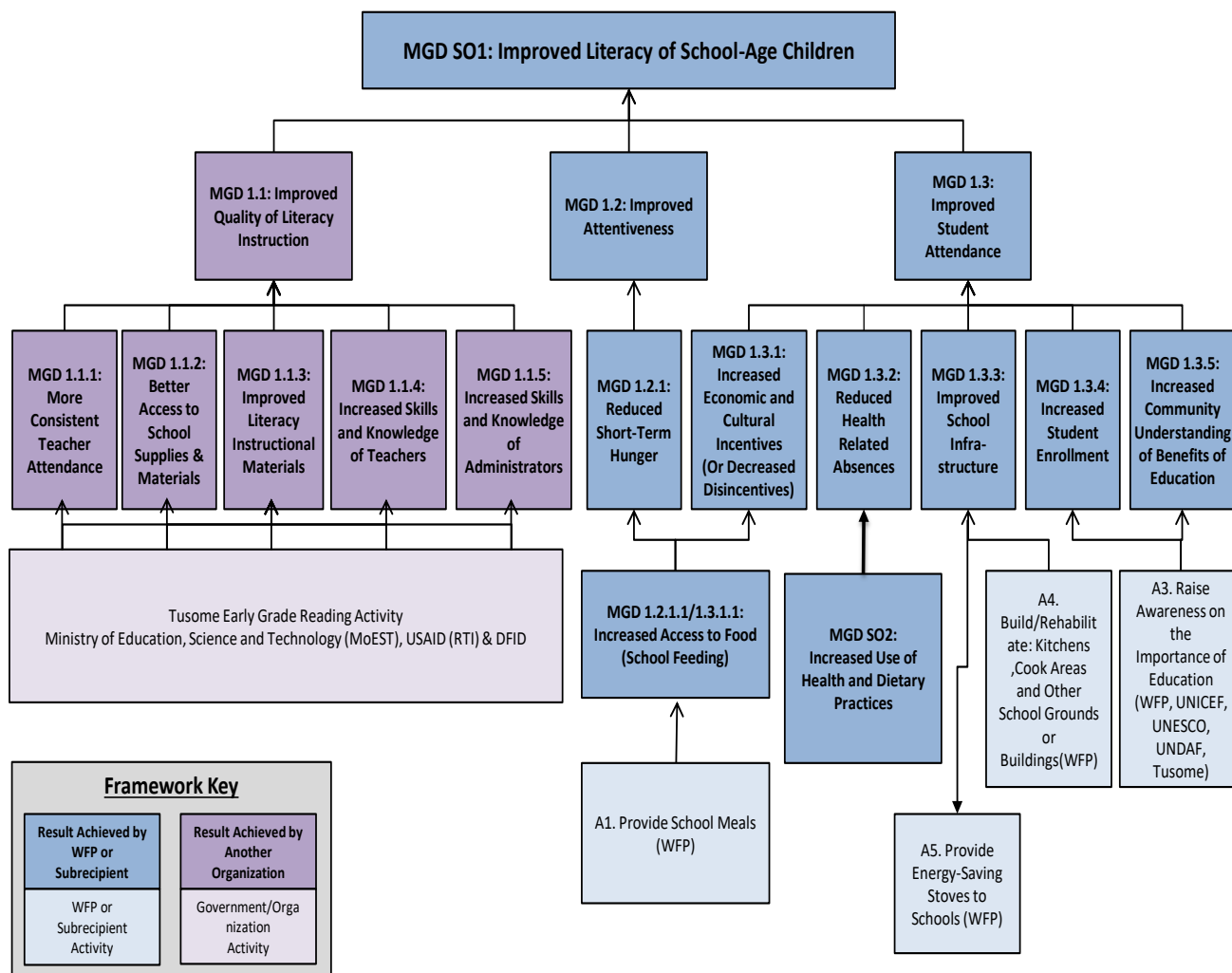
County	Home Grown	Control	Interventions
Baringo	Baringo Central	Mogotio	East Pokot

County	Home Grown	Control	Interventions
		Koibatek	
Elgeyo Marakwet	Keiyo	Marakwet East	
Embu	Mbeere South	Runyenjes	
Kajiado	Loitoktok	Magadi	
		Mashuru	
Kilifi	Ganze		
	Kaloleni		
Kitui	Ikutha	Tseikuru	
	Lower Yatta		
	Mwingi East		
Laikipia	Laikipia North	Laikipia East	
Machakos	Masinga	Matungulu	
Makueni	Kibwezi	Mbooni East	
Taita Taveta	Voi	Taveta	
Tharaka Nithi	Tharaka South		
Nyeri		Nyeri North	
Garissa			Ijara
			Lagdera
Mandera			Mandera North
			Mandera East
Turkana			Turkana South/East
			Loima
			Turkana central
Wajir			Wajir South
			Wajir North

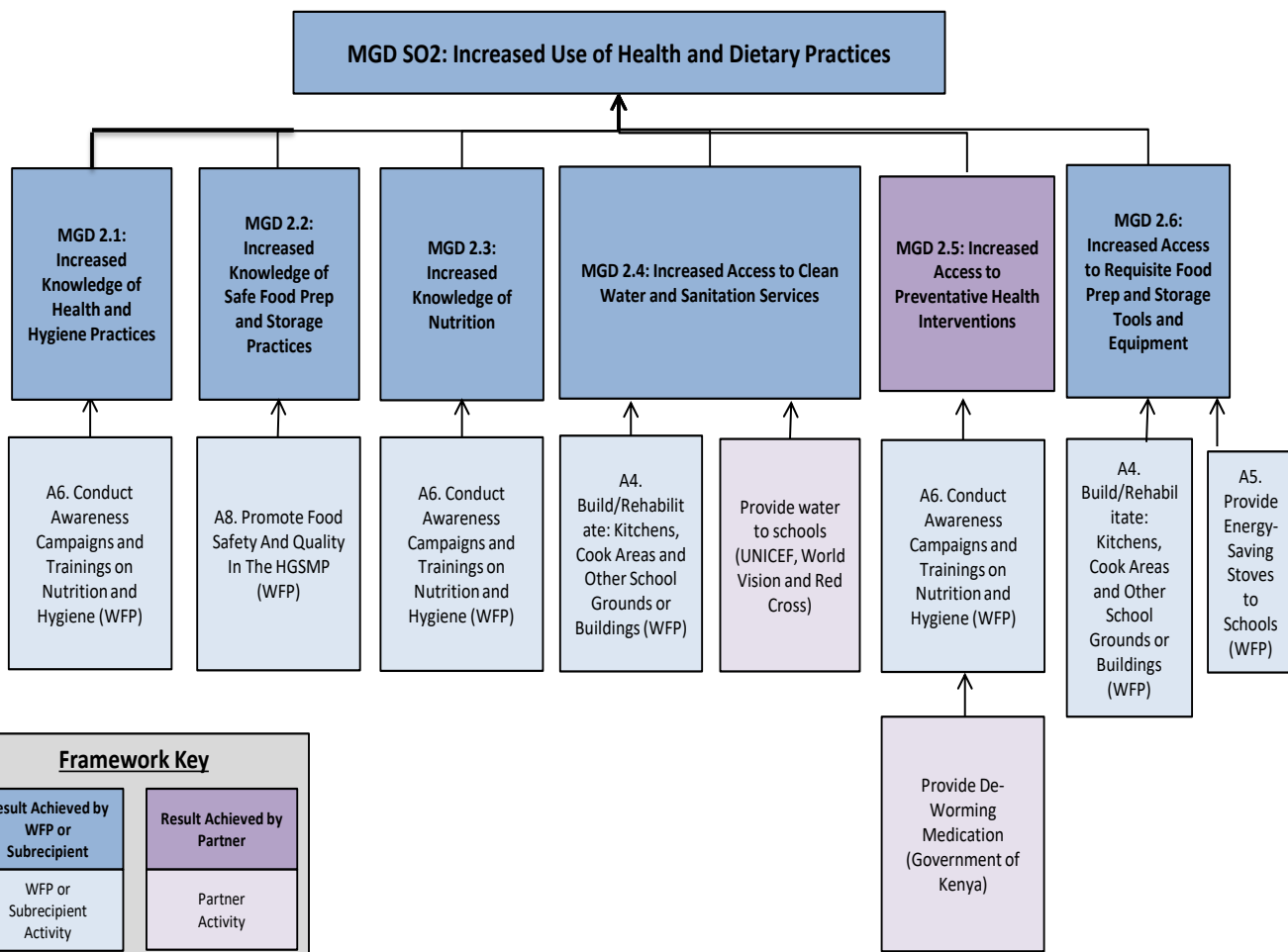
County	Home Grown	Control	Interventions
			Wajir East
West Pokot			North Pokot

