

Baseline Study of USDA McGovern Dole Grant for Sustainable School Feeding Programme in Rwanda from 2025 to 2029

Decentralized Evaluation Terms of Reference
WFP Rwanda Country Office

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1. Introduction

61. These terms of reference (TOR) were prepared by the WFP Rwanda Country Office (RWCO) based upon an initial document review and consultation with stakeholders and following a standard template. The purpose of these terms of reference is to provide key information to stakeholders about the baseline study, to guide the evaluation team and to specify expectations during the various phases of the study.

62. These terms of reference are for a baseline study of McGovern-Dole International Food for Education and Child Nutrition (McGovern-Dole program) program for fiscal year 2024 (FY24) in Rwanda. This study is commissioned by WFP Rwanda Country Office.

63. The programme to be covered by this baseline study, also referred to as *Ifunguro Ku Ishuri* (Sustainable School Feeding), builds on progress made under FY15 and FY20 McGovern-Dole projects, which contributed to establishment and scale-up of Rwanda's National School Feeding Programme. Previous achievements include a tripling of government investment in school feeding and successful transition of 89,000 learners and 108 programme schools to the government portfolio. The FY24 project will support 75,000 learners across the life of project in the last three FY20 districts (Burera, Gasabo, Kayanza) as well as two highly food insecure districts (Ngororero and Nyamasheke) yet to benefit from McGovern-Dole assistance. WFP will use USDA support to strengthen governance structures and capacities to ensure a successful transition to full national ownership by 2029 and support complementary, transformative interventions for nutrition, health, literacy, WASH, smallholder farmer capacity strengthening, altogether aiming to improve child wellbeing, build human capital, and facilitate government ownership of high-quality universal school feeding.

64. The FY24 baseline will be undertaken concurrently with the FY20 endline and will be completed during the first ten months of the award and prior to activities in new districts by contracted, independent external evaluators. The endline evaluation is contracted to an independent external evaluation team (TANGO International) and is expected to be implemented from March to December 2025. Data collection for the endline evaluation and baseline study will be staggered but closely spaced given the existing overlapping project districts and schools. Data collection is planned to start at the end of April 2025. Three of the FY20 districts will continue in the FY24 project and 2 new districts that were not under any McGovern Dole implementation will be part of the baseline sample frame. The Early Grade Reading Assessment (EGRA) survey will prioritise the new schools under Phase 3, followed by the overlapping school and finally the rest of the schools from Phase 2.

2. Reasons for the baseline study

2.1 Rationale

5. The baseline study is being commissioned to confirm indicator selection and targets and to establish baseline values for all proposed performance indicators. The baseline study will serve as a critical reference (benchmark) for assessing the effectiveness of the project, by comparing the baseline to monitoring data that will be collected annually and during the two subsequent project evaluations, a midterm evaluation planned in 2027, and a final evaluation planned for 2029. As appropriate, the baseline study will also revisit project targets considering baseline findings; measure performance indicators for the three McGovern-Dole strategic objectives, as well as the highest-level results that feed into the strategic objectives as part of the midterm and final evaluations; provide a situational analysis in new districts before the project implementation; confirm the evaluation design for the FY24 project during the inception period. This analysis will inform project implementation and provide important context for the midterm and final evaluation to assess relevance, effectiveness, efficiency, sustainability, coherence, and impact.

6. The FY20 endline and FY24 baseline data collection have been combined to avoid respondent fatigue and streamline the two exercises. The evaluators will collect data from the three continuing FY20 project districts and two new districts during the combined endline/baseline data collection exercise, including conducting an Early Grade Reading Assessment in the new FY24 and remaining FY20 districts. Further information as to how the new indicators under the FY24 project will be measured can be found in the final Performance Monitoring Plan (PMP) document under Annex 6.

7. The study will have the following users in WFP and other key stakeholders, some of which will play a role in the baseline study and other evaluation processes. Internally, these include the WFP Country Office, Regional Bureau, and Washington Office, as well as key headquarters Divisions (School Meals and Social Protection Service, Performance Management and Monitoring, and the Office of Evaluation, among others). Externally, the stakeholders include USDA including the Food Assistance Division in Washington D.C., the regional Agricultural Attaché, and other key project partners, including World Vision, Gardens for Health International, UNICEF, the World Bank, and the education, finance, agriculture, trade, and local government, targeted districts ministries as well as other members of the National School Feeding Steering Committee and school feeding technical working group. The baseline study and subsequent evaluations will provide the government with insights into how the National School Feeding Programme is supporting its goals and how the evidence generated can inform policy. Selected internal and external stakeholders will be part of an Evaluation Reference Group for all three project evaluations. As recommended by the FY20 baseline, key findings of the baseline data collection will be shared with partners and communities for accountability.

8. This TOR serves as the primary reference guide for the approach of the baseline study for WFP and its partners. In accordance with both WFP and USDA's Evaluation Policies, the baseline study will inform project implementation and will provide important context necessary for the mid-term evaluation and final evaluation to assess the project's relevance, effectiveness, efficiency, sustainability, coherence, and impact. The mid-term evaluation will review the project's relevance, effectiveness and efficiency, coherence, impact and sustainability, collect performance indicator data for strategic objectives and higher-level results, assess whether the project is on track to meet the results and targets, review the results frameworks and theory of change, and identify any necessary mid-course corrections and operational lessons. The final evaluation will build upon the baseline study and the mid-term evaluation to assess the project's success and impact regarding McGovern-Dole's three strategic objectives (Improved Literacy, Increased Use of Health and Dietary Practices and Improved Effectiveness of Food Assistance through Local and Regional Procurement). Both the

Midterm and Endline evaluations will be detailed in a separate TOR.

2.2 Objectives

9. The baseline study of this activity is conducted for accountability purposes while carrying a learning purpose for WFP, partners – including government and other stakeholders to feed into future programme design.

Accountability – This baseline study should be completed prior to the start of activity implementation. The baseline study will fulfil multiple purposes: confirm indicator selection and targets and establish baseline values for the proposed performance indicators. The baseline will provide a situational analysis in the new districts, inform project implementation and provide important context necessary for the mid-term and final evaluation to assess the project’s relevance, effectiveness, efficiency, sustainability, coherence, and impact. The baseline study will therefore be designed to include data collection for indicators that are suitable for both monitoring and evaluation. To the extent possible, the baseline study will assess government capacity to implement activities at national and district level. The evaluation team is responsible to collect and present data on all project indicators as outlined in the project’s performance measurement plan (PMP) - see Annex 6. The baseline study will also include draft evaluation questions, so that the indicators and data collection will support the future evaluations, as well as the specific USDA Learning Agenda research questions. The baseline will be used to confirm the evaluation design for midterm and endline.

Learning – The baseline study will provide evidence-based findings to inform operational and strategic decision-making. Findings will be actively disseminated, and lessons will be incorporated into relevant lesson-sharing systems. WFP will place specific emphasis on two USDA Learning Agenda questions as part of the other planned evaluation and research outputs:

1. What are the key institutions (i.e. international, national, provincial/district and local stakeholders) and governance structures required to effectively deliver, implement, and sustain school meal interventions? What relationship structures among these institutions yield the most successful and effective school meal programs? (*Sustainability criteria in the evaluation*)
2. What long-term impacts do school meal programs have on local agriculture markets, employment, and infrastructure development, given the potential for a sustained and predictable demand? (*Through special studies*)

2.3 Key stakeholders

- 10 Several key internal and external stakeholders have interests in the results of the baseline study and the follow-up evaluations. The table below provides a preliminary stakeholder analysis, which should be deepened by the evaluation team as part of the inception phase of the baseline study. Several key internal and external stakeholders are expected to utilize the results of the evaluation, and some will be asked to play a role in the evaluation process.
- 11 Internally, these stakeholders include the WFP Country Office, Regional Bureau, and Washington Office, as well as key headquarters Divisions (School Meals and Social Protection Service, Performance Management and Monitoring, and the Office of Evaluation, among others). Externally, the stakeholders include USDA including the Food Assistance Division in Washington D.C., the regional Agricultural Attaché, and other key project partners, including World Vision, Gardens for Health International,

UNICEF, the World Bank, different line ministries including the ministry of education, finance, agriculture, trade, and local government and districts as well as other members of the National School Feeding Steering Committee and school feeding technical working groups. Selected internal and external stakeholders will be part of an Evaluation Reference Group.

- 12 The evaluation will seek the views of, and be useful to, a broad range of WFP internal and external stakeholders. Several stakeholders will play a role in the evaluation process considering their role in the design and implementation of the USDA McGovern Dole Grant for WFP Home-Grown School Feeding Programme in Rwanda, their interest in the results of the baseline and relative power to influence the design, funding and implementation of the programme being evaluated. The findings will inform the Rwandan Government's National School Feeding Programme, providing key evidence at the Government request, to showcase impact, influence policies and strategies and make the case for investment.
- 13 Accountability to affected populations, is tied to WFP commitments to include beneficiaries as key stakeholders in WFP work. Women, men, boys and girls from groups diverse groups such as persons with disabilities will participate and be consulted in the evaluation.

Table 1: Preliminary stakeholder analysis

Stakeholders	Interest and involvement in the evaluation
Internal (WFP) stakeholders	
WFP country office (CO) in Rwanda	Key informant and primary stakeholder - Responsible for the planning and implementation of WFP interventions at country level. The CO has an interest in learning from experience to inform decision-making. It is also called upon to account internally as well as to its beneficiaries and partners for performance and results of its programmes. The country office will be involved in using the baseline findings for programme implementation and confirming targets to be monitored during the lifespan of the programme.
WFP field offices in Karongi, Kirehe, Kigali, Huye	Key informant and primary stakeholder - Responsible for day-to-day programme implementation. The field offices liaise with stakeholders at decentralized levels and has direct beneficiary contact. It will be affected by the outcome of the evaluation.
Regional bureau (RB) for Nairobi	Key informant and primary stakeholder - Responsible for both oversight of country offices and technical guidance and support, the regional bureau has an interest in an independent/impartial account of operational performance as well as in learning from the evaluation findings the extent to which the subject is contributing to overall regional priorities and where applicable to apply this learning to other country offices. The regional bureau is involved in the planning of the programme; thus, it is expected to use the evaluation findings to provide strategic guidance, programme support, and oversight. The regional evaluation team support country office to ensure quality, credible and useful Decentralised Evaluations.
WFP HQ	Key informant and primary stakeholder - WFP headquarters divisions are responsible for issuing and overseeing the rollout of normative guidance on corporate

divisions	programme themes, activities, and modalities, as well as of overarching corporate policies and strategies. They also have an interest in the lessons that emerge from evaluations, as many may have relevance beyond the geographical area of focus. Relevant headquarters units should be consulted from the planning phase to ensure that key policy, strategic and programmatic considerations are understood from the onset of the evaluation. They may use the evaluation for wider organizational learning accountability as well as advocacy.
WFP Office of Evaluation (OEV)	Primary stakeholder – OEV has a stake in ensuring that DEs deliver quality, credible and useful evaluations respecting provisions for impartiality as well as roles and accountabilities of various DE stakeholders as identified in the evaluation policy. It may use the evaluation findings, as appropriate, to feed into centralized evaluations, evaluation syntheses or other learning products.
WFP Executive Board (EB)	Primary stakeholder – the Executive Board provides final oversight of WFP programmes and guidance to programmes. The WFP governing body has an interest in being informed about the effectiveness of WFP programmes. This evaluation will not be presented to the Executive Board, but its findings may feed into thematic and/or regional syntheses and corporate learning processes. It will contribute to evaluation coverage of WFP work which is reported to the EB through the annual evaluation report.
External stakeholders	
Beneficiaries	Key informants and 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 a range of groups will be determined and their respective perspectives will be sought. Learners, parents, teachers and the School General Assembly Committees are considered key stakeholders whose perspectives will be sought.
Government	<p>Key informants and primary stakeholder - The Government has a direct interest in knowing whether WFP activities in the country are aligned with its priorities, harmonized with the action of other partners and meet the expected results. Issues related to capacity development, handover and sustainability will be of particular interest.</p> <p>As WFP is implementing the McGovern-Dole Programme to support the government in the national school feeding programme, the Ministry of Education (MINEDUC), the Ministry of Agriculture and Animal Resources (MINAGRI), The Ministry of Local Government (MINALOC), The Ministry of Trade and Industry (MINICOM), Rwanda Bureau of Standard (RSB), Rwanda Food and Drugs Authority (FDA) the Rwanda Biomedical Center (RBC), the Rwanda Education Board (REB) and the Rwanda Cooperative Agency (RCA), as well as the implementing districts have a direct interest in knowing whether activities are aligned with its priorities, harmonised with the actions of other partners, and meet the expected results. Issues related to capacity development, handover and sustainability will be of interest.</p>
United Nations country team	Primary and 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

(UNCT)	the United Nations concerted efforts. Various agencies are also direct partners of WFP at policy and activity level. The UN Country Team in Rwanda has a shared interest in the evaluation findings, particularly UNICEF, UNESCO, WHO, FAO, UNFPA and UNHCR whose work in this area is interconnected with that of WFP.
Non-governmental organizations (NGOs) [World Vision, Gardens for Health International]	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. World Vision is a sub-grantee focusing on literacy and health while Gardens for Health International is a sub-grantee focusing on nutrition education and school gardens. They will be involved in using evaluation findings for programme implementation.
USDA	Primary stakeholder - The United States Department of Agriculture (USDA) funds WFP's project through a McGovern-Dole Grant and so has a strong interest in knowing whether their funds have been spent efficiently and if WFP's work has been effective and contributed to their own strategies and programmes. USDA will be kept informed throughout each step of the evaluation and consulted for feedback and approval of evaluation products according to the standards planned in the program.
Other Donors for WFP school-based programmes [Novo Nordisk Foundation]	Primary/secondary stakeholders - WFP interventions are voluntarily funded by a diverse group of donors who are keen to ensure that their contributions are utilized efficiently. These stakeholders are interested in assessing the effectiveness of WFP's work and its alignment with their own strategies and programmes. Additionally, the lessons learnt from the evaluations will be used to enhance overall impact and collaboration.

3. Context and subject of the baseline

3.1 Context

Country Context

- 14 Rwanda, which is similar in size to Maryland, is a landlocked country in East Africa with a population of 13.7 million, growing at 2.3 percent annually¹, making it Africa's second most densely populated nation. With 72 percent of its population in rural areas, poverty remains a challenge, affecting 38.2 percent on Rwandans concentrated rurally². Chronic malnutrition affects 33 percent of children under five, with stunting rates reaching 40 percent in the poorest districts. Post the genocide against the Tutsi in 1994, Rwanda has made significant strides in socioeconomic development, reducing poverty and advancing education, and health outcomes in line with the Sustainable Development Goals. However, 17 percent of the population is food insecure, and Rwanda ranks 165 of 191 on the 2021 UN Human Development Index³, with serious level of food insecurity⁴ on the 2023 Global Hunger Index.

