

Evaluation of livelihoods and school feeding activities in Libya from 2019 to 2023

Decentralized Evaluation Terms of Reference

WFP Libya



World Food Programme

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1. Background

1. These terms of reference (ToR) were prepared by the WFP Libya Country Office with the support of the RBC Regional Evaluation Unit based upon an initial document review and consultation with stakeholders following a standard template for decentralised evaluations at WFP. The purpose of these ToR is to provide key information to stakeholders about the evaluation, including the evaluation team that will conduct the evaluation and to specify expectations during the various phases of the evaluation.

1.1 INTRODUCTION

2. The evaluation serves the dual purpose of learning and accountability with a particular emphasis on learning to inform future programming of livelihoods and school feeding activities in Libya for the improvement of resilience of vulnerable households and communities.
3. These terms of reference are for the Decentralized Evaluation of Activity 2: Provide livelihood opportunities and training to targeted vulnerable people and communities in a conflict-sensitive manner and Activity 3: Support the Government in its efforts to enhance the national school meals programme through home-grown school feeding and an integrated package of health and nutrition services. In both activities that were mainly implemented in the Eastern and Western parts of the country, WFP took into consideration gender mainstreaming to ensure tailored approaches were developed to meet the unique needs of men, women, boy and girls. This evaluation will cover the period under the interim CSP for 2019–2022, as well as 2023 for the 2023-2025 CSP. A budget revision, approved in December 2022, extended the duration of the interim country strategic plan (ICSP) until February 2023 with an increment of USD 7.4 million.
4. Following a key recommendation from the previous decentralized evaluation to establish closer connections between various components of Libya's CSP, the current evaluation aims to gauge the effectiveness of both school feeding and livelihood initiatives. Additionally, this assessment seeks to determine the extent to which these activities, when combined, are aiding in the achievement of strategic objectives related to ensuring universal food access and fostering sustainable food systems. The last decentralized evaluation of WFP's school feeding and general food assistance activities in Libya took place in 2021. It's important to note that livelihood activities have not yet been evaluated in either the previous interim country strategic plan or the current country strategic plan period.

1.2 CONTEXT

5. More than a decade after the 2011 Arab Spring and the subsequent civil war in Libya, years of political instability and the economic impact of the coronavirus disease 2019 (COVID-19) pandemic have left the country in a fragile state of transition to peace and stability. In October 2020 a ceasefire ended the violence, paving the way for the formation of a government of national unity aimed at unifying the various political factions in March 2021. Despite that historic achievement, key issues remain unresolved and render Libya unable to move forward on the development of a new constitution or to hold free and open elections. The prolonged crisis and limited transparency¹ led to a liquidity crisis and currency devaluation, exhausting social safety nets and causing a regression in the progress previously made in reducing malnutrition.² A joint WFP – World Bank review of Libya's social assistance system (2021) found that four decades of isolation followed by the post-2011 conflict have left national institutions five decades behind in terms of policy, global good practice and delivery systems. Many of the pre-2011 programmes were found to have ceased activity, and governance challenges have further undermined the public's trust in the government's ability to deliver. The government of Libya is aware of the issues and has requested WFP, as a trusted partner, to provide critical system support, specifically in the

¹ Libyan Audit Bureau. 2021. Annual report of the Libyan Court of Audit 2021. (in Arabic)

² United Nations Libya. 2022. [Common country analysis](#).

development and implementation of three national strategies: food security, social protection and school feeding.

6. Although Libya is classified as an upper-middle-income country, it is ranked 156th of the 163 countries on the 2022 Global Peace Index (2022)³ and 104th of the 191 on the human development index for 2021/2022.⁴ While Libya already ranked low in gender equality indices prior to the conflict, it dropped from a ranking of 41st of 162 countries on the Gender Inequality Index in 2018 to 61st in 2021.⁵
7. Libya is one of the world's major oil exporting nations; the oil sector accounts for 75 percent of gross domestic product (GDP)⁶ and, if production and exports are maintained, Libya could benefit from soaring global oil prices, which could result in higher fiscal revenue, the inflow of hard currency and a trade surplus. To ensure that funds are spent efficiently on rebuilding the economy and infrastructure and supporting the most vulnerable households and communities, significant efforts are needed to rebuild government systems that will increase transparency. The impact of the conflict, combined with the COVID-19 pandemic, has posed challenges for Libya, as have reductions in oil exports since April 2022.
8. The 2022 humanitarian response plan⁷ prepared by the Office for the Coordination of Humanitarian Affairs (OCHA) identified 803,000 people as being in need of humanitarian assistance in Libya, and targets 400,000 of the most in need with assistance (22 percent women, 35 percent men, 20 percent girls and 23 percent boys), with an estimated 15 percent of those people believed to be persons with disabilities (60 percent men and 40 percent women). The people in need targeted by the humanitarian response plan include 120,000 internally displaced persons (IDPs), 29,000 returnees, 118,000 non-displaced people, 88,000 migrants and 44,000 other persons of concern.
9. Despite agriculture's small contribution to total GDP, 22 percent of Libyans were engaged in agricultural activities in 2018. According to the 2022 multi-sector needs assessment, the percentage has dropped since then, with only eight percent of households currently engaged in any kind of agricultural activity and 38 percent of those households reporting having reduced their agricultural activities.⁸ The restoration and strengthening of livestock and crop production and livelihood-based coping mechanisms is urgently required in order to increase the resilience and livelihoods of agricultural communities⁹ and livelihoods more generally. Access to farmland, water and irrigation has been constrained by conflict, the COVID-19 pandemic and climate change. Farming households reported spending up to 75 percent of their incomes on food, underscoring the vulnerability to food insecurity of people who work in the agricultural sector.¹⁰
10. Libya is a key transit hub for asylum seekers, migrants fleeing conflict and economic hardship in Africa and the Middle East and other persons of concern.¹¹ These population groups remain highly vulnerable to protection risks and lack access to housing and essential basic services.¹² Migrant numbers have increased greatly since June 2022, probably owing to the worsening political and economic situation, high

³ Institute for Economics and Peace. 2022. *Global Peace Index 2022 – Measuring peace in a complex world*.

⁴ United Nations Development Programme. 2022. *Human Development Report 2021/2022 – Uncertain Times, Unsettled Lives: Shaping Our Future in a Transforming World*.

⁵ Ibid.

⁶ Central Bank of Libya. 2020 Data.

⁷ Office for the Coordination of Humanitarian Affairs. 2022. *Libya Humanitarian Response Plan (June 2022)* (The draft 2023 Humanitarian Overview for Libya indicates a further reduction of people in need to 328,560 in 2023).

⁸ Office for the Coordination of Humanitarian Affairs. 2022. *Libya – 2021 Multi-Sector Needs Assessment: Libyan Population*.

⁹ United Nations Libya. 2022. *Common country analysis*.

¹⁰ Office for the Coordination of Humanitarian Affairs. 2022. *Libya Humanitarian Response Plan (June 2022)*.

¹¹ Mixed Migration Centre. 2019. *What makes refugees and migrants vulnerable to detention in Libya? A microlevel study of the determinants of detention*.

