Evaluation of the United States Department of Agriculture McGovern-Dole International Food for Education and Child Nutrition Programme's Support in Afar and Oromia regions of Ethiopia (September 2024 – December 2029)

Decentralized Evaluation Terms of Reference
WFP Ethiopia Country Office

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1. Introduction

1. These terms of reference (ToR) are for the upcoming series of 3 evaluations including baseline, mid-term and endline evaluations) of WFP's United States Department of Agriculture (USDA) McGovern Dole International Food for Education and Child Nutrition Programme's Support in Afar and Oromia regions of Ethiopia (September 2024 – December 2029) funded under Fiscal Year FY 2024. These evaluations will be commissioned by WFP Ethiopia Country Office (ETCO) and will cover the period from September 2024 to December 2029.

2. The ToRs have been prepared by ETCO based on an initial document review and consultation with WFP internal and external stakeholders. The purpose is to provide key information to stakeholders about the evaluation exercises, to guide the evaluation team and to specify expectations during the various phases of the evaluation. The specific deliverables and tentative timeframes are presented in the following Table 1.

Table 1: Evaluations for McGovern-Dole's FY 24 Project

Type	Date
Baseline Study	May – September 2025
Mid-term evaluation	April 2027 – December 2027
Endline Evaluation	April 2029 – December 2029

2. Reasons for the evaluation

2.1. Rationale

3. The evaluation will be commissioned for the following reasons. USDA awarded WFP Ethiopia a total of USD $27.5 million of the support for the period from September 2024 to December 2029. The grant agreement incorporates specific USDA standard performance and results indicators against which performance of the programme will be measured and evaluated. In the evaluation plan agreed with USDA, WFP commits to commissioning a baseline study, a mid-term evaluation, a final project evaluation and incorporating the USDA learning agenda throughout the evaluation processes.

4. The evaluations are expected to be useful in terms of informing programmatic decision-making including confirming or adjusting the design, reinforcing successes and correcting flaws and gaps in implementation. The FY24 McGovern-Dole project builds on previous cycles of USDA McGovern-Dole investment in Ethiopia. In the FY18 project, 202 schools have been handed over to the national home-grown school feeding programme, with an additional 42 schools expected to be transitioned to government ownership by the end of the FY18 project. The FY24 cycle provides a critical opportunity to assess the effectiveness of that transition and leverage lessons learned to address gaps identified at federal, regional, and local levels that could hinder the full graduation of USDA support to government ownership and implementation of a quality national home-grown school feeding programme at scale.

2.2. Objectives

5. Evaluations serve the dual and mutually reinforcing objectives of accountability and learning, with due considerations of the needs of girls, boys, men, and women, and human rights considerations.

- **Accountability –** The evaluations will assess and report on the performance and results of the project to generate and present high quality and credible evidence to its stakeholders for

accountability purposes.

- **Learning –** The evaluations will assess whether implementation unfolded as was planned, explore reasons why intended results occurred or did not occur and whether there were any unintended results (positive or negative). The evaluations will draw lessons, derive good practices and provide pointers for learning. They will also provide evidence-based findings to inform operational and strategic decision-making. Findings will be actively disseminated, and lessons will be incorporated into relevant lesson-sharing systems.
    - The three evaluation exercises over the next five years will contribute to multiple USDA Learning Agenda questions. Specific emphasis shall be given to the following three Learning Agenda questions:
        - What community-level systems of governance and management are required for the successful implementation and sustainability of the school meals programme?
        - What are the long-term impacts (five or more years) of school meal programs on local agriculture production and food safety and what variables affect these changes?
        - What kinds of partnerships with the private sector and/or host country governments are the most effective at ensuring program sustainability? Among successful partnerships, who are the main players and what are their roles? In what contexts do private sector and/or government partnerships work best, and which contexts may be more challenging?
    - The Learning Agenda Research questions are expected to be integrated into the evaluation questions. The precise nature of how the questions will be integrated must be detailed in the inception reports.

6. Specifically, the baseline study will provide a situational analysis including Early Grade Reading Assessments (EGRA) and Knowledge, and Attitude, and Practices (KAP) surveys. It will establish baseline values for outcome indicators and inform the design and implementation of the project's monitoring activities. If appropriate, it will also be used to revisit project targets, considering baseline findings. This evidence will inform project implementation and provide context necessary for the Mid-term and final evaluations. The baseline report will conduct the situational analysis using results from the EGRA and KAP surveys. Some of the EGRA and KAP data which has been collected for the McGovern-Dole FY18 endline evaluation between November 2024 – February 2025 can be leveraged for this baseline study. The evaluation team will ensure analysis data disaggregated by sex and disability[1].

7. The objective of the mid-term is to assess if the project's design is still valid and its implementation on track to meet endline expected targets, including the project's impact on improving children's literacy and health outcomes. It will rely on a systematic assessment of baseline and monitoring data, other project documents, so that WFP and its partners can adjust course for the remainder of the project. Further, it aims to capture progress and remaining challenges for foundational results such as government ownership, government strategic frameworks, institutional and systems capacities, and community engagement. The latter will involve qualitative research, including key informant interviews and review of documented evidence of steps undertaken by WFP, cooperating partners and government counterparts to establish conditions for a successful transition to government ownership.

8. The final evaluation aims to assess the higher-level results of the project on McGovern-Dole's strategic objectives. Furthermore, the evaluation will also focus on questions that are relevant to overall school feeding strategy and country-specific school feeding issues in Ethiopia. It will generate comparative

[1] A brief explainer on The Washington Group Questions on Disability

evidence of performance and results of the target schools that continued to received school meals support versus those that were transitioned to government ownership at earlier stages based on the agreed handover plan.

2.3 Key stakeholders

9. 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 play a role in the evaluation process in light of their role in the design and implementation of the project, their interest in the results of the evaluation and relative power to influence the design, funding and implementation of the programme being evaluated. The following Table 2 provides a preliminary stakeholder analysis, which should be deepened by the evaluation team during the inception phase. WFP's internal and external stakeholders have interests in the processes and results of the evaluations, and some of the stakeholders will be asked to play a role in the evaluation process by sharing their interests, expectations, insights and perspectives. Those include WFP Ethiopia Country Office and sub-offices, Regional Bureau, and Washington Office, and relevant headquarters divisions: Programme Policy & Guidance; Analysis, Planning & Performance; and WFP Office of Evaluation. Externally, the main stakeholders comprise USDA's Foreign Agricultural Service in Washington, D.C., and the regional Agricultural Attaché, Imagine1Day, the Ethiopian Government Ministries and Regional Bureaus of Education, Health, and Water, and cooperating and UN partners.

10. An Evaluation Reference Group (ERG) will be formed with representation from these stakeholders. The ERG members will review and comment on the draft evaluation products and act as key informants to safeguard against bias and influence. WFP will explore ways the ERG and evaluation processes could be used as an opportunity for national evaluation capacity strengthening for the Ministry of Education and regional Bureaus of Education to continue to consolidate and scale-up the home-grown school feeding programme.

11. Accountability to affected populations is tied to WFP commitments to include beneficiaries as key stakeholders in WFP work. WFP is committed to ensuring parity of people involved 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 2: Preliminary stakeholder analysis

Stakeholders	Interest and involvement in the evaluation
Internal (WFP) stakeholders	
WFP Ethiopia country director, deputy country directors, heads of Programme, School Meals and Social Protection Service (PPGS), Nutrition, cross-cutting units, and Research Assessment Monitoring unit, and sub-offices.	**Key informant and primary stakeholders** - Responsible for commissioning this evaluation and planning and implementation of WFP interventions at CO. The CO has an interest in learning from experience to inform decision-making. It is also called upon to account internally as well as to its beneficiaries and partners for performance and results of its programmes. The country office will be involved in informing and using evaluation findings for program implementation and partnerships.
WFP sub-offices in [Adama, Dire Dawa and Semera]	**Key informant and primary stakeholder** - Responsible for day-to-day project implementation and consulting with stakeholders at decentralized levels and have direct beneficiary contact.

WFP Regional bureau (RB) in Nairobi (RBN)	**Key informant and primary stakeholder** - Responsible for both oversight of country offices and technical guidance and support, the regional bureau management has an interest in an impartial account of operational performance, results as well as in learning from the evaluation findings to apply this learning to other country offices. Thus, it is expected to use the evaluation findings to provide strategic guidance, programme support, and oversight. The regional evaluation officer supports regional bureau management to ensure quality, credible and useful evaluations
WFP HQ School Meals and Social Protection Service (PPGS); Programme Policy & Guidance; Analysis, Planning & Performance	**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. They 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.
External stakeholders	
Beneficiaries [boys and girls under the age of 18], and Parents **Head Teachers and School Administrators, Parent Teacher Associations, School Management Committees,**	**Key informants and primary stakeholders -** As the ultimate recipients of food assistance, beneficiaries have a stake in WFP determining whether its assistance is appropriate and effective. As such, the level of participation in the evaluation of women, men, boys and girls from different groups will be determined and their respective perspectives will be sought.
Government [MoE, Oromia Education Bureau and Afar Education Bureau, MoA, MoH]	**Key informants and primary stakeholder** - The Government has a direct interest in knowing whether WFP activities in the country are aligned with its priorities, harmonized with the action of other partners and meet the expected results. Issues related to capacity development, handover and sustainability will be of particular interest.

United Nations country team (UNCT) [UNICEF, UNESCO, UNDP, IFAD, UNFPA]	**Secondary stakeholder** - The harmonized action of the UNCT should contribute to the realization of the government developmental objectives. It has therefore an interest in ensuring that WFP programmes are effective in contributing to the United Nations concerted efforts. Various agencies are also direct partners of WFP at policy and activity level.
Non-governmental organizations (NGOs)	**Key informants and primary stakeholder** - NGOs are WFP partners for the implementation of some activities while at the same time having their own interventions. The results of the evaluation might affect future implementation modalities, strategic orientations and partnerships. Supporting the programme and/or working in the same field, prominent NGOs and other strategic partners under the Education in Emergency Cluster.
Donors: USDA (including the Washington-based programme analyst and the regional agricultural attaché)	**Primary stakeholders** - USDA has an interest in knowing whether the FY24 project funds have been spent efficiently and if WFP work has been effective and contributed to USDA's strategies and programmes

3. Context and subject of the evaluation

2.3. Context

12. Ethiopia has a highly diverse population of almost 130 million people with 40 percent aged under 15 and only 3 percent over 65.[2] Despite impressive development gains, Ethiopia remains one of the poorest countries in the world. As much as 68.7 percent of the population experiences multidimensional poverty. In 2022, the Human Development Index was 0.492, ranking Ethiopia 176th of 193 countries.[3]

13. Around eighty percent live in rural areas and mostly depend on rain-fed agriculture. Significant pastoralist populations tend to be poorer, more vulnerable to climate-related shocks, and lagging in access to education and other services. The largest pastoralist populations are in Afar and Somali Regions and parts of Oromia. Overlapping shocks—droughts, floods, locust infestations, conflict, and COVID-19—severely impacted Ethiopian households, slowing economic growth, increasing poverty, and straining government services.[4] Inflation, averaging 25 percent annually, peaked at 34 percent in 2022[5], driven by supply shortages, global price hikes, currency depreciation, and fiscal policies. Ethiopia's shift to a floating exchange rate in mid-2024 activated a USD 3.4 billion IMF Extended Credit Facility with an initial USD 1 billion disbursement, and a World Bank pledge of USD 16.6 billion over three years.

14. Ethiopia is a federal state. Regions[6] have considerable autonomy in service delivery, within the

[2] UNFPA's World Population dashboard, https://www.unfpa.org/data/world-population/ET. However there has not been a census since 2013, and official projections by the Central Statistical Agency. 2013. *Population projections for Ethiopia, 2007–2037* at http://www.csa.gov.et/census-report/population-projections.
[3] Draft WFP CSP Evaluation 2024
[4] Concern Worldwide, Welthungerhilfe, and the Institute for International Law of Peace and Armed Conflict. Global Hunger Index: Ethiopia.
[5] World Bank. Open data: Inflation, consumer prices.
[6] Two designated city administrations of Addis Ababa, the capital, and Dire Dawa.

framework of federal policies and strategies. Regions' largest source of funding is a federal block grant that is not earmarked to specific purposes, but Regions have little discretionary expenditure after funding basic services, including education, for which they are responsible. Regional administrations are further decentralised to zone and woreda (district) level.