Policy Environment for School Feeding

- 15 Rwanda's Vision 2050 agenda, launched in 2020, aims for Middle-Income Country status by 2035 and High-Income Country status by 2050, with human capital as a cornerstone, underpinned by school feeding. The National School Feeding Programme, launched in 2021, provides daily meals to all 4 million learners in public and government-aided schools. School feeding is embedded in national strategies, including the Education Sector Strategic Plan (2018/19-2023/24), the 2nd National Strategy for Transformation (2024-2029), and the Comprehensive National School Feeding Policy (2019), which prioritizes universal coverage, nutrition, local procurement, and sustainable financing. The Rwandan Education Strategy (2024-2050) and Strategic Plan for Agriculture Transformation (2024-2030) further integrate school feeding with education quality, child nutrition, and rural economies. The government views school meals as critical for the "next 7,000 days" of development (ages 2-21), complementing the "first 1,000 days" focus, to sustain the early gains; break the intergenerational cycle of malnutrition; provide opportunities for catch-up; and to address phases of vulnerability, especially puberty, the growth spurt and brain development in adolescence⁵.
- 16 The Rwandan Education Strategy (under development) will complement the eEducation Sector Strategic Plan (ESSP) (2024-2029), and leverages gains made in access to education for all. In the Rwandan Education Strategy (under development), school feeding is referenced in "key strategic issues and actions" and a means to ensure timely access to quality education in basic education especially for both

¹ National Institute of Statistics of Rwanda. 2023. [Fifth Rwanda Population and Housing Census, 2022](#).

² National Institute of Statistics in Rwanda (NISR). 2016. Poverty Trend Analysis Report.

³ Human Development Index Ranking, United Nations Development Programme, 2021.

⁴ Global Hunger Index Country Report for Rwanda, October 2019

⁵ Bundy et al., Disease Control Priorities 3, Volume 8: Child and Adolescent Health and Development, 2017

pre-primary and primary levels, with the suggested action point to expand the National School Feeding Programme. In the ESSP, which is the education sector's road map to operationalize the NST2, "sustain the school feeding programme" at primary, secondary, and TVET levels is included. School meals also feature in the 2014 National School Health Policy, which links children's physical and psychological health with learning and academic achievement, and in the Strategic Plan for Agriculture Transformation 4, 2018-2024 through a commitment to supporting local procurement for school feeding programming. It is also referenced in the Strategic Plan for Agriculture Transformation 5 2024-2030⁶ through its focus on child nutrition and links to nutritious crop value chain development. Rwanda's Comprehensive National School Feeding Policy (2019) highlights six priority areas: 1. Scaling up school feeding coverage, 2. Ensuring health and nutrition sensitive school feeding, 3. Promotion of school gardening, 4. Securing sustainable financing mechanisms, 5. Creating policies and frameworks to link local farmers to the national programme, and 6. Strengthening partnerships and multisectoral coordination mechanisms.

- 17 Rwanda also was among the first countries to join the School Meals Coalition (and in 2023, the East African Regional School Meals Coalition launched in Kigali). With McGovern-Dole support, WFP and the Government invested in school feeding management training which cascaded from national, through district, sector and school level, and by mid-2022, almost all districts, sectors and schools had established School Feeding Committees and School Tendering Committees. From 2020 to 2024, the pre-, primary and secondary level learners receiving daily school meals grew from 674,658 to cover close to 4 million students.
- 18 Looking ahead, the Rwandan Government has set its strategic direction for strengthening school feeding through priorities that include: 1) Sustaining universal coverage, 2) Enhancing local procurement to achieve cost efficiencies, 3) Enhancing nutrition outcomes, 4) Enhancing food safety, quality and monitoring capacity and 5) Promoting innovation, digitization and evidence generation including through the School Meals Coalition. The rapid growth of the programme has meant that gaps remain in terms of institutional coordination, implementation, and financing. While the Technical Working Group is active, as well as coordination mechanisms at the district and school level, the National School Feeding Steering Committee was only formally launched in early 2024 and needs support to ensure high-level coordination and steering of the national programme.

Funding Environment

- 19 The National School Feeding Programme faces a funding gap of US\$84 million annually over the next five years⁷, driven by rising food price inflation and rapid expansion outpacing administrative capacity. The government has increased its budget from US\$2.5 million (2014) to US\$74 million (2023), supplemented by parental contributions (15 RWF/child/day). However, inflation has raised meal costs to 190 RWF (pre-primary) and 259 RWF (primary) against a 150 RWF allocation, compromising meal quality. The School Feeding Financing Strategy (2023-2032), validated in 2024, seeks to bridge this gap through cost efficiencies (e.g., procurement reform, tax waivers) and diverse funding sources, including external support like the FY24 McGovern-Dole project. This project aims to enhance operational efficiency, nutrition, and sustainable financing while linking to smallholder farmers.
- 20 A stable funding landscape has allowed WFP to successfully integrate other funding streams to complement McGovern-Dole programmes in FY15 and FY20. While McGovern-Dole has represented

⁶ <https://www.minecofin.gov.rw/index.php?eID=dumpFile&t=f&f=113398&token=897668a6de3f405094f6bfee88ce2571368cfc7c>

⁷ Government of Rwanda. 2023. *Rwanda National School Feeding Programme Financing Strategy*.

nearly 80 percent of funding for WFP's school feeding programme over the last decade, other donors have joined the school health and nutrition mission in Rwanda, including, Rockefeller Foundation, Novo Nordisk Foundation, Government of France, Government of Korea, and Share the Meal. WFP has supported Rwandan Government relations with other donors to provide budget support and support for school feeding, directly to the Government.

- 21 To support the government's efforts to align school feeding with the national nutrition and agricultural agendas, a Novo Nordisk Foundation project will contribute to food systems' transformation using school feeding as a platform to support the scale-up of climate- and nutrition- sensitive agriculture practices, while enabling the purchase of beans and fortified wholegrain maize meal. Further, USAID is currently supporting the implementation of the new school feeding procurement model – with districts at its core – through capacity strengthening activities at the district and school levels in the four districts where the 108 McGovern-Dole supported schools transitioned to government in 2023.

Previous Experience and Lessons Learned

22. The World Food Programme (WFP) has supported school feeding in Rwanda since 2002, including McGovern-Dole projects (FY08, FY15, FY20), reaching 240,694 children across seven districts. Key achievements include policy development (e.g., 2019 School Feeding Policy), nationwide training, procurement model updates (2023), and universal coverage by 2024. Challenges include inflation eroding purchasing power, addressed by integrating complementary donor funding (e.g., Novo Nordisk Foundation). The FY24 McGovern-Dole project targets capacity building in food-insecure districts (e.g., Ngororero, Nyamasheke), selected with the government based on high stunting (51%, 38%) and food insecurity (53%, 33%) rates. Lessons emphasize the need for robust monitoring, local procurement efficiency, and high-level coordination (e.g., via the National School Feeding Steering Committee, launched in 2024).

23. The FY24 McGovern-Dole project represents a unique opportunity to close critical gaps in capacity building and multisectoral coordination, operational efficiency and sustainable financing. This support would enable Rwanda's Government to advance its new School Feeding Financing Strategy and overcome a funding gap. The FY24 project will support the national programme to provide more nutritious meals on more feeding days, maintain universal coverage and establish new linkages to smallholder farmers.

24. Rwanda continues to prioritize education as a key driver for socioeconomic development, recognizing the transformative power of quality education. The 2024-2029 Education Sector Strategic Plan⁸ aims to further strengthen the quality and market relevance of education. Key objectives include improving learning outcomes at all levels, reducing dropout and repetition rates, and expanding adult literacy programs. For Primary education, the plan aims to improve learning outcomes with a focus on Foundational Literacy and Numeracy skills, reduce dropout and repetition rates, and enhance teacher training. School infrastructure will be upgraded to eliminate double shifts, and increased education for students with disabilities will be promoted by providing necessary resources and capacity for special schools.

25. The targeted districts for this phase were selected together with Rwanda's Ministry of Education, Ministry of Local Government and Districts; and considered food security, nutrition and WASH indicators in

⁸ <https://www.minecofin.gov.rw/index.php?eID=dumpFile&t=f&f=113412&token=b81dd78dfa09db634dd2202d668c7288ec3894af>

the 5th Population and Housing Census (2022), Demographic and Health Survey (2020), Comprehensive Food Security and Vulnerability Analysis (2021), Education Statistics (2023), Human Capital Index report (2020) and Annual District performance report (2021/2022).

26. The districts of Burera, Gasabo and Kayanza will continue to benefit from McGovern-Dole interventions to ensure their readiness for full transition to the national programme, while Ngororero and Nyamasheke districts will be newly added, at the Government's request, to improve their lagging food security indicators, address elevated malnutrition, and overcome challenges with meeting annual district performance targets on school feeding. In Ngororero and Nyamasheke districts, approximately 53 percent and 33 percent of the population is food insecure compared with the national average of 20 percent. Under five stunting rates are also disproportionately high: 51 and 38 percent, respectively, in comparison with the national average of 33 percent⁹. The most recent Imihigo evaluation (performance report) of development indicators ranked Ngororero and Nyamasheke as 18 and 21 out of 27 districts. Low performance on key education, nutrition and sanitation indicators has led the Government to request McGovern-Dole activities in these districts as the fortified commodities, complementary interventions and capacity strengthening will target the specific needs and strengthen two of the lowest performing districts. The Rwandan Government recognizes that the national programme is only as strong as its weakest district service areas, and so a concerted effort to improve programme performance in these districts is ongoing.

27. In this effort, WFP will work closely with World Vision and Gardens for Health International, Novo Nordisk Foundation, district administrators and Ministries of Education, Agriculture, Local Government, Trade and Industry, and Finance and Economic Planning, also the Office of Rwanda's Prime Minister and Parliament.

28. A new local procurement model was developed (2023) with WFP support and is being rolled out. Under the new framework, the procurement of perishable foods is conducted at the school, while district procurement officers purchase long shelf-life commodities in bulk, currently from traders or aggregators. The model aims to eliminate cost inefficiencies, help to adhere to minimum food safety, quality and nutritional standards and facilitate the Government to monitor food procurement for compliance. However, challenges remain in reaching these goals, as districts lack experience with food procurement, presenting challenges in efficiency, timeliness and enforcement of quality standards.

29. Additionally, Rwanda's main evidence on the impact of school feeding stems from the previous McGovern-Dole cycles and the National School Feeding Programme's results and impact are not yet documented. The Government now aims to strengthen its core monitoring and evaluation capacity, and strengthen evidence partnerships, including the School Meals Coalition, while improving core processes for data and evidence, to fill this gap. In this way, the Government recognizes that improved monitoring and inspection, digitization and knowledge management will be needed to document and improve the programme performance.

⁹ Demographic and Health Survey in Rwanda, 2019-2020.

3.2 Subject of the baseline study

30. To support a sustainable, efficient, and universal National School Feeding Programme in Rwanda, WFP implements a final, five-year, US\$28 million McGovern-Dole project. The FY24 project will consolidate the progress made so far and build national and sub-national capacity to support the Government to deliver an integrated package of interventions across 72 schools to improve nutrition, health, literacy, and dietary practices of 75,000 students.

31. At the government's request, the project will be implemented in the last three FY20 districts as well as two new districts targeted due to high levels of food insecurity. The project capitalizes on momentum of increased Government investment in school feeding, which has tripled since 2021, and builds on FY20 McGovern-Dole cycle achievements in establishing the policy, coordination, and operational foundations for the national programme, which culminated in the successful transition of 89,000 learners (108 schools) to the government's school meals portfolio in 2023. As part of the FY24 project, WFP will phase out commodity support to the Group 2 schools at the end of project year 4, and to the Group 3 schools at the end of year 5 to transition full responsibility for providing school meals to the GOR.

Geographic Area	McGovern-Dole project Phase
Kayanza (Eastern Province)	Phase 2: 2022 to 2028
Gasabo (Kigali City)	Phase 2: 2022 to 2028
Burera (Northern Province)	Phase 2: 2022 to 2028
Ngororero (Western Province)	Phase 3: 2025 to 2029
Nyamasheke (Western Province)	Phase 3: 2025 to 2029

32. The project builds on the growing momentum of increased government investment in school feeding and expands on the Phase 1 (2016-2021) and Phase 2 (2020-2025) project cycles, including Phase 2 achievements in establishing policy, coordination, and operational foundations for the national programme.¹⁰ By the end of the project, the national programme will be strengthened to procure a higher proportion of local food, advance the programme's digitization, guarantee adequate and stable funding, improve monitoring and accountability, and leverage schools as platforms for health, nutrition, and education activities. The project includes technical assistance that will build the Government's capacity to implement people-centred interventions for nutrition, health, literacy, water, sanitation, hygiene, and smallholder farmer support alongside school feeding.

33. The project will build on this national progress, to further institutionalize school feeding at national level and improve the Government's capacity to finance, coordinate, implement, and monitor and evaluate the National School Feeding Programme to ensure its efficacy, longevity, and sustainability. Targeted

¹⁰ The FY20 endline and FY24 baseline data collection have been combined to avoid respondent fatigue and streamline the two exercises; there is a separate endline inception report.

technical assistance will build the Government's capacity to implement transformative interventions for nutrition, health, literacy, water-sanitation-hygiene, and smallholder farmer support alongside school feeding.

34. Through Rwanda's prominent engagement in the School Meals Coalition, WFP will support the national programme to continue as a global exemplar of high-quality home-grown school feeding; the evidence generated over the lifetime of the project will enable continual improvement to the programme's operational systems and processes and contribute to global learning on the impact of school meals on human capital development and local economic growth. At the end of the project, the national programme will be strengthened to 1) procure a higher proportion of food locally, 2) improve nutritional quality of meals, 3) advance on the programme's digitization, 4) guarantee adequate and stable funding, 5) improve monitoring and accountability, and 6) leverage schools as platforms for health, nutrition, and education activities – all of which will ensure the longevity, quality, and impact of a universal National School Feeding Programme benefitting more than four million children.

35. In this project, WFP, together with World Vision and Gardens for Health International, will accompany the Rwandan Government through a multisectoral approach, to capitalize on the remarkable national school feeding momentum and to consolidate progress on the government's readiness to sustainably manage and develop the National School Feeding Programme, made possible, in large part, through the USDA McGovern-Dole program. The overall vision is to achieve a functional, sustainable, efficient national programme that provides dependable access to quality complementary services and nutritious foods, through local purchases from smallholder farmers, and constitutes a direct investment in the national economy and food system with the goal of contributing to human capital development in Rwanda.

36. The FY24 project strategy recognizes that the Rwandan national programme is a young and ambitious intervention, and while it has achieved impressive progress, it still needs continued accompaniment from WFP and partners. WFP remains the main school feeding partner of the Government, and thanks to this close engagement, is positioned to understand critical areas where support is still needed to enable full transition¹¹ and ensure the sustainability of both USDA and government investments. Therefore, WFP Rwanda's strategy, which is aligned to recommendations from the FY20 McGovern-Dole midterm evaluation, is focused on strengthening the National School Feeding Programme and complementary programmes and systems in adjacent sectors, demonstrating innovation and supporting the transition to full national ownership by 2029. This reflects the new WFP Rwanda Country Strategic Plan 2025-2029 (now in validation), that stipulates WFP's shift to technical assistance and capacity strengthening for Government programmes, to engender their long-term sustainability.

37. The project theory of change posits that: If WFP provides technical assistance to the Government of Rwanda to build the institutional capacity, policy framework and financial support to provide an integrated package of school-based programming, then the Government will be equipped to implement a fully functional and sustainable national school feeding programme that provides quality nutritious meals through local purchases from smallholders alongside targeted education, nutrition and WASH interventions. As seen in Annex 8, the result will be children who are better educated, better nourished and better prepared to achieve Rwandan national development goals, and a sustainable programme to benefit education, nutrition, agriculture, food systems and growing local economies. The evaluation team will validate this theory of change during the baseline study.

