Mid-Term Evaluation of United States Department of Agriculture (USDA) McGovern-Dole International Food for Education and Child Nutrition Programme's Support in Afar and Oromia regions in Ethiopia (2019 - 2025)

Decentralized Evaluation Terms of Reference

WFP Ethiopia Country Office

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1. Background

1. These terms of reference (ToR) are for the upcoming mid-term evaluation of WFP's United States Department of Agriculture (USDA) McGovern Dole International Food for Education and Child Nutrition Programme's Support in Afar and Oromia regions in Ethiopia (2019 – 2025). This evaluation is commissioned by WFP Ethiopia Country Office (ETCO) and will cover the period from January 2019 to June 2023.

2. Following WFP's standard template, the ToR were prepared by ETCO based on an initial document review and consultation with stakeholders. The purpose is to provide key information to stakeholders about the mid-term evaluation, to guide the evaluation team and to specify expectations during the various phases of the evaluation.

1.1. INTRODUCTION

3. WFP's school feeding programme aims to ensure that school children have access to nutritious and reliable school meals and are healthy and improve access to education. WFP supported the ministries and bureaus of education and agriculture to implement and scale up the national school feeding programme in four out of eleven regions in the country. WFP supported the Government to provide nutritious school meals to 275,514 children (46 percent females) in regions affected by conflict, and recurrent drought. Of these children, 174,419 are receiving meals directly provided through the McGovern-Dole project.

4. WFP ETCO has been implementing USDA McGovern-Dole International Food for Education and Child Nutrition Programme's Support in Afar and Oromia regions in Ethiopia since 2019. As required by the agreement between USDA and WFP the baseline evaluation was completed in 2022. The agreement also requires that a Mid-term evaluation is conducted for 2023.

5. The mid-term evaluation will serve for accountability and learning purpose. It will assess performance and results to date, identify what works well and what doesn't work. The evaluation will aim at *i) assessing performance against agreed targets and determine successes*, *challenges and areas that need improvement based on answers to evaluation questions*; *ii) determining factors that have affected the performance and results, drawing lessons and good practices*; *iii) presenting how the lessons could be applied to inform implementation during the second half of the programme*; and *iv) identifying changes required to enable achievement of set program objectives and targets within the set timeframes*. It will utilize internationally accepted evaluation criteria of relevance, effectiveness, efficiency, and sustainability.

6. It will cover all activities and results in the two geographic target areas of the programme namely Afar and Oromia regions of Ethiopia. The only outcome indicators which will not be tracked by the midterm evaluation are standard indictor #19 MGD S02 (Number of individuals who demonstrate use of new child health and nutrition practices as a result of USDA assistance) and standard indictor #20 MGD S02 (Number of individuals who demonstrate use of new safe food preparation and storage practices as a result of USDA assistance). These indicators will be measured through the endline evaluation as not enough time has elapsed from baseline to midterm data collection to effectively capture the effect of the project. The evaluation will start with the inception in May 2023, data collection June 2023 and final report by August 2023.

1.2. CONTEXT

7. In 2022, Ethiopia faced a multitude of concurrent threats to food security including conflict, drought, and floods, leaving 22.6 million people food insecure. Continued conflict in Northern Ethiopia, mass movement of refugees and IDPs across regions within the country, communal violence among pastoral communities, and a fifth consecutive drought largely impacted humanitarian and development interventions throughout the year.

8. Insecurity in Northern Ethiopia continued to disrupt the livelihoods of millions of people, further impacting humanitarian access in many conflict-affected areas. The Emergency Food Security Assessment conducted by WFP in August 2022 showed food insecurity in Tigray increased by six

percentage points between November 2021 and June 2022. 89 percent of the survey households were classified as food insecure, and 47 percent as severely food insecure. It is estimated that 3.6 million school-going boys and girls across Afar, Amhara and Tigray regions missed out on education and access to the nutritious foods provided in schools. Despite increasing needs, the lack of funding in 2022 stretched WFP's operations in conflict-affected areas. Between January and April, WFP only reached 40 percent of mothers and children targeted in Northern Ethiopia (560,000 out of 1.4 million) with nutrition support for the treatment of malnutrition due to the severe lack of funding for its operation and access constraints. Across Northern Ethiopia, approximately 6.5 million women and children are moderately malnourished.

9. The conflict internally displaced 3.5 million people and an additional 700,000 people have been displaced due to climatic shocks and loss of livelihoods. Further, the country hosts 844,000 refugees and asylum seekers predominantly from Eritrea, Somalia and South Sudan. Ethnic and political tensions continued to drive mass displacement, and by the end of the year, the number of Ethiopian refugees fleeing to neighbouring countries reached over 874,000 in 2022.

10. Since March 2022, the conflict in Ukraine sparked inflation and pushed food prices to their highest in a decade. The inflationary pressure was further sustained by the removal of fuel subsidies step by step by the government throughout 2022. The crisis in Ukraine also pushed the cost of fertilizer contributing further to the food price inflation, undermining food security of the vulnerable population. In September 2022, Ukraine signed the Black Sea Grain Initiative with the first shipments of 158,000 mt from Ukraine with wheat arriving in Ethiopia - meeting the needs of over one million people. By the end of 2022, three shipments of wheat had arrived in Ethiopia from Ukraine. Meanwhile, in October, the Government of Ethiopia announced it would plan to export wheat to foreign markets in the coming year.
11. In November 2022, the peace agreement signed between the Tigray People's Liberation Front (TPLF) and the Government of Ethiopia focused on a scaled-up humanitarian operation in the north of the country and brought significant progress during the final six weeks of the year. WFP advocated for and played a key role in opening all four corridors into the Tigray region, delivering assistance to millions in need, after 18 months of impeded road access. The gradual restoration of banking and communication services, as well as road and air travel into the region brings hope for WFP's sustained response to the enormous humanitarian needs in the region.
12. Ethiopia has a highly diverse population of 102 million people: 49.82 percent are women and girls and 50.18 percent men and boys. Annual population growth is 2.6 percent. About 42 percent of Ethiopians are under 15 years of age. Eighty-three percent live in rural areas and depend on rainfed agriculture for their livelihoods. Ethiopia remains one of the world's poorest countries, ranked 174 out of 188 in the Human Development Index (HDI). 87 percent of the population—a staggering 89 million people—are multi-dimensionally poor: deprived of adequate food security, opportunity and access in terms of education, health and adequate living standards. Eighty-seven percent of the population is "multidimensionally poor", suffering from some combination of food insecurity, insufficient access to adequate education and health services and inadequate employment opportunities. These challenges are experienced differently among different population groups owing to gender and other systemic inequalities. In particular, pastoral and lowland areas, mainly in the regions of Afar, Oromia and Somali, lag behind on nearly all social indicators.
13. **Education:** The Net Enrolment Rate (NER) for primary has increased from 21.6 percent in 1995/96 to 93.7 percent in 2014/15. However, grade 1-8 dropout rates increased by almost one percentage point in 2015/2016 to 10.7 percent compared to the previous year and failed to meet the 1 percent target in the Education Sector Development Programme (ESDP IV) (Government of Ethiopia, 2016), (Government of Ethiopia, 2015). High dropout rates, especially in pastoralist and emerging regions, are poverty-related and reflect that both boys and girls, work or take care of cattle to support the family – a fact which has become more predominant due to the recent drought. Learning outcomes are not keeping pace and there are also regional and gender disparities in basic education proficiency. National strategies to ensure equal access to education have contributed to increasing the number of enrolled girls and boys across different regions. However, the Gender Parity Index (GPI) indicates gaps at all levels of education (Government of Ethiopia, 2016). Gender disparities are widely attributed to societal gender roles and socio-economic challenges, including girls' responsibilities for household chores and a lack of gender-sensitive facilities and services in and around schools (UN Women, 2014). Three million

Ethiopian children remained out of school, many of whom are girls. A significant number of out-of-school children are from pastoralist and semi-pastoralist areas where nomadic lifestyle combined with conflict and drought, makes girls particularly prone to being taken out of school when families come under stress (Atem Consultancy Service, 2012). Responsibility for School Feeding is formally recognized in the structures of government. At central, regional and woreda levels, staff assigned to support SF activities.