Annex 2: Results Framework

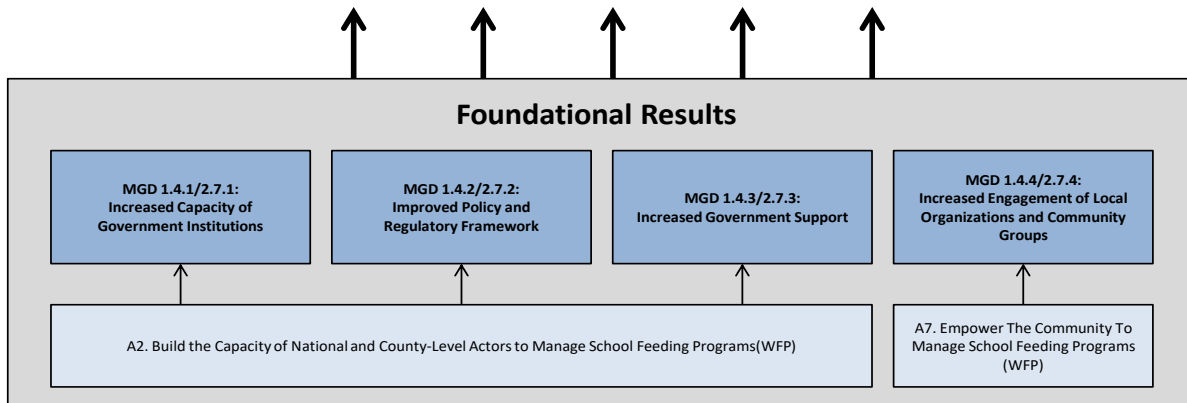
WFP Kenya FY2016 McGovern-Dole Proposal: Results Framework #1



WFP Kenya FY2016 McGovern-Dole Proposal: Results Framework #2



WFP Kenya FY2016 McGovern-Dole Proposal: *Foundational Results*



WFP Kenya FY2016 McGovern-Dole Proposal: *Critical Assumptions*



Critical Assumptions

- There is political commitment for the expansion of the HGSMP into the arid lands.
- The Government of Kenya will allocate sufficient and increasing funding for expanding the coverage of the national Home Grown School Meals Program into the arid lands.
- Public and private donors are able to contribute sufficient resources for WFP-Kenya to maintain a healthy pipeline for the school feeding program in the arid lands.
- Other initiatives supported by development partners to enhance learning and literacy results take place as planned in the schools targeted by WFP school feeding.

Annex 3: List of Activities

The World Food Programme (WFP) will use the donated commodities and any funds provided by the Foreign Agricultural Service (FAS) under this agreement to carry out the following project activities.

Provide School Meals

WFP will complement national efforts through the provision of a daily hot lunch to primary school children in six arid counties (Baringo, Garissa, Mandera, Turkana, Wajir and West Pokot,) that will transition to the Government-led Home-Grown School Meals Programme (HGSMP) by 2019. The number of children reached will be progressively scaled-down each year as counties are handed over to the HGSMP. In the last two years of the agreement, WFP will provide technical assistance to the Government of Kenya in implementing the HGSMP. The daily hot lunch will be comprised of 150 grams of bulgur wheat, 40 grams of green split peas, 5 grams of vegetable oil (fortified with vitamin A and D) and 3 grams of iodized salt – to be procured separately by WFP.

Build the Capacity of National and County-Level Actors to Manage School Feeding Programs

Capacity building will be undertaken at both national and county levels, in line with Kenya's devolved government structure.

At the national level, WFP will focus on strengthening governance, multi-sectoral coordination and collaboration for the school meals program, advocacy and dialogue to ensure adequate and regular budget allocations and maintain political commitment to the program, strengthening oversight and management functions, supporting the provision of policy guidance, developing implementation guidelines and capacity building opportunities for stakeholders on key issues such as nutrition and health standards, procurement procedures, reporting and monitoring.

At the county level in seven arid counties (Baringo, Garissa, Mandera, Marsabit, Turkana, Wajir and West Pokot), WFP will continue to invest in training county officials and school administrators in the implementation of the program. County School Meals Teams will be formed to provide leadership and coordinate the program. Communities will be sensitized and engaged in activities. WFP will continue to support the sustainable expansion of the HGSMP through the provision of technical assistance in planning, coordination, management and budget requirements for the HGSMP.

Raise Awareness on the Importance of Education

WFP will work with the Ministry of Education (MOE), education partners and county governments in seven arid counties (Baringo, Garissa, Mandera, Marsabit, Turkana, Wajir and West Pokot) to raise awareness on the importance of education. WFP will collaborate with UNICEF and UNESCO through the United Nations Development Assistance Programme (UNDAF) and Tusome, a USAID funded early grade literacy program, to collaborate on such areas as classroom instruction, child friendly schools, school data management and policy dialogue with MOE for better education awareness outcomes. Additionally, WFP will continue using local radio spots which have proven very effective in reaching communities in remote areas where road transport is challenging. The previously established beneficiary complaints and feedback mechanism (telephone hotline) and other media, including posters, fliers, leaflets and community meetings will also be used to raise awareness.

Build/Rehabilitate: Kitchens, Cook Areas and Other School Grounds or Buildings

WFP will build a model kitchen with storage and establish hand-washing stations in four schools in each of the following arid counties: Garissa, Marsabit, Tana River and Wajir and two schools each in Baringo and West Pokot counties. Designed in collaboration with MOE Infrastructure Unit, these model kitchens and storage facilities will provide a best-practice demonstration of how this infrastructure can be built in a low-cost and sustainable way in order to encourage the Government of Kenya and other partners to invest and replicate these facilities. The model kitchens and storage facilities will also contribute to increased awareness and practice on safe food handling and storage practices.

Provide Energy-Saving Stoves to Schools

WFP will provide energy-saving stoves to four schools with model kitchens in each of the following six arid counties: Baringo, Garissa, Marsabit, Tana River, Wajir and West Pokot. The stoves will improve the efficiency of preparing the meals by requiring less fuel and water and improving the general cooking conditions.

Conduct Awareness Campaigns and Trainings on Nutrition and Hygiene

WFP will harness schools as an ideal setting for promoting good nutrition and hygiene practices early in life. Targeting primary school pupils in four arid counties (Baringo, Marsabit, Wajir and West Pokot), behaviour change campaigns and trainings will be conducted that focus on promoting dietary diversity and improved health and hygiene practices such as proper hand washing and personal hygiene.

