

Mid-term evaluation of “Support to the integrated programme for sustainability of school canteens” in Cote d’Ivoire from 2021 to 2026

Decentralized Evaluation Terms of Reference

WFP COTE D’IVOIRE



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1. Background

1. These terms of reference (ToR) were prepared by the World Food Programme (WFP) Côte d'Ivoire Country Office based upon an initial document review and consultation with stakeholders and following a standard template. The purpose of these terms of reference is to provide key information to stakeholders about the evaluation of the mid-term evaluation of the "Support to the integrated programme for the sustainability of school canteens" , to guide the evaluation team and to specify expectations during the various phases of the evaluation.

1.1. INTRODUCTION

2. These terms of reference (TOR) are for the mid-term evaluation of the "Support for the integrated programme for the sustainability of school canteens supported by the United States Government through United States Department of Agriculture's (USDA) McGovern-Dole International Food for Education and Child Nutrition Program funding. This school canteen programme is a school feeding and literacy programme implemented in the West, North and Northeast regions of Côte d'Ivoire from 2015 to 2022 in its first phase. The second phase covers the same area and schools from 2021 to 2026. It aims to improve the program's achievements and facilitate a gradual transfer of the programme to the State of Côte d'Ivoire. The programme aims to support the country's national objectives in terms of improving enrolment, retention, primary education, literacy, food security, nutrition and school health. This evaluation is an activity evaluation (school canteens) commissioned by the WFP country office in Côte d'Ivoire in accordance with the evaluation plan submitted to USDA. It will cover the period from September 2021 to April 2024. The evaluation mission will take place from April to May 2024.
3. The purpose of the terms of reference is to:
 - a) describe the implementation of the mid-term evaluation;
 - b) provide key evaluation information to all stakeholders; and
 - c) brief and coach the evaluation team on the objectives and expectations of this evaluation.
4. The TOR are based on the WFP Evaluation Policy and the USDA Monitoring and Evaluation Policy. The evaluation should follow and meet the requirements outlined in these policies.

1.2. CONTEXT

5. Côte d'Ivoire is a West African country, bordered by Mali and Burkina Faso in the north, Liberia and Guinea to the West, Ghana to the East and the Atlantic Ocean to the South. With a population estimated at nearly 29.4 million inhabitants in 2021, Côte d'Ivoire is a sub-regional economic power. The primary sector which consists in exploiting natural resources, mainly focused on agriculture, accounts for 22% of Gross Domestic Product (GDP); the secondary sector, which also accounts for around 22% of GDP, mainly involves oil refining, energy, food and construction; finally, the tertiary sector, predominant at about 56% of GDP, is dominated by telecommunications, transport, trade and financial activities. Côte d'Ivoire is a middle-income country. The agricultural sector employs 46% of the workforce and supports two-thirds of the population. Côte d'Ivoire is the world's largest producer of cocoa and cashew nuts, the world's 5th largest producer of palm oil (2nd largest in Africa), the world's 7th largest producer of natural rubber (largest in Africa), and Africa's 4th largest producer of cotton. In Côte d'Ivoire, young people and women are strongly present in the agricultural and food value chains. Women are engaged predominantly in market gardening (production and marketing) and food crops (cassava). Their participation in these activities is around 95%¹. In the case of maize, women (49.4%) and

1 IFAD - International Fund for Agricultural Development

men (50.6%), almost all of them young people, are equally involved in production and marketing activities. Women and young people make up the vast majority of the country's fish importing, preserving, processing (particularly fish smoking) and marketing niches. They account for more than 90% of market players, with 70% being women. On the other hand, men are heavily involved in the production of yams (67.4%), rice (75%) and meat (ruminants and poultry). Women dominate rice marketing (85%), while in the yam and meat trade (cattle, sheep, eggs and meat products) is almost entirely managed by men. Plantain production is dominated by men (80%), while women's organizations are also dominant in cassava production. Marketing and processing of cassava and plantain are dominated by women (over 90%).

Women are also omnipresent in family food and nutrition. This strong involvement is a guarantee of the application of best practices in these areas. As far as climate change is concerned, women are the most affected by the various phenomena, as they often have difficulty finding land to carry out their agricultural production activities.

According to the Human Development Index (HDI) for women and men, measured by the Gender Development Index (GDI), Côte d'Ivoire has an average gap of 22.6%. Women have less access to education than men, and experience greater difficulties in accessing health care and the labor market. In addition, women face cultural, religious and institutional constraints that were exacerbated during the decade of socio-political crisis, and the recent Covid-19 pandemic. According to Afrobarometer, seven out of ten Ivorians (71%) say that women should be as eligible for political office as men. But (58%) feel that women running for office could be criticized or harassed. The majority of Ivorians support equal access to employment and land, as well as female leadership². They approve of the government's performance in promoting gender equality, but feel it still needs to do more.

6. Since the end of the 2010 post-election crisis, Côte d'Ivoire's economic recovery has been notable, with the country experiencing one of the highest growth rates in sub-Saharan Africa. The Ivorian economy recorded real GDP growth rates of 8.0% in 2016, 7.7% in 2017, 7.4% in 2018 and projected at 6.9% in 2019 and 3.6% in 2020 due to the adverse effects of the COVID-19 health crisis on the economy. On the good governance index, Côte d'Ivoire moved from 44th place in 2012 to 22nd place in 2018 and 18th place in 2020³. Regarding the Corruption Perception Index (CPI), the country moved from 130th place in 2012 out of 174 countries ranked to 105th place out of 180 countries in 2018⁴. Côte d'Ivoire has made great progress in maintaining economic growth above 7% (SDG target), education, drinking water and electrification: the proportion of the population with access to a source of electricity. Improved water increased from 61% in 2008 to 78.4% in 2015, then to 82% in 2017 and 84% in 2019. The rate of access to electricity has continuously increased, rising from 34% in 2011 to 94% in 2020⁵.

This improvement, which results from the recent economic recovery, has affected both rural and urban areas. Nevertheless, poverty remains a predominantly rural phenomenon, manifesting itself in unequal access to essential services and gender disparities, and fueling divisions between income groups as well as between urban and rural populations.

7. Nevertheless, poverty remains a predominantly rural phenomenon, which manifests itself in inequalities of access to essential services and gender disparities and which fuels divisions between income groups but also between urban and rural populations. In addition, the various socio-political crises that followed one another had negative consequences and led to the deterioration of the living conditions of the populations despite the adoption and implementation of various economic and financial programmes with a poverty rate that rose 46.3% in 2015 (ENV2015) to 39.5% in 2018 (World Bank). Added to this is the COVID-19 health crisis and the Black Sea crisis (Russian-Ukraine) which have had a no less significant impact on the economies of countries, in particular those with low incomes directly affecting the formal sector and informal and household income. The immediate effects of the crisis will include market volatility, which will hamper vulnerable groups' access to diversified food.

² AD543: Égalité des genres en Côte d'Ivoire : Des efforts restent encore à faire

³2020 Ibrahim Index of African Governance (IIAG)

⁴Transparency International's 2019 Corruption Perceptions Index (CPI) report

⁵World Bank: article, the secret of Côte d'Ivoire's electricity success

8. The McGovern-Dole International Food for Education and Child Nutrition Program, supported by the United States Department of Agriculture (USDA), targets the most vulnerable areas in the country with high rates of food insecurity and malnutrition. The food insecurity rate for the seven McGovern-Dole regions targeted in 2018 was 10.9%, substantially equal to the national food insecurity rate which was 11%. This rate rose to 6% in January 2023 (DISSA) with pronounced disparities between the 7 regions. Bafing, 12.5% and Tchologo 1.1%; Poro 6.0%; Gontougo 8.8%; Cavally 8.3%; Bagoue 0.2%; Bunkani 5.2%⁶. Regarding the malnutrition rate at national level, according to Multi Indicator Cluster Survey (MICS) 2016, about 21.6% of children under five suffered from chronic malnutrition. This figure rose in 2021 to 23% (EDS 2021). In the Montagnes, Woroba and Zanzan districts, in McGovern-Dole programme intervention area, the nutritional status of children with regard to stunting is considered "Very high" (>=30%). The national prevalence of acute malnutrition has increased from 6% to 8% from 2016 to 2021. In the Savannah districts targeted by the McGovern-Dole programme, 20% of children are underweight. By way of comparison, this percentage is 8% in the regions of Yamoussoukro and Comoe. The prevalence of underweight is about three times higher among children whose mother has no level of education compared to those whose mother has the highest level (16% against 5%). Anemia remains a serious public health problem in Côte d'Ivoire. The prevalence of anemia is particularly high in the Denguélé district where it reaches 81%. In the districts of Bas-Sassandra (75%), Savanes (77%), Woroba (78%) and Zanzan (76%), at least three out of four children are anemic (EDS 2021).
9. The zero-hunger strategic review identified the following challenges that will need to be addressed to achieve the Sustainable Development Goal (SDG) 2 in Côte d'Ivoire, which is about creating a world free of hunger by 2030. The development of Côte d'Ivoire's agricultural strategy is in line with the frameworks defined at international, regional and national levels - principally: (i) the Comprehensive Africa Agriculture Development Program (CAADP) adopted in Maputo in 2003, (ii) its implementation at ECOWAS level through the West Africa Regional Agricultural Policy (ECOWAP), (iii) the 2014 Malabo Declaration on agricultural transformation, (iv) the Sustainable Development Goals (SDGs), (v) ECOWAP +10, which introduces strategic instruments to accelerate progress in West Africa, and (vi) Côte d'Ivoire's National Development Plan (NDP) 2016-2020.

Access to food. The lack of data disaggregated by sex and age makes it difficult to identify the respective difficulties of women and men, or girls and boys, in terms of access to food. Various problems arise: lack of coherence of the programme in favor of food security; the lack of recognition of the role of small producers in food security when formulating trade and budgetary policies; and insufficient collection, analysis and use of data to identify vulnerable people.

Nutrition. There are many sectors – including agriculture and social protection – that could contribute to achieving nutrition outcomes through nutrition-sensitive initiatives, but this potential remains untapped. However, several obstacles impede progress: silo action by ministries working on interrelated issues such as food security, nutrition, health and education; low-scale food fortification initiatives; insufficient outreach of communication initiatives aimed at changing society and behavior on issues related to dietary diversity, hygiene and food safety; and the lack of attention for adolescent girls.

Social protection. Resources invested in gender-sensitive social protection are insufficient. The coverage of the national school meals programme and safety net programme is limited and synergies between safety net programme are weak. Other obstacles include the challenges of implementing a strategy to extend safety nets to rural populations and the need for more inclusive and equitable safety net policies, including for school meals.

The data tend to show that progress is too slow for MDG 2. The goals of MDG 2 are to eliminate hunger, ensure food security, improve nutrition and promote sustainable agriculture. In Côte d'Ivoire, regarding ODD2, progress against objectives has been observed to be slower than originally anticipated:

Recent routine data collected in 15 health districts show that, out of 16,731 expected acutely malnourished children, 9,018 were treated, representing a coverage rate of 54%, 78% of whom were declared cured. As for vitamin A, 5,506,830 children aged between 6 and 59 months were supplemented

⁶ SAVA August 2018, DISSA January 2023

during the campaign, and 285,194 as part of routine care. In addition, 4,991,103 children aged 12 to 59 months were de-wormed in campaigns, and 197,854 in routine de-worming campaigns.

The operationalization of the “Plateforme Nationale Multisectorielle d'Information Nutritionnelle” (PNMIN - National Multisectoral Nutritional Information Platform) is effective and has helped to improve malnutrition among children under 5, and pregnant and lactating women. Indeed, the proportion of children suffering from acute malnutrition who receive treatment and are cured is 32% nationwide. The rate of exclusive breastfeeding rose from 12.1% to 23.5% over the same period. Similarly, the proportion of infants put to the breast within an hour of birth rose from 30.8% to 36.6%.

MDG 17 aims to improve North-South and South-South cooperation, supporting national plans to achieve all targets. Humanitarian and migration issues have long been the subject of disputes between Côte d'Ivoire, Mali and Burkina Faso. Social tensions and the rise of jihadist interventions in the Sahel could pose real challenges.

The creation of a business environment conducive to the attractiveness of external financing, in particular Foreign Direct Investment (FDI), has been at the heart of public action in recent years. Over the period 2015-2017, according to the State Secretariat to the Prime Minister in charge of the budget and state portfolio, the average share of external financing in the national budget is 1.68% with respectively 0.4% in 2016 and 2.95% in 2017.