¹¹ National provision of school meals, however limited in composition, would be provided universally, including FY24 target schools, without McGovern-Dole. USDA support will enable delivery of nutrient dense, safe, meals in vulnerable districts, and boost implementation capacity, while the Government resolves gaps in resourcing and management capacity. Hence, the term 'transition' is intended to connote administration by the national programme at optimal ration quality and quantity.

38. In FY24, WFP will support the Government of Rwanda through three main pathways as illustrated in the Results Framework (Annex 8):

- a) Support the National School Feeding Programme and five most vulnerable districts with complementary commodities while building procurement systems efficiency to strengthen local food systems with a focus on smallholder farmers and nutrition.

In the FY24 cycle, Burera, Gasabo and Kayanza districts will continue to benefit from McGovern-Dole interventions to ensure readiness for full transition to the national programme. At the Government's request, the FY24 cycle will complement the active national school meals pipeline in Ngororero and Nyamasheke districts, to improve food security, address high stunting levels and improve district performance on annual school feeding targets. Supplying U.S. in-kind fortified rice and locally procured fortified maize meal and beans to 72 schools, WFP will support the Government to address the resourcing shortfall that now affects nutritious meal provision and sustained universal coverage, thereby enhancing national nutrition and education outcomes in highly vulnerable districts and strengthening the procurement system and local purchases from smallholders. Supporting procurement of beans through the five priority districts' structures will support the roll out of the new procurement modality and its continued enhancement and create a direct platform for innovation and learning on increasingly efficient purchasing from local smallholders. WFP technical assistance and capacitation to district school feeding officials via trainings and linkages will prepare districts to take over food procurement.

- b) Build capacity at national and district level to coordinate, implement and monitor school feeding and complementary interventions.

At national level, capacity building will focus on support to integrate the National School Feeding Programme into policy and strategies, support with coordination mechanisms such as the National Steering Committee and Technical Working Group and will include a final round of secondments to key posts such as the Ministry of Education and Ministry of Local Government. WFP will work with, and through, the Ministries of Education, Agriculture, Local Government, and others, to cascade training - including on inclusive literacy and WASH interventions - through decentralized structures, support the implementation of a sustainable financing strategy and refined procurement and food safety and quality standards, and support National School Feeding Programme performance monitoring, including through community feedback mechanisms and digitization. A focus is placed on fully integrating school feeding, literacy, WASH, and nutrition activities into government structures, performance plans, monitoring processes and tools across different levels of government. At district level, the project will enhance capacity to effectively coordinate implementation of the programme through strengthened capacity of district leadership, school feeding committee members, procurement committee members and school feeding stakeholders across the district to efficiently procure, store and prepare food safely, and report on all indicators and integrate school feeding into district Imihigo performance plans. The successful School Feeding District Coordinator model will be scaled up across the country to ensure enhanced capacity at district level. During this cycle WFP and partners will support District School Feeding Committees in planning, procurement, food safety-quality-preparation, parent and community engagement, smallholder linkages and support to transition to full national programme ownership. This dedicated work focused on parental engagement aligns with the second key pillar of the Sustainable Financing Strategy.

- c) Generate evidence to optimize programme operational efficiencies and strengthen advocacy for sustainable financing.

WFP will support the Government to document impacts of school feeding and improve knowledge management to leverage lessons learned. Studies will enable stocktaking on national programme management and cost of the meal, inform management capacity strengthening, and document economic, education and nutrition impacts for increased national resourcing.

39. These three impact pathways closely align with Rwanda’s Vision 2050, its Education Sector Strategic Plan and Fifth Strategic Plan for the Transformation of Agriculture: the USG Strategy on International Basic Education. The project aligns with WFP’s School Feeding Strategy 2020-2030 through WFP’s transition from direct implementation to technical assistance to government. The activities build on positive past results, particularly in student health and nutrition, comprehension, reduced health related absences and increased government leadership of school feeding; to form an integrated school health and nutrition package, with cross cutting capacity strengthening.

1. Baseline scope, criteria and questions

40. The FY24 McGovern-Dole project grant in Rwanda supports the direct implementation of school feeding, WASH, health and nutrition, education and infrastructure activities in three districts continuing from Phase 2 – Burera, Kayanza and Gasabo – and adds schools in two highly food insecure districts that have not yet benefited from McGovern-Dole assistance, Ngororero and Nyamasheke. In the FY24 project, assistance will be delivered to 72 schools to improve nutrition, health, literacy and dietary practices of 75,000 unique students.

41. The baseline study will cover all activities implemented through the McGovern Dole funding. The inception period will establish and confirm appropriate sampling frames, sampling strategy and survey instruments for the baseline, midterm, and final evaluations. The baseline will focus on collecting initial data values for all indicators before commencement of the activities. For those indicators whose source is secondary (from monitoring data, government, or other partners), the baseline will use the latest available figures. The evaluation team should refer to the Performance Monitoring Plan (PMP) under Annex 6 for more information on the project indicators to be informed by the baseline.

42. The study should analyse how affected groups are included in the intervention design and whether the evaluation subject has been guided by WFP and system-wide objectives. The questions are summarised in Table 2 and will be further developed and tailored by the evaluation team in a detailed evaluation matrix during the inception phase.

43. The baseline study will answer the following key questions:

Table 2: Baseline study questions

Evaluation questions		Criteria
EQ1 – How relevant is the project design in contributing towards a sustainable, effective implementation of the National School Feeding Programme (NSFP) vis-à-vis the Government's readiness and capacities to manage the National School Feeding Programme?		Relevance
1.1.	To what extent is the design of capacity strengthening activities aligned with and target the needs and strategic priorities of the government in managing the NSFP?	
1.2	In what ways does the project design align and target the specific needs and challenges faced by smallholder farmers (in particular women) in the targeted districts?	
EQ2 – How coherent are the proposed activities with existing policies and strategies of the Government of Rwanda?		Coherence
2.1	To what extent are the activities integrated and aligned with National strategies and priorities in education, health, nutrition, agriculture, and social protection?	
2.2.	To what extent are the activities aligned with district development plans and initiatives in education, health, nutrition, agriculture and social protection in the targeted districts?	
2.3	To what extent does the project design comprehensively consider and respond to key areas of government readiness and capacity gaps in managing the NSFP, ensuring coherence with existing frameworks and initiatives?	
2.4	To what extent does the project align with and support other ongoing or planned interventions, policies, and initiatives in the country or education sector?	
EQ3 – How will the project's interventions, including capacity strengthening, be measured to determine if they have produced the anticipated results and outcomes?		Effectiveness
3.1	Based on the situation analysis, what are effective methods and approaches to measure the effectiveness of capacity strengthening efforts for building national school feeding capacity?	
3.2	What mechanisms or processes are in place to measure how project activities are going to be implemented in the most cost-effective and timely manner, and are there any existing inefficiencies that need to be addressed?	

5. Methodological approach and ethical considerations

5.1. Baseline study approach

44. The methodology will be designed in accordance with WFP Decentralized Evaluation Quality Assurance System as well as USDA's Monitoring and Evaluation Policy. Based on the requirements described in the Terms of Reference, analysis done at inception phase, and consultations with key stakeholders, the Evaluation Team will formulate an appropriate evaluation design, sampling strategy, and methodological approach. The draft inception report will be subject to internal and external quality assurance and shared with the Evaluation Reference Group for inputs before being finalized by the Evaluation Team and approved by WFP Country Office. WFP will then share the inception report with USDA for awareness. Should there be any changes from the Terms of Reference at inception stage, WFP must notify USDA in writing and await approval before proceeding.

45. Given that the FY20 endline and FY24 baseline data collection are happening around the same period, the field work has been combined to avoid respondent fatigue and streamline the two exercises. While the two exercises are happening largely in tandem, data collection will be done in a sequential way, with priority given to the data collection, analysis and reporting for the baseline and gradually shifting to these tasks for the endline as the baseline progresses. The methodology will rely on mixed methods and different primary and secondary data sources that are systematically triangulated. The evaluation will use a pre- and post-test design with no comparison group. Moreover, the evaluations will be conducted with a focus on government capacity strengthening. The analytical approach will consist of semi-structured thematic literature review, qualitative iterative analysis, and descriptive statistical analysis. The exact methodology will be further detailed by the evaluation team during the inception phase. It will:

46. Employ the evaluation criteria of relevance and coherence, additional to providing a baseline assessment of the measurability of effectiveness, while recognising that other evaluation criteria such as efficiency, impact and sustainability will be evaluated during midterm and endline.

- Be relevant for answering the evaluation questions along the relevant evaluation criteria in table 2 above.
- Be summarised in an evaluation matrix geared towards addressing the key questions considering 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.

47. The methodology chosen should demonstrate attention to impartiality and reduction of bias by relying on mixed methods (quantitative, qualitative, participatory etc.) and different primary and secondary data sources that are systematically triangulated (documents from different sources; a range of stakeholder groups, including beneficiaries; direct observation in different locations; across evaluators; across methods etc.). The selection of field visit sites will also demonstrate impartiality as they will be selected through random sampling. It will consider any challenges to data availability, validity or reliability, as well as any budget and timing constraints. The baseline study questions, indicators, data sources and data collection methods will be brought together in a 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.).

48. The firm will carry out a desk review, to enable a thorough understanding of the context of school feeding in Rwanda. Quantitative data will provide or confirm baseline values for all project indicators and provide the basis for quantitative comparative analysis at midterm and final evaluations for result and outcome indicators. The methods include individual surveys conducted with randomly selected representative samples of participants, including government officials, community members, teachers, cooks, students, and parents. The desired significance level for confidence is 90 percent. These surveys will include an EGRA which will be conducted in Kinyarwanda at the sampled schools. The EGRA tool will be applied to sampled students in second grade, to assess their literacy. The tool is used to test reading and comprehension skills. Based on a standardized method for measuring changes in reading outcomes, analysis of the EGRA data will be used to show changes over time in literacy indicators.

49. The qualitative data will comprise key informant interviews and focus group discussions with different stakeholder groups and ensuring that a variety of perspectives are heard. The sample for qualitative activities will be purposively drawn in consultation with WFP to ensure basic representation of key stakeholders. It is estimated that the baseline will have approximately 50 national and subnational stakeholder interviews with participation from these institutions: WFP Rwanda Country Office staff; WFP Regional Bureau Nairobi staff, World Vision, Gardens for Health International, Government officials at national and district authorities levels (MINEDUC, MINAGRI, NCDA, Rwanda Biomedical Center (RBC), Rwanda Education Board (REB), Rwanda Cooperative Agency (RCA); USDA, WFP HQ Private Partnerships team, UNICEF, District Education Coordinators (includes WFP-funded district school feeding coordinators), District School Feeding Committees, School Feeding Committees, School Tender Committees, Head teachers and Mayors. This additional information from the key informants and focus group discussions will support the understanding of the operating context, triangulate quantitative findings, and provide greater level of detail to answer evaluation questions.

50. The methodology will incorporate the perspectives of men, women, boys and girls as it is key to a comprehensive study. The methodology should ensure that primary data collected is disaggregated by sex and age; an explanation should be provided if this is not possible.

51. The following mechanisms for independence and impartiality 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.

52. The evaluation team will expand on the methodology presented above and develop a detailed evaluation matrix in the inception report.

5.2 Preliminary considerations on evaluability and methodological implications

53. Per OECD-DAC, evaluability is the extent to which an activity or a programme can be evaluated in a reliable and credible fashion. This section assesses the availability, reliability and credibility of the data available to date, the data planned to be collected, and implications for the evaluation scope and methodology for further data collection and analysis.

54. At this time there are no concerns regarding the availability, reliability or credibility of the indicator to be collected, including primary quantitative and qualitative data from the school survey and EGRA survey.

55. 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 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

56. The evaluation must conform to [UNEG ethical guidelines for evaluation](#) (Integrity, Accountability, Respect, Beneficence¹²). 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.

57. 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.

58. 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>).¹³ At the same time, commission office management and the REU should also be informed.

Training on data collection must include research ethics, particularly how to ensure that all participants are fully informed of the nature and purpose of the study and their involvement. Only participants who have given informed written or verbal consent should be involved in the study.

59. 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 WFP *Ifunguro Ku ishuri* Programme and have no vested interest, nor have any other potential or perceived conflicts of interest. Signed conflict of interest forms will be collected from all evaluation team members upon contracting and will be included in the annex of the baseline study.

60. 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

¹² Beneficence means striving to do good for people and planet while minimizing harms arising from evaluation as an intervention.

¹³ 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](#).

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.

61. All members of the evaluation team will abide by the [2020 UNEG Ethical Guidelines](#), including the Pledge of Ethical Conduct. 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. These templates will be provided by the country office when signing the contract.

5.4 Quality assurance

62. 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.

63. 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.

64. 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 reports and baseline study report will undergo a final review by USDA before approval.

65. 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.

66. 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](#),¹⁴ a rationale should be provided for comments that the team does not take into account when finalizing the report.

67. 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.

68. The evaluation team should be assured of the accessibility of all relevant documentation within the

¹⁴ [UNEG Norm #7](#) states “that transparency is an essential element that establishes trust and builds confidence, enhances stakeholder ownership and increases public accountability”

provisions of the directive on disclosure of information [WFP Directive CP2010/001](#).

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

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

6. Organization of the baseline

6.1 Phases and deliverables

71 The evaluation team will conduct the study under the direction of its team leader and in close communication with the WFP CO evaluation manager. The team will conduct and report on the baseline study according to McGovern-Dole and WFP standards as follows:

1. Must be financially and legally separate from the participant's organization.
2. Must have personal and professional integrity.
3. Must respect the right of institutions and individuals to provide information in confidence and ensure that sensitive data cannot be traced to its source. Evaluators must take care that those involved in evaluations have a chance to examine the statements attributed to them.
4. Must be sensitive to beliefs, manners and customs of the social and cultural environments in which they work.
5. Considering the United Nations Universal Declaration of Human Rights, evaluators must be sensitive to and address issues of discrimination.

72. The evaluation team will not have been involved in the design or implementation of the subject of evaluation or have any other conflicts of interest. Further, they will act impartially and respect the code of conduct of the evaluation profession. For the WFP CO evaluation manager, s/he will not take any role in the independent evaluation team and has no direct involvement in the implementation of the subject of the evaluation.

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

- a. <https://www.section508.gov/create/documents>
- b. <https://www.section508.gov/create/pdfs>

Table 3: Summary timeline – key milestones for the baseline

Main phases	Indicative timeline	Tasks and deliverables	Responsible
1. Preparation phase for overall baseline	November 2024 – April 2025	Preparation of TOR TOR approved by USDA Engaging the evaluation team & contracting	Evaluation manager
Baseline Report			
2. Inception	April 2025	Inception mission Inception report submitted to USDA by EC Data collection instruments (as applicable)	Evaluation Team
3. Data collection	May 2025	Fieldwork Exit debriefing	Evaluation Team
4. Reporting	June – July 2025	Data analysis and report drafting Comments process through quality assurance processes (WFP, ERG, DEQS, USDA) Baseline report submitted for approval Findings presentation to USDA	Evaluation Team and Evaluation Manager
5. Dissemination and follow-up	July - September 2025	Baseline study brief Dissemination of the baseline report and revised monitoring indicators where necessary. Programme reflection session.	Evaluation Manager & School Feeding team

6.2 Team Composition

74. The evaluation team is expected to include at minimum 5 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 who can effectively cover the areas of the baseline study. It will have strong methodological competencies in designing baseline studies, feasible data collection and analysis as well as synthesis and reporting skills. At least one team member should have demonstrated recent experience with WFP baseline studies and evaluations. At least one team member should have relevant subject matter expertise.