14. **Nutrition:** The national prevalence of stunting among children is 38 percent (41 percent for boys, 35 percent for girls), and is highest in the Amhara Region (46 percent). Wasting rates remain static at 10 percent but are highest in the Somali and Afar Regions (23 and 18 percent, respectively). Undernourishment figures for the country are almost identical with 32 million people affected. Of this total, only 8 million people are explicitly targeted under the Government-led Productive Safety Net Programme (PNSP). In parallel, every year, humanitarian assistance is required.
15. **Gender equality and women's empowerment (GEWE):** Gender inequalities continue to limit women's health and education outcomes and economic opportunities and as such constrain women's development and the progress of society as a whole. Women and girls are strongly disadvantaged as compared to boys and men in all sectors, including literacy, health, food and nutrition security, livelihoods, basic human rights, as well as access to land, credit and productive assets, resulting in a Gender Inequality Index of 116 out of 159 countries.
16. **COVID 19 and Deseret Locust:** Ethiopia has faced significant humanitarian and development risks linked to these unprecedented phenomena, with major implications for vulnerable people throughout the country. The urban poor, destitute, homeless and those working in informal sectors of the economy are likely to be highly affected. Women make up 65 percent of the informal workforce, and they will be the most severely impacted.[1]
17. The WFP Ethiopia Country Strategic Plan (CSP) has been implemented since July 2020 . The CSP has five Strategic Objectives (SO), 6 activities and several outputs. School feeding is under strategic SO 2 Vulnerable and food-insecure populations in targeted areas have increased resilience to shocks. output 3 (Provide safe, nutritious and reliable daily meals to primary school children and support to the ministries and bureaux of education and agriculture in scaling up nutrition-sensitive and gender equitable school feeding programmes)
18. The United States Department of Agriculture (USDA) McGovern- Dole International Food for Education and Child Nutrition project is implemented in the Boren and East Harerge Zone of the Oromia region and in Zone One, Two, Three, Four and Five of the Afar region. In the Afar region, it is implemented in 27 woredas, whereas in Oromia, it is implemented in five woredas. The total supported number of schools is 715, of which 547 are in Afar and 168 are in Oromia. The total number of students supported is 174,419. From this number, 100,980 are from Afar (43 % female) and 73,581 are from Oromia (42% Female).
19. USDA McGovern-Dole School Feeding program provide support on improved safe food preparation and storage, promote improved nutrition, promote improved health, capacity building activities, promote improved literacy, promote increased enrolment and school level cooked food distribution. In Afar region, it provides take-home rations to grade 5 girls and grade 6 boys to improve their attendance. Take-home rations are given as a family ration, supporting vulnerable families affected by conflict and acting as an incentive for children to re-attend school.

2. Reasons for the evaluation

2.1. RATIONALE

20. The mid-term evaluation while aiming for accountability will focus more on learning. USDA awarded WFP Ethiopia a total of USD 28 million of the support for the period of 2019 – 2025. The grant agreement incorporates specific USDA standard performance and results indicators against which performance of the programme will to be measured. In the evaluation plan agreed with USDA, WFP commits to conducting a baseline study, a mid-term evaluation, a final project evaluation and incorporating two USDA learning agenda throughout the evaluation process.

[1] ibid

21. The mid-term evaluation will assess progress since 2019 and will provide an early signal of the performance and results of the programme; document lessons learned; assess sustainability efforts to date; and discuss and recommend mid-course corrections.

2.2. OBJECTIVES

22. The mid-term evaluation will aim on the following objectives:

    a) The evaluation will assess and report on the performance and results of the programme to generate and present high quality and credible evidence to its stakeholders for accountability purposes.

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

23. Specifically, the midterm evaluation will (1) assess whether the programme has likely demonstrated relevance, effectiveness, efficiency, impact and sustainability, (2) generate evidence on performance, strategic objectives and higher-level results, (3) assess whether the project is on track to meet the final planned targets, (4) review the results frameworks and theory of change, and (5) identify any necessary mid-course corrections. The midterm evaluation will make appropriate use of the Baseline Study and critical context.

2.3. STAKEHOLDER ANALYSIS

24. A number of stakeholders, both inside and outside of WFP, have interests in the results of the mid-term evaluation. Some of these actors will be asked to play a role in the process. Table 1 provides a preliminary stakeholder analysis, which should be deepened by the evaluation team as part of the inception phase.

25. Accountability to affected populations is tied to WFP's commitments to include beneficiaries as key stakeholders in WFP's work. As such, WFP is committed to ensuring Gender Equality and the Empowerment of Women (GEEW) in the evaluation process, with participation and consultation in the evaluation by women, men, boys and girls from different groups (including age and disability considerations). WFP recently conducted a comprehensive gender analysis for school feeding program in April 2023 and the preliminary finding are expected to be available on June 2023. Previously, a gender analysis was also included in the FY18 McGovern-Dole Baseline Report.

Table 1: Preliminary stakeholder analysis

Stakeholders	Interest and involvement in the evaluation
Internal (WFP) stakeholders	
WFP Ethiopia CO	**Key informant and primary stakeholder** - Responsible for commissioning this evaluation and planning and implementation of WFP interventions at CO. The CO has an interest in learning from experience to inform decision-making. It is also called upon to account internally as well as to its beneficiaries and partners for performance and results of its programmes. The country office will be involved in using evaluation findings for programme implementation and/or in deciding on the next programme and partnerships.
WFP field offices in [Adama, Dire Dawa and Semera]	**Key informant and primary stakeholder** - Responsible for day-to-day programme implementation and liaising with stakeholders at decentralized levels and have direct beneficiary contact.

Regional bureau (RB) for Nairobi (RBN)	**Key informant and primary stakeholder** - Responsible for both oversight of country offices and technical guidance and support, the regional bureau management has an interest in an independent/impartial account of operational performance as well as in learning from the evaluation findings to apply this learning to other country offices. The regional bureau will be involved in the planning of the next programme, thus it is expected to use the evaluation findings to provide strategic guidance, programme support, and oversight. The regional evaluation officer support country office/regional bureau management to ensure quality, credible and useful decentralized evaluations
WFP HQ School Based programming divisions	**Key informant and primary stakeholder** - WFP headquarters divisions are responsible for issuing and overseeing the rollout of normative guidance on corporate programme themes, activities and modalities, as well as of overarching corporate policies and strategies. They also have an interest in the lessons that emerge from evaluations, as many may have relevance beyond the geographical area of focus. Relevant headquarters units should be consulted from the planning phase to ensure that key policy, strategic and programmatic considerations are understood from the onset of the evaluation. They may use the evaluation for wider organizational learning and accountability.
WFP Office of Evaluation (OEV)	**Primary stakeholder** – The Office of Evaluation has a stake in ensuring that decentralized evaluations deliver quality, credible and useful evaluations respecting provisions for impartiality as well as roles and accountabilities of various decentralized evaluation stakeholders as identified in the evaluation policy. It may use the evaluation findings, as appropriate, to feed into centralized evaluations, evaluation syntheses or other learning products.
WFP Executive Board (EB)	**Primary stakeholder** – The Executive Board provides final oversight of WFP programmes and guidance to programmes. The WFP governing body has an interest in being informed about the effectiveness of WFP programmes. This evaluation will not be presented to the Executive Board, but its findings may feed into thematic and/or regional syntheses and corporate learning processes
External stakeholders	
Beneficiaries [boys and girls underage of 18]	**Key informants and primary stakeholders -** 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 of women, men, boys and girls from different groups will be determined and their respective perspectives will be sought
Government [FMoE, Oromia Education Bureau and Afar Education Bureau , MoA, MoH	**Key informants and primary stakeholder** - The Government has a direct interest in knowing whether WFP activities in the country are aligned with its priorities, harmonized with the action of other partners and meet the expected results. Issues related to capacity development, handover and sustainability will be of particular interest.
United Nations country team (UNCT) [UNICEF, UNESCO, UNDP, IFAD]	**Secondary stakeholder** - The harmonized action of the UNCT should contribute to the realization of the government developmental objectives. It has therefore an interest in ensuring that WFP programmes are effective in contributing to the United Nations concerted efforts. Various agencies are also direct partners of WFP at policy and activity level.