10. As soon as it gained independence, Côte d'Ivoire made education a priority by allocating more than 40% of the budget to it and set a goal of achieving universal education. However, several factors have inhibited this desire, including the thorny problem of midday hunger which many children whose school was located several kilometers from the family home were confronted with very early on. The adequate and complete response to this important problem required the conduct of a social policy based in particular on school canteens. This is why, in 1989, the State undertook, with support from WFP, a vast school feeding programme. The School Feeding Programme had experienced encouraging development which resulted in the establishment of more than 5,500 school canteens throughout the country in 2012-2013, providing a hot meal to nearly one million children. This corresponded to a canteen coverage rate of approximately 50%. The mismatch between the resources allocated and the demand for school canteens has led to a drop in the level of service, in particular the drop in the number of rations and the number of days of supply of hot meals to children. Thus, to fill this gap, the communities were invited to participate in the management of school canteens. Since 1998, these groups, made up of a very large majority of women volunteers, engage in income-generating activities, mainly in the agricultural and livestock sector and give part of their production to the canteen, thus contributing largely to feeding the children, alongside other partners.
11. The Ivorian government, through the Department of School Canteens (DCS) has, with the technical assistance of the World Food Programme (WFP) and the United Nations Development Programme (UNDP), developed in April 2012, the national strategy for school feeding for the period 2012-2017. This document defines the priority areas of intervention by analyzing in a combined manner the level of food insecurity, the prevalence rate of chronic malnutrition, the schooling rate and the poverty rate in the different regions of the country. Thus, the following regions have been identified as priority areas for school canteen interventions: priority 1 (Cavally; Guémon; Poro; Bagoué; Tchologo; Bafing), priority 2 (Worodougou; Béré) and priority 3 (Gontougo and Bounkani). The national strategy has been updated for to cover the period 2018-2022. An additional update covering the period 2023-2023 is underway. It will also align the strategy with the national policy which ends in 2025.
12. From September 2013 to December 2016, WFP implemented a development programme entitled: “Support to the integrated programme for the sustainability of school canteens”. With 571,000 expected beneficiaries, this programme targeted 29% of all school canteens and 15% of all public primary schools in Côte d'Ivoire. This programme covered 1,634 school canteens in the 10 priority regions. Also, in support of the school feeding programme in Côte d'Ivoire, the WFP mobilized funds from the USDA (McGovern-Dole). This donation supports the school feeding programme in seven (7) priority regions (Poro, Bagoué, Tchologo, Bounkani, Gontougo, Bafing and Cavally) from 2015 to 2020 for the first phase and from 2021 to 2026 for the second phase.
13. In addition to the WFP, other organizations are also involved in this vast programme for the sustainability of school canteens, such as: The NGO Ivoire sustainable development which supports the

empowerment of women in rural areas and the education of children, the Orange Côte d'Ivoire and SIFCA foundations, which in their social policy build school canteens, provide ecological stoves and make them available to communities.

The school canteens programme is implemented by the Ministry of National Education and Literacy (MENA) through the School Canteens Department (DCS) which carries out the various activities of this programme and project in the various regional directorates of National Education. The National Rural Development Support Agency (ANADER) provides technical support, particularly for the supervision of agricultural groups mobilized around school canteens.

14. From a gender perspective, despite the adoption of the strategic plan for the acceleration of girls' education (PSAEF) in Côte d'Ivoire, challenges remain. The gap between illiterate women and men remains. Girls continue to attend school less than boys, and this gap grows over their school careers. 52,7% of girls and 64,8% of boys complete lower secondary school in Cote d'Ivoire as of 2021⁷. Discrimination against girls is in part related to family decisions to give preference to the education of boys when financial constraints arise. Discrimination is also deeply rooted in behavioral patterns such as early marriage and pregnancy.
15. Brief description of McGovern-Dole programme activities (phase 2):
 - Provision of school meals – daily hot meals (composed of rice, legumes, oil and salt) are provided to 125,000 pupils in 613 primary schools in seven targeted departmental directorates.
 - Training of canteen managers - training is provided annually to improve management and administrative capacity in the areas of food preparation, nutrition and reporting.
 - Training of members of school management committee, Canteen Monitoring Committees (CSCS) - training in community mobilization, maintenance and management of school infrastructure, canteen management and other relevant issues affecting the community.
 - Provision of food preparation and storage equipment and tools - improved food preparation and storage equipment (kitchen kits, improved cookstoves) are distributed to school canteens supported by McGovern-Dole funding.
 - Development of local capacities to supply food to schools – the production groups established around canteen schools are strengthened through the improvement of their agricultural knowledge and access to structured markets.
 - Distribution of deworming - deworming tablets are distributed twice a year to all students.
 - Support for the implementation of the national school feeding programme – technical assistance, financial support and training are provided to the Government for the development of the national school feeding policy, building its capacity in monitoring, logistics and food management.
 - Development of reading improvement tools – these tools are provided to stakeholders (teachers, community members, school principals, Ministry) as a guide to quality reading instruction.
 - Provision of additional reading materials.
 - Improvement of existing government reading materials – improvement in the distribution and use of government reading materials
 - Facilitation of reading instruction workshops – improving the teaching of reading in the CP1 and CP2 classrooms through the four professional development initiatives.
 - Strengthening of government and community capacity to improve reading lessons - in addition to the implementation of reading-related interventions, reading promotion circles and early reading symposia are organized.
 - Rehabilitation or creation of 150 hydraulic structures.
 - Implementation of handwashing facilities in schools.
 - Access to a modern latrine system for 100 USDA-supported schools
 - Training and awareness on water, hygiene and sanitation.
 - Strengthening the institutional framework of the programme
 - Generation of evidence relating to the cost-benefit analysis of the current school meals programme in relation to the more profitable and affordable school feeding model (Cost-Benefit Analysis).

⁷ WorldBank, 2021 data <https://genderdata.worldbank.org/countries/cote-d-ivoire/>

2. Reasons for the evaluation

2.1. RATIONALE

16. The mid-term evaluation is part of the McGovern-Dole programme evaluation plan, which envisions three types of evaluation during the life of the programme: (i) a baseline evaluation⁸ before the start of the programme in order to establish baseline values for programme indicators, (ii) a mid-term evaluation and (iii) a final evaluation to assess programme performance at mid-term and at the end of the programme respectively. In addition, the recommendations from the mid-term evaluation inform on the adjustments required during the rest of the life of the programme.
17. Thus, at the end of two years of implementation of the second phase of the McGovern-Dole programme, the organization of a mid-term evaluation is fully justified. Consequently, these ToR intended for this mid-term evaluation must take into account the progress made in the implementation and the first signs of the effects of the McGovern-Dole programme on the beneficiaries compared to the results obtained during the baseline evaluation carried out in November 2021.
18. On the basis of the ToR, a team of external evaluators will be selected to conduct the mid-term evaluation independently while respecting the established timeline (see annex 2).
19. The purpose of this mid-term evaluation is to critically and objectively examine and take stock of the programme implementation experience in the Côte d'Ivoire implementation context. This involves assessing whether targeted beneficiaries are receiving services as intended, assessing whether the programme is on track to achieve stated goals and objectives, reviewing results frameworks and assumptions, documenting lessons learned, and discussing modifications needed or mid-course corrections needed to effectively and efficiently achieve stated goals and objectives while highlighting gender issues through a cross-cutting approach. In addition, this evaluation should shed light on the government's capacity to take full control of the 613 schools through sustainable funding, on the one hand, and to finalize the drafting of the school feeding law during the remaining programme period, on the other hand, and to formulate recommendations in this area. The previous McGovern-Dole final evaluation, for the project that ended in 2022, indicated that the upward trend in girls' enrolment was due to an increase in girls' enrolment and a decrease in boys' enrolment, which may be explained by the provision of take-home rations for girls only. We expect this evaluation to explore this finding, even though the take-home ration no longer exists.

2.2. OBJECTIVES

20. WFP evaluations serve two mutually reinforcing purposes: accountability and learning.
 - **Accountability**- The mid-term evaluation will make it possible to report to national authorities in Côte d'Ivoire, donors, partners and external stakeholders including beneficiaries on the performance and results of the school feeding programme supported by McGovern-Dole funding. The mid-term evaluation will be essential for accountability purposes under the current phase. Evaluation of programme achievements should include the perspectives of different beneficiary groups when collecting data.
 - **Learning** - The evaluation will determine the reasons why certain results occurred or did not occur to draw lessons, derive good practices and provide pointers for learning. It will also provide evidence-based findings to inform operational and strategic decision-making. Findings will be actively disseminated and lessons will be incorporated into relevant lesson-sharing systems. According to the McGovern-Dole Learning Agenda, a collective effort to generate knowledge about the impact of school feeding programmes will improve their design and operationalization and lead to significant results on improving education, nutrition and sustainability of these programmes. Therefore, while always being sensitive to the goal of accountability, this evaluation will pay particular attention to

⁸ Baseline established in March 2022

learning and evidence generation needs. Specifically, the mid-term evaluation will assess the results obtained under the current programme and will take stock of the level of implementation of the recommendations made during the final evaluation.

It will also inform us about the sustainability of the program in relation to the school feeding law and the government's capacity to ensure the full operation of the 613 schools.

2.3. STAKEHOLDER ANALYSIS

21. The evaluation will seek the views of, and be useful to, a broad range of WFP internal and external stakeholders. A number of stakeholders will be asked to play a role in the evaluation process in light of their expected interest in the results of the evaluation and relative power to influence the results of the programme being evaluated. Table 1 provides a preliminary stakeholder analysis, which should be deepened by the evaluation team as part of the inception phase.
22. Accountability to affected populations, is tied to WFP commitments to include beneficiaries as key stakeholders in WFP work. WFP is committed to ensuring gender equality, equity and inclusion in the evaluation process, with participation and consultation in the evaluation of women, men, boys and girls from different groups (including persons with disabilities, the elderly and persons with other diversities such as ethnic and linguistic).
23. A number of stakeholders, both inside and outside WFP, have an interest in the results of the evaluation and some of them will need to play a role in the evaluation process. They will contribute throughout this process. It is also expected that a summary table will be produced by the team of evaluators and highlight the problems identified and the major recommendations by similar group of stakeholders.

Table 1: Preliminary stakeholder analysis

Stakeholders	Interest and involvement in the evaluation
Internal (WFP) stakeholders	
WFP country office (CO) in Côte d'Ivoire	Key informant and primary stakeholder - Responsible for the planning and implementation of WFP interventions at country level. The country office 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. This evaluation will enable WFP and its partners to better understand the area of investment in school meals focused on local purchases. This could inform national school feeding policies and strategies.
WFP field offices in Korhogo and Man	Key informant and primary stakeholder - WFP field offices of Korhogo and Man are responsible for day-to-day programme implementation. The field offices liaise with stakeholders at decentralized levels and have direct beneficiary contact. They will contribute to direct data collection and be affected by changes to implementation caused by the outcome of the evaluation.
WFP Regional bureau (RB) for Dakar	Key informant and primary stakeholder – RBD is 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 use the evaluation findings to provide strategic guidance, programme support, and oversight. The regional evaluation

	officers support country office/regional bureau management to ensure quality, credible and useful decentralized evaluations.
WFP HQ 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	Key informants and primary stakeholders (students, directors, teachers, canteen managers, parents, women farmers group, school management committees) - 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 Ministry of National Education and Literacy	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. The evaluation results will enable students, teachers and parents, as well as the wider educational community, to be informed about the learning outcomes achieved at a specific point in time, in order to highlight successes, plan interventions and continue to foster success. The Leadership, promotion and monitoring of management committees Department (Direction de l'Animation, de la Promotion et de Suivi des COGES - DAPS COGES) will also use the results to strengthen its community-based approach to mobilizing and raising awareness of school canteens.
Government Ministry of National Education and Literacy -	Key informants and primary stakeholder - The DCS is the government institution in charge of implementing the school canteen programme. The DCS has an interest in knowing whether the school meals programme

The School Canteens Department (DCS)	supported by the McGovern Dole is aligned with its priorities, harmonized with the one it implements and responds to the results expected under the national education policy and strategy.
Ministry of State, Ministry of Agriculture and Rural Development	Key informants and primary stakeholder - The Ministry of State, Ministry of Agriculture and Rural Development (MEMINADER) has agreed to entrust the implementation of the programme to WFP Côte d'Ivoire. Through the National Rural Development Support Agency (ANADER), MINADER also provides technical assistance to agricultural groups mobilized around school canteens. The results of the evaluation will enable MINADER to assess the results obtained.
United Nations country team (UNCT)	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)	<p>Key informants and primary stakeholder (Wopile SANGA, BFCO, RET-PACI) - 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.</p> <p>AVSI (Association of Volunteers for International Service) is WFP's partner for the implementation of the learning to read component of this programme. The results of the evaluation will be key to informing implementation modalities and strategic directions. They will inform teachers about learning outcomes and help plan and direct instruction while providing useful feedback to students.</p>
USDA	<p>Secondary stakeholder - USDA is the main donor for the McGovern Dole program, therefore, they should be kept informed throughout each step of the evaluation and consulted for feedback and approval of evaluation products according to the standards planned in the program.</p> <p>USDA can also serve as a key informant and will be involved in using evaluation findings for programme during the evaluation.</p>