Table 4: Summary of evaluation team and areas of expertise required.

	Expertise required
Team Leadership (Senior level evaluator)	MINIMUM REQUIREMENTS
	<ul style="list-style-type: none"> • Excellent team management skills (coordination, planning, ability to resolve problems and deliver on time). • At least 15 years of experience in research and/or evaluation with demonstrated expertise in managing multidisciplinary and mixed quantitative and qualitative method evaluations, and significant experience in other development and management positions. • Strong experience in designing baseline studies, leading evaluations at country level, such as evaluations of school meals programmes. • Experience with applying the mixed methods including reconstruction, and use of theories of change in evaluations. • Strong leadership and communication skills, including presentation skills, excellent writing and synthesis skills in English. • Experience facilitating in-person and hybrid meetings and workshops. • Expertise in one or more of the technical areas below. • Responsibilities of the team leader includes designing the evaluation approach and methodology, managing the evaluation team, leading the field missions and representing the team in either in person or remote meetings, end of field work exit meetings and presenting of the results and final report in line with DEQAS guidelines.
	DESIRABLE
	<ul style="list-style-type: none"> • 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).

	Expertise required
Thematic expertise - Evaluators	MINIMUM REQUIREMENTS
	<ul style="list-style-type: none"> • Fluency and excellent writing skills in English. • Demonstrable analytical skills relevant to school feeding. • Experience in humanitarian and/or development contexts, in particular capacity strengthening and technical assistance to governments. • Team members must include strong demonstrated knowledge of qualitative and quantitative data and statistical analysis will be required. It should include both international and local team members, women and men and at least one team member should be familiar with WFP's operations (preferably school feeding) • Prior experience in evaluating design, implementation, outputs, and outcomes in the following areas: <ul style="list-style-type: none"> ○ School Feeding ○ WASH ○ Primary Education (with a strong experience on administering and analysing EGRA results) ○ Food and nutrition security ○ Food system ○ Smallholder farmer support ○ Government capacity strengthening
	DESIRABLE
	<ul style="list-style-type: none"> • 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. • Administrative and logistical experience
Quality assurance Evaluator	MINIMUM REQUIREMENTS
	<ul style="list-style-type: none"> • Experience in quality assurance of evaluations.
	DESIRABLE
	<ul style="list-style-type: none"> • Familiarity with WFP programmes and modalities of intervention. • Previous experience with WFP evaluation(s).

75. 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.

76. 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). All team members should have analytical and communication skills, evaluation experience and some familiarity with Rwanda.

77. Other members of the team should have knowledge of English and Kinyarwanda to facilitate field work, translation of tools and scribing of results as needed.

78. The evaluation team will conduct the evaluation under the direction of its team leader and in close

communication with Veronica RAMMALA, Evaluation Manager at WFP Rwanda. The team will be hired following agreement with WFP on its composition.

6.2 Roles and responsibilities

79. 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. Inception reports and tools for baseline study:
 - 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.
- b. Baseline report:
 - i. Revised report and comment matrix responses in response to Regional Evaluation Unit and Evaluation Manager feedback (first round of comments)
 - ii. Revised report and comment matrix responses in response to DEQS feedback (second round of comments)
 - iii. Revised report and comment matrix responses in response to ERG feedback (third round of comments)
 - iv. Revised report and response to address any feedback that was not adequately addressed in previous revisions (as needed). The EM will review the ET's responses to ERG, DEQS, REU, and EM comments in a combined comment matrix and may request the ET to make additional edits if any comments were not adequately addressed.
 - v. Revision and comment matrix responses in response to USDA feedback (fourth round of comments)
 - vi. Revision and response to address any feedback from USDA that was not adequately addressed in previous revisions.
 - vii. Virtual Presentation to USDA: Shortly after the baseline study has been submitted to USDA, the evaluation team will give a virtual presentation to USDA to summarize the findings of the study and key learnings.

- viii. ET to produce a 2-3 page stand-alone baseline study brief, describing the design of the study, key findings, visuals and other relevant considerations. The brief should provide concise conclusions and be clear of jargon that is not suitable for non-technical readers.

80. The **WFP Rwanda Country Office management** (Deputy Country Director) will take responsibility to:

- Assign an evaluation manager for the evaluation [Veronica RAMMALA, Head of VAM/M&E]
- 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 programmatic reflection session where required.

81. 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.

82. 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.

83. 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 in order to contribute to the relevance, impartiality and credibility of the evaluation by offering a range of viewpoints and ensuring a transparent process. Annex 4 provides more details on the composition and roles and responsibilities of the ERG.

84. 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 through the School Meals Programme unit.
- Provide comments on the draft TOR, inception and evaluation reports from a subject-contents perspective through the [name the relevant RB technical 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.

85. While Lise BENDIKSEN, Evaluation Specialist, is the RB focal person for this DE and will perform most of the above responsibilities, other regional bureau-relevant technical staff may participate in the ERG and/or comment on evaluation products as appropriate.

86. **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 reviewing deliverables for quality and adherence to USDA requirements.

87. **Other Stakeholders (National Government including relevant ministries, implementing partners / NGOs, partner UN agencies)** will perform the roles and responsibilities of evaluation reference group since they are members.

88. **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.

89. **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, be invited to form part 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.

90. 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.

6.4 Security considerations

91. **Security clearance** where required is to be obtained from the United Nations Department of Safety and Security (UNDSS) Rwanda Office through the WFP CO.

- 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 UNDSS rules and regulations including taking security training (BSAFE & SSAFE), curfews (when applicable) and attending in-country briefings.

6.5 Communication

92. 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 and by producing clear deliverables that are written in English. The evaluation team will propose/explore communication/feedback channels to appropriate audiences (including affected populations as relevant) during the inception phase.

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

94. 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 affected groups will be disseminated and how stakeholders will be engaged.

95. 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. The baseline report will be accompanied by a 2–3-page summary report to facilitate broader dissemination of the findings.

96. 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>

6.5 Proposal

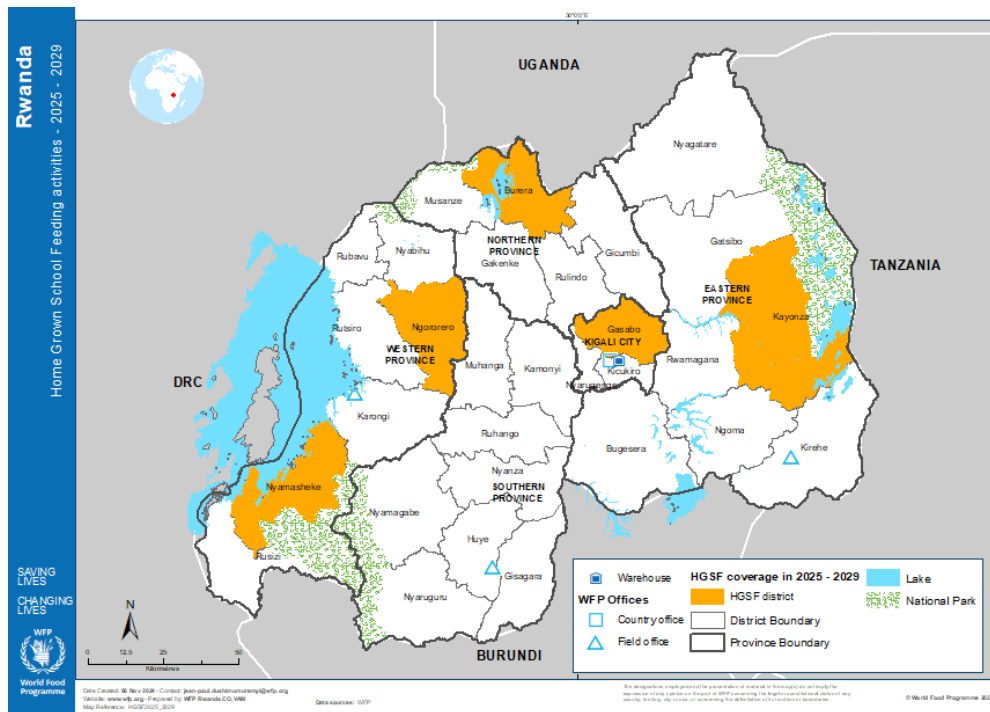
The evaluation will be financed from the FY24 McGovern-Dole Project (Phase 3) funding under School Feeding programme.

97. The offer will include a detailed budget for the evaluation using the provided excel template, including consultant fees, travel costs and other costs (interpreters, etc.).

98. Once the proposed budget offer is accepted by all parties, WFP will issue a purchase order for the baseline study deliverables.

99. This TOR may be subject to some minor adjustments pending donor feedback.

Annex 1. Map



Annex 2. Timeline

	Phases, deliverables and timeline	Level of effort	Total time required for the step
Phase 1 – Preparation (baseline) (total duration: Recommended – 2.25 months)			
EM	Desk review, draft ToR and quality assure (QA) using ToR QC	(2 weeks)	(1 month)
REU	Quality assurance by REU		(1 week)
EM	Revise draft ToR based on feedback received	(3 days)	(1 week)
EM	Share draft ToR with quality support service (DEQS) and organize follow-up call with DEQS, if required	N/A	(1 week)
EM	Revise draft ToR based on DEQS and share with ERG	(3 days)	(1 week)
ERG	Review and comment on draft ToR	(1 day)	(2 weeks)
EM	Revise draft ToR based on comments received and submit final ToR to EC Chair	(3 days)	(1 week)
EM and WAS	Review draft ToR based on EC feedback and share with USDA (via WAS team)		(1 week)
USDA	Review and comment on draft ToR		(2 weeks)
EM and WAS	Update ToR and share with USDA for final approval (via WAS team)		(1 week)
EM	Start recruitment process	(0.5 day)	(0.5 day)
EC Chair and USDA	Approve the final ToR and share with ERG and key stakeholders	(0.5 day)	(1 week)
EM	Assess evaluation proposals/ Conduct interviews and recommend team selection	(2 days)	(1 week)
EC Chair	Approve evaluation team selection	(0.5 day)	(1 week)
EM	Evaluation team contracting and PO issuance	(1 day)	(3 weeks)
Phase 2 - Inception (Baseline study) (total duration: Recommended – 1.75 months; Average: 2.1 months)			
ET	Desk review of key documents	(5 days)	(2 weeks)
EM/ET	Inception briefings, with REU support as needed	(1-2 days)	(1-2 days)
ET	Inception mission in the country (if applicable)	(1 week)	(1 week)
ET	Draft inception report	(2 weeks)	(3 weeks)
EM	Quality assures draft IR by EM and REU using QC	(2 days)	(1 week)
ET	Revise draft IR based on feedback received by EM and REU	(2-3 days)	(1 week)
REU	Share draft IR with quality support service (DEQS) and organize follow-up call with DEQS, if required	(0.5 day)	(2 weeks)
ET	Revise draft IR based on feedback received by DEQS	(2 days)	(1 week)
EM	Share revised IR with ERG	(0.5 day)	(0.5 day)
ERG	Review and comment on draft IR	(1 day)	(2 weeks)

EM	Consolidate comments	(0.5 day)	(0.5 day)
ET	Revise draft IR based on feedback received and submit final revised IR	(3 days)	(1 week)
EM	Review final IR and submit to the evaluation committee for approval	(2 days)	(1 week)
EC Chair and WAS	Approve final IR and share with ERG for information. WAS representative shares the IR with USDA	(1 week)	(1 week)
Phase 3 – Data collection (Baseline study) (total duration: Recommended – 0.75 months; Average: 1 month)			
ET	Data collection	(3 weeks)	(3 weeks)
ET	In-country debriefing (s)	(1.5 day)	(1 week)
Phase 4 – Reporting (Baseline study) (total duration: Recommended – 2.75 months; Average: 5.8 months)			
ET	Draft evaluation report	(3 weeks)	(4-5 weeks)
EM	Quality assurance of draft ER by EM and REU using the QC,	(2-3 days)	(1 week)
ET	Revise and submit draft ER based on feedback received by EM and REU	(2-3 days)	(1 week)
EM	Share draft ER with quality support service (DEQS) and organize follow-up call with DEQS, if required	(0.5 day)	(2 weeks)
ET	Revise and submit draft ER based on feedback received by DEQS	(2-3 days)	(1 week)
ERG	Review and comment on draft ER	(0.5 day)	(2 weeks)
ET	Presentation of the baseline results to the ERG	(1 day)	(1 day)
EM	Consolidate comments received	(0.5 day)	(0.5 day)
ET	Revise draft ER based on feedback received	(2-3 days)	(2 weeks)
EM	Review final revised ER and submit to the evaluation committee	(2-3 days)	(1 week)
EM and WAS	Review draft ER based on EC feedback and share with USDA (via WAS team)		(1 week)
USDA	Review and comment on draft ER		(3 weeks)
ET	Virtual presentation of the baseline findings to USDA	(1 day)	(1 day)
EM and WAS	Update ER and share with USDA (via WAS team) for final approval. Additionally, prepare a 2–3-page study brief to share with USDA (via WAS team)		(3 weeks)
EC Chair	Approve final report and share with key stakeholders	(1 day)	(1 week)
Phase 5 – Dissemination (Baseline Study) (total duration: Recommended – 1 month; Average: 1.9 months)			
EC Chair	Prepare management response (programme insights)	(5 days)	(4 weeks)
EM	Share final evaluation report and management response with the REU and OEV for publication and participate in end-of-evaluation lessons learned call	(0.5 day)	(3 weeks)

Annex 3. Role and composition of the evaluation committee

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

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

- The Deputy Country Director (Chair of the Evaluation Committee)
- Evaluation manager (Evaluation Committee Secretariat)
- Head of Programme
- School Feeding Activity Manager (Programme officer)
- Regional evaluation officer (REO)
- Country office monitoring and evaluation (M&E) officer
- Country office supply chain officer

Schedule of EC engagement and Time commitments

Evaluation Phase and engagement task	Estimate level of effort in days	Tentative Dates
Preparation Phase <ul style="list-style-type: none">• 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	Jan -Feb 2025
Inception Phase <ul style="list-style-type: none">• 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	February 2025
Data Collection Phase <ul style="list-style-type: none">• Act as key informants respond 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	April/May 2025
Analysis and Reporting Phase <ul style="list-style-type: none">• Review final evaluation report after quality assurance by ET + EM	2 days	June 2025

<ul style="list-style-type: none"> • Approve the final ER 		
Dissemination and Follow-up Phase <ul style="list-style-type: none"> • 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	July 2025

Annex 4. Role, composition and schedule of engagement of the evaluation reference group

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

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

Country office	Name
Core WFP members:	
Deputy Country Director (Chair)	Mutinta HAMBAYI
Evaluation Manager (secretary or delegated chair)	Veronica RAMMALA
Head of Programme	Marion CEZARD
M&E Officer	Celestin NSENGIYUMVA
Head of Supply Chain Unit	Thomas MORLEY
Strategic Objective 2 Manager (SF and Resilience)	Colleen O'CONNOR
McGovern-Dole Programme Policy Officer	Jacques SEZIKEYE
Programme Policy Officer	Colette NYINAWUMUNTU
Head of SAMS	Sarah PICCINI
Nutrition Officer	Shaibu Mohammed OSMAN
Head of Karongi Field Office	Solange NYIRAMPETA
Karongi Field Office Programme Associate	Jean Pierre BYIRINGIRO
Head of Kirehe Field Office	Godfrey GATETE
Kirehe Field Office Programme Associate	Bonaventure NYIRIMANA