Non-governmental organizations (NGOs)	**Key informants and primary stakeholder** - NGOs are WFP partners for the implementation of some activities while at the same time having their own interventions. The results of the evaluation might affect future implementation modalities, strategic orientations and partnerships. They will be involved in using evaluation findings for programme implementation.
Donors [USDA]	**Key informants and Primary stakeholders** - WFP interventions are voluntarily funded by a number of donors. They have an interest in knowing whether their funds have been spent efficiently and if WFP work has been effective and contributed to their own strategies and programs. USDA will review and approve ToR and mid-term evaluation Final report

3. Subject of the evaluation

3.1. SUBJECT OF THE EVALUATION

26. The current USDA grant (FFE - 663-2013/026-00) provides USD 40.7 million for 5 years. The programme covers the period from 2019 to 2025 focussing on the following objectives: **[1]** Improve student attendance and reduce short-term hunger through the provision of a daily school meal; **[2]** Increase student enrolment by raising community awareness of the importance of education to parents and community members following a national community-based mobilization model; **[3]** Improve literacy among children and quality of education through teacher recognition and provision of school kits and indoor/outdoor materials; **[4]** Improve health and dietary practices of students through rehabilitation/rebuilding of water, sanitation, and hygiene facilities; **[5]** Improve food preparation and cooking practices by provision of training, sensitization, and fuel-efficient stoves; and **[6]** Increase government ownership and strengthen national capacities through training and mentoring aimed at developing a school feeding program with lasting impact.

27. To achieve the above objectives the program implemented the following activities : [a] school level cooked food distribution and take home ration for girls, [b] support Improved safe food preparation and storage, [c] promote improved nutrition, [d] promote improved health and hygiene practices, [e] capacity strengthening, [f] promote improved literacy and [g] promote increased Enrolment.

28. The program uses MGD-provided commodities and cash funding to contribute to : (1) MGD SO1: *Improved Literacy of School-Aged Children* by distributing food, promoting improved literacy, promoting Increased Enrolment and Support Improved Safe Food Preparation and Storage. (2) MGD SO2: Increased Use of Health and Dietary Practices by supporting Improved Safe Food Preparation and Storage, Promote Improved Nutrition and Promote Improved Health and Hygiene Practices

29. WFP has also incorporated a strong focus on capacity strengthening to ensure sustainability by targeting the following MGD Foundational Results: [1] MGD 1.4.1/2.7.1: Increased Capacity of Government Institutions; [2] MGD 1.4.2/2.7.2 Improved Policy and Regulatory Framework; [3] MGD 1.4.3/2.7.3: Increased Government Support and [4] MGD 1.4.4/2.7.4 Increased Engagement of Local Organizations and Community Groups.

30. In 2018, WFP ETCO commissioned the decentralized evaluation previous MGD program ,it covers the period from 2013 to 2017 which recommended: [a]Prioritize fundraising for the continuation of school feeding and a THR for girls to the schools that were covered under the McGovern-Dole programme.[b] Prioritize finalization of the national strategy and use it as the basis to develop an implementation guideline with different types of school feeding scenario.[c] Develop and implement an adequately funded advocacy strategy that builds on the key findings of this evaluation and previous work to scale up political and financial commitment to SF in Ethiopia.[D] Ensure that future SF in Ethiopia by WFP includes attention to strategies, targets, and indicators for increasing the participation of women and girls in SF design and implementation stages and [e] Ensure that the selection of beneficiary schools under the next phase of McGovern-Dole support to SF in Ethiopia is based on a clustered approach so that the distances between schools do not make monitoring overly onerous or complicated.

31. The evaluation team is required to assess planned and actual output and outcome indicators that are mandatory to measure and report.

3.2. SCOPE OF THE EVALUATION

32. The mid-term evaluation will cover the period from Jan 2019 – December 2022. It will include all activities and results envisaged in the programme. It will also target the geographic areas of the programme namely Afar and Oromia regions.

33. The mid-term evaluation data collection is planned to take place on June 2023. There is a need to take note time of Ramadan fasting season and starting of the final school exam when planning for data collection.

4. Evaluation approach, methodology and ethical considerations

4.1. EVALUATION QUESTIONS AND CRITERIA

34. The mid-term evaluation will be guided by the results framework of the programme. The Mid-term evaluation team will conduct evaluability assessment as part of inception phase. It will establish and validate the evaluation approach, with a robust and detailed methodology. The methodology will clearly outline a sample design and sample size calculations that incorporate considerations of gender, age, disability and methods of analysis.

35. The evaluation will answer the following key questions, which will be further developed and tailored by the evaluation team in a detailed evaluation matrix during the inception phase, see table 2 below. Collectively, the questions aim at highlighting the key lessons and performance of the programme, with a view to informing future strategic and operational decisions.

36. The evaluation should analyse how gender, equity, and wider inclusion objectives and GEWE mainstreaming principles were included in the intervention design, and whether the evaluation subject has been guided by WFP and system-wide objectives on GEWE. The gender, equity and wider inclusion dimensions should be integrated into all evaluation criteria as appropriate. The evaluation will apply the international evaluation criteria of relevance, effectiveness, efficiency, and sustainability. The impact criteria will be evaluated at endline and will not be part of the scope of the midterm evaluation.

Table 2: Evaluation questions and criteria

Questions for mid-term Evaluation	Evaluation criteria
EQ1. What is the quality of the programme design including beneficiary and geographic targeting, and coverage of the right type of assistance? 1.1 To what extent has the programme been aligned with the education and school feeding policies of the government and of donors? 1.2 Has the programme's design adapted to changes in the national and operational contexts and needs in Ethiopia? 1.3 Has the programme design considered cross-cutting issues: gender equality, girls and women's empowerment, protection, accountability to affected population, disability inclusion, capacity strengthening, do no harm, peace contribution and triple nexus?	Relevance
EQ2. To what extent has the programme been implemented as planned? Is the programme on track to towards the achievements of planned results? 2.1 Have there been unintended positive or negative effects including peace and conflict situation due to targeting procurement, partnership, stakeholders' relationship, fund mobilization and grievance handling procedure? 2.2 To what extent is the M&E functionally effective? 2.3 Has the programme adapted effectively adjust to the Covid-19 pandemic, droughts, conflicts, etc.? 2.4 What was the extent of community participation in programme implementation?	effectiveness
EQ3. To what extent have resources been used efficiently in terms of timeliness and cost?	efficiency
EQ4. Does the programme have an exit strategy towards a nationally owned school feeding programme? 4.1 Has the programme ensured community participation for sustaining school feeding and education activities and results?	sustainability

37. **Early Grade Reading Assessment (EGRA)**: as part of the mid-term evaluation light touch EGRA will be conducted to inquire USDA improved literacy of school aged children result. The firm need to employ a simplified assessment tool adapted to the crisis context instead of a complete EGRA. The assessment aims to report on indicator percent of students who, by the end of two grads of primary schooling, demonstrate that they can read and understand the meaning of grade level text. The main research question for EGRA is to what extent has there been improvement in early grade reading mainly because of the programme implementation. Instead of testing reading comprehension, the "light touch" EGRA will only test letter, word, and sentence recognition in order to compare results with endline. A similar approach was adapted to the Ethiopian context in a 2014 study.[2] The Evaluation Team will work with WFP to identify and mitigate any risks of this approach. The EGRA assessment will be conducted in Afar and Orommiffa language which are the languages used in Afar and Oromia region for the teaching and learning purpose , respectively. The light touch EGRA assessment will be used as the baseline measurement for comparison at endline as the EGRA data was not able to be gathered in the FY18 baseline report

38. For tracking of two of the outcome indicators i.e ([1] Number of individuals who demonstrate use of new child health and nutrition practices as a result of USDA assistance and [2] Number of individuals who demonstrate use of new safe food preparation and storage practices as a result of USDA assistance) undertaking KAP survey is necessary. Due to the fact that : [a] KAP survey was conducted recently during the baseline evaluation which was completed in 2022 and we didn't expect significant change in attitude and practice of individual in this short period of time and [b] to avoid survey fatigue among participants and "prioritize" the use of evaluation resources to gather the most useful data, it is planned to postpone undertaking of the KAP survey for final evaluation.