¹² United Nations Libya. 2022. *United Nations Sustainable Development Cooperation Framework – Libya 2023-2025*.

inflation rates, global price increases as a result of the Ukraine crisis, increased food insecurity and rising commodity prices, which have further increased instability in Libya and neighbouring countries.¹³

¹³ International Organization for Migration. 2022. *IDP and returnee report. Key findings – Round 41 (February–April 2022). Libya.*

2. Reasons for the evaluation

2.1 RATIONALE

11. The evaluation is being commissioned to understand the extent to which the livelihoods and school feeding activities have been successfully implemented, and with what results for key stakeholders. The reason for the evaluation is to support learning, accountability and programme strengthening thereby informing course correction and improve overall implementation for the current CSP period (2023-2025). Beyond informing the current CSP, the findings will also feed into the planned CSP evaluation, informing the future strategic direction of WFP's operations in Libya.
12. The management response of the decentralised evaluation of the general food assistance and school feeding programme in Libya covering the period 2017 – 2019 recommended "Building better synergies between WFP programmes and develop a Theory of Change (ToC)." The key action was centred around developing a Theory of Change for the CSP 2022 – 2025 and building on the existing efforts to synergize different programmes (e.g. GFA with FFT; School Feeding with FFT; GFA to Libyan with food assistance to non-Libyan) to effectively achieve the Strategic Results 1: Everyone has access to food and Strategic Result 4: Food systems are sustainable. By evaluating the combined impact of school feeding and livelihood activities, we can assess the effectiveness of these synergies and determine whether they have contributed to achieving the strategic results of ensuring food access for everyone and promoting sustainable food systems.
13. The evaluation will have the following uses for the WFP Libya Country Office, the Ministry of Agriculture and other key agricultural partners operating in Libya:
 - i. The documentation of findings, conclusions, recommendations and identified lessons learned which can guide any necessary revision of the current approach to implementation to enable WFP to efficiently and effectively achieve its targets and inform the progress made towards the Country Strategic Plan (2023-2025).
 - ii. Identify opportunities for WFP to strengthen the design of its livelihood and school feeding activities thereby enhancing the potential outcomes of the activities on the lives of the affected populations.
 - iii. The evaluation recommendations will also be useful beyond WFP as national authorities and other stakeholders will be potential users of the results of this evaluation. This can contribute to a knowledge platform of lessons learnt on strengthening resilience.
 - iv. The evaluation will potentially serve as an advocacy tool for raising awareness of donors and partners around WFP's contributions towards the new integrated resilience framework and the Sustainable Development Goals.

2.2 OBJECTIVES

14. Evaluations serve the dual and mutually reinforcing objectives of accountability and learning.
 - **Accountability** – The evaluation will assess and report on the performance and results of the livelihoods and school feeding activities, and place particular emphasis on the degree to which target populations were reached and how: namely, IDPs, migrants, people with disabilities and women. In addition to assessing the performance and results of the activities, the evaluation will also emphasize the promotion and protection of human rights. It will examine how the livelihoods and school feeding interventions have respected and upheld the fundamental human rights of the target populations, including internally displaced persons (IDPs), migrants, people with disabilities, and women. This includes assessing issues such as non-discrimination, equal access to services, and the extent to which the activities have contributed to the realization of human rights, such as the right to food, education, and livelihood opportunities. By integrating a human rights perspective into the evaluation, it aims to hold accountable all stakeholders involved in the implementation of these activities and ensure that future interventions prioritize and uphold human rights principles.

- **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. As WFP begins to shift its focus towards the improvement of food systems and livelihoods, and the strengthening of capacity that will enable Libya to progressively increase resilience and manage national programmes and systems more effectively, these evidence-based findings will be pivotal in informing operational and strategic decision-making going forward. Findings will be actively disseminated, and lessons will be incorporated into relevant lesson-sharing systems. The evaluation will not only analyse the reasons behind the achieved or unachieved results of livelihoods and school feeding activities, but it will also pay specific attention to gender dynamics and the impact on gender equality and women's empowerment. It will assess how these activities have addressed the unique needs and challenges faced by women, including their access to resources, participation in decision-making processes, and overall well-being. By incorporating gender considerations into the evaluation, it aims to derive lessons and good practices that can strengthen gender mainstreaming and promote women's rights within future programming and strategic decision-making

15. Both accountability and learning will weigh equally.

16. The specific objectives are to:

- Contribute to the evidence base on the impact of the livelihood activities in resilience building and environment, thereby contributing to learning and decision-making for the delivery of the food systems approach programme which is supported through the 2022-2025 Country Strategic Plan (CSP). This evaluation will inform the scaling up and replication of the integrated approach of livelihoods and school feeding activities in successfully delivering benefits to the vulnerable communities.
- Establish the successes and weaknesses of livelihood activities to understand their potential to strengthen resilience building.

2.3 STAKEHOLDER ANALYSIS

17. Building off the interim CSP, the current CSP 2023 - 2025 was developed through extensive internal and external consultations with the Government, other United Nations entities, beneficiaries, donors and cooperating partners. WFP has participated actively in inter-agency joint planning and sectoral coordination, including in the development of the common country analysis, the formulation of the UNSDCF, the food security sector and leading roles in the Libya humanitarian response plan working groups. The results of this evaluation will inform and benefit all relevant government ministries and all the engaged stakeholder that implement and contribute towards the livelihood and school feeding activities.
18. Internally within WFP, the evaluation results will be used by the Libyan Country Office, Regional Bureau, as well as key headquarters Divisions (Resilience Division, School Feeding, Performance Management and Monitoring Division, and the Office of Evaluation among others) for learning purposes.
19. 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.
20. 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).

Table 1: Preliminary stakeholder analysis

Stakeholders	Interest and involvement in the evaluation
Internal (WFP) stakeholders	
WFP country office (CO) in Libya	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. The findings of the evaluation will guide LYCO's integrated programming approach that brings together livelihoods and school feeding moving forward.
WFP field offices in Benghazi	Key informant and primary stakeholder - Responsible for day-to-day programme implementation. The field offices liaise with stakeholders at decentralized levels and has direct beneficiary contact. It will be affected by the outcome of the evaluation.
WFP Regional Bureau Cairo for Middle East, North Africa, Central Asia and Eastern Europe	Key informant and primary stakeholder - Responsible for both oversight of country offices and technical guidance and support, the regional bureau management has an interest in an independent/impartial account of operational performance as well as in learning from the evaluation findings to apply this learning to other country offices. The regional bureau will be involved in the planning of the next programme, thus it is expected to use the evaluation findings to provide strategic guidance, programme support, and oversight. The regional evaluation officers support country office/regional bureau management to ensure quality, credible and useful decentralized evaluations. LYCO's evaluation results may support the design of other livelihood and school feeding programmes in the region.
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/secondary stakeholders - As the ultimate recipients of food assistance, beneficiaries have a stake in WFP determining

<p>Smallholder farmers School children</p>	<p>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.</p>
<p>Government Ministry of Education; Education Cluster Partners; National Economic and Social Development Board; Bureau of Statistics and Census; Ministry of Agriculture, Ministry of Planning, Ministry of Environment and Ministry of Housing and Utilities</p>	<p>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 UNSDCF ensures close partnerships with the Government and other stakeholders and serves as an integrated strategic framework focused on recovery, development and peacebuilding efforts and alignment with and commitment to the protection sector.</p>
<p>United Nations country team (UNCT) UNIDO; UNICEF; UNDP; IOM; UNHCR</p>	<p>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. For the four strategic priorities of the UNSDCF, WFP chairs the working group under pillar 2 and co-chairs the working groups under pillars 3 and 4 with the United Nations Industrial Development Organization, UNICEF, the United Nations Development Programme (UNDP) and the International Organization for Migration (IOM).</p>
<p>Non- governmental organizations (NGOs)</p>	<p>Key informants and primary stakeholder - NGOs are WFP partners for the implementation of some activities while at the same time having their own interventions. The results of the evaluation might affect future implementation modalities, strategic orientations and partnerships. They will be involved in using evaluation findings for programme implementation.</p>
<p>Donors</p>	<p>Primary/secondary stakeholders - WFP interventions are voluntarily funded by a number of donors, including direct multilateral contributions from Germany, Italy and Japan. To secure crucial funding from a wider group of government donors, WFP successfully initiated partnerships with the Czech Republic, the EU (DG-ECHO), France, Switzerland and the United States of America (USA). They have an interest in knowing whether their funds have been spent efficiently and if WFP work has been effective and contributed to their own strategies and programmes. WFP reports to donors, providing evidence of successful interventions and developing a prioritization plan that can be adjusted in accordance with available resources. During consultations, donors have confirmed that the outcomes of the CSP 2023 – 2025 are in line with their interests, hence WFP is committed to strengthening its positioning and expanding its engagement with longstanding partners including its donors.</p>

3. Subject of the evaluation

3.1 SUBJECT OF THE EVALUATION

21. While unconditional resource transfers make up the majority of WFP's assistance in Libya, school-based programmes (Activity 3) and livelihoods programming (Activity 2) have steadily grown since the start of the interim CSP in 2019, despite numerous challenges including conflict and the COVID-19 pandemic, which closed schools across the country. With the request from the government of Libya for WFP to support the development and implementation of its national food security, social protection and school feeding strategies, these activities are of increasing importance and are expected to continue to grow in the current CSP and beyond.