<p>Government, NGOs and donor partner(s) (with knowledge of the intervention and ideally an M&E profile)</p> <p>Ministry of Education Ministry of Agriculture and Animal Resources (MINAGRI) National Child Development Agency (NCDA) Rwanda Biomedical Center (RBC) Ministry of Trade and Industry Ministry of Local Government District School Feeding Coordinators</p>	<p>Jeanne IZABIRIZA Yves NDARUHUTSE Leandre NTIGURIRWA Nathan HITIYAREMYE Evelyne Hodari URUJENI Richard NKUBANA</p>
Regional bureau	Name
<p>Core members:</p> <p>Regional Evaluation Officer Evaluation Specialist Regional School Feeding Programme Policy Officer Regional Monitoring Advisor</p>	<p>Nikki ZIMMERMAN Lise BENDIKSEN Fragrance MANYALA Zarrina KURBANOVA</p>
Headquarters/WAS	Name
<p>Evaluation Analyst, School Meals and Social Protection Service Partnerships Officer</p>	<p>Julia KAMMERMEIER Elizabeth EDWARDS</p>
Donor and Cooperating Partners	Name
<p>United States Department of Agriculture (USDA) United States Department of Agriculture (USDA) World Vision Gardens for Health International</p>	<p>Bobbi KRAHAM Carolina KOLDYS Kondwani MWANGALA Dermas ABUMUKIZA</p>

Schedule of ERG engagement and Time commitments

Evaluation Phase and engagement task	Estimate level of effort in days	Tentative Dates
<p>Preparation Phase</p> <ul style="list-style-type: none"> • Review and comment on the draft ToR • Where appropriate, provide input on the line of enquiry questions. • Identify source documents useful to the evaluation team. 	1 day	March 2025

<ul style="list-style-type: none"> • Attend ERG meeting/conference call etc 		
Inception Phase <ul style="list-style-type: none"> • Meet with evaluation team to discuss how the evaluation team can design a realistic/practical, relevant and useful baseline study. • 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 day	April 2025
Data Collection Phase <ul style="list-style-type: none"> • 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	April/May 2025
Analysis and Reporting Phase <ul style="list-style-type: none"> • Review and comment on the draft baseline report focusing on accuracy, quality and comprehensiveness of findings, and of links to conclusions and recommendations. 	2 days	June 2025
Dissemination and Follow-up Phase <ul style="list-style-type: none"> • Disseminate final report internally and externally, as relevant. • Share findings within units, organizations, networks and at events. • Provide input to management response and its implementation 	2 days	July 2025

Annex 5. Communication, Learning and Knowledge Management Plan

- The Evaluation Manager, in consultation with the Evaluation Committee and support from the Regional Evaluation Officer, will develop a communication and learning plan, during the Inception phase, that will outline processes and channels of communication and learning activities. This communication and learning plan with clear timelines will be elaborated at inception in consultation with the evaluation team to ensure that the results of this evaluation reach the relevant people and are used to inform decision making. Where appropriate the communication and learning plan should have a sufficient budget.
- To ensure a smooth and efficient process and enhance the learning from this evaluation, the evaluation team should place emphasis on transparent and open communication with key stakeholders including beneficiaries. These will be achieved by ensuring a clear agreement on channels and frequency of communication with and between key stakeholders.
- The Evaluation manager will submit all final deliverables to the WFP CO for pre-approval. Upon pre-approval of deliverables, the WFP CO will forward the deliverables to WFP's Washington Office with the Nairobi Regional Bureau in copy. WFP's Washington Office will transmit deliverables to the USDA IFAD for comments and inputs. All communication with USDA will be transmitted via WFP's Washington Office including invitations to the IFAD programme staff to participate in teleconferences to discuss the findings.
- As part of the international standards for evaluation, WFP requires that all evaluations are made publicly available. Following the approval of the final baseline report, a stakeholder workshop will be conducted through which the findings and conclusions will be presented, and way forward will be discussed. The report will be published on WFP and USDA websites.
- To accompany each evaluation output, a 2-3-page summary report will be developed by the evaluation team to facilitate broader dissemination of the findings and recommendations by WFP. Other communications products may be discussed for each distinct output.

Annex 6. Performance Monitoring Plan (Indicators)

Indicator Number	Indicator Type (Outcome/ Output)	Result (s) measured	Result	Indicator	Definition	Unit of Measurement	Data Source	Level of Disaggregation	Method / Approach to Data Collection or Calculation	Frequency of data collection	Entity Responsible to collect data	Responsibility of the Evaluation Team	Why? (What is the indicator used for?)	Who? (Who are the main users of the data?)
MGD Standard 1	Outcome	MGD SO1	Improved Literacy of School Age Children	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	Proportion of learners who attain the specified threshold at the end of two grades of primary schooling, the beginning of the third year of primary schooling, or the equivalent levels of accelerated learning programs. The indicator will be measured using the National Examination and School Inspection Authority (NESA) Reading Fluency and Reading Comprehension End of Grade 2 Benchmarks for children who meet grade 2 reading benchmarks (25 Correct Words Per Minute, 3 correct answers for reading comprehension for 5 reading comprehension questions)	Percent	Baseline , Midterm , and Endline reports	Sex: Male, Female	Data will be generated through Early Grade Reading Assessment Tool (EGRA)	Baseline, Midterm, and Endline	External evaluation firm	1) collect primary data	To support programme review, reporting, accountability, learning and adaptation. To contribute to nationally available data and provide a basis for comparison across targeted programmes and the Government LARS data.	WFP, World Vision, Ministry of Education, Education Sector Working Group, Relevant Literacy implementing partner including USAID

MGD Standard 2	Outcome	MGD 1.3	Improved Student Attendance	Average student attendance rate in USDA supported classrooms/schools	This indicator measures the average attendance rate of males and females attending USDA supported schools. The indicator tracks any change over time in the attendance rate. The indicator doesn't rely on tracking individual student's attendance, but rather reflects an "attendance rate" calculated by how many children are in attendance at a given time compared to how many could be (based on enrollment).	Percent	Semi-Annual survey reports	Sex: Male, Female	Data will be collected from school registers provided by the program, student data from school/teacher attendance records. The external evaluator (s) should replicate the attendance rate data collection and calculation method during each evaluation to triangulate project monitoring data.	Biannual	WFP	2) validate and triangulate secondary data (WFP & other)	To track changes in student attendance in supported schools as a result of program implementation and to inform program implementation	WFP, World Vision, Ministry of Education, Local Government, Schools
MGD Standard 3	Output	MGD 1.1.2	Better Access to School Supplies and Materials	Number of teaching and learning materials provided as a result of USDA assistance	This indicator measures the number of teaching and learning materials provided as a result of USDA assistance. This may represent a range of final 'products', including materials that are designed and then printed and published, or documents that are purchased and distributed. For the purposes of this indicator, however, the	Number	Semi-annual reports from World Vision	None	Data will be collected from project records and reports, school administrator/teacher records.	Biannual	WFP, World Vision	3) use and report on data from WFP monitoring	To ensure adequate, good quality teaching and learning materials are available in supported schools	WFP, World Vision, Schools

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					same material should only be counted once: in its final stage of USDA support.									
MGD Standard 4	Outcome	MGD 1.1.4	Increased Skills and Knowledge of Teachers	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	<p>This outcome indicator measures the number of teachers/educators/teaching assistants who are using improved techniques and tools in their classrooms as a result of USDA assistance.</p> <p>Teachers, educators, teaching assistants who have successfully completed a pre- or in-services training program to teach in schools or equivalent non-school based settings with USDA support (i.e. scholarships or training program funded in whole or in part with USDA funds) should be evaluated as to whether the learned technologies and techniques are being applied in their classroom instruction.</p> <p>Successful application requires that teachers, educators, and teaching assistants have incorporated the learned methods into their curriculum and</p>	Number	Field visits reports and semi-annual reports from World Vision	Sex: Male, Female	Direct observations with standard forms Literacy Boost Assessment Tool/ MEQA (Measuring Evidence of Quality Achievement)	Monthly monitoring and data will be aggregated biannually	WFP, World Vision	3) use and report on data from WFP monitoring	To support institutional capacity building in supported schools; to increase the skills and knowledge of teachers for improved quality of literacy instruction.	WFP, World Vision, Schools

					are actively applying these methods in their daily classroom instruction.									
MGD Standard 5	Output	MGD 1.1.4	Increased Skills and Knowledge of Teachers	Number of teachers/educators/training assistants trained or certified as a result of USDA assistance	<p>This is an output indicator measuring the number of teachers/educators/training assistants trained or certified directly as a result of USDA funding in whole or in part.</p> <p>Teachers, educators, teaching assistants who have successfully completed a pre- or in-services training program to teach in schools or equivalent non-school based settings with USDA support (i.e. scholarships or training program funded in whole or in part with USDA funds).</p>	Number	Attendance lists and training reports, and semi-annual reports from World Vision	Sex: Male, Female	Data will be collected from project participants training records and reports. Attendance form will be administered to all trained participants by the trainers	Whenever trainings take place; aggregated reporting will take place biannually	WFP, World Vision	3) use and report on data from WFP monitoring	To support institutional capacity building in supported schools; to increase the skills and knowledge of teachers for improved quality of literacy instruction.	WFP, World Vision, Schools

					Successful completion requires that trainees meet the completion requirements of the structured training program as defined by the program offered. Training should be at least two working days (16 hours) in duration.									
MGD Standard 6	Outcome	MGD 1.1.5	Increased Skills and Knowledge of School Administrators	Number of school administrators and officials in target schools who demonstrate use of new techniques or tools as a result of USDA assistance	<p>This outcome indicator measures the total number of school administrators who are applying the new knowledge and skills received in USDA-supported training and certification programs.</p> <p>School administrators should demonstrate the use of at least one new technique or technology in their standard practices or procedures related to finance, management, infrastructure, or quality assurance of instruction.</p>	Number	Field visits reports and semi-annual reports from World Vision	Sex: Male, Female	Data will be collected from program observations, interviews, site visits, and reports.	Monthly monitoring and data will be aggregated biannually	WFP, World Vision	3) use and report on data from WFP monitoring	To support institutional capacity building in supported schools; to increase the skills and knowledge of administrators and support improved quality of literacy instruction by fostering an environment that promotes quality teaching and that is conducive to student learning.	WFP, World Vision, Schools

MGD Standard 7	Output	MGD 1.1.5	Increased Skills and Knowledge of School Administrators	Number of school administrators and officials trained or certified as a result of USDA assistance	This is an output indicator measuring the number of school administrators and officials (e.g. principals, superintendents) trained or certified directly as a result of USDA funding in whole or in part. Successful completion requires that trainees meet the completion requirements of the structured training program as defined by the program offered. Training should be at least two working days (16 hours) in duration.	Number	Attendance lists and training reports, and semi-annual reports from World Vision	Sex: Male, Female	Data will be collected from project participants training records and reports. Attendance form will be administered to all trained participants by the trainers	Whenever trainings take place; aggregated reporting will take place biannually	WFP, World Vision	3) use and report on data from WFP monitoring	To support institutional capacity building in supported schools; to increase the skills and knowledge of administrators and support improved quality of literacy instruction by fostering an environment that promotes quality teaching and that is conducive to student learning.	WFP, World Vision, Schools
MGD Standard 8	Output	MGD 1.3.3/2.4	Improved School Infrastructure / Increased Access to Clean Water and Sanitation Services	Number of educational facilities (improved water sources, kitchens, storerooms) rehabilitated/constructed as a result of USDA assistance	This indicator measures the number of kitchens/latrines/improved water sources/menstrual hygiene management rooms rehabilitated or constructed in whole or in part by a USDA-funded project.	Number	Observation, semi-annual reports from World Vision, semi-annual survey, records and reports	Type of Facility: • Kitchens, cook areas • Improved Water Sources • Latrines	Data will be collected by observation or from school records, as well as through the semi-annual survey. A semi-annual survey will be conducted by World Vision to collect the value for this indicator. During the survey, school	Biannual	WFP, World Vision	3) use and report on data from WFP monitoring	To ensure there are safe and adequate facilities at supported schools	WFP, World Vision, Local Government, Schools

									records/reports will be verified and the information will be counter-verified through direct observation					
MGD Standard 9	Outcome	MGD 1.3.4	Increased Student Enrolment	Number of students enrolled in school receiving USDA assistance	This is an outcome indicator measuring the number of school-age students or learners formally enrolled in school or equivalent non-school based settings for the purpose of acquiring academic basic education skills or knowledge.	Number	Semi-Annual survey reports	<ul style="list-style-type: none"> School Level: Pre-Primary Sex: Male, Female School Level: Primary Sex: Male, Female 	A semi-annual survey which consists of visiting all supported schools will be conducted after each six months to verify the school's enrolment records while also collecting actual values for different indicators including enrolment	Biannual	WFP	3) use and report on data from WFP monitoring	To track changes in student enrolment in supported schools; to inform program implementation	WFP, Ministry of Education, Local Government, Schools