Empower the Community to Manage School Feeding Programs

WFP will train school administrators, teachers and parents in six arid counties (Baringo Garissa, Mandera, Turkana, Wajir and West Pokot) in order to ensure a high level of awareness on school feeding implementation principles. At the school-level, WFP will train education officials to monitor school feeding activities and will train trainers in addition to local education, health and agriculture officers who will facilitate trainings at the sub-county level. Training at the school level will include record keeping and reporting, importance of education, nutrition and hygiene, food preparation and commodity storage and management. Furthermore, WFP will continue to encourage parental co-responsibility in the program by encouraging parents to provide firewood, water, utensils and volunteer cooks. These messages will be disseminated through trainings and other channels tailored to suit local context such as local administration meetings, churches and mosques.

Promote Food Safety and Quality in the HGSMP

WFP will work to strengthen food safety and quality management along the HGSMP supply chain. A School Meals Quality Strategy will be rolled out in all counties (Baringo, Garissa, Mandera, Marsabit, Turkana, Wajir and West Pokot) in preparation for their transition to the cash transfer to schools transitional one-year program. Intended users include County Public Health Officers, County School Meals Programme Officers, School Meals Procurement Committees and Suppliers (Traders and Farmer Organizations). Activities will include raising awareness; strengthening capacities to conduct supply chain analysis which will include market assessments to establish transfer values prior to implementation; ensuring key stakeholders know their quality assurance responsibilities; providing and training local stakeholders with basic equipment; and strengthening skills for quality control and testing. Food preparers at school level will be trained on how to store and prepare food in hygienic condition.

Annex 4: Performance Monitoring Plan



DRAFT Performance Monitoring Plan (PMP)

Kenya FY 16 Award

*NOTE: The first section includes results and performance indicators. The second section includes activities and activity output indicators. There is some overlap between the two sections where output indicators are also result indicators.

Performance Indicator and Activity output indicator	Indicator Definition and Unit of Measurement	Data Source	Method/ Approach of Data Collection or Calculation	Data Collection		Analysis, Use and Reporting	
				When	Who	Why	Who
Result: MGD SO1 Improved Literacy of School-Age Children							
<p>Proportion of 7-13 years olds that can solve Class 2 numeracy and literacy problems</p> <p>(Outcome Indicator: Custom; Responsible Organization: UWEZO, USAID, Tusome Project Participants)</p>	<p>This indicator measures the proportion of children ages 7-13 that have attained literacy and numeracy at a Standard 2 level</p> <p>Unit of measure: Percentage</p> <p>Disaggregation: TBD (by sex and age)</p>	UWEZO annual reports	Review of UWEZO data	Evaluation, Midterm, and final evaluation	External evaluators	Indicates whether children's literacy and numeracy learning outcomes are being achieved through the USAID-funded Tusome project. This project overlaps with USDA McGovern-Dole-targeted counties and the schools are being co-located for the achievement of MGD SO1	WFP, MOE, Donors, development and NGO partners, other Government of Kenya institutions

<p>Number of individuals benefiting directly from USDA-funded interventions</p> <p>(Output Indicator: Standard; Responsible Organization: WFP and MOE)</p>	<p><i>This indicator measures the number of individuals directly benefitting from USDA-funded interventions. These individuals must come into direct contact with project interventions (i.e., goods or services).</i></p> <p><i>Direct beneficiaries include children, teachers, school administrators, parents, cooks, storekeepers, farmers, and government staff.</i></p> <p>Unit of measure: individuals</p> <p>Data will be disaggregated by sex and age, new and continuing.</p>	<p><i>WFP standard Project reports, School termly reports</i></p>	<p>Review and analysis of project records and reports</p>	<p><i>Annually and quarterly</i></p>	<p><i>WFP and MOE</i></p>	<p><i>Indicates the breadth and scale of the project's impact in the target districts</i></p> <p><i>To inform annual review meetings with education stakeholders</i></p> <p><i>To inform annual reporting to USDA and WFP HQ</i></p>	<p><i>WFP, MOE, Donors, development and NGO partners, other Government of Kenya institutions</i></p>
<p>Number of individuals benefiting indirectly from USDA-funded interventions</p> <p>(Output Indicator: Standard; Responsible Organization: WFP and MOE)</p>	<p><i>This indicator measures the number of individuals indirectly benefitting from USDA-funded interventions. These individuals will not come into direct contact with project interventions but will benefit tangentially.</i></p> <p><i>Indirect beneficiaries assumed for this project are siblings of children receiving school meals and parents of children who are not direct beneficiaries through PTA training</i></p> <p>Unit of measure: individuals</p> <p>Data will be disaggregated by sex and age</p>	<p><i>Survey: Household/parent interviews</i></p>	<p>Interviews with parents to determine the average number of children per household going to school. The average household size in target areas is known. Indirect beneficiaries=Number of HH * (HH size- average number of children per HH going to school)</p>	<p><i>Evaluation, midterm, and final evaluation</i></p>	<p><i>Independent consultants</i></p>	<p><i>Indicates the breadth and scale of the project's impact.</i></p> <p><i>To inform annual review meetings with education stakeholders</i></p> <p><i>To inform annual reporting to USDA and WFP HQ</i></p>	<p><i>WFP, MOE, Donors, development and NGO partners, other Government of Kenya institutions</i></p>

Result: MGD 1.2 Improved Attentiveness

<p><i>Percent of students in classrooms identified as inattentive by their teachers</i></p> <p>(Outcome Indicator: Custom; Responsible Organization: WFP, MOE)</p>	<p>This indicator measures the percentage of students in any given classroom that is identified as inattentive by the teacher.</p> <p><i>Unit of measure: percent</i></p>	<p>Survey: Teachers interviews</p>	<p>Primary data collection by asking teachers of the sampled schools their perception of the share of students that appeared inattentive in classes</p>	<p><i>Evaluation, midterm, and final evaluation</i></p>	<p><i>Independent consultants</i></p>	<p>To determine whether the interventions have had an effect on students' ability to be attentive.</p>	<p><i>WFP, MoE, Donors, development and NGO partners, other Government of Kenya institutions</i></p>
<p>Result: MGD 1.2.1 Reduced Short-Term Hunger</p>							
<p><i>Number of daily school meals (breakfast, snack, lunch) provided to school-age children as a result of USDA assistance</i></p> <p>(Output Indicator: Standard; Responsible Organization: WFP, MOE)</p>	<p>This indicator measures the total number of school meals provided to students in MGD-supported schools, as reported by school managers and cooperating partners.</p> <p><i>Unit of measure: no. of meals</i></p>	<p><i>WFP and MOE project records, School Termly Reports</i></p>	<p><i>Review and analysis of project records and reports</i></p>	<p><i>Bi annual and Annual, monthly reports by MOE, daily school records</i></p>	<p><i>School Administrators, WFP</i></p>	<p>To measure the number of school meals given to students.</p>	<p><i>WFP, MOE, Donors, development and NGO partners, other Government of Kenya institutions</i></p>
<p><i>Number of school-aged children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance</i></p> <p>(Output Indicator: Standard; Responsible Organization: WFP,MOE)</p>	<p><i>This indicator measures the total number of students receiving a daily cooked meal per year over the life of the project, as reported by school managers and CPs</i></p> <p>Unit of measure: individuals</p> <p>Data will be disaggregated by sex and age, new and continuing</p>	<p><i>WFP and MOE project records, School records</i></p>	<p><i>Review and analysis of project records and reports</i></p>	<p><i>Bi annual and Annual, monthly reports by MOE, daily school records</i></p>	<p><i>School Administrators, WFP</i></p>	<p><i>To measure the percentage of students reached with a daily school meal</i></p>	<p><i>WFP, MOE Donors, development and NGO partners, other Government of Kenya institutions</i></p>