3. Subject of the evaluation

3.1. SUBJECT OF THE EVALUATION

24. The World Food Programme (WFP) uses, over a period of approximately five fiscal years (2021-2026), food and funds provided by the McGovern-Dole 'Food for Education and Child Nutrition program of the USDA Foreign Agricultural Service (FAS) which runs from 2021 to 2026, to implement a programme of school feeding in Côte d'Ivoire focused on achieving the following objectives:
- Increase student enrollment and alleviate midday hunger through the provision of school meals;
 - Improve student health and nutrition by supporting national health and nutrition policies and programmes, community mobilization and awareness, as well as improving sanitation practices and access to clean water;
 - Improve the literacy of school-aged children and the quality of education through better access to materials and capacity building for school administrators and teachers;
 - Increase the capacity of smallholder farmer groups to create supply chain linkages and promote community contribution to the school meals programme for sustainable transfer to government;
 - Strengthen the institutional framework of the school canteen programme;
 - In this second phase of the programme, particular emphasis is placed on the gradual transfer of the programme to the government through capacity building activities.
25. As part of the support for the integrated programme for the sustainability of school canteens in Côte d'Ivoire, the WFP submitted two requests for funding to the United States Department of Agriculture. The first request submitted in 2015 was approved the same year for an amount of US\$35,678,500. This funding made it possible to support the school canteen programme over the period from September 2015 to July 2022 in seven (7) priority regions (Poro, Bagoué, Tchologo, Bounkani, Gontougo, Bafing and Cavally (Annex 1). This funding covered a total of 613 rural primary schools, for a total of 125,000 students who benefited from school meals. In addition, 50,000 girls in the first and second year middle school classes (CM1 et CM2) in three regions (Poro, Bagoué and Tchologo) received dry take-out rations (i.e. 10,000 more girls per year). The second funding request submitted and approved in 2020 results in the second phase of the programme which is planned between 2021 and 2026 in the same priority regions mentioned above (Annex 1) with a target of 125,000 students in total distributed in 613 primary schools. This second financing agreement amounts to 25 million US dollars.
26. The programme plans to provide hot meals to students whose ration consists of rice (150g / per meal / student), beans (30g / meal / student) and oil (10g / meal / student). This phase of the programme targets 125,000 students for the distribution of hot meals over the total duration of the programme with an initial total of 120 school days for the first year with a gradual reduction of 25 school days in the other years.
- The health component of the programme consists of offering two deworming distribution sessions per year to 125,000 students in targeted schools. Canteen managers and communities around schools benefit from capacity building trainings for increased use of good sanitation management and food storage practices. It is planned to train a total of 900 participants over the duration of the programme.
27. In order to sustain the school canteens, women's agricultural groups are mobilizing around the canteens. The programme provides both technical and financial support to these groups to strengthen their production capacity and thus improve their contribution to the supply of school canteens. The first phase of the programme (FY15 award) planned to provide assistance to 50 groups per year, or 250 groups over the duration of the programme. Out of this initial planning, 53 groups have in fact been supported thanks to funding from outside the programme. This phase of the programme (FY20 award) plans to help 50 groups. These women's groups are a gender-sensitive component of the programme.
28. In addition to the school feeding component, the McGovern-Dole funding supports a component aimed at improving students' reading skills. To this end, the international NGO AVSI was selected to improve students' reading skills. In collaboration with the Ministry of National Education, tools to improve

reading skills have been designed and teachers have been trained in the use of these new tools. AVSI aims to improve the reading skills of 136,000 students during this second phase.

29. The other characteristics of the programme are mentioned in table 2

Table 2: Key characteristics of the programme

OPERATION	
Appropriation	The school canteen programme supported by McGovern-Dole 2 funding was approved by the USDA in 2020 (25 million \$)
Duration	2021 à 2026
Planned beneficiaries	<u>Planned :</u> Students receiving rations: 125 000 Training of COGES/CSCS : 613 committees Agricultural support and literacy: 50 groups
Planned food requirements	<u>Planned :</u> 8 300 mt
Planned budget resources	<u>Planned :</u> US\$ 25 000 000
PARTNERS	
Government	Ministry of National Education and Literacy <ul style="list-style-type: none"> - Direction des Cantines Scolaires (School Canteens Department), - Direction de la Pédagogie et de la Formation Continue (Pedagogy and Continuing Education Department), - Direction d'Animation de Promotion et de Suivi des COGES (Leadership, promotion and monitoring of management committees Department) - Direction des Stratégies, de la Planification et des Statistiques (Strategy, Planning and Statistics Department), - Direction de la vie scolaire (School Life Department).
NGO	AVSI

30. The second phase of the programme (FY20 award) has focused on transitioning school feeding activities to government and gender mainstreaming. Indeed, in 2017, WFP Côte d'Ivoire commissioned a study on the impact of the food aid programme on gender roles with the aim of refining its intervention capacities in the management of equality issues gender and women's empowerment, and better embrace gender transformation. This study enabled the WFP country office in Côte d'Ivoire: (i) to assess the extent to which gender dimensions are taken into account during key programme phases: design, planning, implementation, monitoring, evaluation and communication (ii) to explore the perception of women, men, girls and boys regarding food aid program interventions. The evaluation will assess how this Gender equality and women's empowerment (GEWE) analysis has informed the programme and the extent to which it has been integrated in the design.

31. The recommendations of the final evaluation ⁹of the first phase can be summarized in four key points:

- Track and report on the number of canteen days and meals in all WFP-supported schools and those supported by community contributions using information collected from canteen management documentation.

⁹ February 2022

- Work with Women's Agricultural Groups (WAG) to more closely monitor their crop yield, production and profit margin.
- Consider the individual needs and abilities of GAFs and provide support tailored to those specific needs.
- Consider potential synergies with programmes such as PAPSE, which pursue similar objectives in some of McGovern-Dole's areas of intervention.

3.2. SCOPE OF THE EVALUATION

32. The evaluation will cover the school meals programme funded by the McGovern-Dole award in FY20, including all activities and processes related to its formulation, implementation, financing, monitoring, evaluation and reporting, in order to answer the evaluation questions. The evaluation will ensure that gender and equity/inclusion dimensions are integrated in the scope of analysis. This will require a certain degree of disaggregation in the way data will be collected and analysed. The period covered by this mid-term evaluation covers the period from the start of the operationalization of the programme until the start of the evaluation (September 2021 to April 2024).
33. The evaluation will cover the seven (7) regions where the programme is implemented. These are Poro, Bagoué, Tchologo, Bounkani, Gontougo, Bafing and Cavally (annex 1).

4. Evaluation approach, methodology and ethical considerations

4.1. EVALUATION QUESTIONS AND CRITERIA

34. The evaluation will apply the following international evaluation criteria: Relevance, Effectiveness, Efficiency, Sustainability and Impact. Gender equality and women's empowerment (GEWE) will be addressed through these five criteria, with specific evaluation questions that are appropriate.
35. In relation to the criteria, the evaluation will address the following key questions which will be developed by the evaluation team in the inception report. Collectively, the questions aim to highlight key learnings and programme results that could inform future strategic and operational decisions. The evaluation questions will be linked to the OECD/DAC evaluation criteria as described in table 3. The evaluation team will need to explore these evaluation questions further during the inception phase.

Table 3: Evaluation questions and criteria

Criteria	Midterm Evaluation questions
Relevance	<ul style="list-style-type: none"> To what extent was the design of the interventions consistent with the needs and priorities of the government and the target population, including vulnerable groups - women, girls, boys and men? Was the intervention aligned with the policies and priorities of WFP, partners and United Nations agencies? Was the intervention aligned with the policies and priorities of USDA's McGovern-Dole Food for Education Program? To what extent did the programme design and objectives take into account the social, economic, cultural, political and environmental context and equity for beneficiaries? To what extent was the intervention able to adapt throughout the programme to new needs or changing circumstances? To what extent has the programme considered gender the implementation of the interventions? What were the synergies between the intervention and other WFP interventions in Côte d'Ivoire ? What were the synergies between the intervention and other U.S. Government funded interventions in Cote d'Ivoire?
Effectiveness	<ul style="list-style-type: none"> To what extent have the outputs and outcomes been achieved for men, women, boys and girls (are they likely to be)? What are the factors that have or have not influenced this result? Has the achievement of results led / is it likely to lead to the achievement of the objectives of the intervention? What major factors influenced this? To what extent have the recommendations made in the McGovern-Dole 1 final evaluation been implemented? What factors helped or hindered the implementation of these recommendations? How effective have gender-sensitive activities been?
Efficiency	<ul style="list-style-type: none"> How "cost effective (cost/effective)" were the activities? • Was the intervention implemented in a timely manner? Was the intervention implemented in the most effective way compared to the alternatives? What external and internal factors influence efficiency?
Impact	<ul style="list-style-type: none"> What were the results and effects of the programme on the targeted beneficiaries (girls, boys, men and women, households, communities and

	<p>institutions) in terms of: (a) improvement in educational indicators; (b) improvement in pupils' reading skills; (c) group capacity-building d) institutional capacity-building. What are the reasons for the effects observed?</p> <ul style="list-style-type: none"> • Are there any unintended effects (negative and/or positive) on beneficiaries? What are the main positive impact factors? • What have been the gendered impacts, particularly with regard to girls' education? • To what extent have school canteen monitoring committees strengthened support for canteens?
Sustainability	<ul style="list-style-type: none"> • To what extent has the handover of the programme has effectively started and what are the factors limiting the handover process? • To what extent will the benefits of the intervention continue after McGovern-Dole programme activities end? • What are the key factors that affect programme sustainability (FY20)? Has there been an evolution of these factors since the start of the programme (FY20 and FY15)? • To what extent do groups of women farmers contribute to the supply of canteens? Is it clear that their contribution will continue after the McGovern-Dole programme ends? To what extent is this model (based on women farmers donation) sustainable and what would be the tradeoff for voluntary contributions? • To what extent have school canteen monitoring committees helped to support canteens and women farmers, and could strengthen, improve and sustain their long-term support? • Has the intervention changed gender relations between men and women in the medium and long term? • To what extent will the achievements of the programme in terms of gender, equity and empowerment be sustained after the programme?

4.2. EVALUATION APPROACH AND METHODOLOGY

41. The midline evaluation will be designed on the methodology used at baseline to ensure consistency in the approach and to minimize the introduction of new biases. This is a performance evaluation with data collected only from project participants so the design will measure changes in indicators from the baseline to assess the program's progress in reaching its target goals and measure the program's causal impacts after two years of implementation.

42. The methodology will be tailored by the evaluation team during the inception phase. It should:
 - Employ the relevant evaluation criteria above;
 - Apply an evaluation matrix geared towards addressing the key evaluation questions taking into account 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.

43. 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 take into account 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.).

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 taken into account. The methodology should ensure that primary data collected is disaggregated by sex and age; an explanation should be provided if this is not possible. It should specify 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.
45. 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.
46. 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.
47. The following mechanisms for independence and impartiality will be employed such as use of an evaluation committee and an evaluation reference group, in relation to data collection and the methodology.
48. The following potential risks to the methodology have been identified during the baseline evaluation and the mitigation strategies proposed. The evaluation team will dig dipper for mitigation measures in the proposed approach.

Table 4 : Potential challenges and mitigation measures proposed

Challenges	Solutions
Inaccurate or missing data from baseline	Revise quantitative tools to more accurately capture the required McGovern-Dole indicators, and include qualitative component to contextualize findings
Lack of data on beneficiary needs at baseline	Collect qualitative data on how beneficiaries perceive their needs as being met
Lack of teacher survey at baseline	Report findings descriptively at midline without comparing changes over time, and re-administer survey at endline to see differences from midline
Reading assessment on subsample of schools	Follow the same subsample over time and include additional schools for the reading assessment
Lack of student names from schools without reading assessment	Select a new random sample of students in those schools and their households
Delay in data collection until the beginning of the school year 2017/18	We will use the reading skill information in the beginning of the school year as a proxy for what the reading skills were during the end of the previous school year.

55. The evaluation team will need to expand on the methodology presented in the ToR, and develop a detailed evaluation matrix in the inception report.
56. The mid-term evaluation should include a comprehensive and rigorous sampling strategy for collecting quantitative data, and the sampling strategy should rely on a random sampling method. WFP will use 10% as an estimator of food insecurity prevalence, taking into account the results of the baseline survey which will allow the sample size to be revised. To determine the sample size for the mid-term evaluation, the evaluation team should take into account the food insecurity threshold provided by the last national survey. The 2018 SAVA (surveillance of the agricultural season and food vulnerability survey) indicates a food insecurity rate of 10% for the seven regions of intervention.

REGIONS	(SAVA 2018)
PORO	14.7%
GONTOUGO	9.1%
CAVALLY	9%
TCHOLOGO	4.2%
BAFING	15.7%
RING	13.8%
BOUNKANI	12.6%
Together	10%

The prevalence of food insecurity in the 7 regions of intervention is estimated at 10% in 2018 (SAVA). To ensure the diversity of sources of information and their triangulation, the sampling methodology must take into account the different groups of girls and women (teachers, canteens, cooks, producers, managers, etc.) and the threshold of insecurity food provided by the latest SAVA national survey.

57. In addition, the methodology should:
 - Involve the collection of quantitative data on agreed programme indicators (and all relevant indicators) to assess progress to date and answer evaluation questions.
 - Involve qualitative data collection through focus groups and interviews with key informants. At least interview participants should include the Ministry of Education, school canteen monitoring committees (CSCS) and women farmers group mobilized around canteens.
58. The evaluation team will be responsible for formulating an inception report in French and English including the appropriate survey design, sampling and final methodology in consultation with the technical committee.
59. Additional data on basic infrastructure (water point, latrine) will be collected in each targeted school and community to identify planning progress and establish programming priorities for the programme.
60. For the literacy component, the evaluation will be done using the ASER (Annual Status of Education Report) method. This evaluation seeks to identify the causal impact of the programme over time. How the programme affects students' reading skills is estimated by applying a difference-in-differences (DID) design. Changes in reading scores are then compared over time between the treatment group and the comparison group, using the second year for the baseline survey, the fourth year for the midline survey, and the sixth year for the final survey.
61. The various questionnaires and interview guides will be developed in collaboration with the members of the technical committee.