39. To the extent feasible, the evaluation should collect qualitative data to contribute towards answering the learning agenda questions, which will be further investigated at endline. The learning agenda questions that form part of USDA's learning agenda:

    a. How do wash programs impact learning and literacy outcomes, and

    b. How are nutritional outcomes affected by different food sourcing modalities of school meal programs? Outcomes to consider may include iron deficiency, body mass, and other measurements or behaviour changes related to nutritional intake and dietary diversity.

4.2. EVALUATION APPROACH AND METHODOLOGY

The evaluation approach will comprise:

- A participatory and adaptive approach that encourages CO ownership and ensures a use of the evaluation process and results.
- A high level of engagement with WFP CO and sub-offices staff during data collection with regular feedback opportunities;
- Periodic presentation of emerging findings, conclusions, and implications by the evaluation team to WFP internal and external stakeholders.
- An interdisciplinary and collegiate approach within the evaluation team involving regular discussions and communications to harness its collective expertise and experience.

40. The methodology will be designed by the evaluation team during the inception phase. It should:

    - Employ the evaluation criteria above
    - The evaluation matrix in the ToR will be further refined by evaluators in the inception stage geared towards addressing the key evaluation questions considering the data availability challenges, the budget and timing constraints
    - Ensure through the use of mixed methods that women, girls, men and boys from different stakeholder groups participate and that their different voices are heard and used

[2] https://learningportal.iiep.unesco.org/en/library/ethiopia-2014-early-grade-reading-assessment-report-of-findings

- Design a mini quantitative survey to establish mid-term baseline for early grade reading assessment.

41. The methodology chosen should demonstrate attention to impartiality and reduction of bias by relying on mixed methods (quantitative, qualitative, participatory etc.) and different primary and secondary data sources that are systematically triangulated (documents from different sources; a range of stakeholder groups, including beneficiaries; direct observation in different locations; across evaluators; across methods etc.). It will consider any challenges to data availability, validity, or reliability, as well as any budget and timing constraints. The evaluation questions, lines of inquiry, indicators, data sources and data collection methods will be brought together in an evaluation matrix, which will form the basis of the sampling approach and data collection and analysis instruments (desk review, interview and observation guides, survey questionnaires etc.).
42. Data is expected to be gathered from stakeholders from various government ministries, WFP programme team at CO level, students (including boys and girls), school teachers and administrators, community members and PTAs that are involved in the school feeding programme. Data collection instruments should be further refined in consultation with stakeholders during the inception phase and will include student surveys, focus group discussions and key informant interviews with teachers and school administrators, and key informant interviews with government officials.
43. A mix of qualitative and quantitative data would be collected from annual school survey by MoE, Early Grade Learning Assessment , Focus group discussion, Key Informant Interview ,implementation report, school attendance, observation and partners reports.
44. The methodology should be sensitive in terms of GEWE, equity and inclusion, indicating how the perspectives and voices of diverse groups (men and women, boys, girls, the elderly, people living with disabilities and other marginalized groups) will be sought and considered. The methodology should ensure that primary data collected is disaggregated by sex and age; an explanation should be provided if this is not possible.
45. The evaluation team will be expected to set out how the evaluation methodology, sampling frame and data analysis will be gender-responsive, and fully address the diversity of stakeholders affected by the intervention in particular the most vulnerable following TN on integrating gender in WFP evaluations, checklist, and quick guide.
46. Looking for explicit consideration of gender and equity/inclusion in the data after fieldwork is too late; the evaluation team must have a clear and detailed plan for collecting data from women and men in gender and equity-sensitive ways before fieldwork begins.
47. The evaluation findings, conclusions and recommendations must reflect gender and equity analysis. The findings should include a discussion on intended and unintended effects of the intervention on gender equality and equity dimensions. The report should provide lessons/ challenges/ recommendations for conducting gender and equity-responsive evaluations in the future.
48. The following mechanisms for independence and impartiality will be employed:
    - An Evaluation Reference Group (ERG) will be set up to steer the evaluation, comment on all evaluation deliverables and exercise oversight over the methodology.
    - All tools and products from the Evaluation Firm will be externally and independently quality assured (both by the ERG as well as the Decentralized Evaluations Quality Support Service).
    - The Evaluation Firm will be asked to set out how ethics can be ensured at all stages of the evaluation (design, implementation and dissemination) and that they seek appropriate ethical clearances (institutional and local) for the design ahead of going to the field.

4.3. EVALUABILITY ASSESSMENT

49. The main sources of information available to the evaluation team are baseline repor, outcome monitoring reports and field monitoring reports at CO and suboffice level. Some issues in relation to data reliability could be timeliness of data collection by field teams and reliability of school records. The

evaluation team will have also access to quantitative data, monitoring data, project reports,[3] the Country Office Monitoring and Evaluation Tool (COMET), and SCOPE[4]. Gender disaggregated data will also be shared when available. There was no gender analysis undertaken for the programme, although data collection for some indicators was disaggregated.

50. The list of available data and documentation will be shared with the evaluation team during the kick-off meeting.

51. As qualitative information is limited, primary data collection will be needed. The level of quality of data and information, as well as the sources available, can differ by indicator types. The evaluation team should critically assess data availability and reliability as part of the inception phase expanding on the information provided. This assessment will inform the data collection and the choice of evaluation methods.

52. The following potential risks to the approach and methodology have been identified:

    - Data availability and reliability:
    - Difficulty in establishing baseline data and lack of outcome data. WFP had planned to use MoE data to establish baseline and report on outcome on Early Grade reading result but the national survey did not take place. For this reason light touch EGRA assessment is planned along with the midterm evaluation .
    - ~~Lack of key outcome data.~~
    - Uneven availability of data.
    - Difficulty in accessing certain affected populations and communities at certain times of year.

53. Mitigation measures for each of these risks will be developed in close consultation with the Evaluation Committee and target country office focal points. Mitigation measures may include: the use of proxy and/or secondary data to measure any emerging changes related to evaluation questions, discussions across countries to standardize as much as possible certain data collection or analysis exercises, and others. The evaluation team and approach should be prepared for possible remote support or data collection if access barriers arise.

54. During the inception phase, the evaluation team will be expected to perform an in-depth evaluability assessment and critically assess data availability, quality and gaps expanding on the information provided in this section. This assessment will inform the data collection and the choice of evaluation methods. The evaluation team will need to systematically check accuracy, consistency and validity of collected data ,information and acknowledge of any limitations or caveats in drawing conclusions using the data during the reporting phase. The team should also propose alternative methods and techniques to help filling such gaps.

4.4. ETHICAL CONSIDERATIONS

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

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

[3] WFP's new data platform that supports evidence-based decision-making and launched in 2019.
[4] SCOPE is WFP's beneficiary and transfer management platform that supports WFP programme intervention.

57. The team and evaluation manager have not been involved in the design, implementation or monitoring of the WFP USDA McGovern-Dole Food for Education Programme nor have any other potential or perceived conflicts of interest. All members of the evaluation team will abide by the 2020 UNEG Ethical Guidelines, including the Pledge of Ethical Conduct as well as the WFP technical note on gender. The evaluation team and individuals who participate directly in the evaluation at the time of issuance of the purchase order are expected to sign a confidentiality agreement and a commitment to ethical conduct. These templates will be provided by the country office when signing the contract.

4.5. QUALITY ASSURANCE

58. The WFP evaluation quality assurance system sets out processes with steps for quality assurance and templates for evaluation products based on a set of Quality Assurance Checklists. The quality assurance will be systematically applied during this evaluation and relevant documents will be provided to the evaluation team. This includes checklists for feedback on quality for each of the evaluation products. The relevant checklist will be applied at each stage, to ensure the quality of the evaluation process and outputs.

59. The WFP Decentralized Evaluation Quality Assurance System (DEQAS) 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. This quality assurance process does not interfere with the views or independence of the evaluation team but ensures that the report provides credible evidence and analysis in a clear and convincing way and draws its conclusions on that basis.

60. The WFP evaluation manager will be responsible for ensuring that the evaluation progresses as per the DEQAS Process Guide and for conducting a rigorous quality control of the evaluation products ahead of their finalization.