<p><i>Percent of students in target schools who regularly consume a meal before the school day</i></p> <p>(Outcome Indicator: Custom; Responsible Organization: WFP)</p>	<p><i>This indicator measures what percentage of children receive a meal at home prior to the school meal at lunch time.</i></p> <p>Unit of measure: percent</p>	<p>Survey: Parent interviews</p>	<p>Primary data collection by asking parents from sampled schools if their children eat before going to school and if yes, how often i.e., always, sometimes or never.</p>	<p><i>Evaluation, midterm, and final evaluation</i></p>	<p><i>Independent consultants</i></p>	<p><i>To measure the percentage of children who may experience short-term hunger resulting in lack of concentration because of not taking a meal before going to school</i></p>	<p><i>WFP, MOE Donors, development and NGO partners, other Government of Kenya institutions</i></p>
<p><i>Percent of students in target schools who regularly consume a meal during the school day</i></p> <p>(Outcome Indicator: Custom; Responsible Organization: WFP)</p>	<p><i>This indicator measures what percentage of children receive a meal during the school day.</i></p> <p>Unit of measure: percent</p>	<p><i>WFP and MOE project records, School records</i></p>	<p><i>Review and analysis of project records and reports complemented by monitoring reports</i></p>	<p><i>Bi annual and Annual, monthly reports by MOE daily collection by school</i></p>	<p><i>School Administrators</i></p>	<p><i>To measure percentage of students regularly reached with a daily school meal</i></p>	<p><i>WFP, MOE, Donors, development and NGO partners, other Government of Kenya institutions</i></p>
<p>Result: MGD 1.2.1.1/1.3.1.1.Increased Access to Food (School Feeding)</p>							
<p><i>Number of social assistance beneficiaries participating in productive safety nets because of USDA assistance</i></p> <p>(Output Indicator: Standard; Organization: WFP)</p>	<p><i>This indicator measures the number of students who consume a daily meal at school</i></p> <p>Unit of measure: individuals</p> <p>Data will be disaggregated by new, continuing and sex and age.</p>	<p><i>WFP and MOE project records, School records</i></p>	<p><i>Review and analysis of project records and reports</i></p>	<p><i>Bi annual and Annual, monthly reports by MOE, daily collection by school</i></p>	<p><i>School Administrators, WFP</i></p>	<p><i>To measure the number of students reached with a daily school meal</i></p>	<p><i>WFP, MOE, Donors, development and NGO partners, other Government of Kenya institutions</i></p>
<p><i>Total quantity of commodities provided to students as a result of USDA assistance.</i></p>	<p><i>This indicator measures the total amount of commodities that have been</i></p>	<p><i>WFP Logistics Data</i></p>	<p><i>WFP analysis of reports</i></p>	<p><i>Bi-annual report; quarterly</i></p>	<p><i>WFP</i></p>	<p><i>To measure the quantity of commodities that</i></p>	<p><i>WFP, MOE, Donors, development and NGO partners , other</i></p>

(Output Indicator: Custom; Organization: WFP)	<i>provided as a part of this USDA-funded intervention.</i> Unit of measure: MT					<i>have been imported and are to be distributed.</i>	<i>Government of Kenya institutions</i>
--	--	--	--	--	--	--	---

Result: MGD 1.3 Improved Student Attendance

<i>Number of students regularly (80%) attending USDA supported classrooms/schools</i> (Performance Indicator: Standard; Organization: WFP)	<i>This indicator measures the number of students in MGD-supported schools who attend classes at least 80 percent of the time that school is in session, as reported by school directors</i> Unit of measure: individuals Data will be disaggregated by sex and age.	<i>School records</i>	<i>Collection and analysis of student's attendance data from school attendance records for a sample of students in sampled schools</i>	<i>Evaluation, midterm, and final evaluation</i>	<i>Independent consultants</i>	<i>To track progress towards improved student attendance</i>	<i>WFP, MOE, Donors, development and NGO partners, other Government of Kenya institution</i>
--	--	-----------------------	--	--	--------------------------------	--	--

Result: MGD 1.3.4 Increased Student Enrolment

<i>Number of students enrolled in schools receiving USDA assistance</i> (Output Indicator: Standard; Responsible Organization: WFP)	<i>This indicator measures the number of students officially registered in MGD-supported primary schools in a given school year.</i> <i>Unit of measure: individuals</i> <i>Data will be disaggregated by sex and age.</i>	<i>School records</i>	<i>Collection and analysis of school records on enrolment</i>	<i>Evaluation, midterm, and final evaluation. Termly by schools, termly by WFP through man</i>	<i>Independent consultants, WFP, MOE</i>	<i>To track progress towards increasing student enrolment</i>	<i>WFP, MOE, Donors, development and NGO partners, other Government of Kenya institution</i>
---	--	-----------------------	---	--	--	---	--

Result: MGD 1.3.5 Increased Community Understanding of Benefits of Education

<p><i>Percent of parents in target communities who can name at least three benefits of primary education</i></p> <p>(Performance Indicator: Custom; Organization: WFP)</p>	<p>This indicator measures the percentage of parents who can name at least three benefits of primary education</p> <p><i>Unit of measure: percent</i></p>	<p>Survey: Parent interviews</p>	<p>Primary data collection by asking parents from sampled schools to name at least three benefits of primary education</p>	<p><i>Evaluation, midterm, and final evaluation</i></p>	<p><i>Independent consultants</i></p>	<p>To track communities understanding of engagement with their community's education system and services.</p>	<p><i>WFP, MOE, Donors, development and NGO partners, other Government of Kenya institutions</i></p>
<p>Result: MGD 1.4.1 Increased Capacity of Government Institutions</p>							
<p><i>Number of county-level inter-ministerial committees for HGSM established</i></p> <p>(Output Indicator: Custom; Organization: WFP)</p>	<p><i>This indicator will measure the Number of county-level inter-ministerial committees for HGSM established at county level</i></p> <p><i>Unit of measure: Number of committees</i></p>	<p><i>Committee meetings minutes</i></p>	<p><i>Review of committee minutes</i></p>	<p><i>midterm, and final evaluation</i></p>	<p><i>Independent consultants</i></p>	<p>To track progress of strengthening governance and multi-sectoral coordination and collaboration for the school meals programme at county level</p>	<p><i>WFP, MOE, Donors, development and NGO partners, other Government of Kenya institutions</i></p>
<p><i>Number of national-level inter-ministerial coordination committees for HGSM established</i></p> <p>(Output Indicator: Custom; Organization: WFP)</p>	<p><i>This indicator will measure the Number of county-level inter-ministerial committees for HGSM established at national level</i></p> <p><i>Unit of measure: Number of committees</i></p>	<p><i>Committee meetings minutes</i></p>	<p><i>Review of committee minutes</i></p>	<p><i>midterm, and final evaluation</i></p>	<p><i>Independent consultants</i></p>	<p><i>To track progress of strengthening governance and multi-sectoral coordination and collaboration for the school meals programme at national level</i></p>	<p><i>WFP, MOE Donors, development and NGO partners, other Government of Kenya institutions</i></p>
<p>Result: MGD 1.4.2/2.7.2 Improved Policy and Regulatory Framework</p>							
<p><i>Number of educational policies, regulations, and/or administrative procedures in each of the following stages of development as a result of USDA assistance (Stage 5)</i></p>	<p>This indicator measures the number of policies/regulations/administrative procedures in the various stages of progress towards an enhanced enabling environment for education. Specifically, this includes:</p>	<p><i>Government of Kenya policy related reports</i></p>	<p><i>Review and analysis of GOK policy related documents</i></p>	<p><i>Annual, Evaluation, Midterm and final evaluations</i></p>	<p><i>Independent consultants, WFP; MOE</i></p>	<p>To track progress made following advocacy and dialogue related activities to ensure adequate and</p>	<p><i>WFP, MOE, Donors, development and NGO partners, other Government of Kenya institutions</i></p>