MGD Standard 10	Outcome / Output	MGD 1.4.2/2.7.2	Improved Policy and Regulatory Framework	Number of policies, regulations, or administrative procedures in each of the following stages of development as a result of USDA assistance	Number of education enabling environment policies/regulations/administrative procedures in the areas of education, including school feeding, school finance, assessment, teacher recruitment and selection, etc.,	Number	Progress reports, Sector Working Group reports, policy analysis reports, Media digests,	Type of policy: <ul style="list-style-type: none"> • Educational • Child Health and Nutrition Stages: <ul style="list-style-type: none"> • Stage: 1 • Stage: 2 • Stage: 3 • Stage: 4 • Stage: 5 	Data will be collected from policy analysis work, desk review, context analysis, SWG and Thematic working groups reports, capacity building reports, media digests reports, cabinet decisions, etc	Annual	WFP, Ministry of Education, World Vision team and GHI	4) use and report on data from other sources	To improve education, school health and Nutrition through Context analysis, political context monitoring, advocacy and policy influencing	WFP, Ministry of Education, World Vision team, GHI, Local government
MGD Standard 11	Output	MGD 1.4.3/1.4.4	Increased Government Support	Value of new USG commitments, and new public and private sector investments leveraged by USDA to support food security and	The term “investments” is defined as public or private sector resources intended to complement existing/ongoing USDA-funded activities (i.e. education or nutrition activity, as described below), including resources provided for purposes of cost-share or matching. While the majority of such resources will be monetary in nature, non-monetary resources (e.g. in-kind contributions, labour, etc.) should be expressed in their	U.S. Dollars	Partnership records/ MoUs/ Sector Working Group reports / Government reports/ press release	Type of investment amount: <ul style="list-style-type: none"> • Host Government amount • Private sector amount • Other Government amount 	Data will be collected through partnership records/agreements. Data may also be obtained from desk review, context analysis, SWG and Thematic working groups reports, Government reports/ press release	Annual	WFP, Ministry of Education, World Vision, GHI	4) use and report on data from other sources	Complementary funding for Food security and Nutrition in Rwanda to supplement USDA. Progress reporting and learning	SF Manager, Strategic Outcome (SO) Manager, Head of Programme, Head of External partnerships, World Vision technical team

				nutrition	respective dollar values. Data should be collected for four categories: "host government," "other public sector," "private sector", and "new USG commitments									
MGD Standard 13	Output	MGD 1.4.4	Increased Engagement of Local Organizations and Community Groups	Number of Parent-Teacher Associations (PTAs) or similar "school" governance structures supported as a result of USDA assistance	This indicator tracks the number of school governance structures that are supported by USDA during the reporting period. USDA support includes, but is not limited to, direct financial support (grants), coaching/mentoring provided to the group, and/or training in skills related to serving on a PTA, SMC, or equivalent governance body.	Number	Semi-annual reports from World Vision, Semi-Annual surveys	None	Data will be collected from project, school, and/or administrative records. In addition, interviews with school teachers and administrators will be conducted during semi-annual surveys	Biannual	WFP, World Vision	3) use and report on data from WFP monitoring	To build capacity of school governance structures and ensure ownership, accountability and improved educational quality	WFP, World Vision, Schools
MGD Standard 14	Output	MGD 1.2.1, 1.3.1, 1.2.1.1/1.3.1.1	Reduced Short-Term Hunger / Increased Economic and Cultural Incentives / Increased Access to Food (School Feeding)	Quantity of take-home rations provided (in metric tons) as a result of USDA	This indicator will collect the total quantity of take-home rations provided during the reporting period, in metric tons. Take-home rations will be provided to students in USDA-supported schools.	Metric Tons	Surveys, Distribution Reports, site visit and/or interview reports	Commodity Type (maize, beans and rice)	Data will be collected from program observations, interviews, site visits, and reports.	Whenever take-home rations take place; aggregated reporting will take place annually	WFP	3) use and report on data from WFP monitoring	To track the quantity of any take-home ration in supported schools	WFP, Local Government, Schools

				assistan ce										
MGD Standard 15	Output	MGD 1.2.1,1.3.1, 1.2.1.1/1.3.1 .1	Reduced Short-Term Hunger / Increased Economic and Cultural Incentives / Increased Access to Food	Numbe r of individ uals receivin g take- home rations as a result of USDA assistan ce	This indicator will measure the total number of students in USDA supported schools receiving take- home rations.	Number	Surveys, Distribu tion Reports, site visit and/or intervie w reports	Duration: • New = this reporting period is the first period the individual received take-home rations • Continuing = the person first received take-home rations in the previous period and continues to receive them Type of Beneficiar y: • Male Student • Female Student	Data will be collected from program observations , interviews, site visits, and reports.	Whenever take-home rations take place; aggregated reporting will take place annually	WFP	3) use and report on data from WFP monitoring	To track the number of beneficiaries reached through any take-home ration in supported schools	WFP, Local Government, Schools

MGD Standard 16	Output	MGD 1.2.1,1.3.1, 1.2.1.1/1.3.1 .1	Reduced Short-Term Hunger / Increased Economic and Cultural Incentives / Increased Access to Food	Numbe r of daily school meals (breakf ast, snack, lunch) provide d to school- age childre n as a result of USDA assistan ce	A school feeding program provides meals, where the primary objective is generally to provide lunch to alleviate short- term hunger, increase attention span, facilitate learning, and obviate the need for children to leave the school to find food. A school meal is counted each time it is provided to a student in a USDA-supported project.	Number	Semi- annual survey	None	A semi- annual survey will be conducted by WFP and will count the total number of meals provided based on the feeding days through reports and program data. For this indicator, count the number of meals without distinguishi ng whether the same person received multiple meals throughout the reporting period; the person would be counted several times, which is acceptable for this indicator.	Biannual	WFP	3) use and report on data from WFP monitoring	To support programme review, reporting, and accountability. To contribute to nationally available data on the provision of school meals.	WFP, Ministry of Education, Local Government, Schools
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MGD Standard 17	Output	MGD 1.2.1,1.3.1, 1.2.1.1/1.3.1 .1	Reduced Short-Term Hunger / Increased Economic and Cultural Incentives / Increased Access to Food	Numbe r of school- age childre n receivin g daily school meals (breakf ast, snack, lunch) as a result of USDA assistan ce	A school meal may include a breakfast or lunch meal, or a snack provided in the mornings or afternoon during the school period. A school feeding program provides meals, where the primary objective is generally to provide breakfast, mid-morning meals, lunch, or a combination (depending on the duration of the school day) to alleviate short-term hunger, increase attention span, facilitate learning, and obviate the need for children to leave the school to find food.	Number	Semi- annual survey reports	Sex: Male, Female Duration: • New = this reporting period is the first period the individual received daily school meals • Continuing = the individual first received daily meals in the previous period and continues to receive them	A semi- annual survey will be conducted by WFP and will count the total number of school-age children receiving school meals at the project level, through reports and program data.	Biannual	WFP	3) use and report on data from WFP monitoring	To support programme review, reporting, and accountability. To contribute to nationally available data on the provision of school meals.	WFP, Ministry of Education, Local Government, Schools
MGD Standard 18	Output	MGD 1.2.1,1.3.1, 1.2.1.1/1.3.1 .1,2.5	Reduced Short-Term Hunger / Increased Economic and Cultural Incentives / Increased Access to Food / Improved Effectivenes s of Food Assistance Through Local & Regional	Numbe r of social assistan ce benefici aries particip ating in product ive safety nets as a result of USDA	This is an output indicator measuring the number of social assistance beneficiaries participating in activities like school feeding, literacy training/support, health and hygiene education, nutrition education contributing to building productive safety nets as a results of USDA assistance	Number	Program me participa nt administ rative records and reports and detailed lists of all participa nts	Sex: Male, Female Duration: • New = this is the first year the person participate d in a productive safety net • Continuing = this person participate	Data will be collected from program participant administrati ve records cooperating partners reports	Annual	WFP, World Vision, GHI , CPs	3) use and report on data from WFP monitoring	To support programme review, advocacy, reporting, learning and adaptation	WFP, World Vision, GHI, CPs

			Procurement	assistance				d in the previous reporting year and continues to participate in the current reporting year						
MGD Standard 19	Outcome	MGD SO2	Increased Use of Health, Nutrition and Dietary Practices	Number of individuals who demonstrate use of new child health and nutrition practices as a result of USDA assistance	This indicator measures the total number of individuals who are applying the new knowledge and skills received in USDA-supported training and certification programs. Individuals should demonstrate the use of at least one new practice in their lives or work intended to improve children's health or nutritional status.	Number	Semi-annual reports from World Vision and GHI	Sex: Male, Female	Data will be collected from program observations, interviews, site visits, and reports.	Biannual	WFP, World Vision, GHI	3) use and report on data from WFP monitoring	To increase the skills and knowledge of individuals who affect children's health and nutritional status; to positively impact children's health	WFP, World Vision, GHI, Schools
MGD Standard 20	Outcome	MGD SO2	Increased Knowledge of Safe Food Prep and Storage Practices	Number of individuals who demonstrate use of new safe	This indicator measures the total number of individuals who are applying the new knowledge and skills received in USDA-supported training and certification programs. Individuals should demonstrate the use of	Number	Program Reports, Semi-Annual surveys	Sex: Male, Female	Data will be collected from program and activity reports. In addition, interviews and site visits will	Annual	WFP, Government partners, CP	3) use and report on data from WFP monitoring	To ensure individuals supported by the program acquire and demonstrate knowledge and skills in safe food preparation, and storage practices; and contribute to	WFP, Government of Rwanda (MINEDUC, RSB)

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				food preparation and storage practices as a result of USDA assistance	at least one new practice in their lives or work that supports safe food preparation and storage.				be included in WFP's semi-annual surveys.				government knowledge transfer efforts	
MGD Standard 22	Output	MGD 2.2	Increased Knowledge of Safe Food Prep and Storage Practices	Number of individuals trained in safe food preparation and storage as a result of USDA assistance	This is an output indicator measuring the number of health professionals or others (e.g., cooks, storekeepers, teachers, etc.) trained or certified in safe food preparation and storage directly as a result of USDA funding in whole or in part. Successful completion requires that trainees meet the completion requirements of the structured training program as defined by the program offered. Training should be at least two working days (16 hours) in duration.	Number	Training reports, participants records and database, attendance lists	Sex: Male, Female	data will be collected from training reports, participants records and database, attendance lists	Whenever trainings take place; aggregated reporting will take place biannually	WFP, Government partners	3) use and report on data from WFP monitoring	To support programme review, improve food safety and quality in the National School Feeding Programme, contribute to nationwide capacity strengthening	WFP, Government of Rwanda (MINEDUC, RSB)
MGD Standard 23	Output	MGD 2.3	Increased Knowledge of Nutrition, Improved Knowledge of Health and Hygiene Practices	Number of individuals trained in child health and nutrition as a result of	This is an output indicator measuring the number of health professionals or others trained or certified in child health and nutrition directly as a result of USDA funding in whole or in part. This includes health	Number	Attendance lists and training reports, and semi-annual reports from World	Sex: Male, Female	Data will be collected from programme participant training records and reports. World Vision, GHI and WFP will keep	Whenever trainings take place; aggregated reporting will take place biannually	WFP, World Vision, GHI	3) use and report on data from WFP monitoring	To increase the skills and knowledge of individuals who affect children's health and nutritional status; to positively impact children's health	WFP, World Vision, GHI, Local Government Schools

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				USDA assistance	professionals, primary health care workers, community health workers, volunteers, non-health personnel trained in child health and child nutrition through USDA-supported programs during the reporting year. Successful completion requires that trainees meet the completion requirements of the structured training program as defined by the program offered. Training should be at least two working days (16 hours) in duration.		Vision and GHI		detailed training lists for all training sessions.					
MGD Standard 24	Output	MGD 2.3	Increased Knowledge of Nutrition	Number of children under five (0-59 months) reached with nutrition-specific interventions through USDA-supported programs	<p>This is an output indicator measuring the number of children under five who receive one or more of these nutrition-specific interventions directly or through the mother/caretaker:</p> <p>1. Behavior change communication (BCC) interventions that promote essential infant and young child feeding behaviours including:</p> <ul style="list-style-type: none"> o Immediate, exclusive, and continued breastfeeding o Nutrition and cooking demonstration sessions to the mothers/caretakers. 	Number	Program me records and beneficiaries tracking tool	Sex: Male, Female Intervention: Number of children under 5 whose parents/caretakers received behaviour change communication interventions that promote essential infant and young child	Data will be collected from programme participant tracking records and reports.	Annual	WFP, GHI	3) use and report on data from WFP monitoring	To support programmatic adjustment and track health of children under 5 in supported communities while informing the government on growth rate.	WFP, GHI, Government of Rwanda

					Children can be double-counted across the intervention disaggregates if they receive more than one intervention, but a unique number of children reached must be entered into the sex disaggregates. Children should be counted only once in the life-of-project total. Projects that support Growth Monitoring & Promotion (GMP) interventions should report children reached under the BCC disaggregate			feeding behaviours						
MGD Standard 27	Output	MGD 2.4	Increased Access to Clean Water and Sanitation Services	Number of schools using an improved water source	This indicator measures the number of project/targeted schools using an improved water source. To determine whether a school is using an improved water source, the school administrator is asked: 1. To identify the main source of water for the school 2. Whether the water is normally available from the identified source(s) 3. Whether the water was unavailable from the identified source(s) in the past two weeks for a day or longer	Number	Semi-annual reports from World Vision, Semi-Annual surveys	None	Data will be collected from project, school, and/or administrative records. In addition, interviews with school teachers and administrators will be conducted during semi-annual surveys	Biannual	WFP, World Vision	3) use and report on data from WFP monitoring	To ensure supported schools have access to safe water and sanitation services	WFP, World Vision, Local Government, Schools

MGD Standard 28	Output	MGD 2.4	Increased Access to Clean Water and Sanitation Services	Number of schools with improved sanitation facilities	This indicator measures whether there are adequate sanitary facilities at each school and whether that sanitary facility meets the improved sanitation standards defined in the Millennium Development Goals (MDGs). To be considered adequate, the school must have separate improved sanitation facilities available for the use of both males and females. The sanitation facilities must meet the definition of an improved sanitation facility as noted below:	Number	Semi-annual reports from World Vision, Semi-Annual surveys	None	Data will be collected from project, school, and/or administrative records. In addition, interviews with schoolteachers and administrators will be conducted during semi-annual surveys	Biannual	WFP, World Vision	3) use and report on data from WFP monitoring	To ensure supported schools have access to safe water and sanitation services	WFP, World Vision, Local Government, Schools
MGD Standard 29	Output	MGD 2.5	Increased Access to Preventative Health Interventions	Number of students receiving deworming medication(s)	This indicator measures the number of students in a fiscal year that have received deworming medication(s), usually through the distribution of deworming tablets at school.	Number	National health data records, School/health facilities records, Semi-Annual surveys, project reports	None	Data will be obtained from national health data records, School/health facilities records, Semi-Annual surveys, project records and database	Biannual	WFP, Government partners	4) use and report on data from other sources	To monitor the access of school-age children to preventive health interventions	WFP, Government of Rwanda

MGD Standard 30	Output	MGD SO1, SO2	Improved Literacy of School Age Children; Increased Use of Health, Nutrition and Dietary Practices; Improved Effectiveness of Food Assistance through Local & Regional Procurement	Number of individuals participating in USDA food security programs	This is an output indicator measuring the number of individuals directly participating in USDA-funded interventions, including those we reach directly and those reached as part of a deliberate service strategy.	Number	Program me progress reports and data; Semi-annual reports from World Vision and GHI	Sex: • Male • Female Type of individual: • People in government (Male/Female), • School-aged children (Male/Female) • Cooks (Male/Female) • Storekeepers (Male/Female) • Teachers (Male/Female) • Administrators (Male/Female) • People in civil society (Male/Female) • Smallholder farmers (Male/Female)	Data will be collected from program participant tracking records and reports	Annual	WFP, World Vision, GHI	3) use and report on data from WFP monitoring	To track involvement of different actors in the food security work under the project	WFP, World Vision, GHI, Local Government Schools
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MGD Standard 31	Output	MGD SO1, SO2;	Improved Literacy of School Age Children; Increased Use of Health, Nutrition and Dietary Practices; Improved Effectiveness of Food Assistance through Local & Regional Procurement	Number of individuals benefiting indirectly from USDA-funded interventions	This is an output indicator measuring the number of individuals indirectly benefiting from USDA-funded interventions. The individuals will not be directly engaged with a project activity or come into direct contact with a set of interventions (goods or services) provided by the project. The indirect beneficiaries will be family members of students' beneficiaries. The number of individuals benefiting indirectly will be calculated based by multiplying the number of beneficiaries by the average family size in Rwanda and then subtracting one to account for the student beneficiary in each family.	Number	Secondary data from government (Government statistics) and project records.	None	The indirect beneficiaries should be calculated by multiplying the project beneficiaries (students) by the average family size minus one.	Annual	WFP	4) use and report on data from other sources	To measure the project reach with indirect beneficiaries.	WFP
MGD Standard 32	Output	MGD SO1, SO2	Improved Literacy of School Age Children; Increased Use of Health, Nutrition and Dietary Practices; Improved Effectiveness of Food Assistance through Local and	Number of schools reached as a result of USDA assistance	The indicator tracks the number of schools reached during the reporting period by any project activity. While this will commonly be schools reached with school feeding, it will also count schools reached with any other activity (even absent feeding), such as teacher training or other capacity-building activities, facilities	Number	Semi-Annual survey reports, program records and national system	None	A semi-Annual survey which consists of visiting all supported schools will be conducted after each six months to verify the schools records and interviews	Biannual	WFP, Ministry of Education, Local Government	3) use and report on data from WFP monitoring	To keep track of the program's reach throughout program implementation and limit duplication with the National School Feeding Programme	WFP, Ministry of Education, Local Government, Schools