15. The National School Feeding Programme (NSFP) in Ethiopia is a key government initiative supporting national goals in education, nutrition, social protection, and local agriculture. It is integrated into major national policies, including the Food and Nutrition Policy and the Social Protection Framework, and now has its own dedicated policy and strategy aiming to provide meals to all pre-primary, primary, and middle school students by 2030. In the 2023/24 fiscal year, the government allocated approximately 4.7 billion ETB (about USD 85 million pre-currency float), reaching 7.5 million students—32% of total enrollment—across 22,167 schools from grades 1 to 8, with girls making up 47% of beneficiaries. While support for the NSFP continues to grow, regional disparities remain. Twelve of the 14 regional governments contributed to the programme, with Addis Ababa and Oromia leading in investment. For 2024/25, the budget has increased by 29.4% to over 6.3 billion ETB. However, due to the recent devaluation, the programme's purchasing power may be reduced, potentially impacting coverage.

16. Afar region (population approximately 1.5 million[7]) has five Zones and 38 woredas, approximately 30 of which are part of the McGovern-Dole programme. The Region is exceptionally vulnerable to chronic food insecurity, which is reflected in the high incidence of child malnutrition: 43 percent of children under five are stunted compared to the national average of 37 percent, and 32 percent are underweight (the highest prevalence in Ethiopia) against 21 percent at national level. The region was severely affected by the El Niño-induced drought from 2016–18, resulting in a considerable increase in food insecurity.[8]

17. Oromia region has a population of over 35 million, and divided into 20 Zones. East Hararghe alone has a population of over 3 million and is divided into 17 woredas. The McGovern-Dole project focuses on two pastoral woredas (Baabilee and Cinaaqsan), each with an estimated population of a little more than 100,000. Borana Zone has an estimated population of over 1.5 million, and is divided into 12 woredas; the McGovern-Dole project focuses on three of the woredas (Miyoo, Taltallee and Yaaballoo).[9]

18. **Education:** Children under 15 years constitute 40 percent of Ethiopia's population, yet only 58 percent complete primary school, leaving 8.8 million primary school-aged children out of school. Low school retention rates are exacerbated by conflict and climate shocks. These factors also worsen malnutrition, driven by poverty, food insecurity, poor dietary intake, sex-based discrimination, poor sanitation and hygiene, and increased disease burden. Among children under 5 years, 39 percent are stunted, 22 percent underweight, and 11 percent wasted. Anaemia prevalence exceeds WHO thresholds. Despite efforts to improve health and education services, disparities in access between rural and urban areas and across income levels persist. Children born today will grow up to be only 38 percent as productive as they would have been with full access to these benefits.[10]

19. Basic education has been a longstanding Government priority and a focus for multi-partner collaboration through successive Education Sector Development Plans, most recently ESDP VI for *2020/21–2024/25.* However, the CCA notes a general deterioration in the provision of basic social services: "At the same that needs have increased, overall access to quality basic social services appears to have declined. The most severe impacts have been concentrated in those areas and regions affected by two years of destructive conflict and prolonged drought. The impacts have also disproportionately affected people in

[7] Regional populations are based on projections from the 2007 census. Some sources (e.g. the UNICEF situation analysis) give a higher figure of 1.9m million for 2019.
[8] Paragraph based on a UNICEF situation analysis.

[9] See the Baseline Inception Report Annex K. WFP withdrew from a fourth woreda. Areeroo,, due to security concerns,
[10] World Bank. 2020. Ethiopia: Human Capital Index.

vulnerable situations, such as women, children, IDPs and persons with disability. The government has continued to increase its financial allocation to social services in nominal terms to support key programmes. Yet, due to the current economic challenges as well as diversion of resources to the conflict and crisis, Ethiopia has seen a 20 percent decline in real-term public investments across social services in the period between 2017/18 to 2022/2023."

20. **:** Food security remains a major concern across the country and has deteriorated in the last years with large areas progressing from a situation of stress or crisis to emergency. Between 2020-2022, 58.1 percent of the population suffered from moderate or severe food insecurity, representing 69.9 million people. [11] In 2023, an estimated 20.1 million people require urgent food assistance, of which 11 million people in drought affected regions.[12]

21. The national prevalence of stunting among children is 38 percent (41 percent for boys, 35 percent for girls), and is highest in the Amhara Region (46 percent). Wasting rates remain static at 10 percent but are highest in the Somali and Afar Regions (23 and 18 percent, respectively). Undernourishment figures for the country are almost identical with 32 million people affected. Of this total, only 8 million people are explicitly targeted under the Government-led Productive Safety Net Programme (PNSP). In parallel, every year, humanitarian assistance is required.

22. Structural issues continue to limit women's health and education outcomes and economic opportunities and as such constrain women's development and the progress of society. Women and girls are strongly disadvantaged as compared to boys and men in all sectors, including literacy, health, food and nutrition security, livelihoods, basic human rights, as well as access to land, credit and productive assets. Disaggregated data about vulnerable groups pastoralists, those living with functional impairments) is not available in good quantity and quality. More attention is needed to ensure the inclusion of persons with disabilities and consideration of intersectionality, addressing their unique needs and challenges.

23. **International assistance:** Ethiopia's Ten-year Development Plan (TYDP, 2021-2030) is aligned with the Sustainable Development Goals (SDGs). Ethiopia's most recent SDG Voluntary National Review (VNR) claimed substantial progress from 2015/16 to 2020/21 against the five pillars of People, Prosperity, Planet, Peace and Partnerships. However, the crises discussed next have seriously undermined subsequent performance. The United Nations Sustainable Development Cooperation Framework (UNSDCF), covering 2020-2025, serves as the mutual accountability framework between the government and UN System Agencies. It consists of four priority areas and corresponding outcomes that align with government and development priorities. WFP's activities fall within the scope of the UNSDCF and WFP's own strategic added value. WFP Country Strategic Plan's Activity 4 (school feeding) has been implemented through the federal Ministry of Education and regional bureaux of education, finance and agriculture. WFP's partners for HGSF are FAO and the International Fund for Agricultural Development (IFAD). Other partners include UNICEF, UNFPA, individual smallholder farmers and farmer cooperatives. Supporting the programme and/or working in the same field, include prominent NGOs and other partners under the Education in Emergency Cluster.

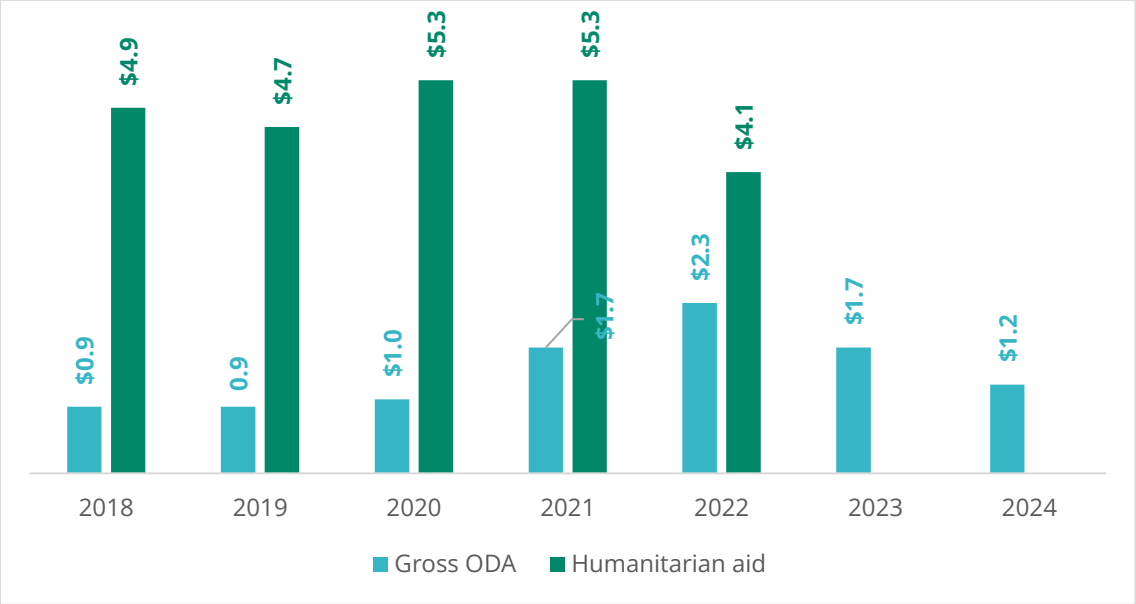
24. Ethiopia is a major recipient of development assistance and humanitarian aid. The Organisation for Economic Co-operation and Development - Development Assistance Committee (OECD-DAC) listed Ethiopia as the fifth-largest beneficiary of official development assistance (ODA) for the 2020-21 year, receiving USD 3.98 billion in net ODA in 2021 (3.6 percent of Gross National Income (GNI); [13] USD 33 per capita[14]). In that period, Ethiopia's principal OECD-DAC donors were the World Bank (USD 1.49 billion), the United States

[11] FAO, IFAD, UNICEF, WFP and WHO. 2023. The State of Food Security and Nutrition in the World 2023.
[12] OCHA. 2023. Ethiopia HRP.
[13] This is the most recent year for which the data are available at the time of preparing this report, see http://www.oecd.org/dac/financing-sustainable-development/development-finance-data/aid-at-a-glance.htm
[14] https://data.worldbank.org/indicator/DT.ODA.ODAT.PC.ZS?locations=ET

(USD 1.06 billion), and Germany (USD 311m). Thirty seven percent of that aid went to the humanitarian sector, 17 percent to health and population, and 8 percent to production. Education received six percent.

25. Humanitarian aid exceeded official development assistance (ODA) in Ethiopia with humanitarian aid levels peaking in 2021 in response to the Tigray conflict. In 2022, Ethiopia received USD 4.93 billion in net ODA representing 3.9 percent of Gross National Income (GNI). In 2024, the country received USD 1.17 billion in humanitarian assistance with WFP and the UNHCR as the largest fund recipients.

Figure 1: Annual ODA and humanitarian aid 2018-2024 (in billion USD)



Source: World Bank Data for ODA; United Nations Office for the Coordination of Humanitarian Affairs (OCHA) Financial Tracking Service for humanitarian aid. No ODA data available for 2023 or 2024

3.1 Subject of the evaluation

26. The FY 24 McGovern-Dole five-year project will support school meals in Ethiopia to improve access to and quality of education; address health and nutrition needs of pre-primary and primary school children; and support the Government of Ethiopia's transition towards national ownership of the school meals programme. USDA McGovern-Dole's investment will continue support in a subset of the same schools in Afar and Oromia regions as from the FY18 McGovern-Dole project, targeting the most food insecure populations and contextualizing to meet local needs in each region. Representing a major part of Activity 4 of WFP CSP, the McGovern-Dole project fits within the WFP CSP in Ethiopia.

27. The programme builds on FY 13 and FY 18 cycles of USDA McGovern-Dole investment in Ethiopia. The FY 13 McGovern-Dole project support to pastoral areas of Ethiopia was focused on Afar and Somali Regions which ended in 2018. The evaluation of FY 13 project confirmed the relevance of its targeting and design, and used statistical comparisons between project and non-project schools to demonstrate significant positive effects on enrolment, grade repetition and completion rates. It highlighted positive effects of its Take-home rations scheme for girls – educational benefits for the girls and wider benefits for their families. However, shortfall of government resources and the poverty of beneficiary communities meant that benefits would not be sustained if the project was discontinued, and there were serious weaknesses on monitoring, reporting and evaluation. The subsequent FY 18 project mid-term evaluation highlighted the project's role as a valuable safety net for pastoral communities under stress, and found it had adapted pragmatically to the Covid-19 pandemic and other shocks. But, post-pandemic Take-home ration reflected inefficiencies in timely use of available commodities. The Midterm found strong qualitative

evidence that school feeding has provided a significant incentive for enrolment and attendance, including for girls as well as weak performance on literacy, especially in Afar. School feeding programmes are having a positive influence on girls' education in vulnerable pastoralist communities, but serious inequities persist, and these are being exacerbated by pandemic and conflict-related crises. School feeding is credited by many in project areas for its role in changing community attitudes to girls' education, in a context where girls have traditionally been disadvantaged by the roles assigned to them. Nevertheless, the associated parity index (GPI) has not improved overall during project implementation, and social and economic pressures continue to fuel child marriage. Progress towards inclusive education is limited. There has been valuable analytical work that may inform future programmes but sex-disaggregated data are only patchily available. Other cross-cutting issues are reflected in implementation.

28. There is strong support for school feeding from government and communities, but both community and government resources are limited, and expectations for full handover to government school-feeding schemes were too optimistic. Capacity-development support from WFP was valued, but weaknesses in monitoring and reporting persisted. The draft endline evaluation report for the FY 18 project is expected by end of March 2025.

29. In the FY18 project, 202 schools have been handed over to the national home-grown school feeding programme, with an additional 42 schools expected to be transitioned to government ownership by mid-2025. The new cycle (September 2024 to December 2029) provides a critical opportunity to assess the effectiveness of that transition and leverage lessons learned to target gaps identified at federal, regional, and local levels that could hinder the full graduation of USDA support to government ownership and implementation of a quality national home-grown school feeding programme at scale.