(Performance Indicator: Standard; Organization: WFP, MOE)	<ol style="list-style-type: none"> School Nutrition and Meals Strategy Revised HGSMMP Guidelines <p><i>Unit of measure: no. of policies in process and relevant stage</i></p>					regular budget allocations and maintain political commitment to the programme	
<p><i>Number of child health and nutrition policies, regulations, and/or administrative procedures in each of the following stages of development as a result of USDA assistance (Stage 5)</i></p> <p>(Performance Indicator: Standard; Organization: WFP, MOE)</p>	<p>This indicator measures the number of policies/regulations/administrative procedures in the various stages of progress towards an enhanced enabling environment for education. Specifically, this includes:</p> <ol style="list-style-type: none"> School Health Policy (revised) <p><i>Unit of measure: no. of policies in process and relevant stage</i></p>	<i>Government of Kenya policy related reports</i>	<i>Review and analysis of GOK policy related documents</i>	<i>Annual, Evaluation, Midterm and final evaluations</i>	<i>Independent consultants, WFP; MOE</i>	To track progress made following advocacy and dialogue related activities to ensure adequate and regular budget allocations and maintain political commitment to the programme	<i>WFP, MOE, Donors, development and NGO partners, other Government of Kenya institutions</i>
Result: MGD 1.4.3/2.7.3 Increased Government Support							
<p>Value of new public and private sector investments leveraged as a result of USDA assistance</p> <p>(Performance Indicator: Standard; Organization: WFP, MOE)</p>	<p>This indicator measures the value of public sector resources intended to complement USDA-funded activities – specifically the increased government investment in the HGSMMP.</p> <p><i>Unit of measure: US Dollar</i></p> <p><i>Data will be disaggregated by type of investment</i></p>	<i>WFP and GOK project reports</i>	<i>Review and analysis of project reports</i>	<i>Evaluation, Midterm and final evaluations, Annual</i>	<i>Independent consultants, WFP</i>	To measure level of complementary support of the project outside of USDA funding.	<i>WFP, MOE Donors, development and NGO partners, other Government of Kenya institutions</i>

Number of public-private partnerships formed as a result of USDA assistance (Performance Indicator: Standard; Organization: WFP, MOE)	This indicator measures the number of private partnerships generated in CTS counties during the transition year. <i>Unit of measure: no of partnerships (suppliers/small traders, farmer organisations)</i>	<i>WFP reports; school tender data</i>	<i>Review and analysis of project records and reports</i>	<i>Annual</i>	<i>WFP</i>	To measure level of complementary support of the project outside of USDA funding.	<i>WFP, MOE Donors, development partners, county governments; communities.</i>
Result: MGD 1.4.4/2.7.4 Increased Engagement of Local Organizations and Community Groups							
Number of Parent-Teacher Associations (PTAs) or similar “school” governance structures supported as a result of USDA assistance (Performance Indicator: Standard; Organization: WFP)	This indicator measures the number of schools that benefit from the establishment and training of PTAs <i>Unit of measure: No. of school governance structures</i>	<i>School and project records</i>	<i>Review and analysis of project reports</i>	<i>Bi-annual</i>	<i>WFP and MOE</i>	<i>To measure the effects of the project on promoting the capacity of organizations at school level</i>	<i>WFP, MOE, Donors, development and NGO partners , other Government of Kenya institutions</i>
Result: SO 2 Increased Use of Health and Dietary Practices							
<i>Percent of schools in target counties that store food off the ground</i> (Performance Indicator: Custom; Responsible Organization: WFP)	<i>This indicator will measure the number of schools where food is stored off the ground</i> <i>Unit of measure: No. of school</i>	<i>Survey reports, Monitoring reports</i>	<i>School stores will be observed to check if food has been stored off the ground.</i>	<i>Evaluation , Midterm and final evaluations, monthly through monthly monitoring visits at school level</i>	<i>Independent Consultants, WFP and MOE</i>	<i>To measure the effects of promoting good hygiene and health practises,</i>	<i>WFP, MOE, Donors, development and NGO partners , other Government of Kenya institutions</i>
Result: MGD 2.2 Increased Knowledge of Safe Food Prep and Storage Practices							
<i>Percent of food preparers at target schools who achieve a passing score on a test of safe food preparation and storage</i>	<i>This indicator will measure the percentage of food preparers (cooks) at school who achieve a passing score on a test of safe food preparation and storage</i>	<i>Survey report: Results of tests administered to cooks</i>	<i>Primary data collection by administering a test on safe food preparation and storage to cooks in representative sampled schools</i>	<i>Evaluation , midterm, and final evaluation</i>	<i>Independent consultants</i>	<i>To measure effects of promoting safe food preparation and storage practices</i>	<i>WFP, MOE, Donors, development and NGO partners , other Government of Kenya institutions</i>

(Outcome indicator: Custom; Responsible Organization: WFP)	Unit of measure: individuals Data will be disaggregated by sex and age.						
Result: MGD 2.3 Increased Knowledge of Nutrition							
Number of schools benefitting from nutrition and hygiene education (Output indicator: Custom; Responsible Organization: WFP)	This indicator will measure the number of schools benefitting from nutrition and hygiene education <i>Unit of measure: No. of school</i>	<i>project reports</i>	<i>Review and analysis of project reports</i>	<i>Quarterly, Bi-annual</i>	<i>WFP and MOE</i>	To measure number of schools that have received nutrition and hygiene related education	WFP, MOE, Donors, development and NGO partners , other Government of Kenya institutions
<i>Number of individuals trained in child health and nutrition as a result of USDA assistance</i> (Output Indicator: Standard; Responsible Organization: WFP)	<i>Total number of individuals trained in health and nutrition in MGD-supported schools and communities, including Canteen Management Staff and School Management Committee members.</i> Unit of Measure: Individuals Data will be disaggregated by sex and age	<i>Project reports</i>	<i>Review and analysis of project training reports</i>	<i>Termly Bi-annual</i>	<i>WFP and MOE</i>	<i>Enables to know the number of people in communities' target who have knowledge in health and nutrition. Sentinel indicator for project theory of change: people trained shared nutrition and health information through communities</i>	<i>WFP, MOE, Donors, development and NGO partners , other Government of Kenya institutions</i>
Result: MGD 2.6 Increased Access to Requisite Food Prep and Storage Tools							