Activity 2: Provide livelihood opportunities and training to targeted vulnerable people and communities in a conflict-sensitive manner

22. The objective of this activity is to strengthen livelihoods, support self-reliance, enhance food systems and revitalize the local economies of targeted communities, including through the creation and rehabilitation of community assets. In implementation to date, WFP has prioritized national and local policymaking, with particular emphasis on environmental impact, conflict-sensitivity and contributions to sustaining peace. WFP has also aimed to enhance food systems and address the impacts of climate change, prioritizing women, girls and persons with disabilities in all activities.

23. Support to building community assets such as local markets, food silos and refrigerated containers, irrigation systems and access roads have been prioritized, as they contribute to food value chains, increased employment and social cohesion. Support for smallholder farmers was given to sustain the production and transformation of the food system, in which the climate vulnerability of crops and farmers' limited access to markets are major constraints. The support included scale-up of hydroponic projects in the South, as well as the introduction of digital platforms for agricultural information and networking.

24. Livelihoods programming has been adapted to the needs of specific population groups that face high barriers to employment, such as women, young people, IDPs and persons with disabilities. Projects focused on building the skills required in the labour market, including in agribusiness and value chain management aimed at supporting the strengthening of food systems, using assessments to inform the planning and content of training activities. Vocational and soft skills training introduced participants to financial services and existing businesses, improving their livelihoods, contributing to their local economies and ultimately helping vulnerable households to increase both their food security and purchasing power, subsequently decreasing their reliance on humanitarian assistance or social protection. Beneficiaries, especially young people and women who lost their livelihoods, were supported in developing their entrepreneurial skills and initiating their own small businesses.

25. In partnership with the United States Institute of Peace, the Fezzan Libya Organization and other local partners, WFP has integrated social cohesion components into its livelihoods programmes to strengthen results under the peace pillar and enhance resilience in communities. Conflict sensitivity assessments were carried out to inform programme design including the of social and behaviour change communication approaches to promote behaviour change, build knowledge and influence attitudes and social norms.

26. The geographic scope of livelihood activities covered all regions of Libya (West, East and South) over the period, though expansion to the East and South occurred later. Based on the outcome of the food security and education assessment in the 2022 humanitarian response plan, the geographical scope of activities continued to cover areas with a high density of vulnerable populations, including IDPs, host communities and returnees, including in the municipalities of Tawergha and Ubari in the South, and Al Kufra and Benghazi in the East.

27. WFP follows a participatory and inclusive approach in designing innovative programmes aimed at equipping young women and men who are vulnerable to food insecurity with essential job skills, including digital and computer skills that enable them to generate income remotely and to compete for local job opportunities.

28. In 2021, under Strategic Outcome 2, WFP expanded Food Assistance for Training (FFT) and Food Assistance for Assets (FFA) programmes across Libya, tripling the number of beneficiaries compared to 2020. These interventions helped to improve household resilience and to reduce reliance on negative coping strategies to meet the basic food needs. They are also aligned and coordinated with the Government's priority to find durable solutions for those whose livelihoods have been affected by the conflict, COVID-19, and climate-induced shocks.
29. Under Strategic Outcome 2, contributing indirectly to SDGs 1 (No Poverty), 5 (Gender Equality) and 8 (Decent Work and Economic Growth), WFP worked to safeguard the livelihoods of vulnerable communities and build their resilience through the food for training and food for assets (FFA) schemes. In addition, WFP worked closely with the Ministry of Environment to accelerate Libya's achievement of SDG 7 (Affordable and Clean Energy) and SDG 13 (Climate Action) by signing a milestone agreement to establish hydroponic farms to boost agricultural production throughout Libya.
30. Under Strategic Outcome 2, WFP continued to focus on building the resilience of vulnerable communities across Libya. Livelihood activities consisted of food assistance for training (FFT) supporting smallholder farmers with market linkages, hydroponic projects and agriculture information networking support through digital platforms. WFP aimed to strengthen livelihoods, support self-reliance, enhance food systems and revitalize local economies. Over 100 percent of the activities captured under Strategic Outcome 2 were funded in 2021, a triple-digit rise compared to 2020. Nevertheless, the COVID-19 restrictions in 2021 and reduced labour market capacities resulted in low implementation levels. Despite these challenges, WFP succeeded to assist close to a third of its planned 39,000 beneficiaries, including 49 percent of women, representing a three-fold increase compared to 2020.
31. FFT activities aimed to build the skills of food insecure beneficiaries to match them with available employment. In 2021, activities expanded to the East, South and West of the country after a six-month-long COVID-19-related suspension since September 2020. The FFT activities included different vocational and soft skills trainings.
32. In line with the food systems approach, an initiative called Made in Libya was established to promote productivity, improve marketing, increase income, reduce food waste and build resilience of beneficiaries against climatic shocks.
33. In 2022, WFP reached around 10,945 unique beneficiaries (including 51 percent women and 49 percent men) which was unexpectedly lower than planned due to the low funding situation. Considering the greater need to generate livelihood opportunities in rural areas, WFP prioritized available resources for community asset creation projects,
34. By the end of 2021, WFP Libya covered 73 percent of the overall funding requirements of its Interim Country Strategic Plan (2019-2021) costed at USD 106 million, since its inception. Following a budget revision, ICSP was extended to 2022 and its requirement increased to USD 156 million. Available resources secured in 2021 (including confirmed contributions and resources carried over from 2020) covered 89 percent of WFP Libya annual funding needs, costed at USD 41.6 million. These resources were 57 percent higher in 2021 than in 2020. Resilience activities, accounting for 13 percent of the annual funding needs, experienced a triple increase in funding, reflecting the improvement in Libya's security situation. Resilience-building activities, accounted for 20 percent of the annual funding needs. In 2022, strategic outcome 2 received 20 percent more than the resources received in 2021. Activity 2 (livelihoods and resilience) was the most well-resourced - including multi-year funding from Germany and new contributions received at the end of the year.

Activity 3: Support the Government in its efforts to enhance the national school meals programme through home-grown school feeding and an integrated package of health and nutrition services

35. In coordination with the Ministry of Education, WFP started a national school feeding programme in 2019 to complement general food distributions to refugees, asylum seekers and vulnerable Libyans. The school feeding programme has since expanded to help to support local livelihoods and strengthen local food systems in vulnerable areas, including a home-grown school feeding pilot carried out under the interim CSP for 2019–2022. Under the current CSP, WFP has further expanded home-grown school feeding with the aim of developing human capital by increasing school enrolment, attendance and retention while fostering market development, reducing food waste and addressing the double burden of malnutrition among children. To boost nutrition outcomes, WFP has begun developing social and

behaviour change communications approach tailored to the diverse needs of various communities, focusing on the needs of schoolchildren and their families.