30. Reflecting the Theory of Change, (See Annex 9), a comprehensive set of school meals, WASH, literacy, and smallholder farmer support activities have been designed to achieve USDA's strategic objectives and will be carried out in close coordination with the Ministry of Education; Regional Bureaus of Education; other relevant line ministries and sector bureaus; and critical school meals stakeholders at federal, regional, and local levels in approximately 345 schools in the Afar region and 168 schools in Oromia, reaching 153,439 students. WFP will strategically build the capacity of the government to oversee, manage, and carry-forward a nationally owned school meals program and will gradually hand over schools to government ownership, with full transition of USDA-supported schools by the end of the project period.

31. The programme will use McGovern-Dole commodities and funding to contribute directly to McGovern-Dole's highest-level Strategic Objectives: SO1: Improved Literacy of School-Aged Children, SO2: Increased Use of Health, Nutrition and Dietary Practices, and SO3: Improved Effectiveness of Food Assistance Through Local and Regional Procurement. WFP has also incorporated a strong focus on capacity building to ensure sustainability by targeting the following MGD Foundational Results: MGD 1.4.1/2.7.1: Increased Capacity of Government Institutions; MGD 1.4.2/2.7.2: Improved Policy and Regulatory Framework; MGD 1.4.3/2.7.3: Increased Government Support; MGD 1.4.4/2.7.4: Increased Engagement of Local Organizations and Community Groups (see annex 9).

4. Evaluation scope, criteria and questions

32. The three evaluation exercises will cover all programmatic activities funded by USDA's McGovern-Dole funding in the two geographic target areas of Afar and Oromia regions of Ethiopia under the FY 24 Award.

33. The baseline will focus on collecting the latest values for all indicators in June 2025 leveraging, to the extent possible, the endline situational, KAP and light EGRA surveys. The quality of the FY 18 project

endline survey that has been conducted, will be a major factor to determine if it can be used as a baseline for the FY24 project. If the evaluation team has any reservations about the quality of the endline data, they should propose an alternative approach.

34. The FY 24 evaluation team should refer to the Performance Monitoring Plan (PMP, annex 6) for more information on the project 's indicators to be measured. The mid-term evaluation will cover 2.5 years of project's implementation, performance and results during September 2024-2027. The FY 24 final evaluation will cover 5 years of project's implementation, performance and results (September 2024 - December 2029).

35. The mid-term will (a) assess whether the project has demonstrated relevance, coherence, effectiveness, efficiency, impact and sustainability and will likely remain on track to lead to the final expected results; (b) review the results frameworks and theory of change; and (c) identify any necessary mid-course corrections. WFP envisions that the MTE will be conducted in 2027, approximately halfway through programme implementation. The MTE provides a good opportunity to assess effectiveness of the transition of schools to government ownership under the new programme, as well as the preliminary impact of introducing locally procured food items into the McGovern-Dole project design, which in addition to the special study planned in year 1, will inform the identification of future schools for handover.

36. The final evaluation will assess the results of the project on McGovern-Dole's strategic objectives. Furthermore, it will focus on questions that are relevant to overall school feeding strategy and country-specific school feeding issues in Ethiopia. It will generate comparative evidence of performance and results of the target schools that continued to receive school meals support versus those that were transitioned to government ownership at earlier stages based on the agreed handover plan. The objective of the final evaluation is to provide an evidence-based, independent assessment of performance and results of the project, contribute to accountability, and generate lessons learned. Specifically, the final evaluation will: (1) fully review the project's relevance, effectiveness, efficiency, impact, and sustainability, (2) collect performance indicator data for strategic objectives and higher-level results, (3) assess whether the project has succeeded in achieving McGovern-Dole's strategic objectives, and (4) identify lessons learned that the Government of Ethiopia, WFP, USDA, and other relevant stakeholders can apply to future programming.

37. The evaluation should analyse how the different needs of women, men, girls, and boys and related mainstreaming principles were included in the intervention design, and whether the evaluation subject has been guided by WFP and system-wide objectives on these matters. These different needs and corresponding dimensions should be integrated into all evaluation criteria as appropriate.

38. The questions are summarised in Table 3 below and will 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 (learning) and performance and results of the project (accountability), with a view to informing strategic and operational decisions.

Table 3: Evaluation questions and criteria

Criterion	Baseline study questions	Midterm evaluation Questions	Final evaluation Questions
Relevance	Is the project design contextualized to reach the right target beneficiaries and meet their needs, especially women and girls and students with functional impairments? To what extent does the project design align to national education and food security policies and strategies? To what extent the project	Has the project design remained valid and contextualized to reach the project beneficiaries and meet the needs of the target regions, especially women, girls and students with disabilities? To what extent has the project supported institutionalization of national government school feeding policies and strategies?	Has the project design remained valid and contextualized to reach the project beneficiaries and meet the needs of the target regions, especially women, girls and students with functional impairments?

	aligns with the local socio-economic and cultural context of the Afar and Oromia regions. How the project is relevant/aligned to the current food security and educational challenges in these regions Is the project adaptable to changing conditions and emerging needs in the target regions; does the project have mechanisms in place to respond to unforeseen challenges/changes in the local context?	To what extent has the programme leveraged other donor-funded and government initiatives?	
Coherence	To what extent is the project coherent internally and with other projects in the target areas?	How coherent is the project with the education and school feeding policies of the government and of donors? To what extent was the intervention design based on sound analysis of the different needs of women, men, girls, and boys, and sensitive to these needs? Were other cross-cutting issues, including protection and accountability towards affected populations adequately factored in?	To which extent has the project remained coherent with the education and school feeding policies of the government and of donors? To what extent was the project design adapted to any changes in analysis of the different needs of women, men, girls and boys , sensitive to these needs? Were other cross-cutting issues, including protection and accountability towards affected populations adequately factored in?
Effectiveness	To what extent are planned outputs, outcomes realistic and achievable in the context of the target regions?	To what degree have the interventions resulted in the expected midterm results and outcomes – is the project on track to reach set targets? What are the unintended consequences of implementing the project? To what extent has the project mainstreamed considerations of the WFP accountability framework? To what extent have the project's monitoring and evaluation systems been effective, and how have they been used to inform programme design and decision-making?	Did the project reach the intended beneficiary children and meet the needs of the target regions, especially women, girls and students with functional impairments? To what extent did the project support institutionalization of national government school feeding policies and strategies? To what extent did the project leverage other donor-funded and government initiatives? Did the interventions result in the expected results and outcomes – were

			the set targets achieved? What are the unintended consequences of implementing the project? To what extent has the project mainstreamed considerations of the WFP accountability framework? To what extent have the project's monitoring and evaluation systems been and effective?
Efficiency		What was the efficiency of the project, in terms of transfer cost, cost/beneficiary, logistics, and timeliness of delivery? To what extent have the project's monitoring and evaluation systems been efficient?	What was the efficiency of the project, in terms of transfer cost, cost/beneficiary, logistics, and timeliness of delivery? To what extent have the project's monitoring and evaluation systems been efficient?
Impact	What is the status of enrolment, attendance, attentiveness, literacy, retention, drop-out rates at baseline? What is the status of community perceptions on the importance of inclusive education for girls, and people with functional impairments?	To what extent has the project successfully transitioned schools to national ownership thus far? Why or why not? Have there been any unintended outcomes, either positive or negative? To what extent has the project changed community perceptions on the importance of inclusive education, especially for girls? What internal and external factors affected the project's ability to deliver impact thus far?	To what extent have schools successfully transitioned to national ownership? Why or why not? Have there been any unintended outcomes, either positive or negative? To what extent did the project change community perceptions on the importance of inclusive education, especially for girls? What internal and external factors affected the project's ability to deliver impact?
Sustainability	To what extent are the project arrangements, national capacity and context likely to sustain the implementation and results of the project, focussing on the context and the factors that may affect sustainability of the project, especially national government capacity for WFP to transition schools? Are structures in place for transition to government takeover of the programme?	Is the program likely to be sustainable in the following areas: strategy for sustainability; sound policy alignment; stable funding and budgeting; quality program design; institutional arrangements; local production and sourcing; partnership and coordination; community participation and ownership? What progress has the government made toward improving and scaling up the national home-grown school feeding programme? To what extent have local communities (PTAs, farmers groups, etc.) involved in and contributed toward school feeding and education activities?	Is the program sustainable in the following areas: strategy for sustainability; sound policy alignment; stable funding and budgeting; quality program design; institutional arrangements; local production and sourcing; partnership and coordination; community participation and ownership? To what extent is the government able to fully take on and maintain the home-grown school feeding programme?? To what extent are local communities (PTAs, farmers groups, etc.) involved in and contributing toward school feeding and education activities? To what extent has introduction of locally procured food items into the

	What is the quality of how project's graduation timeline and sustainability plan were designed?	To what extent has introduction of locally procured food items into the programme design affected the sustainability of the programme?	programme design affected the sustainability of the programme?
Lessons	What lessons from previous project were considered in the design and implementation plan of the project? What community-level systems of governance and management are required for the successful implementation and sustainability of the school meals programme? What are the long-term impacts (five or more years) of school meal programs on local agriculture production and food safety and what variables affect these changes? What kinds of partnerships with the private sector and/or host country governments are the most effective at ensuring program sustainability? Among successful partnerships, who are the key players and what are their roles? In what contexts do private sector and/or government partnerships work best, and which contexts may be more challenging?	What are lessons learned from the project up to this point? What mid-course corrections should be taken to improve the project's relevance, efficiency, effectiveness, impact, and/or sustainability? What community-level systems of governance and management are required for the successful implementation and sustainability of the school meals programme? What are the long-term impacts (five or more years) of school meal programs on local agriculture production and food safety and what variables affect these changes? What kinds of partnerships with the private sector and/or host country governments are the most effective at ensuring program sustainability? Among successful partnerships, who are the key players and what are their roles? In what contexts do private sector and/or government partnerships work best, and which contexts may be more challenging?	What are lessons learned from the project? How can WFP improve future programming, in the context of these lessons learned? What community-level systems of governance and management are required for the successful implementation and sustainability of the school meals programme? What are the long-term impacts (five or more years) of school meal programs on local agriculture production and food safety and what variables affect these changes? What kinds of partnerships with the private sector and/or host country governments are the most effective at ensuring program sustainability? Among successful partnerships, who are the key players and what are their roles? In what contexts do private sector and/or government partnerships work best, and which contexts may be more challenging?

5. Methodological approach and ethical considerations

5.1 Evaluation approach

In their proposals, the evaluation firms are expected to propose a suitable evaluation approach, methodology and data collection tools (such as EGRA survey; leveraging FY18 endline data). As needed, the approach will be refined in close collaboration with the WFP Ethiopia Country Office during the inception phase. The quantitative surveys for KAP and EGRA, including the data sets and questionnaires for FY18 project evaluation (November 2024 to February 2025) can be used as inputs to the FY24 project baseline study to the extent possible. Based on a review and analysis of the available raw data from the FY18 endline survey, the evaluation team is expected to propose an appropriate survey design to fulfil the requirements of the baseline study. The approach, methodology and data collection tools should:

- Be relevant for answering the evaluation questions along the six evaluation criteria.
- Be summarised in an evaluation matrix geared towards addressing the key evaluation questions taking into account any data availability challenges and budget and timing constraints.
- Ensure using appropriate methods that women, girls, men and boys from different stakeholder's groups participate and that their different voices are heard and used.

39. Firms should propose methodologies that demonstrates attention to impartiality and reduction of bias by relying on mixed methods (quantitative, qualitative, participatory etc.) and different primary and secondary data sources that are systematically triangulated (documents from different sources; a range of stakeholder groups, including beneficiaries; direct observation in different locations; across evaluators; across methods etc.). It will consider any challenges to data availability, validity or reliability, as well as any budget and timing constraints. The evaluation questions, lines of inquiry, indicators, data sources and data collection methods will be brought together in an evaluation matrix, which will form the basis of the sampling approach and data collection and analysis instruments (desk review, interview and observation guides, survey questionnaires etc.).

40. The three exercises will account for data collection from intervention and comparison schools. The evaluation team should propose a quasi-experimental design for the evaluation.

41. The baseline study will confirm the relevance of evaluation questions and indicators to the overall school feeding strategy and country-specific school feeding issues in Ethiopia. It will provide required information about the pre-project situation and to validate project design assumptions. The methodology and indicators selected for the baseline will be carried forward and used in the mid-term and final evaluation. WFP will ensure that the software used for the baseline, mid-term and final surveys will be compatible and accessible for consistent analysis.