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			Regional Procurement		improvements, PTA strengthening, etc.				with headmaster/head teachers. This information will be triangulated with data from the national education system					
LRP Standard 4	Output	LRP 1.1	Improved Cost-Effectiveness of Food Assistance	Cost of transport, storage and handling of commodity procured as a result of USDA assistance (by commodity)	This indicator will collect the cost (in US dollars) for procured commodities by commodity type. The cost will include transport, storage, handling, warehousing and commodity distribution, commodity monitoring in storage and at distribution sites, commodity quality and safety testing.	U.S. Dollars	Program me records and reports; WFP database	Commodity type: Commodity procured (fortified maize meal, beans)	Data will be collected from project records and database.	Biannual	WFP	3) use and report on data from WFP monitoring	To track the cost of transport, storage and handling associated with commodities procured locally for program supported schools to ensure cost-effectiveness of food assistance	WFP
LRP Standard 5	Output	LRP 1.1.1	Improved Cost-Effectiveness of Procurement	Cost of commodity procured as a result of USDA assistance (by commodity and source	This indicator will collect the cost (in US dollars) of procured commodities excluding all freight costs by commodity type and source country.	U.S. Dollars	Program me records and reports; WFP database	Source Country: Rwanda Commodity Type: Commodity procured (fortified maize meal, beans)	Data will be collected from project records and database.	Biannual	WFP	3) use and report on data from WFP monitoring	To track the cost of commodities procured locally for program supported schools to ensure cost-effectiveness of procurement	WFP

				country)										
LRP Standard 6	Output	LRP 1.3.2/ 1.3/ 1.3.3/ 1.3.1	Strengthened Local and Regional Food Market Systems, Improved Utilization of Nutritious and Culturally Acceptable Foods that Meet Quality Standards, Improved Access to Nutritious Food, Improved Access to Culturally Acceptable Foods	Quantity of commodity procured as a result of USDA assistance (by commodity and source country)	This indicator will collect the quantity of commodities procured (in metric tons (MT) through USDA local and regional procurement program.	Metric Tons	Program me records and reports; WFP database ; Distribution reports	Source Country: Rwanda Commodity Type: Commodity procured (fortified maize meal, beans)	Data will be collected from project records and database as well as the distribution reports	Biannual	WFP. Government of Rwanda partners	3) use and report on data from WFP monitoring	To track the quantity of commodities procured locally distributed in supported schools as a contribution to the local and regional food market system	WFP, Government of Rwanda
LRP Standard 7	Outcome	LRP 1.3.2.1	Increased Agricultural Productivity	Value of annual sales of farms and firms receiving USDA assistance	This indicator measures the value in U.S. dollars of the total amount of sales of products and services by USDA-assisted farms and firms during the reporting year within USDA-supported agricultural commodity value chains or markets. This indicator also collects	U.S. Dollars	Annual Sales recorded by supported farms; Project reports	First level disaggregates: • Type of commodity : maize, beans Second level disaggregate • Type of producer/fi	Data will be collected from recorded sales data and/or farm records as well as project reports. In addition, this will be compared to	Annual	WFP and Government (RCA, MINICOM, RAB, MINAGRI)	4) use and report on data from other sources	To track the supply from supported coops and access to markets over time, with a focus on increased Government support and decreasing WFP support	WFP, Government of Rwanda (MINAGRI, RAB, MINICOM, RCA), Agriculture Sector Working Group

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					additional data points on the value of sales in local currency and the number of activity participants, including the number of producers and the number of assisted private sector firms. The number of assisted producers for whom sales data are available will be counted. The participants will include producers reached directly with outreach and those buying from or selling to USDA-assisted firms in a systems strengthening approach. For firms, the USDA-assisted firm will be counted as the participant.			rms: producer-smallholder. Third level disaggregate: • Sex of producer: Male, Female, Mixed	production data available in the seasonal agriculture survey conducted by NISR and the annual Market Study					
LRP Standard 8	Outcome	LRP 1.3.2.1/ 1.3.2.3	Increased Agricultural Productivity / Increased Access to Markets to Sell Agricultural Products	Volume of commodities sold by farms and firms receiving USDA assistance	This indicator will collect the volume (as calculated in gross metric tons (MT)) of sales of targeted commodities by farms and firms receiving USDA assistance.	Metric Tons	Annual Volume of commodities recorded by supported farms; Project Reports	First level: Commodity Type- maize, beans Second level: Type of Producer - smallholder, Third level: Sex of producer or proprietor(s)- Male, female	Data will be collected from recorded sales data and/or farm records as well as project reports. In addition, this will be compared to production data available in the seasonal agriculture survey conducted	Annual	WFP and Government partners (RCA, MINICOM, RAB, MINAGRI)	4) use and report on data from other sources	To track the supply from supported coops and access to markets over time, with a focus on increased Government support and decreasing WFP support	WFP, Government of Rwanda (MINAGRI, RAB, MINICOM, RCA, RSB), Agriculture Sector Working Group

									by NISR and the annual Market Study					
LRP Standard 11	Output	LRP 1.4.3	Improved Capacity of Relevant Organizations	Number of individuals who have received short-term agricultural sector productivity or food security training as a result of USDA assistance	This indicator measures the number of individuals who receive short-term agricultural sector productivity training through formal or informal means during the reporting period. Individuals will be counted once regardless of the number of trainings received during the reporting year and whether the trainings covered different topics. Individuals counting will not include participants of sensitization meetings.	Number	Training reports, progress reports, attendance lists	Sex: Male, Female Duration: New; Continuing Type of individual: Producers; People in government,	The data will be collected from training reports, progress reports, attendance lists and training database	Whenever trainings take place; aggregated reporting will take place biannually	WFP and Government partners (RCA, MINICOM, RAB, MINAGRI, RSB)	3) use and report on data from WFP monitoring	To enhance institutional capacity building of government partners and supported producers through increased skills and knowledge of agricultural sector productivity and food security	WFP, Government of Rwanda (MINICOM, RCA, MINAGRI, RAB, RSB)

LRP Standard 12	Outcome	LRP 1.4.3 / 1.3.2.1 / 1.3.2.2	Improved Capacity of Relevant Organizations, Increased Agricultural Productivity, Increased Value Added to Post-Production Agricultural Products	Number of individuals in the agriculture system who have applied improved management practices or technologies with USDA assistance	This indicator measures the total number of agriculture system actors participating in USDA-funded activities who have applied improved management practices and/or technologies promoted by USDA anywhere within the food and agriculture system during the reporting year.	Number	Survey	First level disaggregation: Value chain actor type: Smallholder producers; People in government Second level disaggregation: Sex: Male, Female Management practice or technology type: Soil-related fertility and conservation, Climate mitigation, Marketing and distribution, Post-harvest handling and storage, Cultural practices, other Commodity: Maize, Beans	Data will be collected via sample survey of participants (cooperatives members, or smallholder famers). The survey will be conducted in collaboration with relevant ministries and government institutions such as the Ministry of Agriculture and Animal Resources (MINAGRI), Ministry of Trade and Industry (MINICOM), Rwanda Cooperative Agency (RCA) and Rwanda Agriculture Board (RAB).	Annual	WFP, MINAGRI, MINICOM, RAB, RCA, RSB	3) use and report on data from WFP monitoring	To ensure individuals in the agriculture system supported by the program apply improved management practices and new technologies promoted by USDA	WFP, Government of Rwanda (MINICOM, RCA, MINAGRI, RAB, RSB)
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MGD Custom 2	Outcome	MGD 1.1, Custom 2	Improved Quality of Literacy Instruction, Reduced Repetition Rate	Percent age of student s who pass the grade in USDA support ed schools	This indicator measures the percentage of students from primary school who move from one grade to another in USDA supported schools. This will be measured by dividing the total number of students who pass to the next grade by the total number of students enrolled in previous grade in the same school.	Percent	Semi-annual reports from World Vision, Semi-Annual Surveys, school records	None	This data is available at schools and World Vision will compile this information on annual basis at the end of each school year. In addition, WFP will collect this information in semi-annual surveys	Annual	WFP, World Vision	3) use and report on data from WFP monitoring	To track how students in USDA-supported schools are doing over time	WFP, World Vision, Local Government, Schools
MGD Custom 3	Outcome	MGD 1.2	Improved Attentiveness	Percent age of schools where teacher s report higher concent ration by childre n during the day	This indicator measures the percentage of USDA supported schools where teachers self-report higher concentration of children over time. The numerator will be the number of schools where teachers report higher concentration of children while the denominator will be the total number of visited schools during the survey. Higher concentration in the classroom refers to a learner's ability to sustain focus for extended periods with minimal distractions, leading to effective learning. It is characterized by the following: a) Sustained attention:	Percent	Semi-annual reports from World Vision, Semi-Annual Surveys,	None	World Vision will conduct a survey using a representati ve sample of teachers in USDA supported schools to verify the teachers daily or weekly logs recording signs of attention and distraction of students in different lessons. World Vision will review the concentratio	Biannual	World Vision	3) use and report on data from WFP monitoring	To track how students in USDA-supported schools are doing over time. Data will be used to track how different teacher trainings have improved learners' concentration and to plan for refresher training and inform the review/adaptation of learning materials.	WFP, World Vision, Ministry of Education

					The learner can stay engaged with a task for an appropriate duration (based on age). b)Task completion: The learner follows through with assignments without frequent loss of focus. c)Active participation: The learner responds to teacher prompts, asks relevant questions, and interacts with peers meaningfully. d)Reduced distractibility: The learner shows fewer off-task behaviours (e.g., looking away, excessive fidgeting, talking about unrelated topics).				n rating scale (e.g., 1-5) used by teachers to assess individual learners' focus on tasks. World Vision will also review a learner engagement checklist for students maintained by each teacher that includes indicators like: a) Eye contact with the teacher b)Completi n of assigned tasks c)Responsiv eness to questions d)Frequency of distractions					
MGD Custom 4	Outcome	MGD 1.1.1	More Consistent Teacher Attendance	Percent age of teacher s who regularl y attend school (at least 80% of the time)	This indicator measures the percentage of teachers who regularly attend school at least 80 percent of the time. The numerator will be the teachers who attend the school at least 80 percent of the total school time in a six-month period, while the	Percent	Semi-annual reports from World Vision, Schools records, Intervie ws with the	None	Data will be obtained from school administrati ve records /or conduct interviews with the school administrators. The	Biannual	World Vision	3) use and report on data from WFP monitoring	To track how engaged teachers in USDA-supported schools are over time	WFP, World Vision, Ministry of Education

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					denominator will be the total number of teachers in USDA supported school.		school administrators		Survey which consists of reviewing the schools' records will be conducted to collect the actual value. Interviews with selected school administrators will be conducted for qualitative data to complement the quantitative data.					
MGD Custom 6	Output	MGD 1.1.3	Improved Literacy Instructional Materials	Number of schools with improved literacy instructional materials as a result of USDA assistance	This indicator measures the number of schools with improved literacy instruction materials because of USDA assistance. Any school with new or improved/reviewed literacy instructional materials such as books, teaching guides, or printed instructional materials will be counted	Number	Semi-annual reports from World Vision, School records and reports, field visits reports	None	Data will be obtained from school administrative records, interviews with headteachers, field observation	Biannual	WFP, World Vision	3) use and report on data from WFP monitoring	To ensure adequate, good quality teaching and learning materials are available in supported schools	WFP, World Vision, Ministry of Education

MGD Custom 7	Outcome	MGD 1.3.2	Reduced Health-Related Absences	Percent age of student s absent for 10% of school days or more due to illness	The percentage of students absent from school due to illness is defined as the overall average percentage of students in USDA assisted schools who have been absent 10% or more days of the school days due to illness during six months. The numerator will be the number of students not attending school because they are suffering of any physical or psychological pain or illness. Illness in the context of child absenteeism is any health factor that is making the child too sick to be able to go to school on a specific day or series of days. The denominator will be the total number of students in USDA supported schools.	Percent	Semi-Annual surveys. These surveys will be undertaken to verify school registers provided by the program , student data from school/teacher attendance and absence records.	None	Data will be collected from school registers provided by the program, student data from school/teacher attendance and absence records.	Biannual	WFP	3) use and report on data from WFP monitoring	To track changes in student absences in supported schools as a result of program implementation and to inform program implementation	WFP, World Vision, Ministry of Education, Local Government, Schools
MGD Custom 8	Outcome	MGD 1.3.5	Increased Community Understanding of the Benefits of Education	Percent age of student s supported by their parents with school work at home	This indicator measures the percent of students who report that their parents supported them in doing the schoolwork at home. The numerator will be the number of students who report that their parents have supported them to do the schoolwork at home while the denominator will be the total number of students surveyed	Percent	Baseline , Midterm , and Endline reports	None	Data will be collected using a survey. A questionnaire will be designed, and interviews will be conducted with selected students - boys and	Baseline, Midterm, and Endline	External evaluation firm	1) collect primary data	To ensure communities and parents are engaged in their children's education with a focus on decreasing direct project implementation and increasing local government and community ownership	WFP, World Vision, Local Government, Schools

									girls. Additionally , World Vision will include spot checks as part of regular monitoring and follow up on how many learners report being supported by their parents at home, to continually inform programmatic decisions					
MGD Custom 9	Output	MGD 1.4.1/2.7.1	Increased Capacity of Government Institutions	Number of national and district-level coordination structures supported	This indicator measures the number of national and district level coordination structures supported by the program. The national and district level coordination structures include existing structured supported by the programme, such as the National School Feeding Steering Committee, School Feeding Technical Working Groups, District School Feeding Committees, District Procurement Committees. Only these supported by the	Number	Partner reports, minutes from the coordination committees' meetings	None	The data will be collected from the project documentation, minutes and records in addition WFP will include coordination structure in surveys	Biannual	WFP, Ministry of education and Local government	4) use and report on data from other sources	To ensure effective coordination mechanism to implement policy, advocate and influence,	WFP, Ministry of Education and Local government