36. WFP and partners targeted schools in districts with large flows of displaced persons and poor food and nutrition security. Home-grown school feeding expanded into locations such as Tawergha and the southern areas with a view to promoting dietary diversity and healthy eating habits among the people most vulnerable to food insecurity.
37. WFP has begun and continues to support the development of a national school feeding policy which will be embedded in a national policy framework and define a vision for the establishment of a nutrition- and gender-sensitive national school feeding programme in Libya. WFP has worked to strengthen the Government's ability to target, implement, monitor and report on school feeding in a way that is gender- and age-sensitive, and with an overarching goal of enabling the Government to manage a robust school feeding programme independently as part of national recovery efforts, promoting home-grown approaches where possible, strengthening educational outcomes and enhancing women's economic empowerment.
38. WFP established the "Made in Libya" initiative in 2022, which supports a fully functioning school feeding system that uses Libyan produce and products developed under WFP livelihoods activities (under activity 2). This work was intended to increase the stability of communities by providing economic opportunities for vulnerable households, communities and smallholder farmers affected by the conflict. More importantly, it has the aim of increasing the self-sufficiency of the school feeding system, which has helped boost the nutrition and overall well-being of vulnerable schoolchildren. To ensure that locally grown nutritious foods such as fruit and vegetables are provided to local schools as a key component of a healthy school meal, WFP created market linkages between schools, farmers and other local food producers.
39. The first year of the School Feeding Programme (2019-2020) was evaluated in the 2017-2019 decentralized evaluation (published 2021). At that time, the programme primarily distributed date bars and reached a total of 18,000 school children with a near 50-50 split between boys and girls. That evaluation revealed that while the programme was perceived well by most respondents, data on specific nutritional needs and availability of healthy food in schools was lacking. Key recommendations from the evaluation were to engage more with parents and children on the design and meal modalities, and to consider a wider range of options via local producers; integrate a nutrition education component into school curriculum to raise awareness about healthy eating; coordinate with partners providing support to schools to enhance school learning environments (water, sanitation, infrastructure improvements). The recommendations were included in the managements decisions and are currently being incorporated in the Made In Libya initiative.
40. In 2021, WFP organised a wide range of bilateral meetings and consultations with line ministries. Going forward, WFP will provide capacity strengthening tools and work closely with the Government to develop policies and implementation plans contributing to the national school meals programme, the social protection programme and the sustainable agriculture programme, thus positioning itself as a partner of choice for the Government.
41. Due to the Government-imposed COVID-19 restrictions and school closures, the school feeding programme assisted around 8 percent only of its targeted beneficiaries. Around 3,000 child migrants at four migrant schools in the South of Libya received 16 mt of fortified date bars in collaboration with UNICEF under the Education Cannot Wait initiative. To pave the way for broader nutrition- and child-sensitive social protection systems, WFP and the Ministry of Education renewed their MoU to scale-up the SF programme in 2022

3.2 SCOPE OF THE EVALUATION

42. The evaluation will cover all aspects of WFP Libya's livelihoods and school feeding activities including their design, implementation, monitoring and evaluation as relevant to answer the evaluation questions. The evaluation timeframe is therefore January 2019 which is the official start date of the ICSP implementation through data collection in February 2023, in line with the budget revision, approved in December 2022,

extending the duration of the interim country strategic plan (ICSP) until February 2023 with an increment of USD 7.4 million.

43. The management response of the decentralised evaluation of the general food assistance and school feeding programme in Libya covering the period 2017 – 2019 recommended to build better synergies between WFP programmes and developing a Theory of Change (ToC). The key action was centred around developing a Theory of Change for the CSP 2022 – 2025 and building on the existing efforts to synergize different programmes (e.g. GFA with FFT; School Feeding with FFT; GFA to Libyan with food assistance to non-Libyan) to effectively achieve the Strategic Results 1: Everyone has access to food and Strategic Result 4: Food systems are sustainable. By evaluating the combined impact of school feeding and livelihood activities, we can assess the effectiveness of these synergies and determine whether they have contributed to achieving the strategic results of ensuring food access for everyone and promoting sustainable food systems.
44. Components: this is an activity evaluation and as such will encompass WFP piloted activities related to the "Made in Libya" initiative – an integrated programme that links school feeding programmes to Libyan produce and products developed under WFP livelihood support activities, thus increasing the stability of communities and providing economic opportunities for people affected by conflict. The objectives of the 'Made in Libya' initiative are that:
 - i. Targeted communities benefit from assets and mechanisms created that improve their agricultural production, market access and adaptation to climate change;
 - ii. Vulnerable populations make use of transfers and/or trainings received to enhance their livelihood and employability;
 - iii. People and communities have increased skills, capacities and access to financial, energy and climate services for climate-adapted and sustainable livelihoods;
 - iv. Local smallholder and agribusiness producers in relevant value chains benefit from home-grown school feeding;
 - v. Smallholder farmers and value chain actors have increased capacity to produce and aggregate marketable surpluses, reduce postharvest losses, access markets and leverage linkages to schools
45. Combining the evaluation of school feeding and livelihood activities is a logical and strategic approach as the "Made in Libya" initiative aims to link school feeding programs with locally produced goods and products developed under WFP livelihood support activities. By evaluating these two components together, we can assess the extent to which the initiative has been successful in achieving its intended outcomes of increasing community stability and providing economic opportunities for conflict-affected individuals.
46. Evaluating school feeding and livelihood activities together allows us to capture the interdependencies and potential synergies between these components. For example, we can examine how school feeding programs contribute to the development of local agricultural and food production systems, and how livelihood activities support the sustainability and long-term impact of school feeding initiatives.
47. Specific target groups: livelihoods activities specifically introduced tailored technologies to support local food producers, increasing the productivity of smallholder farmers thus they are a target group. While school feeding activities provide school meals to children in the targeted areas but also focusing on the needs of their families through job creation programmes.
48. Gender Equality and Empowerment of Women (GEEW): The evaluation team will have a specific focus on gender dynamics. Analysis should consider the differences within target groups, like age (children, youth, adult), gender.
49. The evaluation will encompass all implementation areas related to livelihoods and school feeding activities, taking into consideration that many activities started in Western Libya, near Tripoli, where WFP re-established its physical presence in September 2018, and gradually expanded activities to Benghazi, Sabha, Zuwara, and Sirte. In accordance with the food security and education assessment conducted during the 2022 humanitarian response plan, the geographical scope of livelihood activities has since focused on areas with a significant concentration of returnees, namely Tawergha, Ubari, Al Kufra, and

Benghazi. Similarly, under the current CSP, WFP has specifically targeted schools located in districts experiencing high influxes of displaced persons and exhibiting poor food and nutrition security. The expansion of home-grown school feeding initiatives has been extended to Tawergha and the southern regions, aiming to encourage dietary diversity and foster healthy eating habits among the most vulnerable populations affected by food insecurity. During the inception phase of the evaluation, a sampling strategy will be employed to visit selected areas within these target locations. 

4. Evaluation approach, methodology and ethical considerations

4.1 EVALUATION QUESTIONS AND CRITERIA

50. The evaluation will address the following key questions, which should be further developed and tailored by the evaluation team in a detailed evaluation matrix during the inception phase. Collectively, the questions aim at highlighting the key lessons and performance of the livelihoods and school feeding activities, with a view to informing future strategic and operational decisions.
51. The evaluation should analyse how gender, equity and wider inclusion objectives and GEWE mainstreaming principles were included in the intervention design, and whether the evaluation subject has been guided by WFP and system-wide objectives on GEWE. The gender, equity and wider inclusion dimensions should be integrated into all evaluation criteria as appropriate.

Table 2: Evaluation questions and criteria

Evaluation questions		Criteria
EQ1 – To what extent is the intervention relevant to the needs and priorities of the government, targeted population and stakeholders?		Relevance
1.1	To what extent was WFP's targeting criteria consistent with the needs of the key target groups of smallholder farmers, school children and households based on geographic vulnerabilities/ needs/ food insecurity as well as integrating the activities for the 'Made in Libya' initiative's objectives?	Relevance
1.2	To what extent is WFP's work coherent and aligned with national and sector wide priorities, policies, strategies and programmes? In particular the alignment and interdependencies with relevant government ministry policies?	Relevance
1.3	To what extent were the WFP's mechanisms for accountability to affected populations and other stakeholders designed appropriately?	Relevance
1.4	To what extent was the program intervention response to COVID-19 effective and appropriate?	Relevance
EQ2 – How effective has WFP been in meeting the objectives of its interventions and specifically in responding to the needs of its target beneficiaries?		Effectiveness
2.1	To what extent were the outputs and outcomes of the livelihood and school feeding activities achieved, and what were the major internal and	Effectiveness