4.3. EVALUABILITY ASSESSMENT

62. The sources (Annex 6) provide quantitative and qualitative information and should be further developed by the evaluation team during the inception phase. The evaluation team will have access to previous annual country report (ACR), evaluations, monitoring data on ONA and dashboard developed via Power-BI. The corporate indicators such as attendance rate, enrolment rate and retention rate/drop-out rate have been regularly monitored and can be access through WFP data sources COMET.
63. Regarding the quality of data and information, the assessment team should:
 - Assess the availability and reliability of data as part of the inception phase and expand on the information provided in the section 4.3 (Methodology). This assessment will be used for data collection.
 - Assess the quality of the baseline survey report, data and collection tools used for the baseline assessment.

- Systematically verify the accuracy, consistency and validity of the data and information collected, and recognize the limitations regarding the conclusions based on this data.
 - Assess the availability and reliability of gender-sensitive disaggregated data. Ensure that sampling and collection tools are gender-sensitive and that the opinions of women, men, girls and boys are sufficiently taken into account and documented.
 - Identify explicitly any issue in relation to data availability and/or reliability so that the evaluation team is aware of challenges to evaluability and can develop strategies to help mitigate these :
 - Lack of, limited or unreliable datasets (including baseline)
 - Issues related to comparability of data sets
 - Availability and quality of gender-disaggregated data, including data related to gender-specific outcomes
 - High staff turnover meaning limited institutional memory.
 - Assess clarity of the frame of reference against which to evaluate and assess the usability of the subject of the evaluation’s logic model or logical framework (if available). Assess availability of:
 - Relevant and quantifiable indicators
 - Measurable objectives
 - Clear targets
 - Output and outcome data (monitoring)
 - Documentation of assumptions made and testing of these over time.
 - Check whether the sampling and data collection tools and methods used to generate existing datasets were gender and equity-sensitive. Can they bring the different perspectives from women, girls, men and boys, people with disabilities and other marginalized groups?
64. During the inception phase, the evaluation team will check whether the sampling and data collection tools and methods used to generate existing datasets were gender and equity-sensitive. The team will check how they bring the different perspectives from women, girls, men and boys, people with disabilities and other marginalized groups and indicate the implications that the limitation to evaluability has on the evaluation and how the evaluation will address these limitations.

4.4. ETHICAL CONSIDERATIONS

65. 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.
66. 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.
67. The team and evaluation manager will not have been involved in the design, implementation or monitoring of the WFP school meals 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

68. 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.
69. 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.
70. 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. In addition to the quality reviews outlined in the DEQAS Process Guide, the McGovern-Dole evaluation reports and baseline study report will undergo a final review by USDA before approval.
71. To enhance the quality and credibility of decentralized evaluations, an outsourced [decentralized evaluation quality support](#) (DEQS) 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.
72. 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.
73. 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.
74. 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.
75. 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.
76. 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 WFP Office of Evaluation. The overall PHQA results will be published on the WFP website alongside the evaluation report.

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

5. Organization of the evaluation

5.1. PHASES AND DELIVERABLES

77. All final versions of USDA International Food Assistance evaluation reports and baseline report will be made publicly available. Evaluators shall provide a copy of the reports that is free of personally identifiable information (PII) and proprietary information. Final versions of reports ready for publication should be accessible to persons with disabilities following section 508 requirements. For guidance on creating documents accessible to persons with disabilities, please see the following resources:

77.1. <https://www.section508.gov/create/documents>

77.2. <https://www.section508.gov/create/pdfs>

78. 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 5: Summary timeline – key evaluation milestones			
Main phases	Indicative timeline	Tasks and deliverables	Responsible
Midterm Evaluation			
1. Inception phase for midterm evaluation	January – March 2024	Inception mission Inception report Data collection instruments	Evaluation team
2. Data collection	April – May 2024	Fieldwork Exit debriefing	Evaluation team
3. Reporting	June – July 2024	Data analysis and report drafting Comments process, including USDA review and feedback Learning workshop Evaluation report	Evaluation team
4. Dissemination and follow-up	September - October 2024	Management response Dissemination of the evaluation report	WFP management / Evaluation manager

Summary of deliverables expected from the evaluation team:

- Initial inception report including methodology both in English and in French
- Final inception report (including quality assurance plan, data collection tools, data collection schedule)
- Quality Assurance plan
- Data collection tools
- Data collection planning
- Raw and clean databases
- PowerPoint presentation debriefing preliminary results
- Draft evaluation report, both in English and in French, including a raw and clean database with performance indicators annex, based on the suggested table of contents
- Mid-term evaluation final report, both in English and in French, based on the suggested table of contents
- A 2-3 page stand-alone brief describing the evaluation design, key findings and other relevant considerations. It will serve to inform any interested stakeholders of the evaluation, and should be written in language easy to understand by non-evaluators and with appropriate graphics and tables.
- Suggested table of contents for the report (synthesis, methodology, results, conclusions, recommendations, annex on performance indicators, etc.)
- 1st PowerPoint presentation debriefing the final results (USDA and stakeholders for comments)
- 2nd PowerPoint presentation debriefing the final results
- Presentation of the results of the evaluation by the firm during a workshop.

5.2. EVALUATION TEAM COMPOSITION

79. The evaluation team is expected to include three members, with a team leader senior international and including women and men from mixed cultures and at least an Ivorian national. 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.
80. 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:
- School feeding
 - Literary skills (for example, experience in reading assessment with the ASER tool)
 - Resilience and support of Women Organisations and Small holder Farmers, on the different aspects of value chain development to promote Home-Grown School Feeding
 - Food security and nutrition (good knowledge and mastery of collection tools)
 - Good knowledge of gender, equity and wider inclusion issues
 - Statistical approaches and quasi-experimental evaluation
 - Good understanding of the socio-cultural and economic context of Côte d'Ivoire
 - Oral and written language requirements include full proficiency in French and English, as all products for this evaluation will be produced in both French and English.
 - Special expertise in impact studies. This expertise would be relevant.
 - All team members should have strong analytical and communication skills, evaluation experience with a track record of written work on similar assignments, and familiarity with Côte d'Ivoire and/or region
 - Any experiences with conducting evaluations for WFP and/or USDA is an advantage.

81. 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 French writing, synthesis and presentation skills. Her/his primary responsibilities will be: i) defining the evaluation approach and methodology; ii) guiding and managing the team; iii) leading the evaluation mission and representing the evaluation team; and iv) drafting and revising, as required, the inception report, the end of field work (i.e. exit) debriefing presentation and evaluation report in line with DEQAS.
82. 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).
83. The evaluation team will conduct the evaluation under the direction of its team leader and in close communication with the WFP evaluation manager] The team will be hired following agreement with WFP on its composition.

5.3. ROLES AND RESPONSIBILITIES

84. **The Evaluation Team** is responsible for responding to all communication from the WFP Evaluation Manager in a timely manner. They are also responsible for revising deliverables and responding to stakeholder comments within the comments matrix in accordance with deadlines agreed upon by the Evaluation Team and WFP. The expected rounds of revision for each deliverable are as follows:
 - a. Midterm evaluation report:
 - i. Revised report and comment matrix responses in response to Regional Evaluation Unit and Evaluation Manager feedback (first round of comments)
 - ii. Revised report and comment matrix responses in response to DEQS feedback (second round of comments)
 - iii. Revised report and comment matrix responses in response to ERG feedback (third round of comments)
 - iv. Revised report and response to address any feedback that was not adequately addressed in previous revisions (as needed). The EM will review the ET's responses to ERG, DEQS, REU, and EM comments in a combined comment matrix and may request the ET to make additional edits if any comments were not adequately addressed.
 - v. Revision and comment matrix responses in response to USDA feedback (fourth round of comments)
 - vi. Revision and response to address any feedback from USDA that was not adequately addressed in previous revisions.
 - b. Inception reports and tools for midterm
 - i. Revised report/tools and comment matrix responses in response to Regional Evaluation Unit and Evaluation Manager feedback (first round of comments)
 - ii. Revised report and comment matrix responses in response to DEQS feedback (second round of comments)
 - iii. Revised report/tools and comment matrix responses in response to ERG feedback (third round of comments)
 - iv. Final revision of report/tools and response to address any feedback that was not adequately addressed in previous revisions (as needed). The EM will review the ET's responses to ERG, DEQS, REU, and EM comments in a combined comment matrix and may request the ET to make additional edits if any comments were not adequately addressed.

85. **The management of the CO in Côte d'Ivoire (Director or Deputy Director)** will take responsibility to:
- Assign an evaluation manager for the evaluation (Mr. Koné Seydou, in charge of monitoring and evaluation)
 - 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.
86. **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 firm's focal point, and WFP counterparts to ensure a smooth implementation process.
87. **An internal evaluation committee (annex 3)** is formed to help ensure the independence and impartiality of the evaluation. Members include the evaluation manager, the technical unit in charge of the operation in all its components, the head of the sub-office responsible for implementation, staff from each of the financing and supply chain units. supply. The main roles and responsibilities of this team include contributing to the evaluation process and providing feedback on evaluation products.
88. **An evaluation reference group (ERG)** is formed as an advisory body with representation from the members of the ERG as well as relevant units of the WFP regional office, external stakeholders (government partners, technical and financial partners, operational partners, UNS agencies, etc.). 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. The list of ERG members is given in Annex 4.
89. **The regional bureau:** the regional bureau 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.
90. While the regional evaluation officer Isabelle CONFESSON, will perform most of the above responsibilities, other RBD relevant technical staff may participate in the evaluation reference group and/or comment on evaluation products as appropriate.
91. **Relevant WFP Headquarters divisions**, including the School-Based Programmes (SBP) Division, 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.
 - The SBP evaluation officer will provide feedback on the ToR, inception reports, baseline report, and evaluation reports, reviewing deliverables for quality and adherence to USDA requirements.
92. **Other Stakeholders (National Government including relevant ministries, implementing partners / NGOs, partner UN agencies)** will support the evaluation by bringing their expertise, approval and validation of the deliverables.
 93. **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.
 94. **United States Department of Agriculture (USDA)** will be involved in the evaluation throughout all phases. Relevant staff members of USDA (Program Analyst and M&E Lead) review and approve the Evaluation Plan, Terms of Reference, and Evaluation Reports, serve as a member of the Evaluation Reference Group, and participate in stakeholder meetings as needed. They may be interviewed as key informants and participate in the presentation of the evaluation findings.
 95. **The WFP Partnerships Officer - Washington Office (WAS)** will work closely with the WFP CO, SBP Evaluation Officer, RB, and OEV to ensure smooth communication and submission of key evaluation deliverables to USDA, according to programme timelines. The Partnerships Officer will review evaluation deliverables for adherence to USDA policy, facilitate communication with USDA, and coordinate with USDA to seek feedback of TORs and evaluation reports.

5.4. SECURITY CONSIDERATIONS

96. **Security clearance** where required is to be obtained from the United Nations Safety and Security System (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

97. 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. Communication with the evaluation team and stakeholders should go through the evaluation manager. In particular, it is expected that reports will be produced systematically by the evaluators, containing the essential elements (problems identified, recommendations and

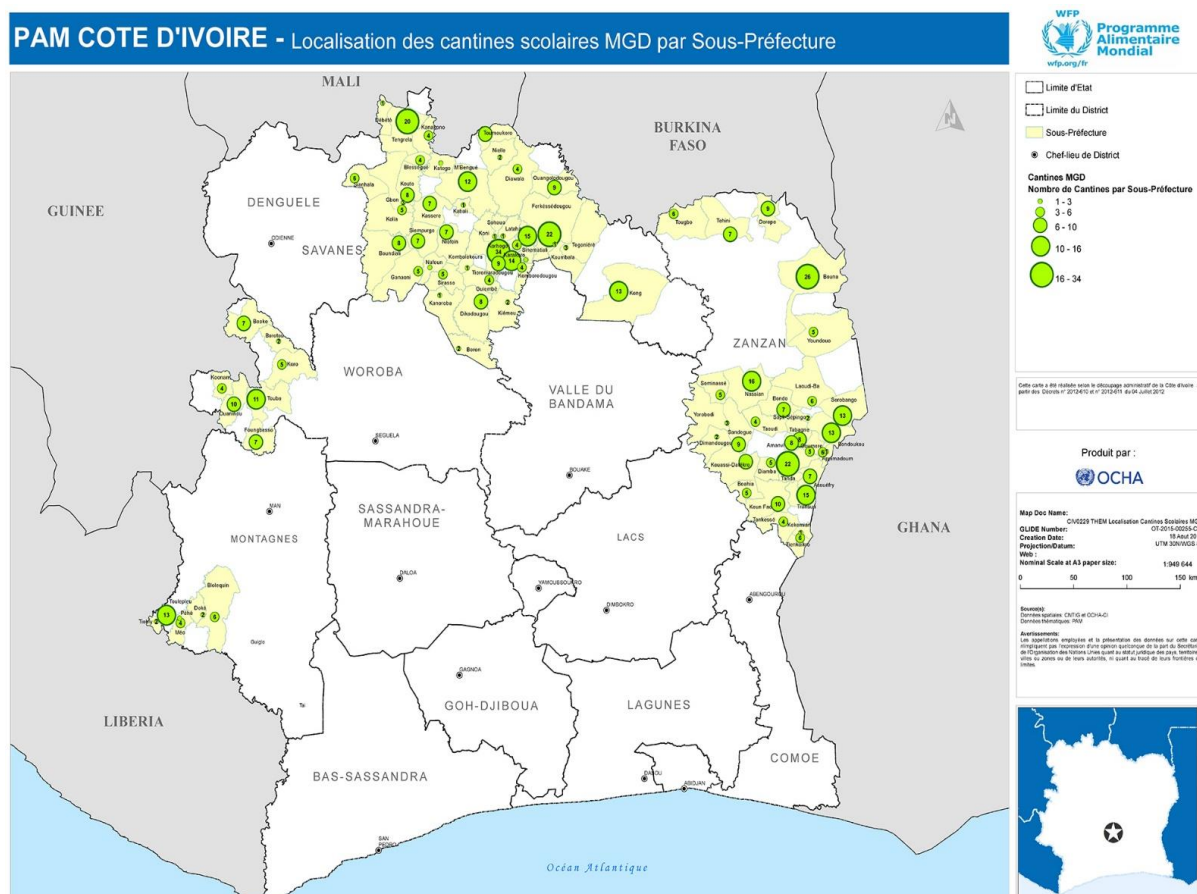
lessons learned) resulting from meetings with stakeholders. These reports will be systematically sent to the relevant stakeholders.