61. To enhance the quality and credibility of decentralized evaluations, an outsourced quality support (QS) service directly managed by the WFP Office of Evaluation reviews the draft ToR, the draft inception and the evaluation reports, and provides a systematic assessment of their quality from an evaluation perspective, along with recommendations.

62. The evaluation manager will share the assessment and recommendations from the quality support service with the team leader, who will address the recommendations when finalizing the inception and evaluation reports. To ensure transparency and credibility of the process in line with the UNEG norms and standards,[1] a rationale should be provided for comments that the team does not take into account when finalizing the report.

63. The evaluation team will be required to ensure the quality of data (reliability, consistency and accuracy) throughout the data collection, synthesis, analysis and reporting phases.

64. The evaluation team should be assured of the accessibility of all relevant documentation within the provisions of the directive on disclosure of information. This is available in the WFP Directive CP2010/001 on information disclosure.

65. WFP expects that all deliverables from the evaluation team are subject to a thorough quality assurance review by the evaluation firm in line with the WFP evaluation quality assurance system prior to submission of the deliverables to WFP.

66. All final evaluation reports will be subject to a post hoc quality assessment (PHQA) by an independent entity through a process that is managed by the Office of Evaluation. The overall PHQA results will be published on the WFP website alongside the evaluation report.

67. All final versions of international food assistance evaluation reports will be made publicly available. Evaluators shall provide a copy of the evaluation reports that is free of personally identifiable information (PII) and proprietary information. Final versions of evaluation reports ready for publication should be accessible to persons with disabilities. For guidance on creating documents accessible to

[1] UNEG Norm #7 states "*that transparency is an essential element that establishes trust and builds confidence, enhances stakeholder ownership and increases public accountability*"

persons with disabilities, please see the following resources: https://www.section508.gov/create/documents

5. Organization of the evaluation

5.1. PHASES AND DELIVERABLES

Table 4 presents the structure of the main phases of the evaluation, along with the deliverables and deadlines for each phase. Annex 2 presents a more detailed timeline.

Table 4: Summary timeline – key evaluation milestones

Main phases	Indicative timeline	Tasks and deliverables	Responsible
1. Preparation	Jan- March 2023	Preparation of ToR Selection of the evaluation team & contracting Document review	Evaluation manager
2. Inception	May - June 2023	Inception mission Inception report	Evaluation firm
3. Data collection	June 2023	Fieldwork Exit debriefing	Evaluation firm
4. Reporting	July – Sep. 2023	Data analysis and report drafting Comments process Evaluation report	Firm
5. Dissemination and follow-up	October 2023	Management response Dissemination of the evaluation report	Evaluation Manager

5.2. EVALUATION TEAM COMPOSITION

68. The evaluation team is expected to include three members with evaluation expertise, including the team leader, senior evaluator with school-based programming experience, and a research specialist. Incorporation of competent national evaluators with experience related to the evaluation subject are essential to ensure the team to have strong contextual knowledge to support the on-going evidence generation and learning process.

69. To the extent possible, the evaluation will be conducted by a gender-balanced and geographically and culturally diverse team with appropriate skills to assess gender dimensions of the subject as specified in the scope, approach and methodology sections of the ToR. Team members should have WFP experience.

70. The team will be multi-disciplinary and include members who, together, include an appropriate balance of technical expertise and practical knowledge in the following areas:

- Extensive technical and operational experience in food for education, nutrition, and survey data analysis.
- Good knowledge of gender, equity and wider inclusion issues
- Strong analytical and communication skills, evaluation experience with a track record of written work on similar assignments, and familiarity with Ethiopia.

- Fluency (spoken and written) in key English and local languages (Afar and Oromia) in Ethiopia is expected. All team members, especially the Team Leader should, have high oral and written fluence in English. All written deliverables are expected to be in English.

71. The team leader will have expertise in one of the key competencies listed above as well as demonstrated experience in leading similar evaluations, including designing methodology and data collection tools. She/he will also have leadership, analytical and communication skills, including a track record of excellent in English writing, synthesis and presentation skills. Her/his primary responsibilities will be: i) defining the evaluation approach and methodology; ii) guiding and managing the team; iii) leading the evaluation mission and representing the evaluation team; and iv) drafting and revising, as required, the inception report, the end of field work, debriefing presentation and evaluation report in line with DEQAS.

72. Team members will: i) contribute to the methodology in their area of expertise based on a document review; ii) conduct field work; iii) participate in team meetings and meetings with stakeholders; and iv) contribute to the drafting and revision of the evaluation products in their technical area(s).

73. The evaluation team will conduct the evaluation under the direction of its team leader and in close communication with the WFP ETCO evaluation manager. The team will be hired following agreement with WFP on its composition.

5.3. ROLES AND RESPONSIBILITIES

74. The WFP ETCO **management (Director or Deputy Director)** will take responsibility to:

- Assign an evaluation manager for the evaluation. Seblewengel Tesfaye has been assigned as the WFP ETCO Evaluation Manager.
- Compose the internal evaluation committee and the evaluation reference group (see below)
- Approve the final ToR, inception and evaluation reports
- Approve the evaluation team selection
- Ensure the independence and impartiality of the evaluation at all stages, including establishment of an evaluation committee and a reference group
- Participate in discussions with the evaluation team on the evaluation design and the evaluation subject, its performance and results with the evaluation manager and the evaluation team
- Organize and participate in two separate debriefings, one internal and one with external stakeholders
- Oversee dissemination and follow-up processes, including the preparation of a management response to the evaluation recommendations.

75. The **evaluation manager** manages the evaluation process through all phases including: drafting this ToR; identifying the evaluation team; preparing and managing the budget; setting up the evaluation committee and evaluation reference group; ensuring quality assurance mechanisms are operational and effectively used; consolidating and sharing comments on draft inception and evaluation reports with the evaluation team; ensuring that the team has access to all documentation and information necessary to the evaluation; facilitating the team's contacts with local stakeholders; supporting the preparation of the field mission by setting up meetings and field visits, providing logistic support during the fieldwork and arranging for interpretation, if required; organizing security briefings for the evaluation team and providing any materials as required; and conducting the first level quality assurance of the evaluation products. The evaluation manager will be the main interlocutor between the team, represented by the team leader, the evaluation firm's focal point, and WFP counterparts to ensure a smooth implementation process.

76. **The United States Department of Agriculture (USDA)** will be involved in the evaluation during all stages of implementation. USDA analysts review and approve the Terms of Reference and Midterm Evaluation Report as well as serving as key stakeholders on the Evaluation Reference Group and key informants.

77. An internal **evaluation committee** is formed to help ensure the independence and impartiality of the evaluation.

78. **An evaluation reference group (ERG)** is formed as an advisory body with representation from key internal and external stakeholders for the evaluation and refer to Annex 3 where list of members is

available]. The evaluation reference group members will review and comment on the draft evaluation products and act as key informants in order to contribute to the relevance, impartiality and credibility of the evaluation by offering a range of viewpoints and ensuring a transparent process.

79. WFP regional bureau in Nairobi will take responsibility to:

- Advise the evaluation manager and provide support to the evaluation process where appropriate
- Participate in discussions with the evaluation team on the evaluation design and on the evaluation subject as required
- Provide comments on the draft ToR, inception and evaluation reports
- Support the preparation of a management response to the evaluation and track the implementation of the recommendations.

80. While Dawit Habtemariam, the regional evaluation officer, will perform most of the above responsibilities, other RBN-relevant technical staff may participate in the evaluation reference group and/or comment on evaluation products as appropriate.

81. Relevant WFP Headquarters divisions such as School Feeding and Nutrition will take responsibility to:

- Discuss WFP strategies, policies or systems in their area of responsibility and subject of evaluation.
- Comment on the evaluation TOR, inception and evaluation reports, as required.

82. Other Stakeholders (National Government including relevant ministries, implementing partners / NGOs, partner UN agencies) will participate as key informant, providers of relevant documentation, and participating in the validation workshop.