42. The FY18 endline quantitative and qualitative data can be used as input to FY 24 baseline situational survey, Early Grade Reading Assessment (EGRA), Knowledge, Attitude, and Practices (KAP) surveys. Most of the measurements will also be concentrated same target areas, while a limited survey will be conducted at baseline to assess indicators and data on comparison group who are not beneficiaries of the project. The evaluation team should use the same sample of schools at midterm and endline when they recollect this data. Additional data will be required to be collected regardless, given new aspects of the FY24 project compared to FY18 as well as the need to collect data from a systematic comparison group which has not yet been part of the FY18 endline survey. The evaluators are expected to propose what they think is best in terms of the scope of collecting any other data.

43. For FY 18 project, the mid-term and endline EGRA surveys used a sub-set of full EGRA instruments, focusing only on McGovern-Dole project schools, and using the smallest practical sample to cover the project areas. Oral reading fluency is the main thrust of the assessment. The omitted tasks are invented words reading, phonemic awareness and listening comprehension. The first two were considered less

important than letter identification and familiar word reading. Listening comprehension typically returns high scores unless the student is unfamiliar with the language concerned. The way to increase the rigour of the EGRA work would not be to expand the number of sub-tools, but to expand the sample size to ensure comparison between project and non-project schools. The evaluation team should therefore focus on increasing the sample size.

44. This approach is proposed to reduce respondent fatigue given that the FY18 endline evaluation data was collected in December 2024. The new award will continue implementation in a significant subset of the same 168 schools in Oromia (exact number to be determined in approximately May 2025), and in Afar approximately 345 schools will be continued in the new programme out of the 447 schools supported by mid-2025. The number of originally targeted schools will be reduced due to higher enrolment rates.

The methodology should be sensitive in terms of indicating how the perspectives and voices of diverse groups (men, women, boys, girls, the elderly, people living with disabilities, and other vulnerable groups) will be sought and considered. The methodology should ensure that primary data collected is disaggregated by sex and age as required by USDA. The evaluation team will design the evaluation methodology, sampling frame and data analysis which must fully address the diversity of stakeholders affected by the intervention in particular the most vulnerable. Further guidance can be obtained in the following documents: TN on integrating cross-cutting issues in WFP evaluations, checklist, and quick guide.

45. Looking for an explicit consideration of vulnerable groups 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, girls and boys, in sensitive ways before the fieldwork begins.

46. The evaluation findings, conclusions and recommendations must reflect demographic based analysis as appropriate within the context of the subject of evaluation. The findings should include a discussion on intended and unintended effects of the intervention, including along dimensions of these vulnerable demographics. The report should provide lessons/ challenges/recommendations for conducting evaluations sensitive to these dynamics in the future. The detailed methodology for the baseline study, mid-term and final evaluations will be further developed by the external evaluation team in accordance with WFP DEQAS. The evaluation team should propose an appropriate evaluation design, methodology, sampling strategy, and evaluation matrix. That will ensure the robustness, consistency and credibility of the exercises.

47. The following mechanisms for independence will be employed: the evaluation team will work independently in the design and implementation of the evaluation, final decisions on and approval of evaluation products will be made by the evaluation committee; and an evaluation reference group will review and provide feedback, in relation to data collection and the methodology [refer to the TN on principles, norms and standards].

48. **Quantitative** methods, including quasi-experimental surveys (EGRA, KAP), are expected to be a cost-effective way of detecting changes resulting from the implementation of the project in comparison to schools that have similar socio-economic characteristics, but where no USDA assistance was provided. To increase the evaluation's ability to assess quasi-attribution of observed results to the project, the evaluators are required to collect quantitative data from intervention and comparison schools. At baseline, some of the quantitative data from intervention schools will have already been collected by FY18 final evaluation. The evaluation team will assess the feasibility of identifying credible comparison schools during the inception phase. Further, the evaluation will assess the feasibility and application of quasi-experimental techniques by classifying schools into different categories and then randomly selecting the required number of sample schools within these through stratified random sampling. As feasible and appropriate, other techniques may include difference-in-differences, propensity score matching, regression adjustment depending on the indicator (s) of interest. The evaluation design and method must be agreed upon with the WFP Ethiopia Country Office and will be documented in the inception report.

49. The evaluation team should provide calculations and justifications for an adequate sample size for

both intervention and comparison schools that is statistically representative while considering financial and time constraints. In sampling, the surveys will be expected to ensure detection of results with a 95% confidence level. All quantitative outcome indicators in the PMP, as approved by USDA, will be estimated and assessed via a baseline, mid-term, and final surveys. Yet, a quantitative survey data set will not be sufficient to answer all the evaluation questions as that each question requires different types of data. This will comprise drawing up a list with a random sample selector and summary table and re-run it until the selection table is as well balanced as possible relative to the original sample distribution. The purposive element is needed to reviewing and possible re-running of the sample draw to get, if possible, a better sample distribution. The sample will be drawn nearer to the time of the survey, using the most robust school-level data available, and in time to feed into the planning of itineraries for the survey teams.

50. Multi-stage/cluster sampling is proposed to select target schools and schools/respondents. The sample size for the baseline, mid-term and final survey will be determined based on the degree of change that is expected amongst the performance indicators, levels of statistical significance desired and acceptable levels of statistical error in the supported provinces as well as the comparison areas. The sampling frame, methodology, and sample size calculations will be refined by the Evaluation Team in close consultation with WFP. The sample will need to satisfy the following criteria simultaneously.

51. Schools sampled for the KAPs and the EGRA survey will be sub-sets of the larger baseline, mid-term and endline surveys; and include 50% of each survey sample (baseline, midterm, and endline, KAPs, and EGRA) as repeats. EGRA will be administered in two project schools in each woreda, sample two non-project schools in each woreda. KAPs will be administered to one project school and one comparison school in each woreda and draw 9 KAPs schools in Afar from schools that will still be serving meals and 4 KAPs schools per woreda from Oromia and Afar regions. The sampling frame will include all schools in Afar and Oromia eligible for McGovern-Dole Award.

52. **Qualitative** methods, including key informant interviews, observations and review of secondary documentation, are expected to provide a supportive, complementary role to the quantitative data. They will help explore further lessons and issues coming out of the quantitative surveys, deepen initial situational analysis, especially in dimensions of vulnerable populations, and focus on qualitative performance issues, including school-level organization and delivery of school feeding. Participatory methods should be considered, including storytelling, photo-voice, and self-assessment of complex topics such as considerations for women and girls, and the assessment of other stakeholders on the project's sustainability.

53. Accordingly, evaluation questions will be assessed through either qualitative and/or quantitative means and explored from different angles. The qualitative analysis and comparison , will include purposive sample. Qualitative data will be collected after the quantitative surveys are completed. Key informant interviews will be conducted from purposeful sample of McGovern-Dole, government programme, and non-intervention schools in Afar and Oromia, desk reviews of relevant project documents, participatory focus group discussions with beneficiaries and teachers, semi-structured interviews with other core stakeholders, and data collection tool for observation during field visits will be applied where appropriate. The evaluation team may use the raw data collected from the FY 18 final evaluation but should still do their own analysis.

54. The evaluators will review regular monitoring data as well as aggregated and analysed information relating to the current project, reports from implementing partners, Education Management Information System (EMIS)[15] and field reports.

55. The following mechanisms for independence and impartiality will be employed.

56. An Evaluation Reference Group (ERG) will be set up to steer the evaluation, comment on all

[15] EMIS in Ethiopia is the Ministry of Education's system for the collection, integration, processing, maintenance and dissemination of data and information.

evaluation deliverables and exercise oversight over the methodology.

57. All tools and products from the Evaluation Firm will be externally and independently quality assured (both by the ERG as well as the Decentralized Evaluations Quality Support Service).

58. The Evaluation Firm will be asked to set out how ethics can be ensured at all stages of the evaluation (design, implementation and dissemination) and that they seek appropriate ethical clearances (institutional and local) for the design ahead of going to the field.

59. The following potential risks likely to affect proposed approach have been identified. Insufficient disaggregated data availability and quality can limit what can be drawn from it. Certain Zones, woredas may be inaccessible for fieldwork.

60. The evaluation team will expand on the methodology presented above and develop a detailed evaluation matrix in the inception report, the first deliverable expected of the evaluation team. The indicators, targets, evaluation questions, methodology design, timeline and feasibility for the baseline survey will be reviewed during the inception period when the team conducts assessment of how the evaluation questions will be answered based on the evaluation criteria and the evaluability. The inception report will lay out how the chosen USDA Learning Agenda research questions will be addressed and other elements important for accountability and learning. Separate inception reports will be developed for the baseline study, mid-term, and final evaluation.

5.2 Preliminary considerations on evaluability and methodological implications

61. Main source of data for evaluation will be primary including surveys, interviews, observations and secondary sources such as relevant program and financial reports. The mixed-methods approach linking analysis, including the baseline-endline survey, to a fully articulated theory of change, appeared robust, and the study's initial assessments of the quality of evidence have generally been confirmed. The FY 18 project baseline, mid-term and endline evaluations, including the raw data sets and final reports) will provide solid body of evidence to be leveraged in the FY 24 evaluations.

62. But there have still been concerns about the quality, completeness and consistency of output and outcome monitoring and reporting including gaps in sex-disaggregation of data by sex, age and disability which will undermine evaluability if allowed to persist. For field data collection planning and conduct, the evaluation team should pay attention to representativeness of the sample of schools to be visited, delays in commencing fieldwork, limited actual observation of school feeding in action, difficulty reaching schools early enough to observe the morning meal, return of students and teachers from semester breaks, external events (funerals, conflict incidents unpredictable security situation in Oromia region), limited availability of interviewees at some schools and inaccurate information about graduation.

63. During the inception phase, the evaluation team will be expected to critically assess data availability, quality and gaps expanding on the information provided above. This assessment will inform the data collection and the choice of evaluation methods. The team should also ensure an adequate samples of non-project schools and of schools which have graduated from the project. 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.

5.3 Ethical considerations

64. The evaluation must conform to UNEG ethical guidelines for evaluation (Integrity, Accountability,

Respect, Beneficence[16]). Accordingly, the evaluation team 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 stakeholders (the evaluators have the obligation to safeguard sensitive information that stakeholders do not want to disclose to others), ensuring cultural sensitivity, respecting the autonomy of respondents, ensuring fair recruitment of participants (including women and socially excluded groups), ensuring appropriate and inclusive representation and treatment of the various stakeholder groups in the evaluation process (and that sufficient resources and time are allocated for it),and ensuring that the evaluation results do no harm to respondents or their communities.

65. The evaluation team 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.

66. Should the evaluators uncover allegations of wrongdoing and misconduct in the implementation of a programme either by a WFP staff or a partner (including fraud, food diversions, misuse of WFP assets, harassment, sexual harassment, etc.), the evaluation team should report those allegations to WFP Office of Inspection and Investigation (OIGI) through WFP hotline (http://www.wfphotline.ethicspoint.com).[17] At the same time, commission office management and the Regional Evaluation Unit in Nairobi should also be informed.

67. The commissioning office has ensured that the evaluation team and evaluation manager will not have been and/or are not currently involved in the design, implementation or financial management of the project, have no vested interest, nor have any other potential or perceived conflicts of interest.

68. **Conflicts of interest** are typically identified by a lack of independence or a lack of impartiality. These conflicts occur when a primary interest, such as the objectivity of an evaluation, could be influenced by a secondary interest, such as personal considerations or financial gains (UNEG 2020 Guidelines). There should be no official, professional, personal or financial relationships that might cause, or lead to a perception of bias in terms of what is evaluated, how the evaluation is designed and conducted, and the findings presented. A conflict of interest can also occur when, because of possibilities for future contracts, the evaluator's ability to provide an impartial analysis is compromised. Cases of upstream conflict of interest are those in which consultants could influence the analysis or recommendations so that they are consistent with findings previously stated by themselves. Cases of downstream conflict of interest are those in which evaluators could artificially create favourable conditions for consideration in future assignments (e.g. making recommendations for additional work with aim of being contracted to conduct that work). The potential for bias increases when an evaluator's work is solely focused on one agency. During the evaluation process, the evaluators are not allowed to have another contract with the evaluand/ unit subject to evaluation. To avoid conflicts of interest, particular care should be taken to ensure that independence and impartiality are maintained.

69. All members of the evaluation team will abide by the 2020 UNEG Ethical Guidelines, including the Pledge of Ethical Conduct, the 2024 Guidelines on Integrating Human Rights and Gender Equality in Evaluation 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 (or individual contracts) are expected to sign a confidentiality agreement and a commitment to ethical conduct and include a signed

[16] Beneficence means striving to do good for people and planet while minimizing harms arising from evaluation as an intervention.

[17] For further information on how to apply the UNEG norms and standards in each step of the evaluation, the evaluation team can also consult the Technical Note on Principles, Norms and Standards for evaluations.

conflict of interest form in the evaluation report.[18] These templates will be provided by the country office when signing the contract. Firms should disclose any use of AI, ensuring that beneficiary data is not compromised with the use of AI. The evaluation team should ensure beneficiary data especially to be compromised if AI is indeed being used.