98. Should translators be required for fieldwork, the evaluation firm will make arrangements and include the cost in the budget proposal.
99. 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.
100. 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. Following the approval of the final evaluation report, dissemination will be wide and workshops will be held internally and with partners, discussing recommendations and the way forward. The final evaluation report must be provided in French and English.

5.6. PROPOSAL

101. The evaluation will be financed from funds from the USDA (McGovern-Dole).
102. The proposal put forward by the evaluation firm will include a detailed budget for the evaluation, including consultant fees, travel costs and other costs (interpreters, etc.).
103. Following the technical and financial assessment, an improved offer could be requested by WFP to the preferred bid(s) to better respond to the TOR requirements. WFP may conduct reference checks and interviews with selected team members. Once the offer is accepted by all parties, WFP will issue a purchase order for the midterm evaluation deliverables. The purchase order will be increased to include the endline evaluation deliverables upon satisfactory completion of the midterm deliverables. Please send any queries to Seydou Kone (Programme Officer M&E/VAM), Evaluation Manager], at kone.seydou@wfp.org.

Annex 1: McGovern-Dole school canteen programme map



Number	Regions	Number of MCGOVERN-DOLE schools	Planned number of rations
1	BONDOUKOU	174	25,571
2	BOUNA	80	16,036
3	BOUNDIALI	78	18,882
4	FERKE	61	13,805
5	KORHOGO	141	39,084
6	GUIGLO	33	6,058
7	TOUBA	46	5,564
	Total	613	125,000

Annex 2: Evaluation Timeline

	Phases, deliverables and timeline	Key dates
Phase 1 - Preparation (midterm)		June - December 2023
EM	Desk review, draft ToR and quality assurance (QA) by EM and REO using ToR QC	(2 weeks)
EM	Share draft ToR with decentralized evaluation quality support (DEQS) service and organize follow-up call with DEQS	(6 days)
EM	Review draft ToR based on DEQS and REO feedback and share with ERG	(3 days)
EM	Start identification of evaluation team	1 day
ERG	Review and comment on draft ToR	(2 weeks)
EM	Review draft ToR based on comments received and submit final ToR to EC Chair	(1 week)
EM and WAS	Review draft ToR based on EC feedback and share with USDA (via WAS team)	(1 week)
USDA	Review and comment on draft ToR	(2 weeks)
EM and WAS	Update ToR and share with USDA for final approval (via WAS team)	(1 week)
EC Chair and USDA	Approve the final ToR and share with ERG and key stakeholders	November 15, 2023
EM	Assess evaluation proposals and recommends team selection	(3 days)
EM	Evaluation team recruitment/contracting	December 15, 2023
EC Chair	Approve evaluation team selection and recruitment of evaluation team	(1 week)
Phase 2 - Inception (Midterm evaluation)		January - March 2024
EM/TL	Brief core team	(1 day)
ET	Desk review of key documents	3 days
	Inception mission in the country (if applicable)	(1 week)
ET	Draft inception report	January 30, 2024
EM	Quality assurance of draft IR by EM and REO using QC, share draft IR with decentralized evaluation quality support (DEQS) service and organize follow-up call with DEQS	(1 week)
ET	Review draft IR based on feedback received by DEQS, EM and REO	(1 week)
EM	Share revised IR with ERG	
ERG	Review and comment on draft IR	(2 weeks)
EM	Consolidate comments	

ET	Review draft IR based on feedback received and submit final revised IR	(1 week)
EM	Review final IR and submit to the evaluation committee for approval	March 10, 2024
EC Chair and WAS	Approve final IR and share with ERG for information. WAS representative shares the IR with USDA	(1 week)
Phase 3 – Data collection (Midterm evaluation)		From April 08 to May 04, 2024
EC Chair/ EM	Brief the evaluation team at CO	(1 day)
ET	Data collection	(3 weeks)
ET	In-country debriefing (s)	(1 day)
Phase 4 – Reporting (Midterm evaluation)		Up to 11 weeks
ET	Draft evaluation report	(3 weeks)
EM	Quality assurance of draft ER by EM and REO using the QC, share draft ER with quality support service (DEQS) and organize follow-up call with DEQS	(1 week)
ET	Review and submit draft ER based on feedback received by DEQS, EM and REO	(1 week)
EM	Circulate draft ER for review and comments to ERG, RB and other stakeholders	
ERG	Review and comment on draft ER	(2 weeks)
EM	Consolidate comments received	
ET	Review draft ER based on feedback received and submit final revised ER	(2 weeks)
EM	Review final revised ER and submit to the evaluation committee	
EM and WAS	Review draft ER based on EC feedback and share with USDA (via WAS team)	(1 week)
USDA	1 st review and comment on draft ER	(5 weeks)
USDA and ET	2 nd review and comment on the draft ER	2 weeks (USDA 1 Week and ET 1 week)
EM and WAS	Update ER and share with USDA for final approval (via WAS team)	(1 week)
EC Chair	Approve final evaluation report and share with key stakeholders for information	
Phase 5 - Dissemination and follow-up (Midterm evaluation)		September - October 2024
EC Chair	Prepare management response	(4 weeks)
EM	Share final evaluation report and management response with the REO and OEV for publication and participate in end-of-evaluation lessons learned call	

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 (2016-2021). To do this, he will assist the evaluation manager throughout the process, by reviewing the expected results of the evaluation (terms of reference, inception report and evaluation report) and will submit them for approval to the WFP Representative. who will chair the committee.

The country representative, as chair of the evaluation committee, will make decisions on key aspects of the evaluation, including:

- Budget, allocation of funds and selection of the evaluation team;
- Approval of the terms of reference, the inception report and the evaluation report.

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

President	: Olivia HANTZ, Director / Country Representative
Members	: Severine GIROUD (Alternate President), Programme Manager
	: Bibi RL KENTA, Supply Chain Manager
	: Alti BEMA, National School Feeding Programme Manager
	: Albarin GBOGOURI, Nutrition Programme Manager
	: Philippe Seone, national programme manager/ Head of the Korhogo office
	: Isabelle CONFESSON: Regional Evaluation officer
Secretariat	: Seydou Kone (Programme Officer M&E/VAM), Evaluation Manager

Annex 4: Role and Composition of the Evaluation Reference Group

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

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

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

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

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

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

Composition of the ERG

The reference group includes internal and external stakeholders.

	First and last name	Function
WFP country office	Olivia HANTZ	Director / Country Representative
	Severine GIROUD	Programme manager
	Alti BEMA	National School Feeding Programme Officer
	Jean-Michel LOUKOU	Finance officer
	Bibi Richard LANDONG KENTA	Supply chain manager
	Albarin GBOGOURI	National nutrition programme consultant
	Philippe Seone	National Programme Officer/ Head of Office Korhogo
	Monique Koffi	Associate programme, gender focal point
WFP Regional Office in Dakar	Karen OLOGOUDOU	Regional School Meals Advisor
	Isabelle Confesson	Regional Focal Point Evaluation
	Aminata DIOP	Regional Programme Officer Resilience and Food System
	Rivandra ROYONO	Regional CCS Programme Officer
	Aliou Badara SAMAKE	RAM officer
	Petra BONOMETTI	Regional Programme Officer Resilience and Food System
	Sebastien MULLER	SAMS Programme policy officer
	Ramatoulaye DIEYE	Regional Gender adviser
WFP HQ	Anna Hamilton	Evaluation Officer School-based Programmes
USDA	Eleanore Morefield	USDA analyst
	Helen Aufderheide	USDA programme analyst
Government partners	Representative of the School Canteens Department	Deputy Director in charge of monitoring and evaluation

	Representative of the Department of Pedagogy and Continuing Education	DPFC
	Representative of the Department of School Life (DVS)	Head of Department of Social Awareness and Monitoring of Early Childhood
	Representative of the Managing the promotion and monitoring of COGES	General Services Coordinator
	Representative of the Department of Studies, Strategies, Planning and Statistics (DESPPS)	Director
	Representative of the National nutrition programme National Nutrition Programme Ministry of Health and Public Hygiene	Coordinating Director
	Representative of the Ministry of Agriculture and Rural Development. Department of Food Crops and Food Security	Agronomist engineer option Defense of Cultures
Other partners	Representative of AVSI NGO partner	Head of Education Programme

Annex 5: Communication and Knowledge Management Plan

When	What	Whose-Target organization or individuals/ position (e.g. partner NGO, government ministry official, donor representative)	What level	From whom	How	For what
<i>Evaluation phase as well as Jan / 2023</i>	<i>Means of communication produced (e.g. ToR, inception report, final report, etc.)</i>		<i>Organizational level of communication (e.g. strategic area, operational, etc.)</i>	<i>Senior Commissioning Office staff with name/position (e.g. Country Director, evaluation Manager)</i>	<i>Communication means (For example, meeting, interaction, etc.)</i>	<i>Purpose of communication (e.g. soliciting feedback, sharing findings for accountability)</i>
Preparation June – August 2023	Tentative timeline and scope of the evaluation Provisional terms of reference	DCS AVSI DPFC COGES DESPS WFP WFP Regional Office	Operational + technical	The evaluation manager	- E-mail - During a regular coordination meeting	Solicit Feedback
	Final ToRs	- WFP representative - Steering committee - USDA	Strategic	The evaluation manager	- E-mail - During a regular coordination meeting	Validation Approval

When <i>Evaluation phase as well as Jan / 2023</i>	What <i>Means of communication produced (e.g. ToR, inception report, final report, etc.)</i>	Whose-Target <i>organization or individuals/ position (e.g. partner NGO, government ministry official, donor representative)</i>	What level <i>Organizational level of communication (e.g. strategic area, operational, etc.)</i>	From whom <i>Senior Commissioning Office staff with name/position (e.g. Country Director, evaluation Manager)</i>	How <i>Communication means (For example, meeting, interaction, etc.)</i>	For what <i>Purpose of communication (e.g. soliciting feedback, sharing findings for accountability)</i>
Startup January – March 2024	First draft of the inception report including the methodology Second draft of the inception report including the methodology	DCS AVSI DPFCCOGES DESPS WFP WFP Regional Office	Operational + technical	The evaluation manager	- E-mail - During a regular coordination meeting	Solicit Feedback
	Final inception report	- WFP representative - Steering committee - USDA	Strategic	The evaluation manager	- E-mail - During a regular coordination meeting	Validation Approval
Debriefing data collection and analysis April – May 2024	Data collection plan Questionnaires	DCS AVSI DPFC COGS DESPS WFP WFP Regional Office	Operational + technical	The evaluation manager	- E-mail - Technical committee meeting	Solicit comments and technical advice

When <i>Evaluation phase as well as Jan / 2023</i>	What <i>Means of communication produced (e.g. ToR, inception report, final report, etc.)</i>	Whose-Target <i>organization or individuals/ position (e.g. partner NGO, government ministry official, donor representative)</i>	What level <i>Organizational level of communication (e.g. strategic area, operational, etc.)</i>	From whom <i>Senior Commissioning Office staff with name/position (e.g. Country Director, evaluation Manager)</i>	How <i>Communication means (For example, meeting, interaction, etc.)</i>	For what <i>Purpose of communication (e.g. soliciting feedback, sharing findings for accountability)</i>
Reporting June – July 2024	First draft of the evaluation report Second draft of the evaluation report	DCS AVSI DPFC COGES DESPS WFP WFP Regional Office	Operational + technical	The evaluation manager	- E-mail - Technical committee meeting	Solicit comments and technical advice
	Final evaluation report	- WFP representative - Steering committee - USDA	Strategic	The evaluation manager	- E-mail - During a regular coordination meeting	Validation Approval
Dissemination and follow-up September – October 2024	Provisional management response to the recommendations of the evaluation Final evaluation report Workshop to present the result (Firm)	DCS AVSI DPFC COGES DESPS WFP WFP Regional Office	Strategic	The evaluation manager	-E-mail - Workshop - Websites - WFP website - Ministry website AVSI website	Dissemination and follow-up