	external factors influencing the achievement or non-achievement of those outcomes?	
2.2	Have the livelihood and school feeding activities positively contributed to prevent or mitigate any protection risks occurring for the affected population?	Effectiveness
2.3	Were results achieved consistently across different population groups (including men, women and people living with disabilities or other marginalised groups)?	Effectiveness
EQ3 – To what extent did the intervention achieve an optimal use of the budget and time allocated?		Efficiency
3.1	Were the activities efficiently implemented (specifically timeliness of implementation, adequacy and appropriateness of inputs and cost effectiveness)?	Efficiency
3.2	To what extent did the monetary and non-monetary contributions from the government and other donors enable the intervention to be implemented in an efficient manner?	Efficiency
3.3	How efficiently were resources allocated in accordance with the 'Made in Libya' initiative, considering the integration of the intervention and its impact on linking school feeding programs to Libyan produce and products developed under WFP livelihood support activities?	Efficiency
3.4	To what extent were gender and protection considerations integrated into programme design/implementation and reviewed?	Efficiency
EQ4 – To what extent is the intervention appropriate/compatible with other interventions in a country, sector or institutions?		Coherence
4.1	Were the activities adequately aligned with WFP Libya's CSP overall especially in terms of implementing the integrated 'Made in Libya' initiative?	Coherence
4.2	To what extent and how were multisector and multistakeholder partnerships and actions across the joint programme appropriately and effectively leveraged (sequenced, layered, integrated) for overall programme coherence and impact?	Coherence
EQ5 – To what extent have the interventions generated or are expected to generate significant positive or negative effects, intended or unintended, at a higher level?		Impact
5.1	Are there any unintended positive and/or negative short-, medium- and/or longer-term effects of the livelihood and school feeding activities on the targeted population, non-beneficiaries? Were there any differential impacts on different subgroups (e.g., boys vs. girls, urban vs. rural)?	Impact
5.2	Have the WFP livelihood interventions empowered or developed and supported smallholder farmers including female leadership and independence of targeted populations?	Impact

5.3	How efficient was WFP in linking smallholder farmers to the school feeding activities and how did this impact in creating employment opportunities, farmers revenues and gains?	Impact
5.4	To which extent did the SF programme influence national policies (education, healthy and nutritious food) and programmes?	Impact
5.5	Are there any other expected or unexpected impact on systems, structures and individuals?	Impact
EQ6 – To what extent are the activities and achievements of the intervention likely to be sustained over the long-term?		Sustainability
6.1	What are key success factors in the programme design, selection, set-up and implementation to ensure community and household commitment?	Sustainability
6.2	To what extent are the target groups and/or relevant local authorities/institutions able to afford the maintenance or replacement of the technologies/services/outputs introduced by the project? What are measures that could support this? What support might schools and communities need to ensure the sustainability of the programme?	Sustainability
6.3	To what extent is it likely that the programme results and the benefits of the intervention will continue after WFP's and the government work ceases? How have the activities built capacities and systems for the programmes to continue? Most particularly: <ul style="list-style-type: none"> - To what extent have the school feeding linkage with smallholder farmers supported sustainability of the project? - To what extent has to the programme influenced the government to increase investments in education and nutrition? - To what extent has this joint coordination led to longer-term partnerships and synergies across relevant sectors? 	Sustainability
6.4	Are there any risks to the programme's sustainability, and how can they be mitigated?	Sustainable

52. During the inception phase, the evaluation team will refine and finalise the evaluation questions and expand them with sub-questions as needed. The evaluation team will then develop an appropriate evaluation and analytical approach for the evaluation. They will choose appropriate indicators, data collection tools and analytical methods for each evaluation question. This should be documented systematically in an Evaluation Matrix, which is one of the outputs of the Inception phase.

53. Gender Equality and empowerment of women and girls should be mainstreamed throughout. Allied to the evaluation criteria, the evaluation will address the above-mentioned key questions, which will be further developed by the evaluation team during the inception phase.

4.2 EVALUATION APPROACH AND METHODOLOGY

54. In line with relevant WFP guidance¹⁴, this evaluation is designed as a non-experimental, theory-based exercise which should seek as far as possible a plausible association between the intervention and any observed changes (both positive and negative) in behaviour of our partners and in the functioning of the systems that WFP is seeking to influence. This approach relies on the use of a clear theory-of-change for the intervention which sets out the pathways by which different components in the WFP intervention

¹⁴ <https://docs.wfp.org/api/documents/WFP-0000123978/download/>

were intended to drive and/or contribute to the changes sought in beneficiaries' lives and in the food systems and government systems that influence those lives.

55. In conducting the evaluation, evaluation teams should rely on the necessary evidence that can show WFP's contribution to these changes whether via use of secondary data previously collected by WFP and/or the design, collection and analysis of new primary data during the period of the evaluation (e.g. case studies, key informant interviews, identification of additional actors driving the changes WFP is seeking to influence etc).
56. In accordance with the terms of reference, the evaluation team should adopt a participatory, consistent and iterative approach involving all stakeholders and make use of existing resources related to this intervention to address the evaluation questions mentioned in previous section (**Table 2**). During the inception phase, the evaluation team is expected to expand upon the methodology described within these TOR and develop a detailed evaluation matrix in the inception report organised by the OECD DAC/UN evaluation criteria. The matrix should expand the proposed approach to answering the broader evaluation questions by including proposed performance indicators for each sub-question as well as describing what sources of quantitative and qualitative data will be used to assess changes in the indicators thereby answering the evaluation questions. The chosen methodology 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.).
57. In line with the requirements of gender-responsive evaluation set by the United Nations¹⁵, 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.
58. 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.
59. 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. Please note that as with all evaluations commissioned by UN agencies, the evaluation report will be assessed according to the standards set for evaluations that promote gender equality and women's empowerment¹⁶.
60. To help ensure an evaluation that is credible, useful and respects the principles of independent and impartial evaluation, the following mechanisms will be set up: an Evaluation Committee and an Evaluation Reference Group. The role of the Evaluation Committee is to ensure that the evaluation is conducted in line with the principles of decentralised evaluation in WFP while the Evaluation Reference Group will help steer the evaluation in ways that can ensure that the evaluation is useful and the findings are credible. The evaluation will be contracted to a team of independent, external evaluators. Views of

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<https://www.unwomen.org/sites/default/files/Headquarters/Attachments/Sections/Library/Publications/2020/TRANSFORM-Issue-18-2020-06-en.pdf>

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all stakeholders are taken into account, with different views appropriately reflected in the evaluation analysis and reporting to enhance the impartiality.

61. The following potential risks to the successful conduct of the evaluation have been identified:
- a) The political and security situation in Libya during the time of data collection will determine access by the evaluation team to project sites and to beneficiaries. These constraints can be mitigated through the following measures:
 - i. During the inception mission, the evaluation team is expected to visit the Libya country office which is currently operating remotely from Tunisia, and key stakeholders based in Tripoli can be invited to Tunisia for participation as appropriate.
 - ii. Early preparations of logistics related to the data collection mission to take place, to mitigate possible delays (i.e. availability of WFP team, visa applications, travel arrangements for the evaluation team and relevant stakeholders)
 - iii. In case of limited access to the field and beneficiaries due to security considerations, concerned partners and beneficiaries can be invited to the UN premises in Tripoli for interviews or focus group discussions.
 - iv. Remote and innovative data collection methodologies and tools can be used, such as those provided by ONA, which WFP has access to.
 - b) Additional risks related to the methodology include the availability of key competencies required for the Evaluation Team, availability and competing interests of ERG members, and potential gaps in data that cannot be covered through primary data collection during the evaluation mission. In order to mitigate these risks, some flexibility with regards to the timeline and means of data collection including remote solutions is accounted for. Regular online meetings between the Evaluation Manager and representatives of the Evaluation Team will be held throughout the process, to address potential challenges at an early stage.
62. Mechanisms to ensure the independence and impartiality of the decentralized evaluation include the hiring an impartial third-party Evaluation Team without any linkages to the design or implementation of the livelihoods and school feeding activities and with full access to information, as well as the formation of the EC and the ERG. The EC members hold key competencies relevant to the livelihoods and school feeding activities, while the ERG will include internal and external experts, including a gender expert. The two groups will review and comment on the key deliverables throughout the evaluation; the TOR, the inception report and the evaluation report.
63. Based on the methodology developed by the evaluation team during the inception phase, the evaluation team will have access to data from WFP Country Office and from the sub-office (Benghazi). Gender disaggregated data will also be shared when available. Data should be taken care of considering data confidentiality. A list of the main primary and secondary data is available in Annex 7 and will be completed during the Inception phase.
64. A detailed data analysis plan will be laid out by the evaluation team during the inception phase that will state how the data collected will be converted into meaningful findings resulting in relevant recommendations. The data analysis plan will be guided by the four humanitarian principles of humanity, neutrality, impartiality and independence. The analysis plan will also include a gender analysis and the findings for which will be included in the evaluation conclusions and recommendations which will be subsequently followed upon to improve gender performance.