5.4 Quality assurance

70. 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.

71. The WFP Decentralized Evaluation Quality Assurance System (DEQAS) is based on the UNEG norms and standards and good practice of the international evaluation community and aims to ensure that the evaluation process and products conform to best practice. This quality assurance process does not interfere with the views or independence of the evaluation team but ensures that the report provides credible evidence and analysis in a clear and convincing way and draws its conclusions on that basis.

72. 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. There will be several rounds of reviews and feedback until draft deliverables are up to the expected quality. In addition to the quality reviews outlined in the DEQAS Process Guide, the McGovern-Dole evaluation products will undergo a final review by USDA before USDA approval.

73. To enhance the quality and credibility of DEs, an outsourced quality support (QS) service directly managed by the OEV reviews the draft ToR, the draft inception and evaluation reports, and provides a systematic assessment of their quality from an evaluation perspective, along with recommendations.

74. 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,[19] a rationale should be provided for comments that the team does not take into account when finalizing the report.

75. 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.

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

77. WFP expects that all deliverables from the evaluation team are subject to a thorough quality assurance review by the hired evaluation firm in line with the WFP evaluation quality assurance system prior to submission of the deliverables to WFP. In case evaluators are contracted directly as individuals, the team leader is responsible for thorough QA before submission of drafts.

78. 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

[18] If there are changes in the evaluation team or a sub-contracting for some of the planned evaluation activities, the confidentiality agreement and ethics pledge should also be signed by those additional members.
[19] UNEG Norm #7 states "*that transparency is an essential element that establishes trust and builds confidence, enhances stakeholder ownership and increases public accountability*"

will be published on the WFP website alongside the evaluation report They may also be published by USDA as the donor.

6. Organization of the evaluation

6.1 Phases and deliverables

79. Ideally, all phases (baseline, midterm and end line) of the evaluation shall be conducted by the same evaluation firm**,** contingent upon satisfactory performance of previous evaluations under this Terms of Reference. The company will be contracted for the baseline on a test/probationary basis. Provided the company meets the standards during baseline and midterm the PO will be increased and addendum issued to include the midterm and endline evaluations.

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

a. https://www.section508.gov/create/documents

b. https://www.section508.gov/create/pdfs

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 and deliverables such as draft evaluation products)	Responsible
1. Preparation phase for overall evaluation	January-April 2025	Preparation of ToR deliverable Selection of the evaluation team & contracting	Evaluation manager
Baseline Report			
2. Inception	April-May 2025 May 2025 June 2025	Document review and inception mission Inception report deliverable Data collection instruments and an assessment of the quality and adequacy of data collected for FY18 endline	Evaluation Team (ET)
3. Data collection	June 2025 June 2025	Fieldwork Exit debriefing	ET
4. Reporting	July -August 2025 End of August 2025	Data analysis and draft report deliverable DEQS, ERG, WFP comments process Learning workshop Draft Evaluation Report deliverable	ET

	September 2025 October 2025	submitted to USDA Findings presentation to USDA USDA review of the draft baseline report and donor comments process USDA Approval of the Baseline Report 2-3 page Baseline Study Brief deliverable	
5. Dissemination and follow-up	November 2025 November 2025	Management response deliverable Dissemination of the evaluation report	EM
Midterm Evaluation			
6. Inception phase for midterm evaluation	April 2027	Inception mission Inception report deliverable including Data collection instruments	EM
7. Data collection	May 2027	Fieldwork Exit debriefing	ET
8. Reporting	July-September 2027 September - November 2027	Data analysis and draft evaluation report deliverable WFP, DEQS, ERG comments process Learning workshop Draft Evaluation Report submitted to USDA Findings presentation to USDA USDA Approval of the Evaluation Report 2-3 page Evaluation Brief deliverable	ET
9. Dissemination and follow-up	November-December 2027	Management response deliverable Dissemination of the evaluation report	EM
Endline Evaluation			
10. Inception phase for midterm evaluation	April 2029	Inception mission Inception report deliverable inluding Data collection instruments	ET
11. Data collection	May 2029	Fieldwork Exit debriefing	ET
12. Reporting	July-August 2029	Data analysis and draft evaluation report deliverable	ET

	September-November 2029	WFP, DEQS, ERG comments process Learning workshop Draft Evaluation Report submitted to USDA Findings presentation to USDA USDA Approval of the Evaluation report 2-3 page Evaluation Brief deliverable	
13. Dissemination and follow-up	November-December 2029	Management response deliverable Dissemination of the evaluation report	EM

5.5 Evaluation team composition

82. The evaluation team is expected to include five members, including the team leader, with a mix of national/regional and international evaluator(s) with relevant expertise. To the extent possible, the evaluation will be conducted by a geographically, culturally and linguistically diverse and balanced team of both women and men who can effectively cover the areas of evaluation. The evaluation team should have good knowledge of cross-cutting issues affecting vulnerable populations and, to the extent possible, local and cultural power dynamics. It will have strong methodological competencies in designing feasible data collection and analysis for quasi-experimental designs, as well as synthesis and reporting skills. At least one team member should have demonstrated recent experience with WFP evaluation. At least one team members should have relevant subject matter expertise. The team should have strong skills in report writing, previous experience of similar USDA funded evaluations, and strong expertise primary education.

Table 5: Summary of evaluation team and areas of expertise required

	Expertise required
Team Leadership (Senior level evaluator)	**MINIMUM REQUIREMENTS** • Excellent team management skills (coordination, planning, ability to resolve problems and deliver on time). • Strong experience in leading evaluations of school feeding. • Experience with applying the mixed method approach including reconstruction, and use of theories of change in evaluations, and experience with expertise in EGRA or KAP • Strong presentation skills and excellent writing in English and synthesis skills. • Experience facilitating in-person and hybrid meetings and workshops. • Experience in humanitarian and/or development contexts. • Expertise in one or more of the technical areas in food for education or nutrition. • Quantitative techniques and experience designing and implementing quasi-experimental evaluations. • Ability to address and resolve stakeholder comments on draft deliverables adequately and in a timely manner, **DESIRABLE** • Familiarity with WFP programmes and modalities of intervention. • Good knowledge of country context, proved by previous experience in the country. • Previous experience leading or conducting WFP evaluation(s). • Good knowledge of cross-cutting issues affecting vulnerable populations and, to the extent possible, local and cultural power dynamics

	Expertise required

Thematic Evaluator in food for education	**MINIMUM REQUIREMENTS**
	• Fluency and excellent writing skills in English.
	• Demonstrable analytical skills relevant to school feeding evaluation.
	• Extensive experience in expertise in Situational survey EGRA or KAP survey
	• Experience in humanitarian and/or development contexts.
	• Prior experience in evaluating design, implementation, outputs, and outcomes in the following areas:
	  ○ Food for Education programs.
	  ○ Nutrition.
	• Quantitative and qualitative techniques and experience with a quasi-experimental approach.

Survey Data Analyst	• Extensive experience in expertise in Situational survey, EGRA or KAP surveys • Experience in program evaluations in humanitarian and development contexts. • Prior experience in conducting surveys with quasi-experimental design and methodology. • Quantitative and qualitative survey reporting for large scale school feeding programmes. • Data coding, collection, cleaning, analysis and reporting. **DESIRABLE** • Familiarity with WFP programmes and modalities of intervention. • Previous experience leading or conducting WFP evaluation(s). • Good knowledge of country context, proved by previous experience in the country. • Good knowledge of cross-cutting issues affecting vulnerable populations and, to the extent possible, local and cultural power dynamics • Administrative and logistical experience
Quality assurance Evaluator	**MINIMUM REQUIREMENTS** • Experience in quality assurance of school feeding program evaluations deliverables, as well as conducting evaluations • Extensive experience in quality assurance of quantitative surveys with quasi-experiential designs. • Demonstrated ability to edit and quality assure the content and formatting of draft inception report and evaluation report per WFP DEQAS. **DESIRABLE** • Familiarity with WFP programmes and modalities of intervention. • Previous experience with WFP evaluation(s).

83. The team leader will have expertise in one of the key competencies listed above as well as demonstrated experience in leading similar evaluations, including designing methodology and data

collection tools. She/he will also have leadership, analytical and communication skills, including a track record of excellent English writing, synthesis and presentation skills. Her/his primary responsibilities will be: i) defining the evaluation approach and methodology; ii) guiding and managing the team; iii) leading the evaluation mission and representing the evaluation team; and iv) He/she should be the lead writer of the evaluation., the inception report, the end of field work (i.e. exit) debriefing presentation and evaluation report in line with DEQAS.

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

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

5.6 Roles and responsibilities

86. The **Evaluation Team** is responsible for responding to all communication from the WFP Evaluation Manager in a timely manner. They are also responsible for revising deliverables and responding to stakeholder comments within the comments matrix in accordance with deadlines agreed upon by the Evaluation Team and WFP. The expected deliverables and rounds of revision for each deliverable are as follows:

a. Baseline, midterm, and endline evaluation reports:

   i. Revised report and comment matrix responses in response to Regional Evaluation Unit and Evaluation Manager feedback (first round of comments)

   ii. Revised report and comment matrix responses in response to DEQS feedback (second round of comments)

   iii. Revised report and comment matrix responses in response to ERG feedback (third round of comments)

   iv. Revised report and response to address any feedback that was not adequately addressed in previous revisions (as needed). The EM will review the ET's responses to ERG, DEQS, REU, and EM comments in a combined comment matrix and may request the ET to make additional edits if any comments were not adequately addressed.

   v. Revision and comment matrix responses in response to USDA feedback (fourth round of comments)

   vi. Revision and response to address any feedback from USDA that was not adequately addressed in previous revisions.

   vii. Virtual Presentation to USDA: Shortly after each report has been submitted to USDA, the evaluation team will give a virtual presentation to USDA to summarize the findings of the evaluation and key learnings.

   viii. 2-3 page stand-alone evaluation brief, describing the design of the evaluation, key findings and other relevant considerations. This document should be written in language easy to understand by non-evaluators and with appropriate graphics and tables.

   ix.

b. Inception reports and tools for baseline, midterm, and endline

   i. Revised report/tools and comment matrix responses in response to Regional Evaluation Unit and Evaluation Manager feedback (first round of comments)

ii. Revised report and comment matrix responses in response to DEQS feedback (second round of comments)

iii. Revised report/tools and comment matrix responses in response to ERG feedback (third round of comments)

iv. Final revision of report/tools and response to address any feedback that was not adequately addressed in previous revisions (as needed). The EM will review the ET's responses to ERG, DEQS, REU, and EM comments in a combined comment matrix and may request the ET to make additional edits if any comments were not adequately addressed.

87. The **WFP Ethiopia CO management** (Director or Deputy Director) will take responsibility to:

- Assign Dawit Habtemariam as the evaluation manager for this evaluation
- Establish the internal evaluation committee (EC) and the evaluation reference group (ERG)
- Approve the final ToR, inception and evaluation reports
- Approve the evaluation team selection
- Ensure the independence and impartiality of the evaluation at all stages through EC and ERG
- 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 debriefings with internal and external stakeholders
- Oversee dissemination and follow-up processes, including the preparation of a management response to the evaluation recommendations.

88. The **evaluation manager** manages the evaluation process through all phases including.

- Acting as the main interlocutor between the evaluation team, represented by the team leader, the firm's focal point, and WFP counterparts to ensure a smooth implementation process
- Drafting this evaluation Terms of Reference in consultation with key stakeholders
- Identifying and contracting the evaluation team and preparing and managing the evaluation budget;
- Preparing the terms of reference and schedule of engagement for the EC and ERG;
- 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;
- Ensuring EC and ERG are kept informed on progress, and escalating issues to the EC as appropriate.
- Conducting the first level quality assurance of the evaluation products.
- Submit all drafts to the REU for second level quality assurance before submission for approval.

89. An **internal Evaluation Committee (EC)** is formed to steer the evaluation process and ensure it is independent and impartial. [The roles and responsibilities of the EC include overseeing the evaluation process, making key decisions and reviewing evaluation products. Annex 3 provides further information on the membership/composition of the evaluation committee and roles and responsibilities.

90. An **Evaluation Reference Group (ERG)** is formed as an advisory body with representation from key stakeholders. The evaluation reference group members will review and comment on the draft evaluation products and act as key informants to contribute to the relevance, impartiality and credibility of the evaluation by offering a range of viewpoints and ensuring a transparent process. Annex 4 provides more details on the composition and roles and responsibilities of the ERG.

91. The **regional bureau** will take responsibility to:

- Advise the evaluation manager and provide technical support to the evaluation throughout the process through the REU.
- 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 from a subject-contents perspective through the RBN School Feeding and Nutrition units]
- Provide second level quality assurance of all evaluation products through the regional evaluation unit before they are approved.
- Support the preparation of a management response to the evaluation and track the implementation of the recommendations.