83. **The Office of Evaluation (OEV).** OEV is responsible for overseeing WFP decentralized evaluation function, defining evaluation norms and standards, managing the outsourced quality support service, publishing as well submitting the final evaluation report to the PHQA. OEV also ensures a help desk function and advises the Regional Evaluation Officer, the Evaluation Manager and Evaluation teams when required. Internal and external stakeholders and/or the evaluators are encouraged to reach out to the regional evaluation officer and the Office of Evaluation helpdesk (wfp.decentralizedevaluation@wfp.org) in case of potential impartiality breaches or non-adherence to UNEG ethical guidelines.

5.4. SECURITY CONSIDERATIONS

84. **Security clearance** where required is to be obtained from ETCO and UNDSS.

- Consultants hired by WFP are covered by the United Nations Department of Safety & Security (UNDSS) system for United Nations personnel, which covers WFP staff and consultants contracted directly by WFP. Independent consultants must obtain UNDSS security clearance for travelling from the designated duty station and complete the United Nations basic and advance security trainings (BSAFE & SSAFE) in advance, print out their certificates and take them with them.
- As an "independent supplier" of evaluation services to WFP, the contracted firm will be responsible for ensuring the security of the 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.

5.5. COMMUNICATION

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

86. Should translators be required for fieldwork, the evaluation firm will arrange and include the cost in the budget proposal.

87. Based on the stakeholder analysis, the communication and knowledge management plan (in Annex 5) identifies the users of the evaluation to involve in the process and to whom the report should be disseminated. The communication and knowledge management plan indicates how findings including gender, equity and wider inclusion issues will be disseminated and how stakeholders interested in, or affected by, gender, equity and wider inclusion issues will be engaged.

88. As part of the international standards for evaluation, WFP requires that all evaluations are made publicly available. It is important that evaluation reports are accessible to a wide audience, thereby contributing to the credibility of WFP – through transparent reporting – and the use of evaluation.

5.6. BUDGET

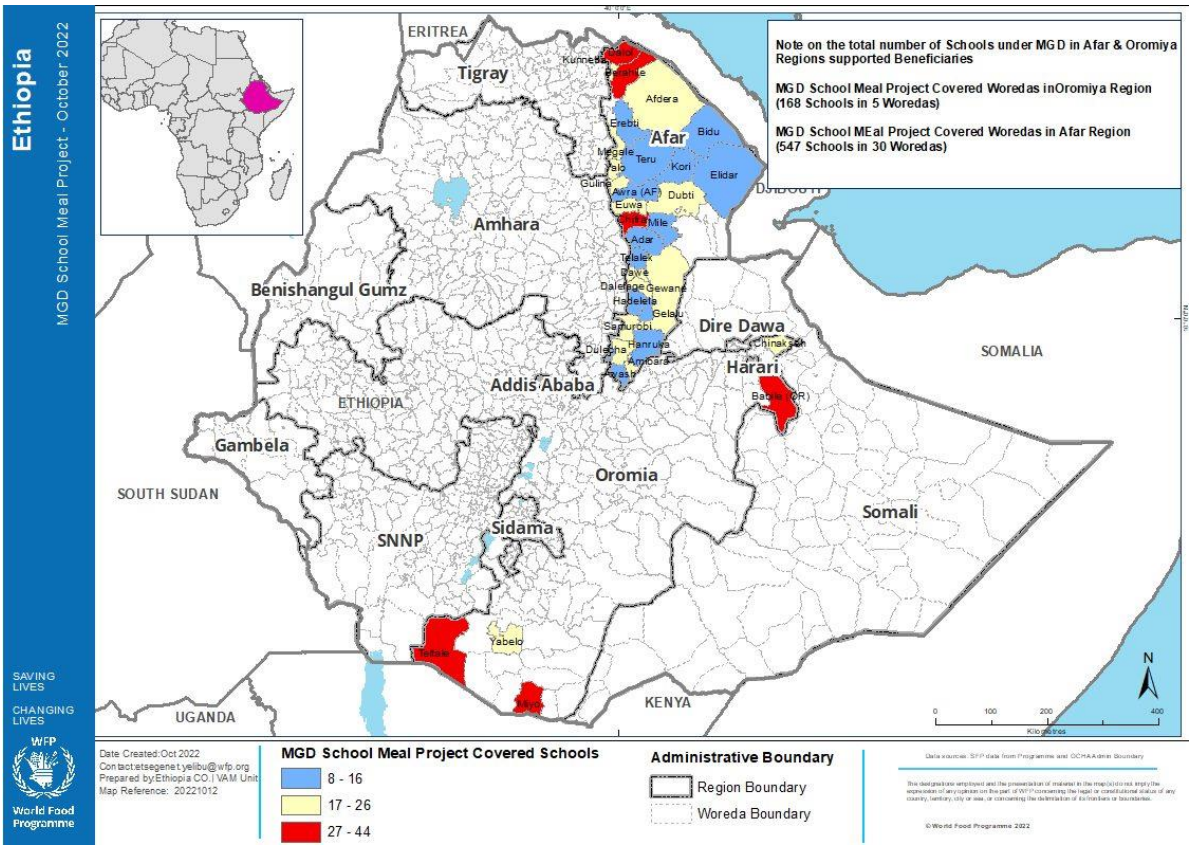
89. The evaluation will be financed from the ETCO budget of the programme.

90. The offer will include a detailed budget for the evaluation, including consultant fees, travel costs and other costs (interpreters, etc.).

91. Please send any queries to Seblewengel Tesfaye, ETCO evaluation manager at seblewengel.tesfaye@wfp.org.

Annexes

Annex 1: Map _ MGD School Meal Covered Projects



Annex 2: Timeline

	Phases, deliverables and timeline	Key dates
Phase 1 - Preparation		**Up to 9 weeks**
EM	Desk review, draft ToR and quality assurance (QA) by EM and REO using ToR QC	January 15
EM	Share draft ToR with quality support service (DEQS) and organize follow-up call with DEQS	February 23
EM	Review draft ToR based on DEQS and REO feedback and share with ERG	March 3
EM	Start identification of evaluation team	March 3
ERG	Review and comment on draft ToR (USDA)	March 6- 17
EM	Review draft ToR based on comments received and ssubmit final ToR to EC Chair	March 20
EC Chair	**Approve the final ToR and share with ERG and key stakeholders**	March 22
EM	Assess evaluation proposals and recommends team selection	April 5
EM	Evaluation team recruitment/contracting	April 17
EC Chair	**Approve evaluation team selection and recruitment of evaluation team**	April 24
Phase 2 - Inception		**Up to 7 weeks**
EM/TL	Brief core team	May 4 -5
ET	Desk review of key documents	May 8 -12
ET	Inception mission and draft inception report	May 16 -19
EM	Quality assurance of draft IR by EM using QC, share draft IR with quality support service (DEQS) and organize follow-up call with DEQS	May 19 - 29
ET	Review draft IR based on feedback received by DEQS, EM	May 30 -31
EM	Share revised IR with ERG	June 1
ERG	Review and comment on draft IR	June 1-7
EM	Consolidate comments	June 7
ET	Review draft IR based on feedback received and submit final revised IR	June 7-9
EM	Review final IR and submit to the evaluation committee for approval	June 12
EC Chair	**Approve final IR and share with ERG for information**	**June 15**
Phase 3 – Data collection		**Up to 3 weeks**
EC Chair/ EM	Brief the evaluation team at CO	June 16
ET	**Data collection**	June 16 -30
ET	**In-country debriefing (s)**	July 3

Phase 4 - Reporting		**Up to 11 weeks**
ET	Draft evaluation report and submit to EM	July 21
EM	Quality assurance of draft ER by EM using the QC, share draft ER with quality support service (DEQS) and organize follow-up call with DEQS	July 21-28
ET	Review and submit draft ER based on feedback received by DEQS, EM	July 31- August 2
EM	Circulate draft ER for review and comments to ERG, RB and other stakeholders	August 2 -15
ERG	Review and comment on draft ER	August 15 -29

EM	Consolidate comments received	August 29
EM	Validation workshop in Addis	September 6
ET	Review draft ER based on feedback received and submit final revised ER	September 6-13
EM	Review final revised ER and submit to the evaluation committee	September 13-20
EC Chair	**Approve final evaluation report and share with key stakeholders for information**	**September 20-27**
Phase 5 - Dissemination and follow-up		**Up to 4 weeks**
EC Chair	Prepare management response	October
EM	**Share final evaluation report and management response with the CO and OEV for publication and participate in end-of-evaluation lessons learned call**	1th November

Annex 3: Role and Composition of the 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) who will be the chair of the committee.