4.3 EVALUABILITY ASSESSMENT

65. During the inception phase, and building on the information included in this ToR, the evaluation team will be expected to perform an in-depth evaluability assessment and critically assess data availability, quality and gaps expanding on the information provided in Section 4.3. This assessment will inform the final choice of evaluation questions and data collection tools proposed to answer the evaluation questions. As part of this assessment, the evaluation team will need to systematically check accuracy,

consistency and validity of collected data and information and acknowledge any limitations/caveats in drawing conclusions using the data during the reporting phase.

66. The following are the main sources of information available to the evaluation team. The sources provide both quantitative and qualitative information, and should be expanded by the evaluation team during the inception phase:

- Interim Country Strategic Plan (2019- -2022),
- Country Strategic Plan (2023-2025),
- Decentralised Evaluation of the General Food Assistance and School Feeding Programme in Libya 2017 -2019
- Line of Sight (LoS),
- Country Strategic Plan (2020-2024), Budget Revisions,
- Annual Country Reports: 2019, 2020, 2021 and 2022,
- Food Security Outcome Monitoring reports 2019 to 2023,
- Post Distribution monitoring reports for livelihoods and school feeding activities,
- TPM Monitoring Reports,
- Programme briefs and reports for the livelihoods and school feeding activity.

These key documents along with any additional relevant documentation will be made available in a document library.

67. Concerning the quality of data and information, the evaluation team will:

- Assess data availability and reliability as part of the inception phase expanding on the information provided in Paragraph 56 – main sources of information. This assessment will inform the data collection. Should this assessment point to the need to gather primary data, the evaluation team will be expected to collect and quality-assure primary data.
- Systematically check accuracy, consistency and validity of collected data and information and acknowledge any limitations/caveats in drawing conclusions using the data.

4.4 ETHICAL CONSIDERATIONS

68. 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.

69. 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.

70. To protect the perceived independence and impartiality of the evaluation, the evaluation team and the evaluation manager should neither have been involved in the design, implementation or monitoring of the WFP Decentralized evaluation of livelihoods and school feeding programmes nor have any other potential or perceived conflicts of interest. All members of the evaluation team are required to 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

71. 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.
72. The WFP Decentralized Evaluation Quality Assurance System (DEQAS) is based on the UN Evaluation Group (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 in international development evaluation. This quality assurance process will 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.
73. 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.
74. To enhance the quality and credibility of decentralized evaluations, an outsourced quality support (QS) service directly managed by the WFP Office of Evaluation reviews the draft ToR, the draft inception and the evaluation reports, and provides a systematic assessment of their quality from an evaluation perspective, along with recommendations.
75. 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.
76. 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.
77. 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.
78. 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.
79. All final evaluation reports will be subject to a post hoc quality assessment (PHQA) by an independent entity through a process that is managed by the Office of Evaluation. The overall PHQA results will be published on the WFP website alongside the evaluation report.
80. The evaluation team will not have been involved in the design or implementation of the subject of evaluation or have any other conflicts of interest. Further, they will act impartially and respect the code of conduct of the evaluation profession.

^[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

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

Table 4: Summary timeline – key evaluation milestones				
Main phases	Indicative timeline	Tasks	Deliverable	Responsible
1. Preparation	July – November 2023	The Evaluation Manager with support from the RB will conduct background research and consultations with WFP CO and Government; prepare the terms of reference, finalise provisions for impartiality and independence, quality assure and consult stakeholders on the TOR; finalise the evaluation TOR based on stakeholder feedback; CO management select the Evaluation committee as well as Reference group; the Evaluation Manager select the Evaluation Team and finalise the budget, Prepare the document of library and develop a Communication and Learning Plan. The Evaluation Manager will share the TORs for review by different stakeholders and then share with the internal evaluation committee for approval.	The deliverable for this phase is the TORs and establishment of Evaluation Committee and Reference Group, Team recruited (contracts), evaluation budget confirmed, draft communication plan	Evaluation manager
2. Inception	December 2023 – February 2024	This phase aims to prepare the evaluation team by ensuring that the evaluators have a good grasp of the expectations for the evaluation and prepare a clear plan for conducting it. The Evaluation Manager will facilitate the briefing of the Evaluation Team. In this phase, the evaluation team will carry out desk review to understand all the existing data and documents including analysis of secondary data, initial interaction with the main stakeholders; deeper discussions on the methodological approach upon review of baseline data and data sets; and design of evaluation, including the evaluation matrix, methodology, data collection tools, data analysis plan and field work schedule. The	The deliverables for this phase include the Inception Report with data collection tools, analysis plan, evaluation schedule, communication and learning plan	Evaluation Team

		Country Office and the evaluation team will discuss the draft communication and learning plan and finalise it during this phase. There will be interactions between the Evaluation team, internal evaluation committee, reference group and other stakeholders until the Inception Report is approved.		
3. Data collection	March – April 2024	The data collection phase will span over 2-3 weeks and will include visits to project sites and primary and secondary data collection from stakeholders. All the administration issues that include travel and accommodation will be taken care of by WFP. Once data collection and initial analysis is completed, the evaluation team will do a debriefing/presentation of preliminary findings to the internal evaluation committee.	Deliverables for this phase are PowerPoint for exit Briefing/Presentation of Preliminary Findings and raw data sets	Evaluation Team
4. Reporting	April – July 2024	Once data is received from the field; the evaluation team will analyse data and triangulate it with desk review and information received from consultative meetings with stakeholders. The evaluation team will produce an Evaluation Report which will be submitted to the Evaluation Managers for quality assurance. Stakeholders will be invited to provide comments, which will be recorded in a matrix by the evaluation manager and provided to the evaluation team for their considerations before they finalise the report.	The deliverables for this phase are the Evaluation report and clean data sets	Evaluation Team
5. Dissemination and follow-up	August – October 2024	WFP share the final evaluation report and recommendations with wider stakeholders and users; and prepare an action plan with clear timelines for the implementation of the evaluation recommendation. The final report will be shared widely and there will be dissemination action plan to share lessons so that they inform programme interventions. The evaluation team will be required to identify ways of sharing the evaluation findings with beneficiary groups (men, women, boys and girls).	The deliverables for this phase are Management Responses, action plans & Published Evaluation report; other products as required	Libya CO Management Evaluation manager with support from RBC and Communications

5.2 EVALUATION TEAM COMPOSITION

82. The evaluation team is expected to include six members, including an experienced team leader, senior evaluator (Specialist in Livelihood Programming), senior evaluator (Specialist in School Feeding Programming), evaluator (Humanitarian & Emergency programming specialist), evaluator (gender specialist) and one data analyst (Qualitative and Quantitative Analysis). To the extent possible, the evaluation will be conducted by a gender-balanced, geographically and culturally diverse team with appropriate skills to assess gender dimensions of the subject as specified in the scope, approach and methodology sections of the ToR. At least one team member should have previous WFP experience and be fluent in Arabic language.
83. 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:
- Livelihood programming in humanitarian contexts;
 - Emergency setting in humanitarian contexts;
 - Different modalities to deliver food assistance, including in-kind and Cash Based Transfer (CBT);
 - School meals programmes;
 - Expertise within areas of Gender Equality and the Empowerment of Women (GEWE), monitoring and Protection;
 - Familiarity with the Libyan context;
 - At least one of the team members should be fluent in Arabic to ensure quality in primary data collection.
 - All team members should have strong analytical skills, communication skills, and evaluation experience.
84. The Team leader should have technical expertise in one of the technical areas listed above as well as expertise in designing methodology and data collection tools and demonstrated experience in leading similar evaluations. She/he will also have leadership, analytical and communication skills, including a track record of excellent English writing and presentation skills, fluency in Arabic is highly desirable.
85. 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; 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 and revise all deliverables.
86. The team members will bring together a complementary combination of the technical expertise required and have a track record of written work on similar assignments.
87. Team members will: i) contribute to the methodology in their area of expertise based on a document review; ii) conduct field work; iii) participate in team meetings and meetings with stakeholders; iv) contribute to the drafting and revision of the evaluation products in their technical area(s).
88. Quantitative and Qualitative Analyst should have proven experience in the use of use theory-based evaluation approaches such as contribution analysis and/or Qualitative Comparative Analysis in assessing programme performance and contribution to stated outcomes.