<p><i>Number of target schools with increased access to improved food prep and storage equipment (kitchens, storerooms, stoves, kitchen utensils)</i></p> <p>(Output indicator: Custom; Organization: WFP)</p>	<p>This indicator measures the number of schools fully supplied with new or rehabilitated kitchens, storerooms, fuel-efficient stoves and kitchen utensils</p> <p><i>Unit of measure: no. of schools</i></p>	<p><i>Project reports</i></p>	<p><i>Review and analysis of project reports</i></p>	<p><i>Quarterly, Bi-annual</i></p>	<p><i>WFP and MOE</i></p>	<p>To track s progress towards improving access to food prep and storage equipment</p>	<p><i>WFP, MOE, Donors, , development and NGO partners , other Government of Kenya institutions</i></p>
<p>Activity 1: Provide School Meals</p>							
<p><i>Number of school-aged children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance</i></p> <p>(Output Indicator: Standard; Organization: WFP, MOE)</p>	<p>This indicator measures the total number of students receiving a daily cooked meal per year over the life of the project, as reported by school managers and CPs</p> <p><i>Unit of measure: individuals</i></p> <p><i>Data will be disaggregated by sex and age.</i></p>	<p><i>Project reports</i></p>	<p><i>Review and analysis of project reports</i></p>	<p><i>Monthly, quarterly Bi-annual</i></p>	<p><i>WFP and MOE</i></p>	<p>To measure the success of school meals at reducing short term hunger</p>	<p><i>WFP, MOE Donors, development and NGO partners , other Government of Kenya institutions</i></p>
<p>Activity 2: Build the Capacity of National and County-level Actors to Manage School Feeding Programs</p>							
<p><i>Number of parents trained or certified as a result of USDA assistance</i></p> <p>(Output Indicator: Custom; Organization: WFP)</p>	<p>This indicator measures the number of parents that have been trained as a result of USDA assistance</p> <p>Unit of measure: individuals</p> <p><i>Data will be disaggregated by sex and age.</i></p>	<p><i>Project reports</i></p>	<p><i>Review and analysis of project training reports</i></p>	<p><i>Bi-annual</i></p>	<p><i>WFP and MOE</i></p>	<p>To track progress in building capacity of school –level actors (BoM members) to manage school feeding programs</p>	<p><i>WFP, MOE, Donors, development and NGO partners , other Government of Kenya institutions</i></p>

<p><i>Number of school administrators and officials in target schools trained or certified as a result of USDA assistance</i></p> <p>(Output Indicator: Standard; Responsible Organization: WFP)</p>	<p>This will measure the number of school head teachers trained on school meals programme management</p> <p><i>Unit of measure: individuals Data will be disaggregated by sex and age.</i></p>	<i>Project reports</i>	<i>Review and analysis of project training reports</i>	<i>Bi-annual</i>	<i>WFP and MOE</i>	To track progress in building capacity of school head teachers to manage school feeding programs	<i>WFP, MOE, Donors, development and NGO partners , other Government of Kenya institutions</i>
<p><i>Number of county-level officials trained or certified as a result of USDA assistance</i></p> <p>(Output Indicator: Standard; Responsible Organization: WFP)</p>	<p>This will measure the number of education officials trained on school meals programme management</p> <p><i>Unit of measure: individuals Data will be disaggregated by sex and age.</i></p>	<i>Project reports</i>	<i>Review and analysis of project training reports</i>	<i>Bi-annual</i>	<i>WFP and MOE</i>	To track progress in building capacity of school head teachers to manage school feeding programs	<i>WFP, MOE, Donors, development and NGO partners , other Government of Kenya institutions</i>
<p><i>Number of school administrators and officials in target schools who demonstrate use of new techniques or tools as a result of USDA assistance</i></p> <p>(Output Indicator: Standard; Responsible Organization: WFP)</p>	<p>This will measure the number of school head teachers trained on school meals programme management</p> <p><i>Unit of measure: individuals Data will be disaggregated by sex and age.</i></p>	<i>Project reports</i>	<i>Review and analysis of project training reports</i>	<i>Bi-annual</i>	<i>WFP and MOE</i>	To track progress in building capacity of school head teachers to manage school feeding programs	<i>WFP, MOE, Donors, development and NGO partners , other Government of Kenya institutions</i>
<p><i>Number of county-level officials in target schools who demonstrate use of new techniques or tools as a result of USDA assistance</i></p> <p>(Output Indicator: Standard; Responsible Organization: WFP)</p>	<p>This will measure the number of education officials trained on school meals programme management</p> <p><i>Unit of measure: individuals Data will be disaggregated by sex and age.</i></p>	<i>Project reports</i>	<i>Review and analysis of project training reports</i>	<i>Bi-annual</i>	<i>WFP and MOE</i>	To track progress in building capacity of school head teachers to manage school feeding programs	<i>WFP, MOE, Donors, development and NGO partners , other Government of Kenya institutions</i>

Activity 3: Raise Awareness on the importance of Education							
<p><i>Number of radio spots held</i></p> <p>(Output Indicator: Custom; Organization: WFP)</p>	<p>This indicator will measure the number of radio spots held to pass messages on benefits of education. These will target communities where the programme is implemented</p> <p><i>Unit of measure: number of radio spots</i></p>	<i>Project reports</i>	<i>Review and analysis of project reports</i>	<i>Monthly, Quarterly, Bi-annual</i>	<i>WFP and MOE</i>	To track the number of radio spots held	<i>WFP, MOE, Donors, development and NGO partners , other Government of Kenya institutions</i>
<p><i>Number of community members benefiting from radio spots</i></p> <p>(Output Indicator: Custom; Organization: WFP)</p>	<p>This indicator will measure the number of community members in targeted counties (Baringo, Garissa, Mandera, Turkana, Wajir and West Pokot) reached through radio spots with messages on benefits of education.</p>	<i>Project reports</i>	<i>Review and analysis of project reports</i>	<i>Monthly, Quarterly, Bi-annual</i>	<i>WFP and MOE</i>	To track the number of community members reached through the radio spots	<i>WFP, MOE, Donors, development and NGO partners , other Government of Kenya institutions</i>
<p><i>Number of posters, fliers, leaflets distributed</i></p> <p>(Output Indicator: Custom; Organization: WFP)</p>	<p>This indicator will measure the number of posters, fliers, leaflets distributed</p> <p><i>Unit of measure: number of posters, fliers, leaflets</i></p>	<i>project reports</i>	<i>Review and analysis of project reports</i>	<i>Termly Bi-annual</i>	<i>WFP and MOE</i>	To track number of posters, fliers, leaflets distributed	<i>WFP, MOE, Donors, development and NGO partners , other Government of Kenya institutions</i>
Activity 4: Build/Rehabilitate: Kitchens, Cook Areas and Other School Grounds or Buildings							
<p><i>Number of educational facilities (i.e. school buildings, classrooms, and latrines)</i></p>	<p><i>This indicator will measure the number of kitchens and /or storage facilities constructed as a result of USDA assistance</i></p> <p>Unit of measure: number of kitchens</p>	<i>project reports complemented by monitoring reports</i>	<i>Review and analysis of project reports</i>	<i>Bi-annual, monthly monitoring reports</i>	<i>WFP and MOE</i>	To track number of kitchens constructed	<i>WFP, MOE, Donors, development and NGO partners , other Government of Kenya institutions</i>