92. While Nikki Zimmerman, is the RB focal person for this DE and will perform most of the above responsibilities, other RB-relevant technical staff may participate in the ERG and/or comment on evaluation products as appropriate.

93. **Relevant WFP Headquarters divisions,** including the School Meals and Social Protection Service (PPGS), will take responsibility to:

- Discuss WFP strategies, policies or systems in their area of responsibility and subject of evaluation.
- Comment on the evaluation TOR, inception and evaluation reports, as required.
- The PPGS evaluation officer will provide feedback on the ToR, inception reports, baseline report, and evaluation reports, reviewing deliverables for quality and adherence to USDA requirements.

94. **The Office of Evaluation (OEV).** OEV is responsible for overseeing WFP DE 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 REU, EM and Evaluation teams when required. Internal and external stakeholders and/or the evaluators are encouraged to reach out to the REU and the Office of Evaluation helpdesk (wfp.decentralizedevaluation@wfp.org) in case of potential impartiality breaches or non-adherence to UNEG ethical guidelines or other risks to the credibility of the evaluation process.

95. **United States Department of Agriculture (USDA**) will be involved in the evaluation throughout all phases. Relevant staff members of USDA (Program Analyst and M&E Lead) review and approve the Evaluation Plan, Terms of Reference, and Evaluation Reports, serve as a member of the Evaluation Reference Group, and participate in stakeholder meetings as needed. They may be interviewed as key informants and participate in the presentation of the evaluation findings.

96. The **WFP Partnerships Officer - Washington Office (WAS)** will work closely with the WFP CO, SBP Evaluation Officer, RB, and OEV to ensure smooth communication and submission of key evaluation deliverables to USDA, according to project timelines. The Partnerships Officer will review evaluation deliverables for adherence to USDA policy, facilitate communication with USDA, and coordinate with USDA

to seek feedback of TORs and evaluation reports.

5.7 Security considerations

97. **Security clearance** where required is to be obtained from WFP Ethiopia.

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

5.8 Communication

98. To ensure a smooth and efficient evaluation process and enhance the learning from this evaluation, the evaluation team should place emphasis on transparent and open communication with key stakeholders throughout the process. This will be achieved by ensuring a clear agreement on channels and frequency of communication with and between key stakeholders. The evaluation team will propose/explore communication/feedback channels to appropriate audiences (including affected populations as relevant) during the inception phase. All official draft report must be in English per donor requirements.

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

100. Based on the stakeholder analysis, the draft communication and knowledge management plan (in Annex 5) identifies the users of the evaluation to involve in the process and to whom the various products should be disseminated. The communication and knowledge management plan indicates how findings including issues affecting various vulnerable populations will be disseminated and how stakeholders interested in, or affected by these issues will be engaged.

101. As per norms and 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, the evaluation will be published in WFP internal and public websites. They may also be published by USDA as the donor.

102. Evaluators shall provide a copy of the evaluation reports that is free of personally identifiable information (PII) and proprietary information. Final versions of evaluation report ready for publication should be accessible to persons with disabilities. For guidance on creating documents accessible to persons with disabilities, please see the following resources: https://www.section508.gov/create/documents; https://www.section508.gov/create/pdfs

5.9 Proposal

103. The evaluation will be financed from USDA programme funds.

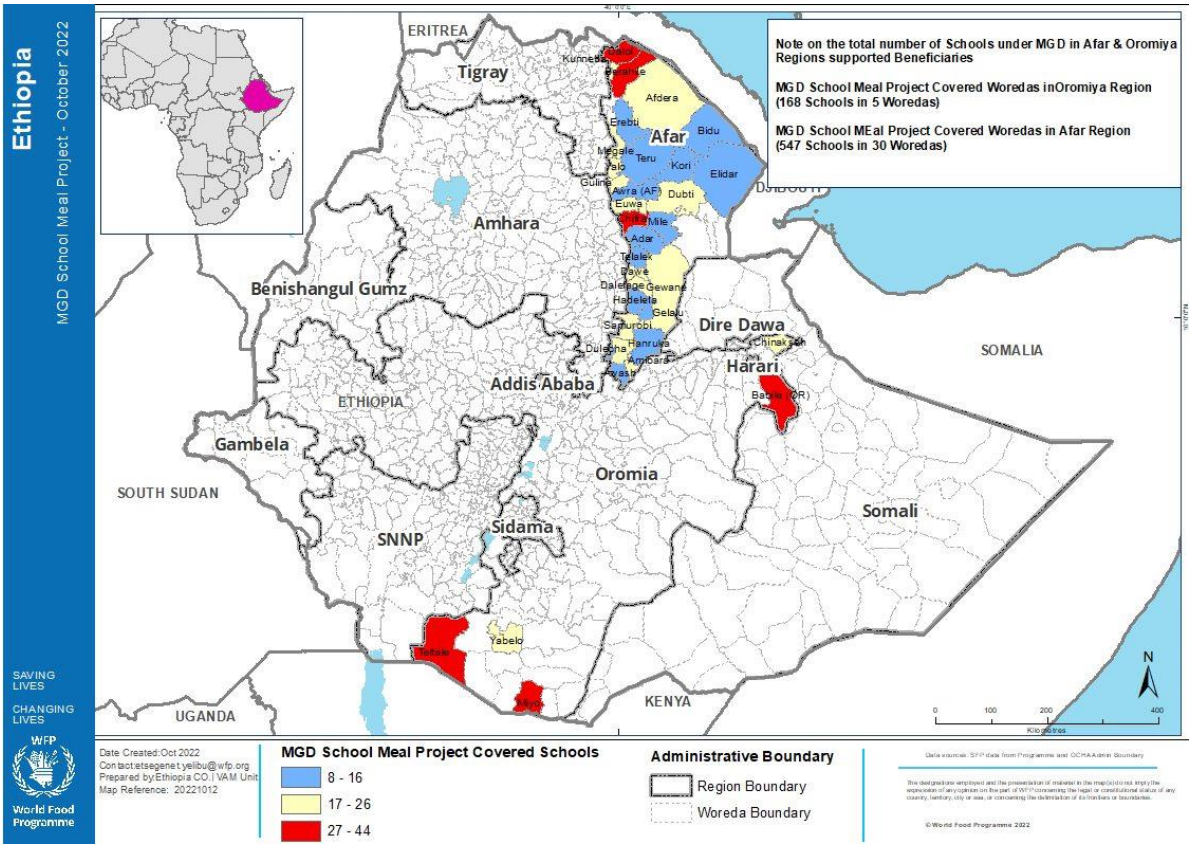
104. The offer will include a detailed budget for the evaluation using the provided template, including consultant fees, travel costs and other costs (interpreters, etc.). The budget should be submitted as excel file separate from the technical proposal document.

105. Travel/subsistence/other direct expenses should be accounted for in the proposed budget noting that this will vary depending on the contracting option.

106. 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 proposed team members as part of the decision-making process and selection. Once the offer is accepted by all parties, WFP will issue a purchase order for the baseline study deliverables. The purchase order will be increased to include the midterm and endline evaluation deliverables upon satisfactory completion of the baseline and midterm deliverables.

107. Please send any queries to Rediet.alemu@wfp.org.

Annex 1. Map



Ethiopia
MGD School Meal Project - October 2022
Note on the total number of Schools under MGD in Afar & Oromiya Regions supported Beneficiaries
MGD School Meal Project Covered Woredas inOromiya Region (168 Schools in 5 Woredas)
MGD School MEal Project Covered Woredas in Afar Region (547 Schools in 30 Woredas)
ERITREA
Tigray
Afar
Amhara
Benishangul Gumz
Dire Dawa
Harari
Addis Ababa
ETHIOPIA
Gambela
Oromia
SOUTH SUDAN
SNNP
Sidama
Somali
SOMALIA
UGANDA
KENYA
SAVING LIVES
CHANGING LIVES
WFP
World Food Programme
Date Created:Oct 2022
Contact:etsegenet.yelibu@wfp.org
Prepared by:Ethiopia CO.I VAM Unit
Map Reference: 20221012
MGD School Meal Project Covered Schools
8 - 16
17 - 26
27 - 44
Administrative Boundary
Region Boundary
Woreda Boundary

Annex 2. Timeline

Baseline - 2025	Phases, deliverables, and timeline	Key dates
Phase 1 - Preparation		**Up to 9 weeks**
EM	Desk review, draft ToR and quality assurance (QA) by EM ToR QC	Jan-March 5
EM	Share draft ToR with quality support service (DEQS) and organize follow-up call with DEQS	March 10
EM	Review draft ToR based on DEQS and REO feedback and share with ERG	March 17
EM	Start identification of evaluation team	March 17
ERG	Review and comment on draft ToR	March 25
EM	Review draft ToR based on comments received and submit final ToR to EC Chair	March 28
EC Chair	**Approve the final ToR and share with ERG and key stakeholders**	March 29
EM	Assess evaluation proposals and recommends team selection	March 29
EM	Evaluation team recruitment/contracting	March 31
EC Chair and USDA	**Approve evaluation team selection and recruitment of evaluation team**	April 7
Phase 2 - Inception		**Up to 7 weeks**
EM/TL	Brief core team	April 7
ET	Desk review of key documents	April 7-10
ET	Inception mission and draft inception report	April 10-24
EM	Quality assurance of draft IR by EM using QC, share draft IR with quality support service (DEQS) and organize follow-up call with DEQS	April 25
ET	Review draft IR based on feedback received by DEQS, EM	April 31
EM	Share revised IR with ERG	May 1-4
ERG	Review and comment on draft IR	May 7-11
EM	Consolidate comments	May 11
ET	Review draft IR based on feedback received and submit final revised IR	May 18
EM	Review final IR and submit to the evaluation committee for approval	May 25
EC Chair and USDA	**Approve final IR and share with ERG for information**	**May 26**
Phase 3 – Data collection		**Up to 3 weeks**
EC Chair/ EM	Brief the evaluation team at CO	June 2
ET	**Data collection**	June 3-21
ET	**In-country debriefing (s)**	June 21
Phase 4 - Reporting		**Up to 11 weeks**

ET	Draft baseline report and submit to EM	July 19
EM	Quality assurance of draft report by EM, REO using the QC, share draft ER with quality support service (DEQS) and organize follow-up call with DEQS	July 21-28
ET	Review and submit draft ER based on feedback received by DEQS, EM	July 31-August 3
EM	Circulate draft ER for review and comments to ERG, RB and other stakeholders	August 3
ERG	Review and comment on draft ER	August 10
EM	Consolidate comments received	August 13
EM	Validation workshop in Addis	August 15
ET	Review draft ER based on feedback received and submit revised ER	August 18
EM	Review revised ER and submit to the evaluation committee	August 25
EC Chair and USDA	WFP approve the revised evaluation report and share with key stakeholders for information Virtual findings presentation to present an overview of the findings to USDA Approval by USDA	August 31 September 14 September-October
ET	Prepare a 2–3-page study brief to share with USDA (via WAS team)	September/October
Phase 5 - Dissemination and follow-up		**Up to 4 weeks**
EC Chair	Prepare management response	November 2025
EM	Share final evaluation report and management response with the CO and OEV for publication and participate in end-of-evaluation lessons learned call	November 2025

MTE 2027	**Phases, deliverables, and timeline**	**Key dates**
Phase 2 - Inception		**Up to 7 weeks**
EM/TL	Brief core team	March 3
ET	Desk review of key documents	March 3-7
ET	Inception mission and draft inception report	March 10-24
EM	Quality assurance of draft IR by EM using QC, share draft IR with quality support service (DEQS) and organize follow-up call with DEQS	March 25
ET	Review draft IR based on feedback received by DEQS, EM	March 31
EM	Share revised IR with ERG	April 1-4
ERG	Review and comment on draft IR	April 7-11
EM	Consolidate comments	April 11
ET	Review draft IR based on feedback received and submit final revised IR	April 18
EM	Review final IR and submit to the evaluation committee for approval	April 25
EC Chair	**Approve final IR and share with ERG for information**	**April 26**
Phase 3 – Data collection		**Up to 3 weeks**

EC Chair/ EM	Brief the evaluation team at CO	May 2
ET	**Data collection**	May 3-21
ET	**In-country debriefing (s)**	May 21
Phase 4 - Reporting		**Up to 11 weeks**
ET	Draft evaluation report and submit to EM	July 21
EM	Quality assurance of draft ER by EM using the QC, share draft ER with quality support service (DEQS) and organize follow-up call with DEQS	July 21-28
ET	Review and submit draft ER based on feedback received by DEQS, EM	July 31- August 15
EM	Circulate draft ER for review and comments to ERG, RB and other stakeholders	August 15-25
ERG	Review and comment on draft ER	August 25-30
EM	Consolidate comments received	Sep. 1
EM	Validation workshop in Addis	Sep 6
ET	Review draft ER based on feedback received and submit revised ER	Sep. 6-13
EM	Review revised ER and submit to the evaluation committee	Sep 13-20
EC Chair and USDA	**WFP approves final evaluation report and share with key stakeholders for information.** **Virtual findings presentation to present an overview of the findings to USDA** **Approval by USDA**	Sep 20 -27 October 31
ET	Prepare a 2–3-page evaluation brief to share with USDA (via WAS team)	September/October
Phase 5 - Dissemination and follow-up		**Up to 4 weeks**
EC Chair	Prepare management response	November 30 2025
EM	**Share final evaluation report and management response with the CO and OEV for publication and participate in end-of-evaluation lessons learned call**	December 2025