Annex 6: Bibliography

- International Food for Education and Child Nutrition Program Project Document
- Report of the baseline survey of the school canteen programme supported by MCGOVERN-DOLE
- Baseline evaluation report of the school canteen programme supported by McGovern-Dole.
- McGovern-Dole Supported School Feeding Programme Progress Reports
- Monitoring reports of the school canteen programme supported by McGovern-Dole
- The results framework of the school canteen programme supported by McGovern-Dole
- Matrix for monitoring indicators of the school canteen programme supported by McGovern-Dole
- WFP Country Programme Document (CSP)
- Report of the national survey on living standards (ENV 2015)
- The agricultural season and food vulnerability monitoring report (SAVA 2018)
- The National School Feeding Strategy in Côte d'Ivoire (2018-2022)
- Multisectoral Nutrition Strategic Plan (2016-2020)
- National nutrition guidelines
- "Healthy Children" Manuals
- USDA Monitoring and Evaluation Policy
- WFP Evaluation and Quality Assurance Policy (DEQAS)
- USDA McGovern-Dole Handbook on Progress Indicators and Their Definitions
- The programme evaluation plan
- The second generation National Agricultural Investment Programme (PNIA 2)
- The operational plan 1;
- Local Food Menu Handbook (2014)
- Annual Country Reports
- Note for the records from key workshops

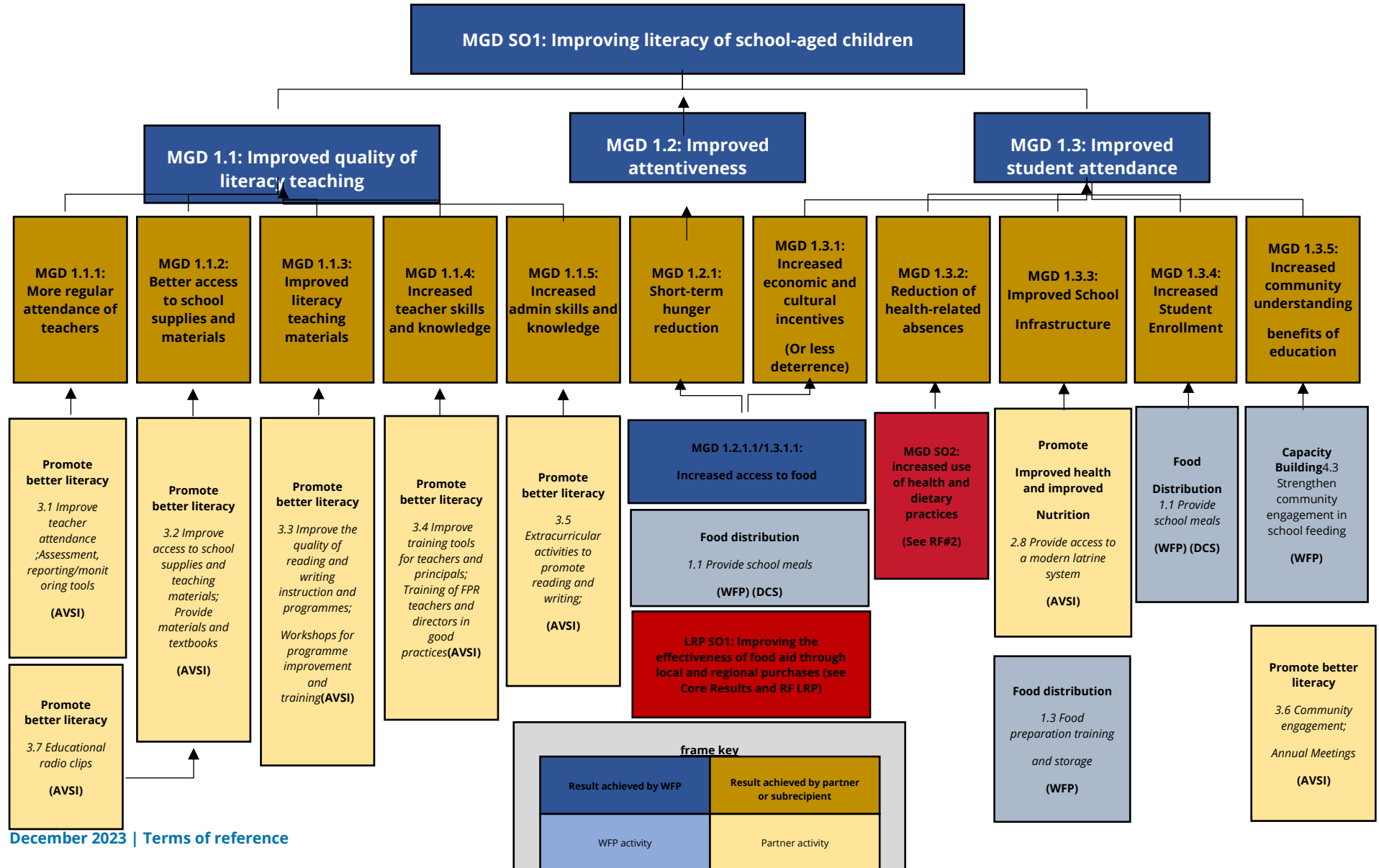
Annex 7: Acronyms

ACR	Annual Country Report
ANADER	Agence Nationale d'Appui au Développement Rural (National Rural Development Support Agency)
ASER	Annual Status of Education Report
AVSI	Association des Volontaires pour le Service International (International Service Volunteers Association)
BSAFE	Basic security awareness training
COGES	School Management Committee
COMET	Country Office Managing Effectively Tool)
CP	Classe Cours Préparatoire (Preparatory classes)
CSCS	Canteen Monitoring Committees
CSP	Country Strategic Plan
DCS	Diecton des Cantines Scolaires (Direction of school canteens)
DEQAS	Decentralized Evaluations Quality assurance system
DESPS	Department of Studies, Strategies, Planning and Statistics
DISSA	Dispositif de Suivi de la Situation Alimentaire (Food Situation Monitoring System)
DPFC	Department of Pedagogy and Continuing Education
EB	WFP Executive Board
ECOWAP	West Africa Regional Agricultural Policy
ECOWAS	Economic Community of West African States
EDS	Enquêtes démographiques et de santé (Demographic and health surveys)
EGRA	Grade 1 Reading Assessment
ENV	Enquête sur le Niveau de Vie des Ménages (Household living standard survey)
ERG	Evaluation reference group
FAS	Foreign Agricultural Service
GDP	Gross domestic product
GEWE	Gender equality and women's empowerment

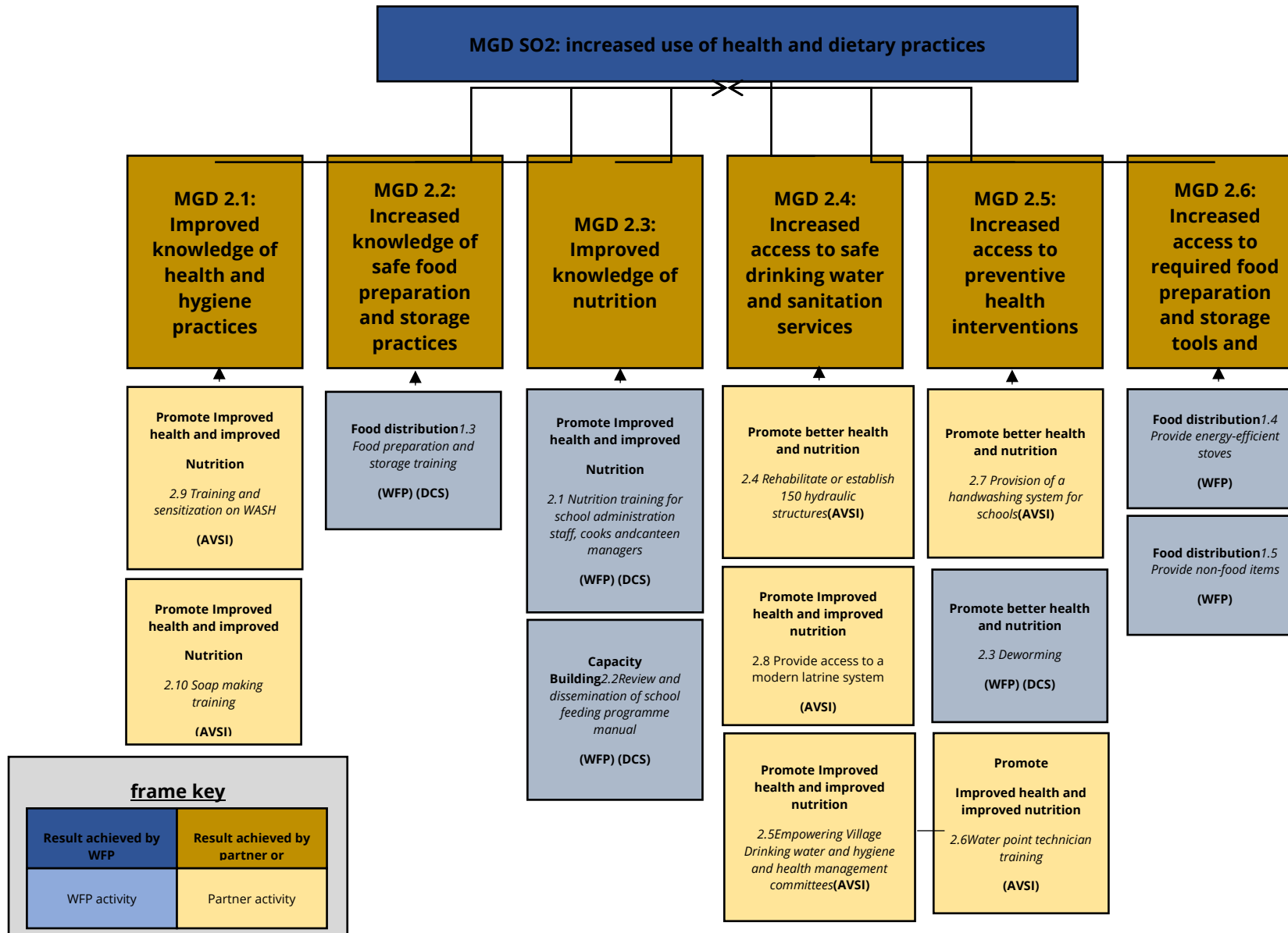
IFAD	International Fund for Agricultural Development
MENA	Ministère de l'Education Nationale et de l'alphabétisation (Ministry of National Education and Literacy)
MGD	McGovern-Dole
MICS	Multi Indicator Cluster Survey
MINADER	Ministry of Agriculture and Rural Development
OEV	Office of Evaluation
ONA	Organizational Network Analysis
PASAEF	Plan stratégique d'accélération de l'éducation des filles (Strategic Plan for Accelerated Girls' Education)
PHQA	Post hoc quality assessment
PIPCS	Integrated programme for the sustainability of school canteens
PNN	National Nutrition Programme
REU	Regional Evaluation Unit
SAVA	Agricultural season monitoring and food vulnerability
SAVA	Enquête de Suivi de la Saison Agricole et de la Vulnérabilité Alimentaire (The agricultural season and food vulnerability monitoring report)
SBP	School-Based Programmes
SDG	Sustainable Development Goal
SIFCA	Société Financière de la Côte Africaine (African Coast Financial Company)
SSAFE	Safe and Secure Approaches in Field Environments
UNCT	United Nations Country Team
UNDP	United Nations Development Programme
UNDSS	United Nations Department of Safety and Security
UNEG	United Nations Review Group
UNICEF	United Nations International Children's Emergency Fund
USDA	United States Department of Agriculture
WAG	Women's Agricultural Groups
WFP	World Food Programme

Annex 8: Logical Framework

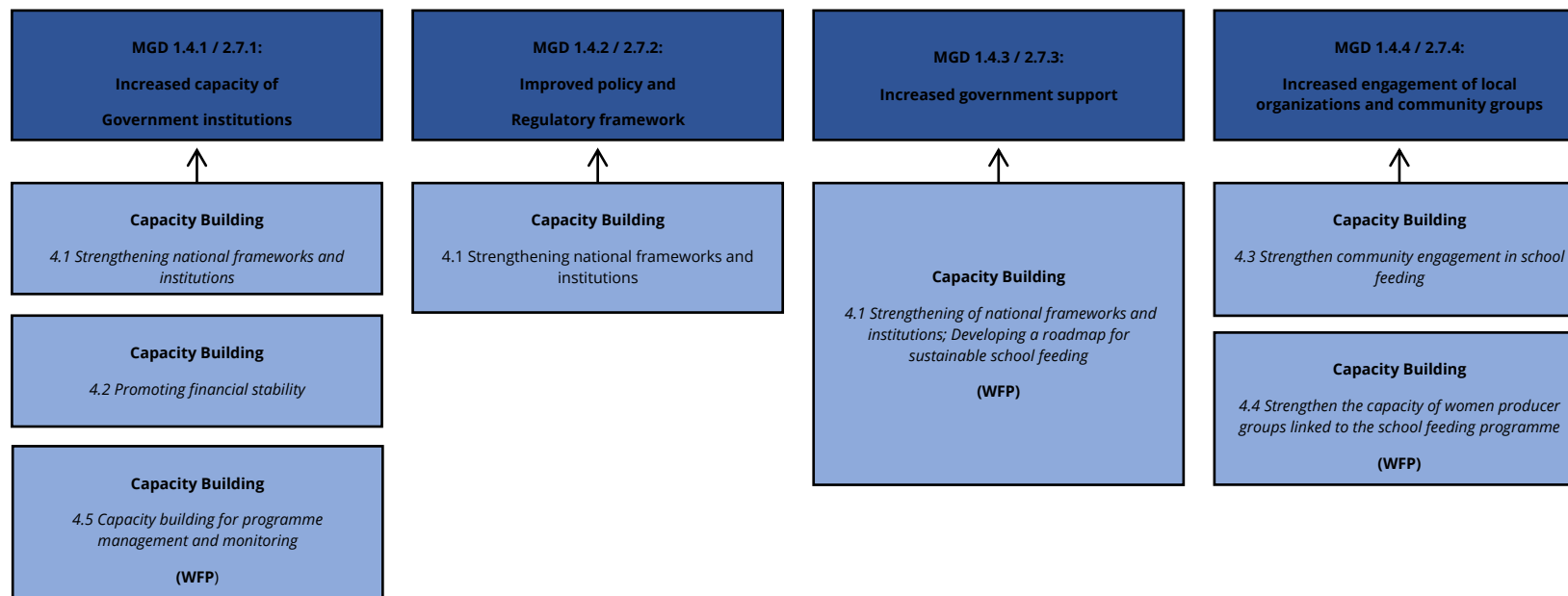
WFP Côte d'Ivoire's McGovern-Dole Proposal for FY20 - Results Framework #1