<i>rehabilitated/constructed as a result of USDA assistance</i>							
(Output Indicator: standard; Organization: WFP)							
Activity 5: Provide Energy-Saving Stoves to Schools							
<i>Number of energy saving jikos installed in schools as a result of USDA assistance</i>	<i>This indicator will measure the Number of energy saving jikos installed in schools as a result of USDA assistance</i>	<i>project reports complemented by monitoring reports</i>	<i>Review and analysis of project reports</i>	<i>Bi-annual, monthly monitoring reports</i>	<i>WFP and MOE</i>	<i>To track number of energy saving jikos installed at school level</i>	<i>WFP, MOE, Donors, development and NGO partners , other Government of Kenya institutions</i>
(Output indicator: Custom; Responsible Organization: WFP)	Unit of measure: number of energy saving jikos						
Activity 6: Conduct Awareness Campaigns and Trainings on Nutrition and Hygiene							
<i>Number schools benefitting from nutrition education and hygiene</i>	<i>This indicator measures the number of schools benefitting from nutrition and hygiene education</i>	<i>project reports complemented by monitoring reports</i>	<i>Review and analysis of project reports</i>	<i>Bi-annual, monthly monitoring reports</i>	<i>WFP and MOE</i>	<i>To track the number of schools benefitting from nutrition education and hygiene</i>	<i>WFP, MOE, Donors, development and NGO partners , other Government of Kenya institutions</i>
(Output Indicator: Custom; Responsible Organization: WFP)	Unit of measure: number of schools						
<i>Number of children benefitting from nutrition education and hygiene</i>	<i>This indicator measures the number of children benefitting from nutrition and hygiene education</i>	<i>project reports complemented by monitoring reports</i>	<i>Review and analysis of project reports</i>	<i>Bi-annual, monthly monitoring reports</i>	<i>WFP and MOE</i>	<i>To track the number of children benefitting from nutrition education and hygiene</i>	<i>WFP, MOE, Donors, development and NGO partners , other Government of Kenya institutions</i>
(Output Indicator: Custom; Responsible Organization: WFP)	Unit of measure: individuals Data will be disaggregated by sex and age						
Activity 7: Empower the Community to Manage School Feeding Programs							

<p><i>Number of counties where beneficiary feedback has been incorporated into community training and awareness activities</i></p> <p>(Output Indicator: Custom; Organization: WFP)</p>	<p>This indicator will measure the number of counties where beneficiary feedback has been rolled out</p> <p><i>Follow up to increase awareness on the helpline will include radio spots, public meetings and distribution of posters and leaflets</i></p> <p>Unit of measure: Number of counties</p>	<p><i>project reports complemented by monitoring reports</i></p>	<p><i>Review and analysis of project reports</i></p>	<p><i>Quarterly, Bi-annual, monthly monitoring reports</i></p>	<p><i>WFP and MOE</i></p>	<p>To track the number of counties with beneficiary feedback mechanism in place</p>	<p><i>WFP, MOE Donors, development and NGO partners, other Government of Kenya institutions</i></p>
Activity 8: Promote Food Safety and Quality in the HGSM							
<p>Number of officials trained on food quality in HGSM supply chain</p> <p>(Output Indicator: Custom; Organization: WFP, MOE)</p>	<p><i>This indicator measures the number of officials (County Public Health Officers, County School Meals Programme Officers, School Meals Procurement Committee and traders) trained on food quality in HGSM supply chain</i></p> <p>Unit of measure: individuals</p> <p>Data will be disaggregated by sex and age</p>	<p><i>project reports</i></p>	<p><i>Review and analysis of project training reports</i></p>	<p><i>Bi-annual,</i></p>	<p><i>WFP and MOE</i></p>	<p>To track to the number of officials trained on food quality in HGSM supply chain.</p>	<p>WFP, MOE, Donors, development and NGO partners, other Government of Kenya institutions</p>
<p>Number of farmer organizations trained on food quality</p> <p>(Output Indicator: Custom; Organization: WFP)</p>	<p>This indicator measures the number of farmer organizations trained on food quality</p> <p>Unit of measure: farmer organizations</p>	<p><i>project reports</i></p>	<p><i>Review and analysis of project training reports</i></p>	<p><i>Bi-annual,</i></p>	<p><i>WFP and MOE</i></p>	<p>To track to the number of farmer organizations trained on food quality</p>	<p>WFP, MOE, MOALF, Donors, development and NGO partners, other Government of Kenya institutions</p>

<p>Number of traders trained on food quality</p> <p><i>(Output Indicator: Custom; Organization: WFP)</i></p>	<p>This indicator measures the number of traders trained on food quality</p> <p>Unit of measure: individuals</p> <p>Data will be disaggregated by sex and age</p>	<i>project reports</i>	<i>Review and analysis of project training reports</i>	<i>Bi-annual,</i>	<i>WFP and MOE</i>	To track to the number of traders trained on food quality	WFP, MOE, MOH, Donors , development and NGO partners , other Government of Kenya institutions
<p>Number of individuals who demonstrate use of new safe food preparation and storage practices as a result of USDA assistance</p> <p><i>(Outcome Indicator: Standard ; Organization: WFP)</i></p>	<p>This indicator measures the number of farmer organization, officials and traders applying improved food quality practises after undergoing training on food quality.</p> <p>Unit of measure: Number of farmer organizations, officials and traders</p> <p>Data will be disaggregated by: sex and age where applicable, farmer organizations, officials and traders</p>	<i>Survey reports complemented by project reports</i>	<i>Primary data collection through observation and interviewing traders and farmer organization representatives on what improved food quality practises they are applying that they did not before the training</i>	<i>Evaluation, midterm, and final evaluation</i>	<i>Independent consultants</i>	To measure effectiveness of the training	WFP, MoE, Donors, development and NGO partners, other Government of Kenya institutions
<p>Number of testing kits (Blue Boxes) distributed to public health officials</p> <p><i>(Output Indicator: Custom; Organization: WFP)</i></p>	<p>This indicator will measure the number of testing kits (Blue Boxes) distributed to public health officials</p> <p>Unit of measure: Number of blue boxes</p>	<i>project reports</i>	<i>Review and analysis of project reports and blue boxes distribution reports</i>	<i>Bi-annual, annual</i>	<i>WFP and MOH</i>	To track to the number of testing kits (Blue Boxes) distributed to public health officials	WFP, MOE,MOH, MOALF, Donors, development and NGO partners, other Government of Kenya institutions

Annex 5: Evaluation Study Timeline

	Phases, Deliverables and Timeline	Key Dates
Phase 1 - Preparation phase		
	Finalize Teams of reference	31 st March 2022
	Select evaluation team and finalize budget	31 st March 2022
Phase 2 - Inception Phase		
	Inception phase	April 2022
	Draft inception report including the detailed methodology.	
	Submit draft inception report to EM for review by internal committee and QS	3rd April
	Submit revised inception report to EM who in turn shares with the Reference Group	17th April
	Submit Final Inception Report	8th May
Phase 3 – Collection and analysis of Data		
	Briefing	May
	Field work	11th -29th May
	Aide memoire/ Debriefing on initial findings	5 th June
Phase 4 - Reporting		
	Submit Draft evaluation report to EM for Review and QS	26th June
	Submit revised evaluation report to EM for Reference Group review	17th July
	Submit final evaluation report	8th August
Phase 5 Dissemination of final results by evaluation team		
	Presentation of evaluation results by evaluation team	August/September

Annex 6: List of Acronyms

ASALs-Arid and Semi-Arid Lands

BOM – Board of Management

GoK – Government of Kenya

HGSMP – Home Grown School Meals Programme

HH – Household

IR – Inception Report

MGD – Mc Govern Dole

MoA, L&F- Ministry of Agriculture, Livestock and Fisheries

MOE – Ministry of Education

MoH – Ministry of Health

NGO- Non Governmental Organization

ODK- Open Data Kit

PCD – Partnership for Child Development

PMF- Performance Measurement Framework

PMP- Performance Measurement Plan

PTA-Parents/Teachers Association

SO -Strategic Objective

SMC- School Management Committee

SMP- School Meals Programme

TL- Team Leader

TOR- Terms of Reference

Tusome – (Let’s Read in Kiswahili – refers to USAID/UKAID funded Early Grade Reading Activity)