Final Evaluation 2029	**Phases, deliverables, and timeline**	**Key dates**
Phase 2 - Inception		**Up to 7 weeks**
EM/TL	Brief core team	March 3
ET	Desk review of key documents	March 3-7
ET	Inception mission and draft inception report	March 10-24
EM	Quality assurance of draft IR by EM using QC, share draft IR with quality support service (DEQS) and organize follow-up call with DEQS	March 25
ET	Review draft IR based on feedback received by DEQS, EM	March 31
EM	Share revised IR with ERG	April 1-4

ERG	Review and comment on draft IR	April 7-11
EM	Consolidate comments	April 11
ET	Review draft IR based on feedback received and submit final revised IR	April 18
EM	Review final IR and submit to the evaluation committee for approval	April 25
EC Chair	**Approve final IR and share with ERG for information**	**April 26**
Phase 3 – Data collection		**Up to 3 weeks**
EC Chair/ EM	Brief the evaluation team at CO	May 2
ET	**Data collection**	J May 3-21
ET	**In-country debriefing (s)**	May 21
Phase 4 - Reporting		**Up to 11 weeks**
ET	Draft evaluation report and submit to EM	July 21
EM	Quality assurance of draft ER by EM using the QC, share draft ER with quality support service (DEQS) and organize follow-up call with DEQS	July 21-28
ET	Review and submit draft ER based on feedback received by DEQS, EM	July 31- August 15
EM	Circulate draft ER for review and comments to ERG, RB and other stakeholders	August 15-25
ERG	Review and comment on draft ER	August 25-30
EM	Consolidate comments received	Sep. 1
EM	Validation workshop in Addis	Sep 13
ET	Review draft ER based on feedback received and submit revised ER	Sep. 13
EM	Review revised ER and submit to the evaluation committee	Sep 13-20
EC Chair and WAS	**Approve final ER and share with ERG for information. WAS representative shares the ER with USDA** **Virtual findings presentation to present an overview of the findings to USDA** **USDA approval of the ER**	Sep 20 -27 October 31
ET	Prepare a 2–3-page evaluation brief to share with USDA (via WAS team)	September/October
Phase 5 - Dissemination and follow-up		**Up to 4 weeks**
EC Chair	Prepare management response	October - November 30 2025
EM	**Share final evaluation report and management response with the CO and OEV for publication and participate in end-of-evaluation lessons learned call**	December 2025

Annex 3. Role and composition of the evaluation committee

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

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

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

Schedule of EC engagement and Time commitments

Evaluation Phase and engagement task	Estimate level of effort in days	Tentative Dates
Preparation Phase • Select and establish ERG membership. • Reviews the revised draft ToR prepared by the EM • Approves the final TOR • Approves the final evaluation team and budget	**1 day**	**February 2025**
Inception Phase • Brief the evaluation team about the evaluation. • Inform evaluation design through discussions with the evaluators. • Support identifying field visit sites based on selection criteria • Review the revised draft IR • Approve the final IR	**2 days**	**April 2025**
Data Collection Phase • Act as key informants: responds to interview questions • Facilitate access to sources of contextual information and data, and to stakeholders • Attend the end of field work debriefing(s) meeting • Support the team in clarifying emerging issues/gaps how to fill them	**2 days**	**June 2025**
Analysis and Reporting Phase • Review final evaluation report after quality assurance by ET + EM • Attend an informal virtual findings presentation" to present an overview of the findings to USDA • Approve the final ER	**2 days**	**August 2025**
Dissemination and Follow-up Phase • Decide whether management agrees, partially agrees or does not agree with the recommendations and provides justification • Lead preparation of the management response to the evaluation recommendations	**2 days**	**October 2025**

Annex IV. Role, composition and schedule of engagement of the evaluation reference group

111. **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 DEs.

112. 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.

Composition of CO Evaluation Committee

Name	Position
Zlatan Milisic	Country Director (Chair)
Robert Ackatia-Armah	Acting Deputy Country Director Operations (member and alternate Chair)
Dawit Habtemariam	Head of Evaluation (Secretary)
Kevin Hodgson	Deputy Country Director Support Services
Robert Ackatia-Armah	Head of Program
Askal Tilahun	Manager in charge of the subject of evaluation
Pamela Odudoh	Head of Procurement
Blessing Butaumocho	Head of RAM
Nikki Zimmerman	Regional Evaluation Officer, RBN

Evaluation Reference Group

	Name	Organization & responsibility
1	Dawit Azene	Director, School Feeding Programme, Federal Ministry of Education
2	Mekuanent Dagnew	Programme Associate (National School Feeding Programme Coordinator), Federal Ministry of Education
3	Mussa Adem	Deputy Head, Afar Regional Bureau of Education
4	Oumer Ahmed	Process owner, Afar Regional Bureau of Education (alternative)
5	Tola Berisso (PhD),	Head of Oromia Region Education Bureau
6	Girma Regassa	Oromia Education Bureau School Feeding Focal Person
7	Alemtsehay Sergawi	Head, Nutrition Office, Ministry of Agriculture
8	Gobene Dea	Senior Nutrition Expert, MoH
9	Justina Torry	Agricultural Counsellor, U.S. Embassy Addis Ababa
10	Martha Kibur	Research and Evaluation Specialist, UNICEF Ethiopia
11	Muluwork Befekadu	Programme Specialist in Health Education, UNESCO Ethiopia
13	Askal Tilahun	Head, WFP Ethiopia School Feeding

	Name	Organization & responsibility
14	Mekonnen Tekleab	National Monitoring Officer, WFP Semera SO
15	Fuad Adem	National Program Officer, WFP Adama SO
16	Heran Abebe	Program Policy Officer , WFP
17	Walter Onyango	Monitoring and evaluation Officer, RAM
18	Nikki Zimmerman	Regional Evaluation Officer, RBN
19	Edna Kalaluka	RBN School Feeding
20	TBD	Addis Ababa University
21	Carolina Koldys	USDA TFAA FAS DC
22	Stephanie Hofmann	International Program Specialist, USDA Foreign Agricultural Service (Washington, D.C.)
23	Anna HAMILTON	Evaluation Officer, School Meals and Social Protection Service, PPGS
24	Julia KAMMERMEIER	Evaluation Officer, School Meals and Social Protection Service, PPGS
25	Valerie Lundeen	Partnership Officer, WFP WAS
26	Roisin TAYLOR	Head of Cross-cutting, WFP Ethiopia

Schedule of ERG engagement and Time commitments

Evaluation Phase and engagement task	Estimate level of effort in days	Tentative Dates
Preparation Phase • Review and comment on the draft ToR • Where appropriate, provide input on the evaluation questions. • Identify source documents useful to the evaluation team • Attend ERG meeting/conference call etc	**1 day**	**March 2025**
Inception Phase • Meet with evaluation team to discuss how the evaluation team can design a realistic/practical, relevant and useful evaluation. • Identify and facilitate dialogues with key stakeholders for interviews • Identify and access documents and data • Help identify appropriate field sites according to selection criteria set up by the evaluation team in the inception report. • Review and comment on the draft Inception Report	**1 days**	**May 2025**
Data Collection Phase • Act as a key informant: respond to interview questions • Provide information sources and facilitate access to data • Attend the evaluation team's end of field work debriefing	**2 days**	**June 2025**
Analysis and Reporting Phase • Review and comment on the draft evaluation report focusing on accuracy, quality and comprehensiveness of findings, and of links to conclusions and recommendations.	**2 days**	**July-August 2025**
Dissemination and Follow-up Phase • Disseminate final report internally and externally, as relevant.	**2 days**	**October-December**

• Share findings within units, organizations, networks and at events. • Provide input to management response and its implementation		**2025**

Annex 5. Communication, Learning and Knowledge Management Plan

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

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

Annex 6. Performance Indicators

Indicator Number	Indicator Type	Indicator	New to FY24 project?	Baseline data collection?	Comments
MGD Standard 1	Outcome	Percent of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text	Continuing	Yes	Endline evaluation data may be used for baseline value
MGD Standard 2	Outcome	Average student attendance rate in USDA supported classrooms/schools	Continuing	Yes	Baseline data to be collected for the baseline data source
MGD Standard 3	Output	Number of teaching and learning materials provided as a result of USDA assistance	Continuing	No	Baseline = 0
MGD Standard 4	Outcome	Number of teachers/educators/teaching assistants in target schools who demonstrate use of new and quality teaching techniques or tools as a result of USDA assistance	New	Yes	Baseline = 0; baseline data to be collected for comparison at MTE and endline
MGD Standard 5	Output	Number of teachers/educators/teaching assistants trained or certified as a result of USDA assistance	New	No	Baseline = 0
MGD Standard 6	Outcome	Number of school administrators and officials in target schools who demonstrate use of new techniques or tools as a result of USDA assistance	New	Yes	Baseline = 0; baseline data to be collected for comparison at MTE and endline
MGD Standard 7	Output	Number of school administrators and officials trained or certified as a result of USDA assistance	New	No	Baseline = 0
MGD Standard 8	Output	Number of educational facilities (improved water sources, kitchens, storerooms) rehabilitated/constructed as a result of USDA assistance	Continuing	No	Baseline = 0
MGD Standard 9	Outcome	Number of students enrolled in school receiving USDA assistance	Continuing	Yes	EMIS data to be used for reporting
MGD Standard 10, LRP Standard 10	Outcome / Output	Number of policies, regulations, or administrative procedures in each of the following stages of development as a result of USDA assistance	Continuing	No	Baseline = 0
MGD Standard 11, LRP Standard 15	Output	Value of new USG commitments, and new public and private sector investments leveraged by USDA to support food security and nutrition	New	No	Baseline = 0
MGD Standard 12, LRP Standard 14	Output	Number of public-private partnerships formed as a result of USDA assistance	New	No	Baseline = 0
MGD Standard 13	Output	Number of Parent-Teacher Associations (PTAs) or similar “school” governance structures supported as a result of USDA assistance	Continuing	No	Baseline = 0
MGD Standard 14	Output	Quantity of take-home rations provided (in metric tons) as a result of USDA assistance	Continuing	No	Baseline = 0
MGD Standard 15	Output	Number of individuals receiving take-home rations as a result of USDA assistance	Continuing	No	Baseline = 0
MGD Standard 16	Output	Number of daily school meals (breakfast, snack, lunch) provided to school-age children as a result of USDA assistance	Continuing	No	Baseline = 0
MGD Standard 17	Output	Number of school-age children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance	Continuing	No	Baseline = 0
MGD Standard 18, LRP Standard 3	Output	Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance	Continuing	No	Baseline = 0