5.3 ROLES AND RESPONSIBILITIES

89. The WFP Libya Country Office **management (Tarek Elguindi – Country Director and Evaluation Committee Chair)** will take responsibility to:
- Assign an evaluation manager for the 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.
90. The **evaluation manager** (Brian Mandebvu) 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, and WFP counterparts to ensure a smooth implementation process.
91. An internal **evaluation committee** is formed to help ensure the independence and impartiality of the evaluation Annex 3 provides further information on the composition of the evaluation committee.
92. **An evaluation reference group (ERG)** is formed as an advisory body with representation from key internal and external stakeholders for the evaluation. 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. Annex 3 provides further information on the composition of the evaluation reference group.
93. **The regional bureau in Cairo (RBC):** 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.
94. While the regional evaluation officer, Andrew Fyfe, will perform most of the above responsibilities, other regional bureau-relevant technical staff may participate in the evaluation reference group and/or comment on evaluation products as appropriate.
95. **Relevant WFP Headquarters divisions** will take responsibility to:
- Discuss WFP strategies, policies or systems in their area of responsibility and subject of evaluation.
 - Comment on the evaluation TOR, inception and evaluation reports, as required.
96. **Other Stakeholders (National Government including relevant ministries, implementing partners / NGOs, partner UN agencies)** will be included in the process to ensure accountability and to provide oversight.
97. **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.
98. [Programme Policy Officers – Livelihoods and School Feeding Units in RBC 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.

5.4 SECURITY CONSIDERATIONS

99. **Security clearance** where required is to be obtained from Libya CO Security unit.

- 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.

100. Moreover, to avoid any security incidents, the Evaluation Manager is requested to ensure that:

- The WFP Libya CO registers the team members with the Security Officer on arrival in country. Arranges a security briefing for them to gain an understanding of the security situation on the ground and the related security protocols for travel and overall conduct. The team will also be required to adhere to the cultural practices during their travel and interaction with the stakeholders.
- The team members observe applicable UN security rules and regulations – as per the WFP country office security guidelines.

5.5 COMMUNICATION

101. 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.

102. Should translators be required for fieldwork, the evaluation firm will make arrangements and include the cost in the budget proposal.

103. Based on the stakeholder analysis, the communication and knowledge management plan to be developed by the evaluation team 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.

104. 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.

105. Overall, the evaluation products will be maintained in English language, however certain products including evaluation brief for communities, feedback form for communities, and presentation for community debriefing will be translated into local languages. Moreover, it will be ensured that these products (meant for information sharing with communities) are simplified and easily understandable.

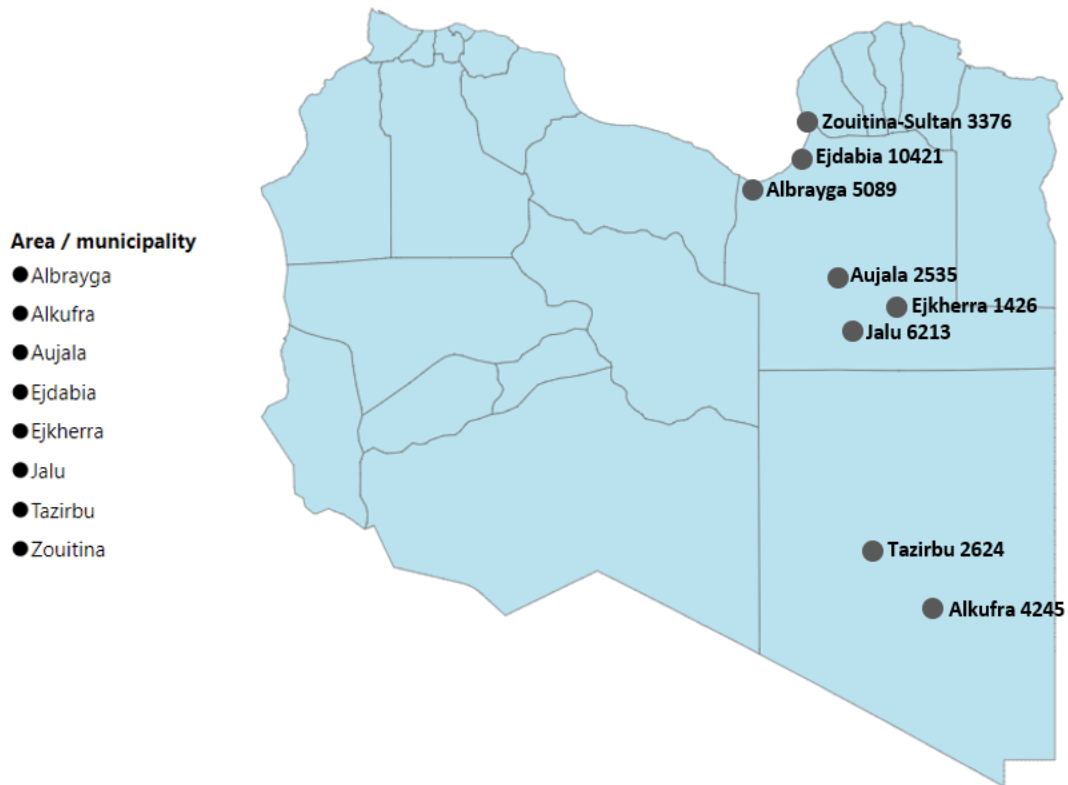
5.6 BUDGET

106. The evaluation will be financed from the WFP Libya Country office with additional budget potentially from the Contingency Evaluation Fund (CEF).
107. The offer must include a detailed budget for the evaluation, including consultant fees, travel costs and other costs (interpreters, etc.). Travel/subsistence/other direct expenses will be accounted for in the proposed budget. In country movement (Data collection) will be facilitated by the CO.
108. 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 as well as the team overall as part of the assessment process.
109. Please send any queries to Brian Mandebvu, at Brian.Mandebvu@wfp.org.

Annexes

Annex 1: Maps

Figure 1: Municipalities with school feeding activities



Annex 2: Timeline

	Phases, deliverables and timeline	Key dates
Phase 1 - Preparation		Up to 9 weeks
EM	Desk review, draft ToR and quality assurance (QA) by EM and REO using ToR QC	(2 weeks)
EM	Share draft ToR with quality support service (DEQS) and organize follow-up call with DEQS	(3 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)
EC Chair	Approve the final ToR and share with ERG and key stakeholders	(1 week)
EM	Assess evaluation proposals and recommends team selection	(3 days)
EM	Evaluation team recruitment/contracting	(2 weeks)
EC Chair	Approve evaluation team selection and recruitment of evaluation team	(1 week)
Phase 2 - Inception		Up to 7 weeks
EM/TL	Brief core team	(1 day)
ET	Desk review of key documents	3 days
ET	Draft inception report	(1 week)
EM	Quality assurance of draft IR by EM and REO using QC, share draft IR with quality support service (DEQS) 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	
EC Chair	Approve final IR and share with ERG for information	(1 week)
Phase 3 – Data collection & Analysis		Up to 9 weeks
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		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	
EC Chair	Approve final evaluation report and share with key stakeholders for information	(2 weeks)
Phase 5 - Dissemination and follow-up		Up to 4 weeks
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: Purpose of the Evaluation committee (EC) is to ensure credible, transparent, impartial and quality evaluation in accordance with WFP Evaluation Policy 2022. The updated WFP evaluation policy is introduced at a time when WFP's strategic plan for 2022–2025 has made clear the organization's commitment to becoming evidence-driven in delivering its results. Evaluation evidence makes a key contribution to organizational learning and to ensuring that programmes, plans, policies and strategies are evidence-based. It will achieve this by supporting the evaluation manager in making decisions, reviewing draft deliverables (TOR, inception report and evaluation report) and submitting them for approval by the Country Director who will be the chair of the committee.