UNICEF – United Nations Children’s Education Fund

USAID – United States Agency for International Development

USD – United States Dollars

USDA – United States Department of Agriculture

US – United States

UWEZO – Kiswahili for ‘Capability’

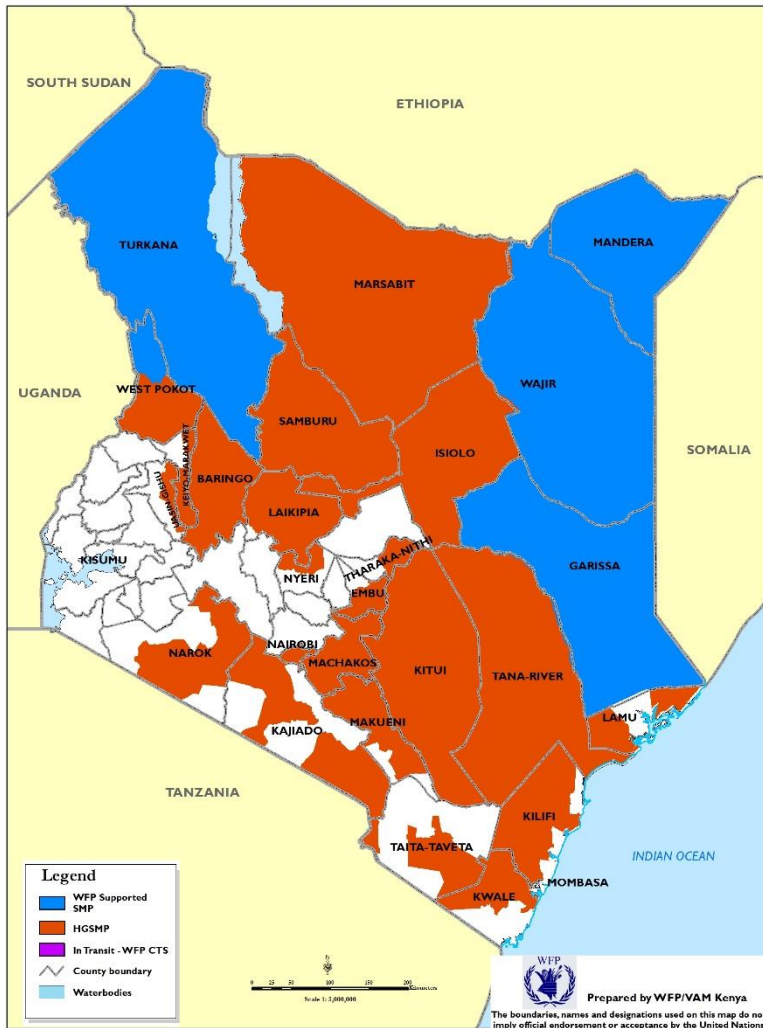
VAM-Vulnerability Assessment Matrix

WFP- World Food Programme

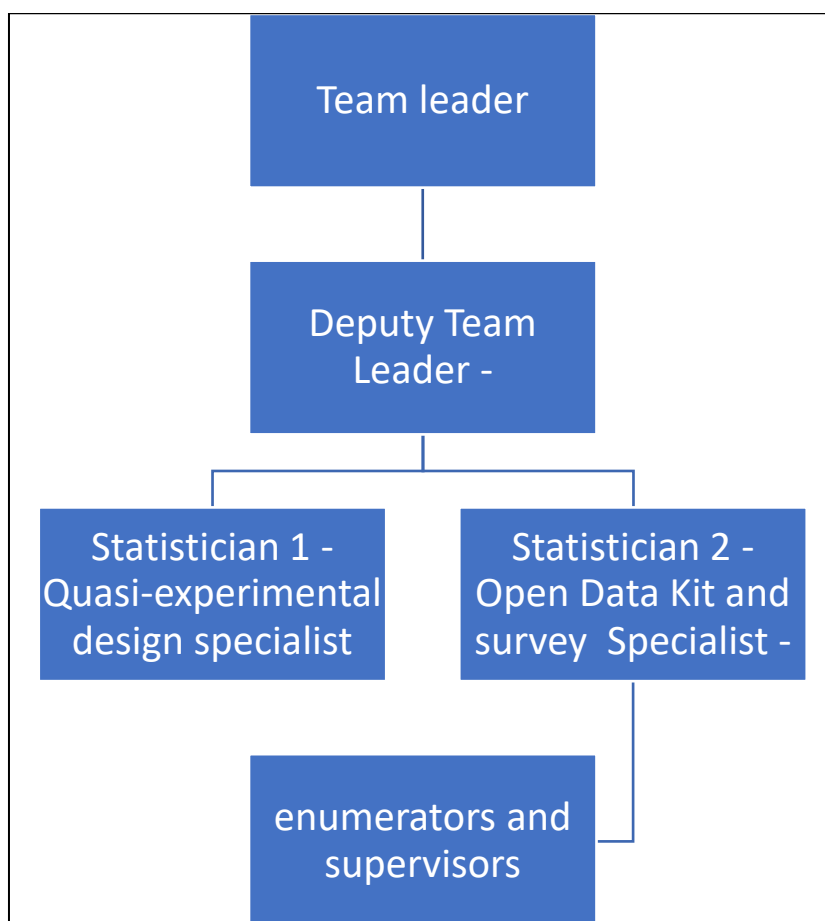
WFPSMP-World Food Programme School Meals Programme

WHO – World Health Organization

Annex 7: Map



Annex 8: Evaluation Team Organization



Annex 8: Actual Numbers reached

			Primary School Enrolment		
	Name of County	Number of schools	Boys	Girls	Total
1	Baringo	125	10,125	8,345	18,470
2	Garissa	167	25,097	17,303	42,400
3	Mandera	231	47,961	28,238	76,199
4	Turkana	282	43,829	41,249	85,078
5	Wajir	210	31,688	23,104	54,792
6	West Pokot	127	10,576	10,021	20,597
Total		1,142	169,276	128,260	297,536

Annex 9: Role and composition of evaluation Committee

Purpose and role: The purpose of the evaluation committee (EC) 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) and the Resident Coordinator who will be the co-chairs of the committee.

Composition: The evaluation committee will be composed of the following staff:

- WFP Deputy Country Director (Chair of the Evaluation Committee)
- Evaluation manager (Evaluation Committee Secretariat)
- WFP Kenya Country office head of programme support services
- WFP Country office procurement officer (if the evaluation is contracted to a firm)
- SO3 Outcome manager, Activity manager and relevant staff

Annex 10: Role and composition of evaluation Committee

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.

The evaluation reference group will be composed of representatives from the main government counterparts i.e. Ministry of Education, USDA representative , RBN Evaluation unit representative and all members of internal committee.

Composition

Country office	Name
<p>Core members:</p> <ul style="list-style-type: none"> • WFP Deputy Country Director (Chair) • Evaluation Manager (secretary or delegated chair) (WFP head of M&E) • WFP Head of programme support services • SO3 team outcome and activity manager and SF lead • Ministry of Education and Key Partners • USDA representative 	<p>Emmanuel Bigenimana Beatrice Mwangela Evaline Dian’ga/Florence Lanyero Bernard Nyatuga Charles Njeru TBD TBD</p>
WFP Regional bureau	Name
<ul style="list-style-type: none"> • WFP RBN Evaluation team 	<p>Nikki Zimmerman Ruth Musili</p>