MGD Standard 19	Outcome	Number of individuals who demonstrate use of new child health and nutrition practices as a result of USDA assistance	Continuing	Yes	Baseline = 0; Propose KAP survey at baseline targeting community members as the FY18 project KAP survey did not target community members. For other stakeholders (principals, children, cooks) the endline KAP data may serve as baseline.
MGD Standard 20	Outcome	Number of individuals who demonstrate use of new safe food preparation and storage practices as a result of USDA assistance	Continuing	No	Baseline = 0; endline KAP survey data may be used
MGD Standard 22	Output	Number of individuals trained in safe food preparation and storage as a result of USDA assistance	Continuing	No	Baseline = 0
MGD Standard 23	Output	Number of individuals trained in child health and nutrition as a result of USDA assistance	Continuing	No	Baseline = 0
MGD Standard 27	Output	Number of schools using an improved water source	Continuing	No	In year 1, school-level infrastructure assessment to be done by WFP and I1D
MGD Standard 28	Output	Number of schools with improved sanitation facilities	Yes	No	In year 1, school-level infrastructure assessment to be done by WFP and I1D
MGD Standard 29	Output	Number of students receiving deworming medication(s)	Yes	No	Baseline = 0
MGD Standard 30, LRP Standard 1	Output	Number of individuals participating in USDA food security programs	Continuing	No	Baseline = 0
MGD Standard 31, LRP Standard 2	Output	Number of individuals benefiting indirectly from USDA-funded interventions	Continuing	No	Baseline = 0
MGD Standard 32, LRP Standard 16	Output	Number of schools reached as a result of USDA assistance	Continuing	No	Baseline = 0
LRP Standard 4	Output	Cost of transport, storage and handling of commodity procured as a result of USDA assistance (by commodity)	New	No	Baseline = 0
LRP Standard 5	Output	Cost of commodity procured as a result of USDA assistance (red kidney beans, locally procured)	New	No	Baseline = 0
LRP Standard 6	Output	Quantity of commodity procured as a result of USDA assistance (red kidney beans, locally procured)	New	No	Baseline = 0
LRP Standard 7	Outcome	Value of annual sales of farms and firms receiving USDA assistance	New	No	Reports from FCUs/suppliers for baseline value
LRP Standard 8	Outcome	Volume of commodities sold by farms and firms receiving USDA assistance	New	No	Reports from FCUs/suppliers for baseline value
LRP Standard 11	Output	Number of individuals who have received short-term agricultural sector productivity or food security training as a result of USDA assistance	New	No	Baseline = 0
LRP Standard 12	Outcome	Number of individuals in the agriculture system who have applied improved management practices or technologies with USDA assistance	New	No	Baseline 0; No KAPS at baseline but required at midterm and endline
MGD Custom 2	Outcome	Percentage of schools where teachers report higher concentration during the day	New	Yes	Methodology to be determined: to include KAP at baseline, mid term and endline surveys or conduct a random class sample.
MGD Custom 3	Outcome	Average teacher attendance rates in USDA supported schools	New	Yes	
MGD Custom 4	Outcome	Percent of absent students who identified illness as the reason for school absence	New	Yes	During evaluations, firm to review random sample of attendance sheets to document reasons for absence.
MGD Custom 6	Output	Number of community members sensitized on importance of education for girls and students with disabilities	New	No	Baseline = 0
MGD Custom 7	Output	Number of government officials trained in school feeding programme management	New	No	Baseline = 0

MGD Custom 8	Output	Number of individuals trained in improved WASH practices as a result of USDA assistance	New	No	Baseline = 0
MGD Custom 9	Output	Number of schools receiving NFIs due to USDA assistance	New	No	Baseline = 0
MGD Custom 10	Output	Number of TaRL guidelines distributed to schools	New	No	Baseline = 0
MGD Custom 11	Output	Average transport cost/MT for locally procured commodities purchased through USDA assistance	New	No	Baseline = 0
MGD Custom 12	Output	Number of schools receiving locally-procured food items in the first two weeks of the semester	New	No	Baseline = 0
MGD Custom 13	Outcome	Percentage of students who pass the grade in USDA supported schools	New	No	EMIS data to be used for reporting
MGD Custom 14	Output	Number of school gardens supported	New	No	Baseline = 0
MGD Custom 15	Outcome	Percent of children without normal Middle Upper-Arm Circumference	New	Yes	At baseline, MUAC to be taken in presence of evaluators. At MTE and endline, sample of most recent MUAC screening reports taken to calculate average.
MGD Custom 16	Output	Number of contracts signed with cooperative unions or private suppliers to supply the school feeding programme through USDA assistance	New	No	Baseline = 0

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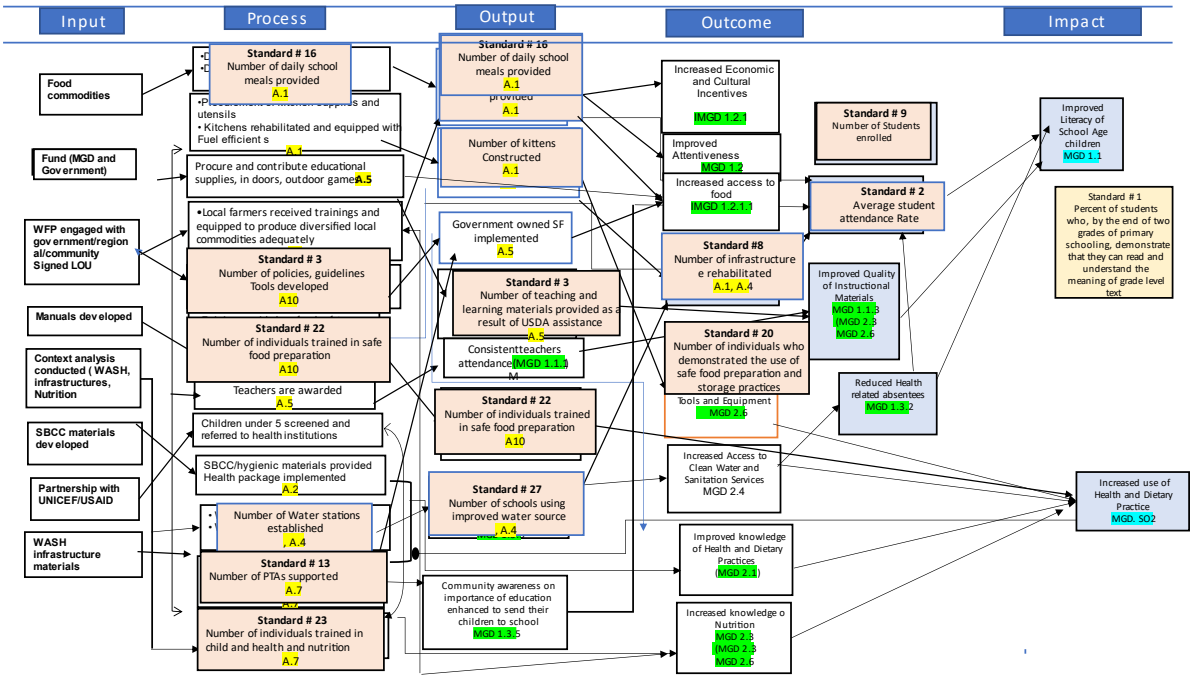
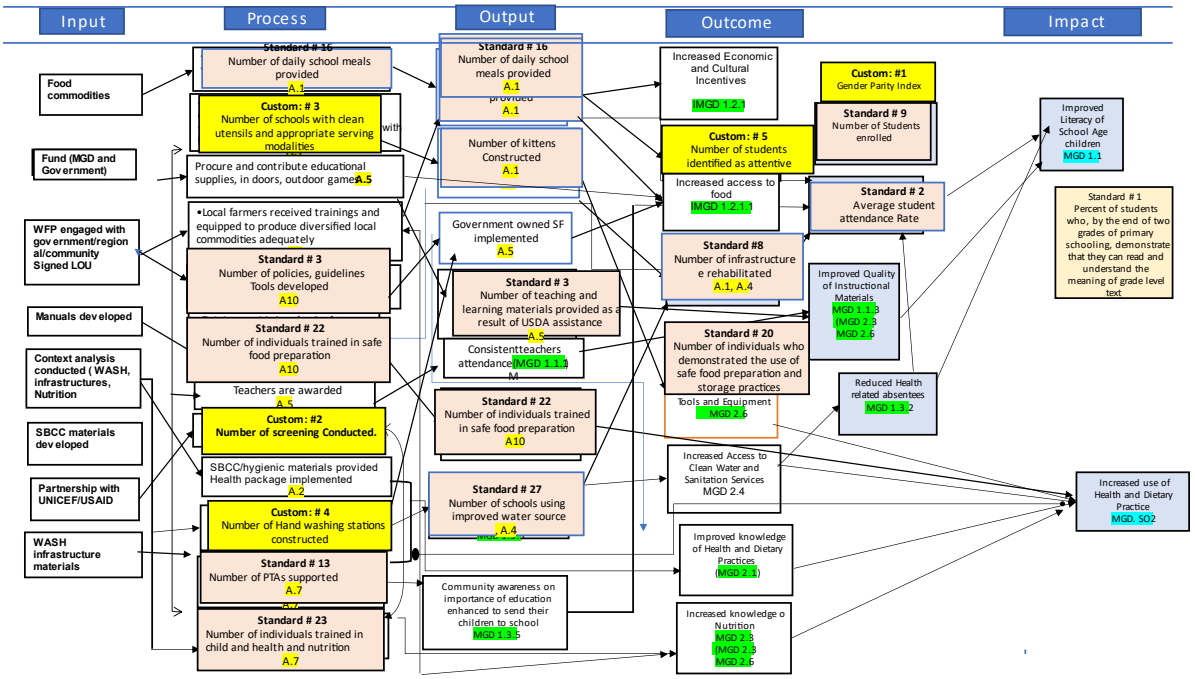
Annex 8. Acronyms and abbreviations

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

Annex 9: TOC


Input
Process
Output
Outcome
Impact
Food commodities
Fund (MGD and Government)
WFP engaged with government/regional/community Signed LOU
Manuals developed
Context analysis conducted (WASH, infrastructures, Nutrition
SBCC materials developed
Partnership with UNICEF/USAID
WASH infrastructure materials
Standard # 16 Number of daily school meals provided A.1
Procure and contribute educational supplies, in doors, outdoor games A.5
•Local farmers received trainings and equipped to produce diversified local commodities adequately
Standard # 3 Number of policies, guidelines Tools developed A10
Standard # 22 Number of individuals trained in safe food preparation A10
Teachers are awarded A.5
Children under 5 screened and referred to health institutions
SBCC/hygienic materials provided Health package implemented A.2
Number of Water stations established , A.4
Standard # 13 Number of PTAs supported A.7
Standard # 23 Number of individuals trained in child and health and nutrition A.7
Number of kittens Constructed A.1
Government owned SF implemented A.5
Standard # 3 Number of teaching and learning materials provided as a result of USDA assistance A.5
Consistentteachers attendance(MGD 1.1.1) M
Standard # 22 Number of individuals trained in safe food preparation A10
Standard # 27 Number of schools using improved water source , A.4
Community awareness on importance of education enhanced to send their children to school MGD 1.3.5
Increased Economic and Cultural Incentives IMGD 1.2.1
Improved Attentiveness MGD 1.2
Increased access to food IMGD 1.2.1.1
Standard #8 Number of infrastructure e rehabilitated A.1, A.4
Standard # 20 Number of individuals who demonstrated the use of safe food preparation and storage practices
Tools and Equipment MGD 2.6
Increased Access to Clean Water and Sanitation Services MGD 2.4
Improved knowledge of Health and Dietary Practices (MGD 2.1)
Increased knowledge o Nutrition MGD 2.3 IMGD 2.3 MGD 2.6
Standard # 9 Number of Students enrolled
Standard # 2 Average student attendance Rate
Improved Quality of Instructional Materials MGD 1.1.3 IMGD 2.3 MGD 2.6
Reduced Health related absentees MGD 1.3.2
Improved Literacy of School Age children MGD 1.1
Standard # 1 Percent of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text
Increased use of Health and Dietary Practice MGD. SO2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Manuals developed
Context analysis conducted (WASH, infrastructures, Nutrition
SBCC materials developed
Partnership with UNICEF/USAID
WASH infrastructure materials
Standard # 16 Number of daily school meals provided A.1
Custom: # 3 Number of schools with clean utensils and appropriate serving modalities
Procure and contribute educational supplies, in doors, outdoor games A.5
•Local farmers received trainings and equipped to produce diversified local commodities adequately
Standard # 3 Number of policies, guidelines Tools developed A10
Standard # 22 Number of individuals trained in safe food preparation A10
Teachers are awarded A.5
Custom: #2 Number of screening Conducted.
SBCC/hygienic materials provided Health package implemented A.2
Custom: # 4 Number of Hand washing stations constructed
Standard # 13 Number of PTAs supported A.7
Standard # 23 Number of individuals trained in child and health and nutrition A.7
Number of kittens Constructed A.1
Government owned SF implemented A.5
Standard # 3 Number of teaching and learning materials provided as a result of USDA assistance A.5
Consistentteachers attendance(MGD 1.1.1) M
Standard # 22 Number of individuals trained in safe food preparation A10
Standard # 27 Number of schools using improved water source , A.4
Community awareness on importance of education enhanced to send their children to school MGD 1.3.5
Increased Economic and Cultural Incentives IMGD 1.2.1
Custom: # 5 Number of students identified as attentive
Increased access to food IMGD 1.2.1.1
Standard #8 Number of infrastructure e rehabilitated A.1, A.4
Standard # 20 Number of individuals who demonstrated the use of safe food preparation and storage practices
Tools and Equipment MGD 2.6
Increased Access to Clean Water and Sanitation Services MGD 2.4
Improved knowledge of Health and Dietary Practices (MGD 2.1)
Increased knowledge o Nutrition MGD 2.3 IMGD 2.3 MGD 2.6
Custom: #1 Gender Parity Index
Standard # 9 Number of Students enrolled
Standard # 2 Average student attendance Rate
Improved Quality of Instructional Materials MGD 1.1.3 IMGD 2.3 MGD 2.6
Reduced Health related absentees MGD 1.3.2
Improved Literacy of School Age children MGD 1.1
Standard # 1 Percent of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text
Increased use of Health and Dietary Practice MGD. SO2

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