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

- The Country Director or Deputy Country Director (Chair of the Evaluation Committee)
- Evaluation manager (Evaluation Committee Secretariat)
- Head of Programme or programme officer(s) directly in charge of the subject(s) of evaluation
- Regional evaluation officer (REO)
- Country office monitoring and evaluation (M&E) officer (if different from the evaluation manager)
- Country office procurement officer (if the evaluation is contracted to a firm)
- Other staff considered useful for this process.

Input by Phase and Estimated time per EC member (excluding the Evaluation manager)

Phase 1: Planning (1/2 day)

- Nominates an EM
- Decides the evaluation budget
- Decides the contracting method, well in advance to enable the evaluation manager to plan for the next phase of the evaluation

Phase 2: Preparation (½ to 1 day)

- Reviews the TOR on the basis of:
  - The external Quality Support advisory service feedback.
  - ERG comments;
  - The EM responses documented in the comments matrix;
- Approves the final TOR

Phase 3: Inception (2 days)

- Briefs the evaluation team including an overview of the subject of the evaluation.
- Informs the design of the evaluation during the inception phase as key stakeholders of the evaluation.
- Supports the identification of appropriate field visit sites on the basis of selection criteria identified by the evaluation team noting that the EC should not influence which sites are selected.
- Reviews the draft IR on the basis of the external Quality Support advisory service feedback

Phase 4: Data Collection and Analysis (2 days)

- Are key informants during the data collection
- Act as sources of contextual information and facilitating data access as per the needs of the evaluation.
- Attend the validation/debriefing meeting and support the team in clarifying/validating any emerging issues and identifying how to fill any data/information gaps that the team may be having at this stage.

Annex 4: Role and Composition of the Evaluation Reference Group

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

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

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

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

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

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

Composition

Country office
Core members: • Country Director or Deputy Country Director (Chair) • Evaluation Manager (secretary or delegated chair) • Head of Programme • Head of M&E (if different from EM) • Head of Supply Chain Unit • Other CO staff with relevant expertise e.g. nutrition, resilience, gender, school feeding, partnerships • Area/Field Office Representative(s) • Government, NGOs and donor partner(s) (with knowledge of the intervention and ideally an M&E profile)
Regional bureau
Core members: • Regional Evaluation Officer • Regional Monitoring Advisor • A member of the Regional Programme Unit • Regional Gender Adviser Other possible complementary members as relevant to the evaluation subject: • Regional Supply Chain Officer • Regional Head of VAM and/or Monitoring • Regional Emergency Preparedness & Response Unit Officer • Regional Humanitarian Adviser (or Protection Adviser) • Senior Regional Nutrition Adviser • Regional School Feeding Officer • Regional Partnerships Officer • Regional Programme Officers (cash-based transfers/social protection/resilience and livelihoods) • Regional HR Officer Regional Risk Management Officer

Annex 5: Communication and Knowledge Management Plan

When Evaluation phase	What Product	To whom Target audience	From whom Creator lead	How Communication channel	Why Communication purpose
Preparation	Draft TOR	Evaluation Reference Group	Evaluation manager	Email; bilateral meetings with key stakeholders; meeting with all the ERG members	To request review of and comments on TOR, especially agree on the scope and evaluation questions
	Final TOR	Evaluation Reference Group; WFP CO Management; Evaluation community; WFP employees	Evaluation manager	Email ; WFPgo; WFP.org	To inform of the final or agreed upon overall plan, purpose, scope and timing of the evaluation
Inception	Draft Inception report	Evaluation Reference Group	Evaluation Manager	Email	To request review of and comments on IR
	Final Inception Report	Evaluation Reference Group ; WFP employees; WFP evaluation cadre	Evaluation Manager	Email ; WFPgo	To inform key stakeholders of the detailed plan for the evaluation, including critical dates and milestones, sites to be visited, stakeholders to be engaged etc.
Data collection	In-country Debriefing	For country case studies: WFP Country office management and programme staff; external stakeholders	Team leader	Meeting	To invite key country office stakeholders (internal and external) to debrief the fieldwork and discuss the preliminary findings
Reporting	Participatory data sense-making session and learning workshop	Evaluation Reference Group; RBN management and programme/Supply chain/Procurement staff; Country offices management and programme/supply chain/procurement staff	Evaluation manager and Team Leader	Online Meeting	To invite key stakeholders to discuss the preliminary findings in an interactive way
	Draft Evaluation report	Evaluation Reference Group	Evaluation manager	Email	To request review of and comments on ER
	Final Evaluation report	Evaluation Reference Group; WFP Management (from COs); partners; Evaluation community; WFP employees; general public	Evaluation manager	Email; WFP go; WFP.org ; Evaluation Network platforms (e.g. UNEG, ALNAP); RBN Evidence Map; RBN Evaluation Newsletter	To inform key stakeholders of the final main products from the evaluation and make the report available publicly
Dissemination & Follow-up	Draft Management Response	Evaluation Reference Group ; RBN and CO Programme/ staff; RBN and CO M&E staff;	Evaluation manager	Email and/or a webinar	To discuss the actions for RBN and COs to address the

When Evaluation phase	What Product	To whom Target audience	From whom Creator lead	How Communication channel	Why Communication purpose
		Senior Regional Programme Adviser			evaluation recommendations and elicit comments
	Final Management Response	Evaluation Reference Group, WFP Management; WFP employees; public	Evaluation manager	Email; WFPgo ; WFP.org	To ensure that all relevant staff are informed of the commitments made on taking actions and make the Management Response publicly available
Dissemination & Follow-up (Associated Content)	Evaluation Brief	WFP Management; WFP employees; partners; external stakeholders	Evaluation Team	WFP.org, WFPgo; email; RBN Evaluation Newsletter	To disseminate evaluation findings in a visual way
	Infographics: 1 overall infographics with key findings across the region 1 infographic	CO Management; CO Programme/ staff	Evaluation Team and Evaluation manager	WFP.org, WFPgo; email; RBN Evaluation Newsletter	