WFP Côte d'Ivoire FY2020 McGovern-Dole Proposal: Results



WFP Côte d'Ivoire FY2020 McGovern-Dole Proposal: Fundamental Results



frame key	
Result achieved by WFP	Result achieved by partner or
WFP activity	Partner activity

LRP SO1: Improving the effectiveness of food aid through local and regional purchases

LRP SO1: Improving the effectiveness of food aid through local and regional purchases

LRP 1.3: Better use of nutritious and culturally acceptable foods that meet quality standards

LRP 1.3.2: Local and regional food market systems strengthened

LRP 1.3.2.1
Increase in agricultural productivity

Build capacity
4.4 Strengthen the capacity of women producer groups linked to the school feeding programme
(WFP)

Core result of the LRP

LRP 1.4.4
Increased leverage of private sector resources

Build capacity
4.4 Strengthen the capacity of women producer groups linked to the school feeding programme
(WFP)

frame key	
Result achieved by WFP	Result achieved by partner or subrecipient
WFP activity	Partner activity

Annex 9: Performance Indicators

Performance indicator	Disintegration	Targets				
		Year 1	Year 2	Year 3	Year 4	Year 5
Number of schools reached with USDA assistance	n / A	613	613	613	613	613
Number of daily school meals (breakfast, snack, lunch) provided to school-aged children with USDA assistance	n / A	15,000,000	11,875,000	8,750,000	5,625,000	2,500,000
Number of school-aged children receiving daily school meals (breakfast, snack, lunch) through USDA assistance	Total	125,000	125,000	125,000	125,000	125,000
	New, Woman	61,250				
	Continuing, Woman					
	New, Male	63,750				
	Continuing, Male					
Number of parent-teacher associations (PTAs) or similar "school" governance structures supported with USDA assistance	n / A	613	613	613	613	613
Number of students enrolled in school receiving USDA assistance	Total	132,000	132,000	132,000	132,000	132,000
	Female Primary					
	main male					
Quantity of products purchased with USDA assistance (by product and country of origin)	Metric tons	450	360	260	170	80
Number of people trained in safe food preparation and storage through USDA assistance	Total	250	250	250	75	75
	Women	200	200	200	50	50
	Man	50	50	50	25	25
Number of people who demonstrate the use of new safe food preparation and storage practices with USDA assistance	Total	238	238	238	71	71
	Women	190	190	190	48	48
	Man	48	48	48	24	24
Number of educational facilities (stone stoves and other schoolyards) rehabilitated/built with USDA assistance	n / A	75	75	50	0	0
Number of educational facilities (stone stoves and other schoolyards) rehabilitated/built with USDA assistance	n / A	0	50,000 covers (plates, spoons, cups)	50,000 covers (plates, spoons, cups)	0	0

			10,000 carafes	10,000 carafes		
Number of people demonstrating the use of new child health and nutrition practices with USDA assistance	Total	120	240	240	200	0
	Women					
	Man					
Number of students receiving deworming medication	n / A	132,000	132,000	132,000	132,000	132,000
Number of schools using an improved water source	n / A	100	50	0	0	0
Number of village maintenance committees revitalized or set up		100	50	0	0	0
Number of technicians trained		200	100	0	0	0
Number of blacksmiths trained		0	30	20	0	0
Number of schools with improved sanitation facilities	n / A	10	50	40	0	0
Number of people indirectly benefiting from USDA-funded interventions	n / A	20,000	10,000			
			20,000	30,000	30,000	30,000
Number of educational facilities (improved water sources and latrines, stone stoves and other schoolyards) rehabilitated/built with USDA assistance	Total	215	405	243	0	0
	Hand washing station	105	305	203	0	0
	Improved water sources	100	50	0	0	0
	Latrines	10	50	40	0	0
	Other schoolyards	0	0	0	0	0
Number of USDA social assistance recipients participating in productive safety nets	Total	40	300	160	0	0
	Community assets					
	Household assets					
	Human Assets/Capital, Feminine, New	32	240	128	0	0
	Human/capital assets, women, continuous					
	Human/capital assets, male, new	8	60	32	0	0
	Human/capital assets, masculine, continuous					
Number of teaching and learning materials provided with USDA assistance	(3) Kits per school	14,303	14,303	14,303	0	0
Number of teachers/educators/teaching assistants trained or certified with USDA assistance	Total	3,678	0	0	0	0
	Women	701	0	0	0	0
	Man	2,977	0	0	0	0

Number of teachers/educators/teaching assistants in target schools who demonstrate the use of new and quality teaching techniques or tools through USDA assistance	Total	3,310	3,310	3,678	3,678	0
	Women	631	631	701	701	0
	Man	2,679	2,679	2,977	2,977	0
Number of school administrators (principals) and officials (mentors and inspectors) trained or certified with USDA assistance	Total	763	0	0	0	0
	Women	4	0	0	0	0
	Man	759	0	0	0	0
Number of school administrators and officials in target schools who demonstrate use of new techniques or tools with USDA assistance	Total	763	763	763	763	763
	Women	4	4	4	4	4
	Man	759	759	759	759	759
Number of teachers who have improved their skills and knowledge in teaching reading, writing and mathematics	Total	3,678	3,678	3,678	3,678	3,678
	Women	701	701	701	701	701
	Man	2,977	2,977	2,977	2,977	2,977
Percentage of students who, at the end of two years of primary education, demonstrate that they can read and understand the meaning of a grade-level text	Total	40	40	50	50	60
	Women	35	35	45	45	60
	Man	45	45	55	55	60
Percentage of students who, at the end of two years of primary school, demonstrate that they can calculate	Total	50	60	70	70	70
	Women	40	50	50	50	50
	Man	60	50	50	50	50
Number of teacher assessment tools improved with USDA assistance	n / A	10				
Number of assessment tools for school administrators (principals) and managers Improved with USDA assistance	n / A	10				
Number of support provided by village communities to the school	n / A	1226	1226	1226	1226	1226
Number of education policies supported by MENA	n / A	2	2	1	1	1
Percentage of regular teachers in school	Total	90	90	90	90	90
	Women	90	90	90	90	90
	Man	90	90	90	90	90
Number of public-private partnerships formed with USDA assistance	Total	18	18	18	18	18
	Education	3	3	3	3	3
	Nutrition	1	1	1	1	1
	Health	1	1	1	1	1

	Multi focus	3	3	3	3	3
	Other	10	10	10	10	10
Number of reviews of revised policy strategy papers	n / A		1		1	
Number of studies	n / A		1			
Number of awareness campaigns carried out by COGES and CSCS	n / A	1,226	1,226	1,226	1,226	1,226
Number of policies, regulations, or administrative procedures at each of the following stages of development with USDA assistance	Total					
	Education (stages 1-5 scored)	1				
	Health (stage 1-5 noted)					
Value of new US government commitments and new public and private sector investments leveraged by USDA to support food security and nutrition	Private sector (in USD)	414,333	414,333	414,333	250,000	250,000
Average student attendance rate in USDA-supported classrooms/schools	Total Women Men	90	92	94	96	98
Number of people trained in child health and nutrition through USDA assistance	Total Women Men	900	900	900	900	900
Number of primary school students benefiting from the provision of additional reading materials	Total Women Men	44,000	89,000	134,000	136,000	138,000
Volume of produce sold by USDA-assisted farms and businesses (women's production groups)	n / A	240	420	600	600	600
Volume of commodities (metric tons) sold by project beneficiaries to WFP	n / A	100	140	200	170	80
Volume of products (metric tons) produced by smallholder farmers	n / A	600	1,050	1,500	1,500	1,500
Value of sales to WFP by project beneficiaries	n / A	80,000	112,000	160,000	136,000	64,000
Number of people (national, WFP, partners) trained in needs assessment, targeting, food management, market analysis, information management, logistics	Total Women Men	3,176	2,826	2,726	1,175	975
Number of schools with female production groups supporting school canteens	n / A	20	35	50	50	50

Value of annual sales of USDA-assisted farms and businesses (women's production groups)	n / A	144,000	252,000	360,000	360,000	360,000
Number of people participating in USDA food security programmes that include an LRP component	Total Women Men	132,352	132,362	132,222	129,473	129,473
Number of non-food items provided with USDA assistance	n / A	0	0	60,000	0	0

Results indicators		
Performance indicators	Disintegration	Project life
Percentage of students who, at the end of two years of primary education, demonstrate that they can read and understand the meaning of a grade-level text	Total	60%
	Women	60%
	Man	60%
Average student attendance rate in USDA-supported classrooms/schools	Total	98%
	Women	98%
	Man	98%
Number of teaching and learning materials provided with USDA assistance	n / A	42910
Number of teachers/educators/teaching assistants in target schools who demonstrate the use of new and quality teaching techniques or tools through USDA assistance	Total	3494
	Women	To be determined
	Man	To be determined
Number of teachers/educators/teaching assistants trained or certified with USDA assistance	Total	3678
	Women	To be determined
	Man	To be determined
Number of school administrators and officials in target schools who demonstrate use of new techniques or tools with USDA assistance	Total	725
	Women	To be determined
	Man	To be determined
Number of school administrators and officials trained or certified with USDA assistance	Total	763
	Women	To be determined
	Man	To be determined
Number of educational facilities (improved water sources and latrines, stone stoves and other schoolyards) rehabilitated/built with USDA assistance	Total	863
	hand washing station	179
	Stone stoves	0

	Improved water sources	179
	Latrines	332
	Other schoolyards	0
Number of students enrolled in school receiving USDA assistance	Total	138000
	Female Primary	To be determined
	main male	To be determined
Number of policies, regulations, or administrative procedures at each of the following stages of development with USDA assistance	Total	2
	Education (stages 1-5 scored)	To be determined
	Health/Nutrition (steps 1 to 5 noted)	To be determined
Value of new US government commitments and new public and private sector investments leveraged by USDA to support food security and nutrition	Total	46288453
	Host Government (in USD)	To be determined
	Other public sector (in USD)	To be determined
	Private sector (in USD)	To be determined
	New U.S. Government Commitment (in USD)	To be determined
Number of public-private partnerships formed with USDA assistance	Total	18
	Education	To be determined
	Nutrition	To be determined
	Health	To be determined
	Multi focus	To be determined
	Other	To be determined
Number of parent-teacher associations (PTAs) or similar "school" governance structures supported with USDA assistance (COGES)	n / A	613
Number of daily school meals (breakfast, snack, lunch) provided to school-aged children with USDA assistance	n / A	43750000
Number of school-aged children receiving daily school meals (breakfast, snack, lunch) through USDA assistance	Total	208500
	New, Woman	0
	Continuing, Woman	0
	New, Male	0
	Continuing, Male	0
Number of social assistance recipients participating in productive safety nets with USDA assistance (farm groups)	Total	215260
	Community assets	0
	Household assets	0

	Human Assets/Capital, Feminine, New	0
	Human/capital assets, women, continuous	0
	Human/capital assets, male, new	0
	Human/capital assets, masculine, continuous	0
Number of people demonstrating the use of new child health and nutrition practices with USDA assistance	Total	855
	Women	To be determined
	Man	To be determined
Number of people who demonstrate the use of new safe food preparation and storage practices with USDA assistance	Total	238
	Women	To be determined
	Man	To be determined
Percentage of participants in community-based nutrition interventions who practice promoted infant and young child feeding behaviors	n / A	80%
Number of people trained in safe food preparation and storage through USDA assistance	Total	900
	Women	0
	Man	0
Number of people trained in child health and nutrition through USDA assistance	Total	900
	Women	0
	Man	0
Number of schools using an improved water source	n / A	179
Number of schools with improved sanitation facilities	n / A	332
Number of students receiving deworming medication	n / A	132000
Number of people participating in USDA food security programmes	<i>Please see McGovern-Dole Indicator Guidelines</i>	132362
Number of people indirectly benefiting from USDA-funded interventions	n / A	625000
Number of schools reached with USDA assistance	n / A	613

Number of people participating in USDA food security programmes that include an LRP component	n / A	132,362
Number of schools reached with LRP activities through USDA assistance	n / A	613
Number of public-private partnerships formed with USDA assistance (LRP component)	n / A	50

Quantity (MT) of products purchased with USDA assistance	n / A	1,313
Volume of products (metric tons) produced by smallholder farmers	n / A	6,150
Volume of produce sold by USDA-assisted farms and businesses (women's production groups)	n / A	2,460
Volume of commodities (metric tons) sold by project beneficiaries to WFP	n / A	690
Volume of produce (metric tons) donated by smallholder farmers to school canteens	n / A	1,845
Value of annual sales of USDA-assisted farms and businesses (women's production groups)	n / A	1,476,000
Value of sales to WFP by project beneficiaries	n / A	552,000
Number of people (national, WFP, partners) trained in needs assessment, targeting, food management, market analysis, information management, logistics	n / A	3176
Number of schools with female production groups supporting school canteens	n / A	50
Number of primary school students benefiting from the provision of additional reading materials	Total Women Men	140,000
Number of homes rehabilitated/built with USDA assistance	n / A	200
Number of non-food items provided with USDA assistance	n / A	60,000
Number of water point technicians trained	n / A	300
Number of teacher assessment tools improved with USDA assistance	n / A	10
Percentage of teachers in target schools who regularly attend and teach in the school (at least 90% of school days) by school year	n / A	95
Number of awareness sessions conducted by COGES and CSCS	n / A	6,130

Annex 10: McGovern-Dole Programme

Results Framework

The results framework is the monitoring instrument defining the objectives in a clear and quantified manner and reinforces the obligation to report on the achievement of the objectives set.