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					programme will be counted									
MGD Custom 10	Output	Custom 1	Increased Use of Educational Pedagogies and Facilities/Materials for Children with Disabilities	Number of teachers trained on identification of disabilities and on pedagogical techniques tailored to children with disabilities	This indicator measures the number of teachers trained on identification of disabilities and on pedagogical techniques tailored to children with disabilities. The teachers who complete at least a two-day (16 hour) training, workshop, retreat, seminars, or on job coaching on disabilities and on pedagogical techniques tailored to children with disabilities will be counted. Note that if same participants attend both initial and refresher training, they will be counted once to avoid duplication.	Number	Training reports, progress reports and attendance lists	Sex: Male, Female	The data will be collected from training reports, progress reports, attendance lists and training database	Whenever trainings take place; aggregated reporting will take place biannually	World Vision	3) use and report on data from WFP monitoring	To ensure support is available for students with disabilities to allow for improved access to education	WFP, World Vision, Local Government, Schools
MGD Custom 11	Output	Custom 2	Increased Use of Educational Pedagogies and Facilities/Materials for Children with Disabilities	Number of children with disabilities supported with increased access to	This indicator measures the number of children with disabilities supported with increased access to appropriate learning materials, techniques and facilities. Any children with disabilities within supported schools who has access to	Number	Project reports, field visits reports, interviews with school administrator	Sex: Male, Female	Data will be collected based on school records or project reports. Field visits will be conducted for direct observation	Biannual	World Vision	3) use and report on data from WFP monitoring	To ensure support is available for students with disabilities to allow for improved access to education.	WFP, World Vision, Local Government, Schools

				appropriate learning materials, techniques, and facilities	disabilities friendly learning materials, techniques, and facilities will be counted.				and discussions with school administrators, teachers and children					
MGD Custom 12	Output	MGD 2.6	Increased Access to Requisite Food Prep and Storage Tools and Equipment	Number of non-food items distributed	This indicator measures the number of non-food items distributed in USDA supported schools. The non-food items include for examples pots, dishes, serving spoons, cups, plates, forks, etc.	Number	Distribution reports, delivery notes	None	Data will be collected from project documents including non-food item delivery note, distribution reports, and distribution monitoring	Whenever NFI distributions take place; aggregated reporting will be done annually	WFP	3) use and report on data from WFP monitoring	To ensure safe food preparation, serving and storage.	WFP, Local Government, Schools
LRP Custom 1	Outcome	LRP 1.2, LRP 1.2.2	Improved Timeliness of Food Assistance, Improved Timeliness of Delivery	Percent of schools that receive food deliveries (beans) on time	This indicator measures the percentage of schools that receive food deliveries (beans) on time (on time is defined as "the first day of the school term"). The numerator will be the number of schools receiving the food deliveries (beans) not later than the first day of the school term, while the denominator will be total number of schools to which food (beans) was delivered in reporting period	Percent	Distribution reports, Delivery notes, Quarterly monitoring report	None	Data will be collected from the project documentation including the delivery notes, good receipt note and distribution reports. In addition, WFP will conduct regular distribution monitoring	Once per school term in line with food deliveries, aggregated reporting will be done annually	WFP, Local Government	3) use and report on data from WFP monitoring	To ensure efficiency and timely delivery of food (beans) to supported schools, enhance accountability, and improve local government procurement and food delivery processes	WFP, Ministry of Education, Ministry of Local Government, Local Government, Schools

LRP Custom 2	Output	LRP 1.3	Improved Utilization of Nutritious and Culturally Acceptable Food that Meet Quality Standards	Amount of culturally acceptable food that meets local standards procured through LRP	This indicator measures the amount of culturally acceptable food that meets local standards procured through LRP. Culturally acceptable food is defined as commodities in line with the National School Feeding Programme food basket	Metric Tons	Distribution reports, waybills	None	Data will be collected from the distribution reports food receipt notes and direct observation during field visits/monitoring.	Annual	WFP, Local Government	3) use and report on data from WFP monitoring	To ensure commodities delivered to supported schools are contributing to increased utilisation of culturally acceptable foods that meet quality standards	WFP, Ministry of Education, Ministry of Local Government, Local Government, RSB, Schools
LRP Custom 3	Output	LRP 1.2.1	Improved Timeliness of Procurement	Number of MGD-supported districts that have signed supplier contracts (beans) at least 2 weeks before the start of the school term	This indicator measures the number of MGD-supported districts that have signed supplier contracts (beans) at least 2 weeks before the start of the school term	Number	Signed contracts between districts and suppliers	None	Data will be collected from the district's records and contracts between districts and suppliers	Annual	WFP, Local Government	3) use and report on data from WFP monitoring	To ensure efficiency in the government food procurement process to inform possible scale up to other commodities, districts and the broader NSFP	WFP, Ministry of Education, Ministry of Local Government, Local Government, RSB, MINECOFIN, RPPA, Schools

MGD Custom 13	Outcome	Custom 3	Increased Awareness of local perspectives that limit girls' access to education	Percent age of people in the community who think that people in their community find education for girls not particularly valuable or necessary compared to boys	This indicator measures community members' perception on the importance and relevance of education of girls in and around project-supported schools. The community members in this context refers to various categories of people engaged in programme at schools excluding students. These include the members of school committees, cooks, storekeepers, members of parent committee, teachers, and headmasters/ teachers. The numerator is the number of sampled community members who think that people in their community find education for girls not particularly valuable or necessary compared to boys and the denominator is the total sampled community members.	Percent	Baseline , Midterm , and Endline reports	Sex: men, women, boys, girls	Data will be collected using a survey. A questionnaire will be designed, and interviews will be conducted with selected community members including men, women, boys and girls	Baseline, Midterm, and Endline	External evaluation firm	1) collect primary data	The information will help to adapt project activities related to girls' education throughout the life of the project. Evaluation. Best practices can be shared with Government actors and scaled up	WFP, Local Government, MIGEPROF

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MGD Custom 15	Output	MGD 1.2.1.1/1.3.1.1	Increased Access to Food (School Feeding)	Quantity of complementary commodities provided to the MGD food basket	This indicator measures the quantity of complementary commodities provided to the MGD food basket. Complementary commodities (salt and oil) to be distributed by the Government and (beans, and fortified maize meal) to be procured with complementary funding.	Metric Tons	Distribution reports, Food delivery notes	None	Data will be collected from the distribution reports and food delivery notes. In addition, this will be verified through regular monitoring of schools	Annual	WFP	3) use and report on data from WFP monitoring	To track the quantity of complementary commodities provided to schools to ensure food diversity and consumption of nutritious food at school.	WFP, Ministry of Education, Local Government, Schools
MGD Custom 16	Output	MGD 2.3	Increased Knowledge of Nutrition	Number of school gardens established and maintained	This indicator measures the number of school gardens established and maintained. The new and maintained/rehabilitated school gardens will be counted once to avoid duplication. The school gardens are gardens for fruits, and vegetables to complement the food received from the project	Number	Field visits /observation reports, GHI reports,	None	Direct observation and interviews will be conducted to collect the information	Biannual	WFP, GHI	3) use and report on data from WFP monitoring	To Increase the dietary practices and consumption of vegetables at school and at home. The findings will also contribute to the baseline, midterm and endline.	WFP, Local Government, MINEDUC and schools
MGD Custom 17	Outcome	MGD 2.1	Improved Knowledge of Health and Hygiene Practices	Percentage of students who can mention at least three health and hygiene practices	This indicator measures students' understanding of health and hygiene practices shared through the program. The numerator will be the number of students who can mention at least three health and hygiene practices and the denominator will be the total students surveyed.	Percentage	Baseline, Midterm, and Endline reports	None	Data will be collected using a survey. A questionnaire will be designed, and interviews will be conducted with selected students -	Baseline, Midterm, and Endline	External evaluation firm	1) collect primary data	To track changes in the understanding of health and hygiene practices in supported schools	WFP, World Vision, Schools

									boys and girls.					
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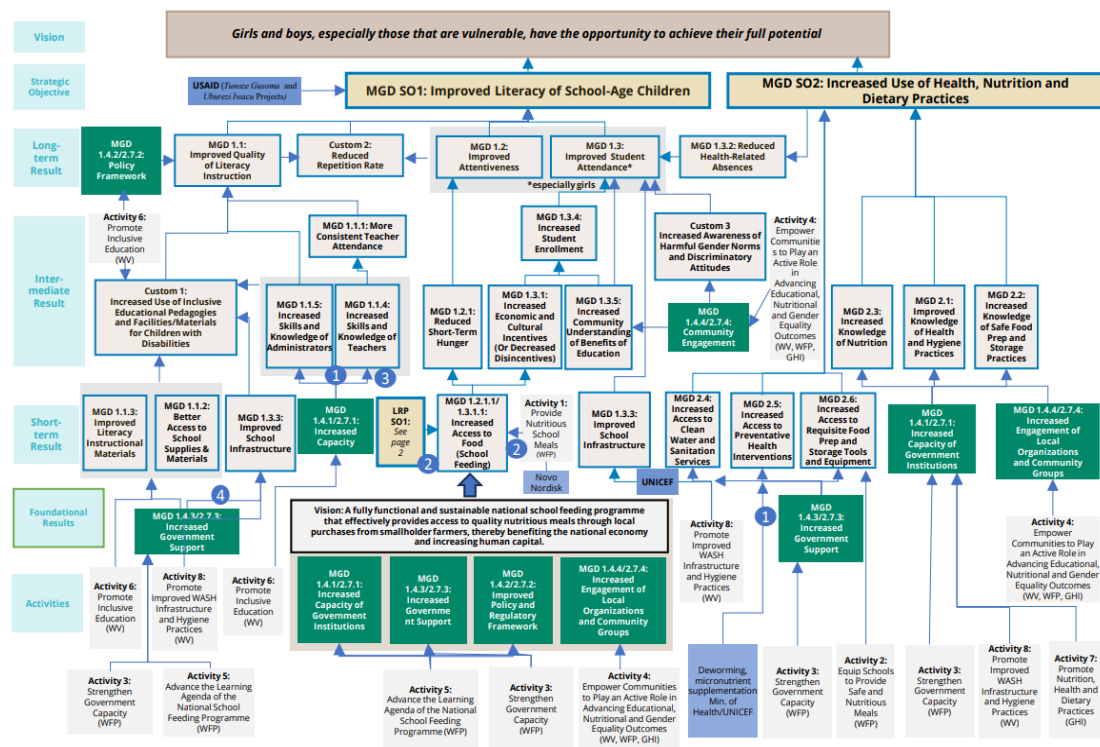
Annex 7. Acronyms and abbreviations

CO	Country Office
CP	Cooperating Partner
DE	Decentralized Evaluation
DEQAS	Decentralized Evaluation Quality Assurance System
EB	Executive Board
EC	Evaluation Committee
EGRA	Early Grade Reading Assessment Tool
EM	Evaluation Manager
EQ	Evaluation Question
ER	Evaluation Report
ERG	Evaluation Reference Group
ET	Evaluation Team
FAO	The Food and Agriculture Organization of the United Nations
FDA	Food and Drugs Authority
FY24	Fiscal Year 2024
GHI	Gardens for Health International
GOR	Government of Rwanda
HGSF	Home-Grown School Feeding
IR	Inception Report
LRP	Local Regional Procurement
MDGs	Millennium Development Goals
MIGEPROF	Ministry of Gender and Family Promotion
MINAGRI	Ministry of Agriculture and Animal Resources
MINALOC	Ministry of Local Government
MINECOFIN	Ministry of Finance and Economic Planning
MINEDUC	Ministry of Education
MINICOM	Ministry of Trade and Industry
MoUs	Memorandum of Understanding
MT	metric tons
NGOs	non-governmental organizations
NISR	National Institute of Statistics of Rwanda
NSFP	National School Feeding Programme

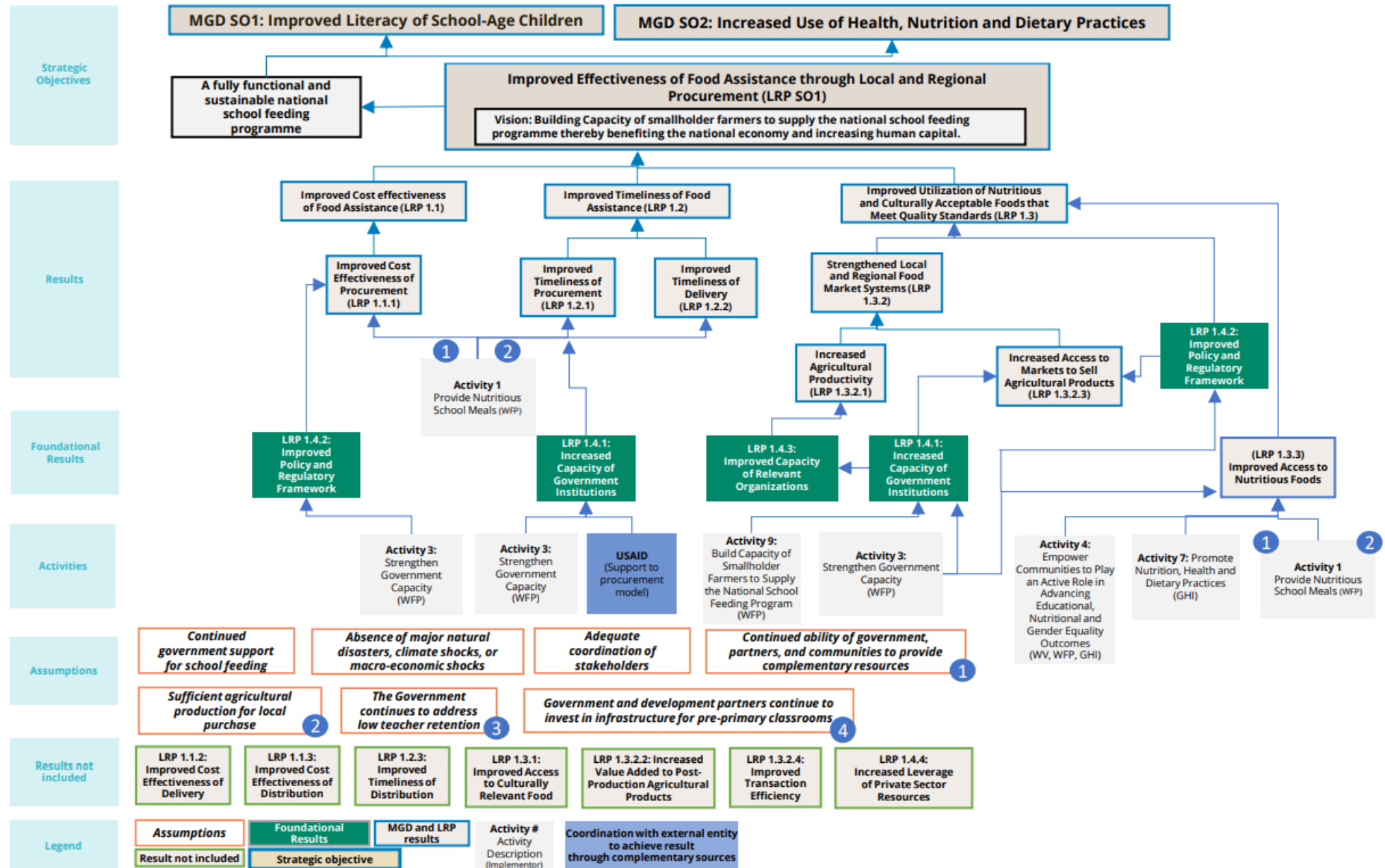
NST2	National Strategy for Transformation (2)
OECD-DAC Committee	Organization for Economic Cooperation and Development-Development Assistance
OEV	WFP Office of Evaluation
PHQA	Post Hoc Quality Assessment
PII	Personally Identifiable Information
PMP	Performance Monitoring Plan
PTAs	Parent-Teacher Associations
RAB	Rwanda Agriculture Board
RBC	Rwanda Biomedical Center
RCA	Rwanda Cooperative Agency
REB	Rwanda Education Board
REO	Regional Evaluation Officer
REU	Regional Evaluation Unit
RSB	Rwanda Bureau of Standard
RWCO	Rwanda Country Office
RWF	Rwandan Franc
SO	Strategic Outcome
TOR	Terms of Reference
UNCT	United Nations Country Team
UNICEF	United Nations Children's Fund
USDA	United States Department of Agriculture
WASH	Water, Sanitation, and Hygiene
WFP	United Nations World Food Programme

Annex 8: Results Framework

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Rwanda Country Office

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