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

	Functions	Name & Title
1	Evaluation Committee Chair	Tarek Elguindi, Country Director
2	Evaluation Committee Deputy Chair	Yasuyuki MISAWA, Deputy Country Director
3	Evaluation Manager	Brian MANDEBVU, Head of Research Assessments & Monitoring (RAM)
4	Evaluation Subject Coordinator	Yukinori HIBI, Head of Programmes
5	Regional Evaluation Officer	Andrew FYFE, Regional Evaluation Officer
6	Procurement Office	Rakan KHIRFAN, Supply Chain Officer
7	Country Office Monitoring & Evaluation	Maysoun CHEMILA, Monitoring Associate
8	Country Office Programme	Sufyan ALASHAB, Senior Programme Associate

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

Country office	Name
<p>Core members:</p> <ul style="list-style-type: none"> Country Director or Deputy Country Director (Chair) Evaluation Manager (secretary or delegated chair) Head of Programme Head of M&E (if different from EM) Head of Supply Chain Unit Other CO staff with relevant expertise e.g. nutrition, resilience, gender, school feeding, partnerships Area/Field Office Representative(s) Government, NGOs and donor partner(s) (with knowledge of the intervention and ideally an M&E profile) 	<ul style="list-style-type: none"> Maysaa ALGHRIBAWY, Country Director Brian MANDEBVU, Head of Research Assessments & Monitoring (RAM) Yukinori HIBI, Head of Programmes Rakan KHIRFAN, Supply Chain Officer Mayssoun CHEMILA, Monitoring Associate Sufyan ALASHAB, Senior Programme Associate
Regional bureau	Name
<p>Core members:</p> <ul style="list-style-type: none"> Regional Evaluation Officer Regional Monitoring Advisor A member of the Regional Programme Unit Regional Gender Adviser <p>Other possible complementary members as relevant to the evaluation subject:</p> <ul style="list-style-type: none"> Regional Supply Chain Officer Regional Head of VAM and/or Monitoring Regional Emergency Preparedness & Response Unit Officer Regional Humanitarian Adviser (or Protection Adviser) Senior Regional Nutrition Adviser Regional School Feeding Officer Regional Partnerships Officer Regional Programme Officers (cash-based transfers/social protection/resilience and livelihoods) Regional HR Officer Regional Risk Management Officer 	<ul style="list-style-type: none"> Andrew FYFE, Regional Evaluation Officer Alba Collazos, Regional Monitoring Officer Omar Ali, Head of Climate and Resilience, Regional Bureau Micheal OHIARLAITHE, Regional Programme Policy Officer – School Feeding Zeinab Sabet, Regional Gender Officer Fatima YONIS, Regional Protection Officer XX, Ministry of Education XX, Ministry of Agriculture
Headquarters (optional)	Name

Annex 5: Communication and Knowledge Management Plan

When Evaluation phase	What Product	To whom Target audience	From whom Creator lead	How Communication channel	Why Communication purpose
Preparation	Draft ToR	Evaluation Reference Group; DEQAS	Evaluation Manager	Shared Mailbox: ERG	To request review of and comments on TOR
	Final ToR	Evaluation Reference Group; WFP Management; Evaluation community; WFP employees	Evaluation Manager	Shared Mailbox, WFPGo; Regional Evaluation Bulletin	To inform of the final or agreed upon overall plan, purpose, scope and timing of the evaluation; Application for CEF funding
Inception	Draft Inception Report	Evaluation Reference Group	Evaluation Manager; Evaluation Team	Shared mailbox	To request review of and comments on IR
	Final Inception Report	Evaluation Reference Group; WFP employees; WFP Evaluation Community	Evaluation Manager; Evaluation Team	Shared mailbox; WFPGo; Evaluation Community; Regional Evaluation Bulletin	To inform key stakeholders of the detailed plan for the evaluation, including critical dates and milestones, sites to be visited, stakeholders to be engaged etc.
Data Collection	Debriefing power-point	WFP LYCO management; programme staff; Security Team; Evaluation Reference Group	Evaluation Manager; Evaluation Team	Remote Meeting	To invite key stakeholders to discuss the plan for data collection; access to the field and preliminary findings

Reporting	Draft Evaluation Report	ERG	Evaluation Manager; Evaluation Team	Shared mailbox	To request review of and comments on first draft evaluation report
	Draft Evaluation Report Powerpoint	ERG; WFP LYCO Management; WFP Evaluation Community	Evaluation Manager; Evaluation Team	Online Meeting	To discuss preliminary conclusions and recommendations
	Final Evaluation Report	ERG; WFP LYCO Management; WFP Evaluation Community; Donors; Government; UN Agencies; Public sharing	Evaluation Manager; Evaluation Team	Email; WFPgo; WFP.org; Evaluation Network platforms (e.g. UNEG, ALNAP)	To inform key stakeholders of the final main product from the evaluation and make the report available publicly
Dissemination & Follow-up	Draft Managements Response	Evaluation Reference Group; CO Programme staff; CO M&E staff; Senior Regional Programme Adviser	Evaluation Manager	Shared mailbox	To discuss the commissioning office's actions to address the evaluation recommendations and elicit comments
	Final Managements Response	Evaluation Reference Group; WFP Management; WFP employees; general public	Evaluation Manager	Shared mailbox; WFPGo; Evaluation Community	To ensure that all relevant staff are informed of the commitments made on taking actions and make the Management Response publicly available
Dissemination & Follow-up (Associated Content)	Evaluation Brief	ERG; WFP LYCO Management; WFP Evaluation Community; Donors; Government; UN Agencies; Public sharing	Evaluation Manager	Email; WFPgo; WFP.org; Evaluation Network platforms (e.g. UNEG, ALNAP)	To disseminate evaluation findings

	Infographics	ERG; WFP LYCO Management; WFP Evaluation Community; Donors; Government; UN Agencies; Public sharing	Evaluation Manager	Email; WFPgo; WFP.org; Evaluation Network platforms (e.g. UNEG, ALNAP)	
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Annex 7: Acronyms

AAP	Accountability to Affected Populations
CO	Country Office
COMET	Country Office Tool for Managing (programme operations) Effectively
DEQAS	Decentralized Evaluation Quality Assurance System
ICSP	Interim Country Strategic Plan
IOM	International Organization for Migration
DE	Decentralized Evaluation
EC	Evaluation Committee
ERG	Evaluation Reference Group
GEWE	Gender equality and women's empowerment
HQ	Headquarter
HRP	Humanitarian Response Plan
M&E	Monitoring and Evaluation
MoP	Ministry of Planning
MoE	Ministry of Education
MSNA	Multi Sector Nutrition Assessment
NGO	Non-governmental Organisation
OEV	Office of Evaluation
QS	Quality Support
RB	Regional Bureau
SF	School Feeding
TOR	Terms of Reference
UNDSS	UN Department of Safety & Security
UNCT	United Nations Country Team
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children's Fund

UNFPA **United Nations Population Fund**
WFP **United Nations World Food Programme**

Annex 8: Add other relevant annexes as required (including Logical Framework or Theory of Change)

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