RESULTS	INDICATOR	Baseline 2021
McGovern-Dole SO1 Improved literacy of schoolchildren	Percentage of students who, at the end of two years of primary education, demonstrate that they can read and understand the meaning of grade-level text (boys).	CP1= 20.8% CP2=30.3% CE1=25.8% CE2=17.7% CM1=14.7%
	Percentage of students who, at the end of two years of primary education, demonstrate that they can read and understand the meaning of grade-level text (girls).	CP1= 25.0% CP2=24.3% CE1=30.8% EC2=16.3% CM1=23.0%
	Number of people directly benefiting from USDA-funded interventions.	0
McGovern-Dole 1.1 Improved quality of literacy instruction	Number of teachers in target schools demonstrating the use of new techniques or quality teaching tools with USDA assistance.	0
McGovern-Dole 1.1.1 More consistent teacher attendance	Proportion of teachers in target schools who regularly attend and teach in school (at least 90% of school days) by school year.	89.0%
McGovern-Dole 1.1.2 Better access to school supplies and equipment	Number of textbooks and other teaching and learning materials provided with USDA assistance.	0
McGovern-Dole 1.1.3 Improved literacy teaching materials	Number of target schools where students have additional reading materials with USDA support.	0
McGovern-Dole 1.1.4 Improved skills and knowledge of teachers	Number of teachers/teaching assistants in targeted schools demonstrating the use of new and good teaching techniques or tools (by type, by gender).	0
	Number of teachers/teaching assistants trained or certified as a result of USDA assistance (by type, by gender).	0

McGovern-Dole 1.1.5 Improved skills and knowledge of school administrators	Number of targeted school administrators demonstrating new and good teaching techniques or tools (by type, by gender).	0
	Number of leaders trained or certified with USDA assistance (by gender).	0
McGovern-Dole 1.2 Improved attentiveness	Proportion of school children identified as being attentive in class by their teachers (by sex, by class).	Girls = 63% Boys = 62%
McGovern-Dole 1.2.1 Short-term hunger reduction	Number of school meals (breakfast, snack, lunch) provided to schoolchildren as a result of USDA assistance.	0
	Proportion of schoolchildren in targeted schools who ate a meal regularly before or during the school day (by gender).	0
McGovern-Dole 1.2.1.1 /1.3.1.1 Increased access to school feeding	Number of school children receiving daily school meals (breakfast, snack, lunch) through USDA assistance (girls).	0
	Number of school children receiving daily school meals (breakfast, snack, lunch) through USDA assistance (boys).	0
	Number of school children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance (new).	0
	Number of school children receiving daily school meals (breakfast, snack, lunch) through USDA assistance (continue).	0
	Number of daily school meals (breakfast, snack, lunch) provided to schoolchildren as a result of USDA assistance.	0
	Proportion of households with acceptable food consumption by gender of head of household.	Women = 67.8% Men = 72.2%
	Coping strategy index (average) by gender of head of household.	Women = 4.7 Male = 4.9
	Dietary diversity score by sex of head of household.	Women = 4.1 Male = 4.5
	Number of social safety net beneficiaries participating in productive safety net operations as a result of USDA assistance (ongoing).	0
	Number of social safety net beneficiaries participating in productive safety net operations as a result of USDA assistance (new).	0
Number of social safety net beneficiaries participating in productive safety net operations with USDA assistance (male).	0	

	Number of social safety net beneficiaries participating in productive safety net operations with USDA assistance (women).	0
McGovern-Dole 1.3 Improved student attendance	Proportion of students regularly attending (80%) USDA-supported classes/schools (boys).	99.7%
	Proportion of students regularly attending (80%) USDA-supported classes/schools (girls).	100.0%
McGovern-Dole 1.3.2 Reduced health-related absences	Proportion of schoolchildren who miss more than 10 school days per year due to illness (boys).	2.3%
	Proportion of schoolchildren who miss more than 10 school days per year due to illness (girls).	0.0%
McGovern-Dole 1.3.3 Improvement of school infrastructure	Number of educational facilities (improved water sources, and latrines, stoves stones and Other school grounds) rehabilitated/constructed as a result of USDA assistance	
McGovern-Dole 1.3.4 Increase in the number of students enrolled	Number of students enrolled in USDA-assisted schools (boys).	0
	Number of students enrolled in USDA-assisted schools (girls).	0
	Gender ratio in primary school.	1.09
McGovern-Dole 1.3.5 Increased community understanding of benefits of education	Number of members of management committees and members of women's production groups sensitized on the importance of education.	0
McGovern-Dole 1.4.1 /1.4.2 /1.4.3	Value of public and private investments creating leverage through USDA (host government) assistance.	0
	Annual increase rate of the budget allocated by the government to the School Canteens Directorate.	0
	Number of policies in child health and nutrition sectors, regulations and administrative procedures, by level of development, supported by USDA (by stage).	0
	Number of education sector policies, regulations, and administrative procedures, by level of development, with USDA assistance (by stage).	0
McGovern-Dole 1.4.4 Increased engagement of local agencies and community groups	Number of parent-teacher associations or similar school governance structures supported through USDA assistance.	0
	Number of public-private partnerships established as a result of USDA assistance.	0
McGovern-Dole SO2 Increased use of health and dietary practices	Proportion of schoolchildren receiving a minimum acceptable diet (boys).	65.9%
	Proportion of schoolchildren receiving a minimum acceptable diet (girls).	65.9%

McGovern-Dole 2.1 Improved knowledge of health and hygiene practices	Proportion of school management committee members and canteen management staff who can identify at least three health and hygiene practices (men).	80.9%
	Proportion of school management committee members and canteen management staff who can identify at least three health and hygiene practices (women).	75.0%
McGovern-Dole 2.2 Increased knowledge of safe food preparation and storage practices	Proportion of school management committee members and canteen management staff who can identify at least three safe food preparation and storage practices.	79.8% good food storage practices 65.5% good food preparation practices
McGovern-Dole 2.3 Increased knowledge of nutrition	Number of people receiving training in child health and nutrition as a result of USDA assistance (male).	0
	Number of people trained in child health and nutrition with USDA assistance (women).	0
McGovern-Dole 2.4 Increased access to drinking water and sanitation services	Number of schools using an improved water source Number of schools with improved sanitation facilities	29 232
	Number of school children who received deworming.	
McGovern-Dole 2.5 Increased access to preventive health interventions	Proportion of schools using an improved water source.	75.0% have a water point 54.8% have an improved water source
	Proportion of schools with improved sanitation facilities.	72.6%
McGovern-Dole 2.6 Increased access to tools and equipment required for food preparation and storage	Number of targeted schools with access to improved food preparation and storage equipment.	
McGovern-Dole 1.4.1 /2.7.1 Increased capacity of government institutions	Number of officials trained in food management, monitoring and evaluation.	0
McGovern-Dole 1.4.2 /2.7.2 Improved policy and regulatory framework	Number of policies, regulations, and/or administrative procedures in the health and nutrition sectors for children at each of the following developmental stages as a result of USDA assistance (Stage 1).	0
	Number of health and nutrition policies, regulations, and/or administrative procedures for children at each of the following developmental stages as a result of USDA assistance (Milestone 2).	0

	Number of policies, regulations, and/or administrative procedures related to child health and nutrition at each of the following developmental stages as a result of USDA assistance (Milestone 5).	0
McGovern-Dole 1.4.3 Increased government support	Value of public and private investments creating leverage through USDA (host government) assistance.	0
	Annual increase rate of the budget allocated by the government to the School Canteens Department.	0
McGovern-Dole 1.4.4 Increased engagement of local organizations and community groups	Number of parent-teacher associations or similar "school" governance structures supported with USDA assistance.	0
	Number of public-private partnerships established as a result of USDA assistance (women's production groups).	0

Annex 11: List of deliverables

The summary of the deliverables expected from the evaluation team:

- Initial inception report including methodology both in English and in French
- Final inception report (including quality assurance plan, data collection tools, data collection schedule)
- Quality Assurance plan
- Data collection tools
- Data collection planning
- Raw and clean databases
- PowerPoint presentation debriefing preliminary results
- Draft evaluation report, both in English and in French, including a raw and clean database, based on the suggested table of contents
- Mid-term evaluation final report, both in English and in French, based on the suggested table of contents
- Suggested table of contents for the report (synthesis, methodology, results, conclusions, recommendations, annex on performance indicators, etc.)
- PowerPoint presentation debriefing the final results
- Presentation of the results of the evaluation by the firm during a workshop.

Annex 12: Some results obtained during this phase

Breakdown of beneficiaries - 2021-2023

	Jan	Feb	Mar	Apr	May	June	Oct	Nov	Dec	Max
2021	118893	116908	119270	119128	119343	88669	65859	32222	507	119343
2022	14527	119640	125213	126190	126794		112347	66838	57159	126794
2023	121069	123726	125330	120032	116263	21854				125330

Quantity of food (mt) distributed per region (hot meal)

Quantity of food distributed (MT)				
Regions	2021	2022	2023	Grand Total
Bafing	98.429	67.26	67.26	232.949
Bagoue	272.331	209.088	209.088	690.507
Bounkani	239.459	192.828	185.205	617.492
Cavally	90.15	69.351	69.346	228.847
Gontougo	390.362	310.556	276.988	977.906
Poro	572.544	409.88	401.252	1383.676
Tchologo	220.515	163.542	161.882	545.939
Grand Total	1883.79	1422.505	1371.021	4677.316

Main Outcomes - 2021-2022

Result							
Result indicator	Sex	Baseline	CSP end target	2022 target	Follow-up 2022	Tracking 2021	Follow-up 2020
Target group: Student -Location: Ivory Coast -Modality: Capacity building, Food -Sub-activity: School canteen (on site).							
Attendance rate (new)	Women	98.8	>99	>99	99.45	98.99	99.31
	Man	99	>99	>99	99.35	99.02	99.24
	Overall	98.9	>99	>99	99.38	99	99.27
Registration rate	Women	2.9	>3	>3	5.17	-0.23	-1.41
	Man	0	>3	>3	4	-2.47	-3.83
	Overall	1.3	>3	>3	4.59	-1.36	-2.64

Target group: Student -Location: Ivory Coast -Modality: Food -Sub-activity: School canteen (on site).							
Retention rate / Dropout rate (new): Retention rate	Women	98	≥98	≥98	97.98	97.89	98.97
	Man	97.8	≥98	≥98	97.68	97.7	98.63
	Overall	97.9	≥98	≥98	97.93	97.8	98.8
Retention rate / Dropout rate (new): Dropout rate	Women	2	≤2	≤2	2.02	2.11	1.03
	Man	2.2	≤2	≤2	2.32	2.3	1.37
	Overall	2.1	≤2	≤2	2.17	2.2	1.2

Main outputs - 2021-2022

Results (output)					
Detailed indicator	Beneficiary group	Sub-activity	Unit of measure	Foreseen	Accomplished
A.1: Beneficiaries receiving food transfers	Pupils (primary schools)	School food (on site)	Women	61,250	63,524
			Man	63,750	63,270
			Total	125,000	126,794
A.1: Beneficiaries receiving food transfers	Pupils (primary schools)	School feeding (take-home rations)	Women	0	72,124
			Man	0	71,836
			Total	0	143,960
A.2: Food transfers			MT	2,655	1,497

Annex 13: Country office thematic responsibilities for evaluation

	focal point	alternate
Overall Coordination	Seydou KONE (Programme officer M&E/VAM) < kone.seydou@wfp.org >	
General Technical support	S�verine GIROUD (Programme manager) < severine.giroud@wfp.org >	N / A
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