Annex 6: Bibliography

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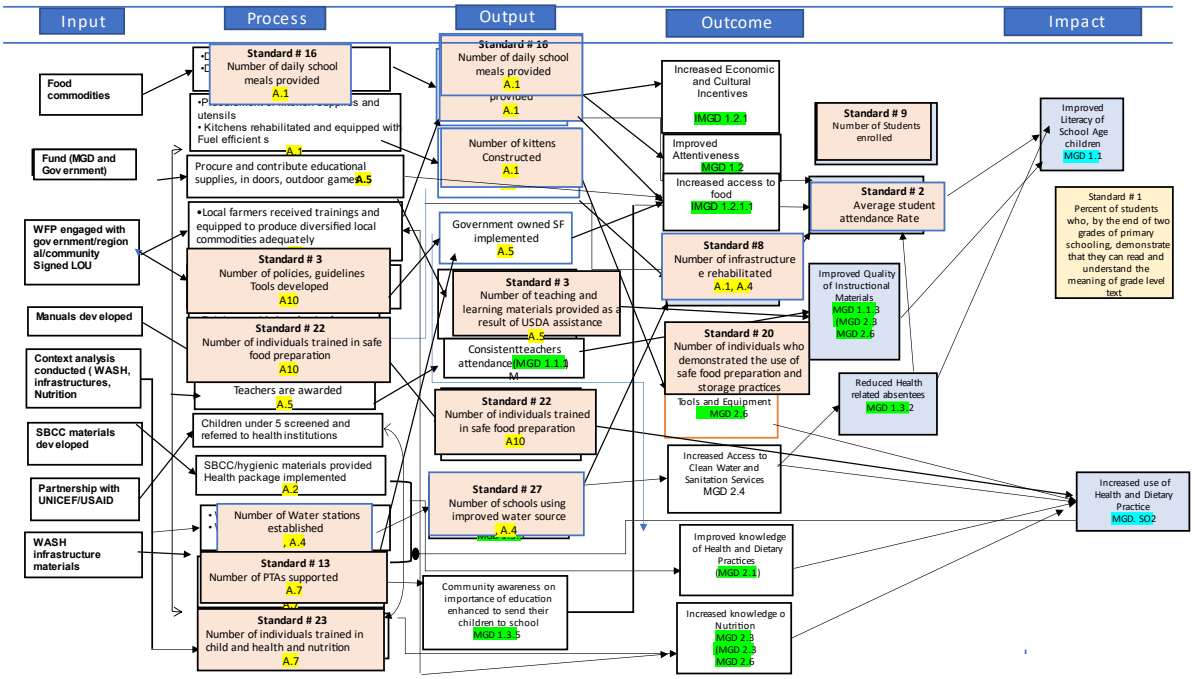
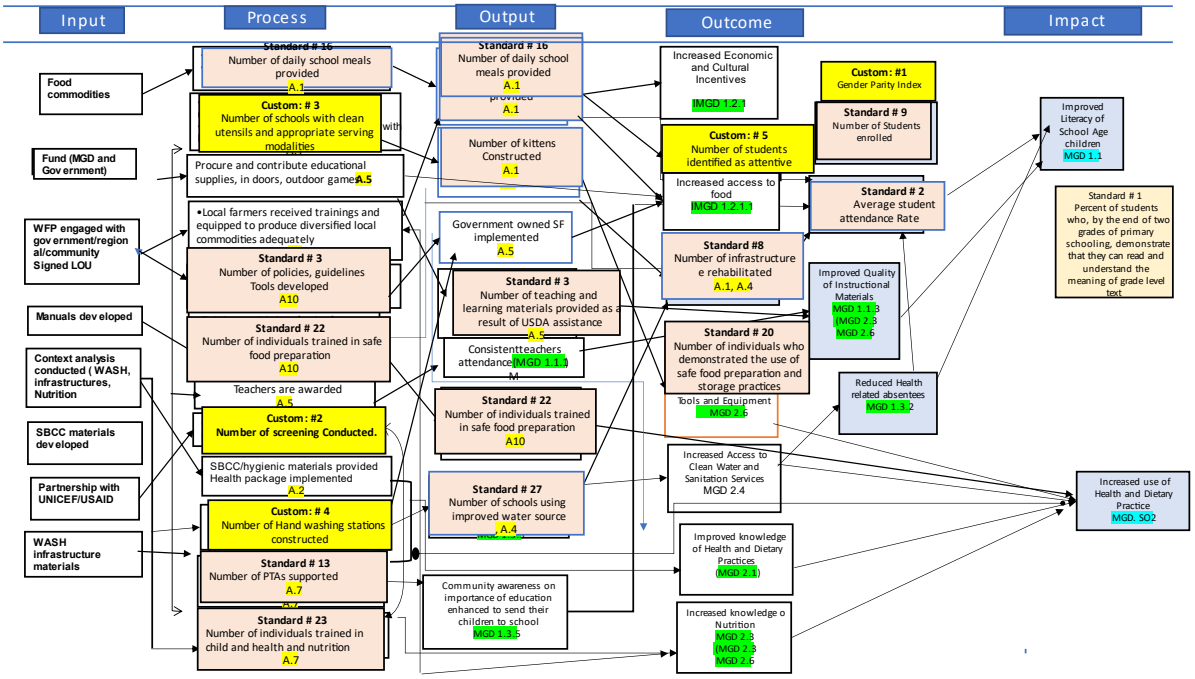
Annex 7: Acronyms

CBT	Cash-Based Transfer
CO	Country Office
COMET	Country Office Tool for Managing effectively
CSP	Country Strategic Plan
DEQAS	Decentralized Evaluation Quality Assurance System
EB	Executive Board
EC	Evaluation Committee
EM	Evaluation Manager
EQAS	Evaluation quality assurance system
ER	Evaluation Report
ERG	Evaluation Reference Group
ETCO	Ethiopia Country office
FAO	Food and Agriculture Organisation of the United Nations
FS	Food Systems
FTMA	Farm to Market Alliance
GCMF	Global Commodity Management Fund
GEWE	Gender equality and women's empowerment
HQ	Headquarter
IR	Inception Report
KPI	Key Performance Indicators
M&E	Monitoring and Evaluation
MT	Metric Ton
NGO	Non-Governmental Organization
OEV	Office of Evaluation
PHQA	Post-Hoc Quality Assurance
QS	Quality Support
RB	Regional Bureau
RBN	Regional Bureau in Nairobi
SC	Supply Chain
SC+	Super Cereal Plus
SCOPE	WFP's beneficiary information and transfer management platform
SDGs	Sustainable Development Goals
SNF	Specialized Nutritious Foods
TOC	Theory of Change
TOR	Term of References
UN	United Nations
UNCT	UN Country Team
UNDSS	United Nations Department of Safety & Security
UNEG	United Nations Evaluation Group
UNHAS	United Nations Humanitarian Air Service
UNHCR	United Nations Refugee Agency
UNICEF	United Nations Children's Fund
WFP	World Food Programme

Annex 8: Theory of Change





Annex 9 Performance Indicators

Activities Indicators			Targets					
Standard Indicator Number	**Activity Number**	**Performance Indicator**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
			FY 2020	**FY 2021**	**FY 2022**	**FY 2023**	**FY 2024**	**FY 2025**
1	6	Percent of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text	37%	42%	47%	52%	57%	62%
2	7	Average student attendance rate in USDA supported classrooms/ schools	75%	76%	77%	78%	81%	83%
3	6	Number of teaching and learning materials provided as a result of USDA assistance	140,000	140,000	0	2990	0	0
8	2	Number of educational facilities (i.e. school buildings, classrooms, improved water sources, and latrines) rehabilitated/constructed as a result of USDA assistance	50	173	50	128	0	0
9	1	Number of students enrolled in school receiving USDA assistance	187,425	174,420	163,640	151,762	137,779	137,779
10	5	Number of policies, regulations, or administrative procedures in each of the following stages of development as a result of USDA assistance	1	1	0	1	0	0
13	2	Number of Parent-Teacher Associations (PTAs) or similar “school” governance structures supported as a result of USDA assistance	450	0	395	115	114	114

14	1	Quantity of take-home rations provided (in metric tons) as a result of USDA assistance	100	140	140	130	120	0
15	1	Number of individuals receiving take-home rations as a result of USDA assistance	3,976	3,837	3,651	3,551	3,149	0
16	1	Number of daily school meals (breakfast, snack, lunch) provided to school-age children as a result of USDA assistance	32,986,800	30,697,920	28,800,640	26,710,112	24,249,104	0
17	1	Number of school-age children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance	187,425	174,420	163,640	151,762	137,779	0
18	1	Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance	191,401	178,257	167,291	153,292	139,309	100
19	3	Number of individuals who demonstrate use of new child health and nutrition practices as a result of USDA assistance	0	255	255	255	263	263
20	2	Number of individuals who demonstrate use of new safe food preparation and storage practices as a result of USDA assistance	0	1,125	263	0	1,388	1388
22	2	Number of individuals trained in safe food preparation and storage as a result of USDA assistance	1,500	350	0	954	0	2804
23	3	Number of individuals trained in child health and nutrition as a result of USDA assistance	0	300	300	300	0	900
27	4	Number of schools using an improved water source	0	48	0	416	453	453
30	1,2,3,4	Number of individuals participating in USDA food security programs	193,201	178,907	167,591	153016	137779	0

31	1,2,3,4,5,6,7	Number of individuals benefiting indirectly from USDA-funded interventions	15,904	15,348	14,604	303524	275558	0
32	1	Number of schools reached as a result of USDA assistance	450	432	411	693	450	0
Custom Indicators								
C1	1,2,3,4,5,6,7	Gender Parity	0.87:1	0.89:1	0.91:1	0.93:1	0.93:1	0.93:1
C2	2	Number of screenings of ECD children conducted	10	10	10	10	10	0
C3	2	Number of schools with clean utensils and appropriate serving modalities	354	357	360	536	536	536
C4	2	Number of handwashing stations constructed as a result of USDA assistance	530	0	0	0	0	640
C5	1	Percent of students identified as attentive in classrooms during the class or instruction	55%	65%	75%	60%	70%	80%

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