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Developmental Evaluation of Catalyzing Good Food Through School Feeding Programs from November 2022 to April 2025

Decentralized Evaluation Terms of Reference

WFP School-Based Programmes Division

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1. Background

1. This document was co-developed by the Monitoring, Evaluation, Research and Learning team of the WFP School Feeding Programmes Division and the Evaluation Team based on an initial document review and extensive stakeholder consultation. The purpose of this ToR is to provide stakeholders with key information about the evaluation design and methodology, provide guidance to stakeholders, and clarify expectations during the various phases of the evaluation.
2. These terms of reference present a first outline of the methodology. The full methodology will be reflected in the scoping document that will be produced after the first strategic learning workshop held in Nairobi, September 19-21, 2023.

1.1. INTRODUCTION

3. These Terms of Reference describe the proposed evaluation design and methodology for the Developmental Evaluation of the Rockefeller funded program entitled “Catalyzing good food through school feeding and food programmes”, to be conducted from September 2023 to April 2025, and commissioned by WFP’s School Feeding Programmes division.
4. WFP is partnering with the Rockefeller Foundation (RF) (from November 2021 to April 2025) on a portfolio which comprises a global project, titled ‘Catalyzing good food through school feeding and food-based programs’ and a regional project titled “Scaling up fortified whole meal in school feeding programs in Rwanda and Burundi and supporting an innovation hub in Kenya”.
5. The overarching goal of this partnership is to improve the nutritional quality of diets, food-based safety net sustainability, equity of national food systems, and positive economic impact for local communities in Rwanda, Burundi, Benin, Ghana, Honduras, and India. This will be achieved by leveraging institutional food procurement mechanisms, strengthening supply chains, and influencing healthy eating behavior through food-based programmes, primarily school meals programmes.
6. The projects will develop and test approaches to shift towards more nutritious options for school meals which boost local economic opportunity and increase environmental sustainability. Activities will address micronutrient deficiencies, improve schooling effectiveness, and improve intergenerational opportunity for vulnerable populations, particularly young girls. This will in turn have a ripple effect in the overall food system, as the demand for nutritious foods signals for supply chains to shift to be responsive. Through this influence, WFP will also support local value chain actors including smallholder farmers and caterers, the vast majority of whom are women, and have a significant impact on their inclusion in markets, economic empowerment, and livelihoods.
7. Both the global and regional projects involve a combination of direct implementation to scale action and parallel work to build knowledge and evidence, test metrics, and advocate for change in healthier diets. For example, the project is implemented through four components: Optimization of school menus and strengthening demand and supply chains (Component 1); Assessment, metrics, and indicator development (Component 2); Advocacy and support for policy adoption and change (Component 3); and Development of the Good Food Scoring Framework (Component 4).
8. Given the innovative nature of this pilot project, which aims to develop new and innovative approaches to catalyse food systems transformation through endogenous socioeconomic, health, educational, and environmental sustainability, the evaluation will take a developmental approach. Developmental evaluations are appropriate for evaluating the nascent and adaptive development of new initiatives in complex settings, which is the case with this pilot project.
9. The developmental evaluation will help country offices in particular to test assumptions and adapt project strategies to this dynamic environment. Because the changes envisioned in the overarching Theory of Change are not linear, learning and subsequent management of this knowledge are crucial to this project. Learning will include specific strategic learning questions that will fill

knowledge gaps and deepen the understanding of key stakeholders. Country offices will play a primary role in identifying these knowledge gaps and designing the strategic learning questions that will be monitored, discussed and adapted through learning communities, a key feature of the design of the evaluation. Against this backdrop, the knowledge management approach will jointly be developed by HQ to support action learning at the global and country levels. Best practices and lessons learned will be shared with other countries in the region and globally through the School Meals Coalition to contribute to broader learning.

10. The primary target users of this evaluation include the World Food Programme (WFP), including country offices and regional bureaus, as well as the Division of School Based Programmes (HQ), the Rockefeller Foundation, and the School Meals Coalition.
11. While other centralized and decentralized evaluations in WFP, have adopted some elements of the developmental evaluation approach, this evaluation will use an entirely developmental approach. It is characterized by a strong focus on strategic learning to be used for the ongoing development of the project in complex environments - continuous improvement, adaptation, and intentional change - and its future design for scaling it up in a subsequent phase.
12. This developmental evaluation is consistent with Recommendation 8 of the “Strategic Evaluation of the Contribution of School Feeding Activities to the Achievement of the Sustainable Development Goals” (May 2020). The recommendation suggested strengthening school feeding monitoring, evaluation, and learning in a balanced way to support accountability, strategic decision-making, global learning, and advocacy in the face of increasing decentralisation of responsibilities within WFP and to ensure that requirements for country office monitoring systems are realistic.

1.2. CONTEXT

The food system and its challenges

13. Over the past fifty years, changes in the food system have led to significant advancements in food security. However, many of these changes, which prioritized yield and calories, have created a USD 9 trillion global food system that generates negative health, environmental, and equity externalities estimated at USD 19.8 trillion¹.
14. Today, 3 billion people have low-quality diets². In many countries the majority of the population simply cannot afford nutritious foods: in certain regions like Ghana, for example, more than 70% of households cannot afford a nutritious diet³. In low- and middle-income countries, over half of the young women and adolescent girls are not meeting their micronutrient needs⁴. The prevalence rates of overweight and obesity are increasing in every region and most rapidly in low- and middle-income countries⁵. All countries targeted by the project face serious challenges to food security and nutritious diets. In Rwanda, 20.6% of the population is food insecure. Although the country has made progress on nutrition, especially for children under five, stunting and underweight remain prevalent, particularly in rural areas and for those in the lowest wealth quintile.⁶ In Burundi, a food-deficit country, increases in the price of basic food commodities in 2022 caused by the global food price crisis were exacerbated by a rain deficit and resulting reduction in harvests. The country has seen a 3% increase in chronic malnutrition from 2020 to 2022 and over half of children under 5 are stunted.⁷ Benin also faces challenges to food security. Almost 10% of the population face acute malnutrition

¹ UNFSS, The True Cost and True Price of Food, 2021.

² Haddad, L., Hawkes, C., Waage, J., Webb, P., Godfray, C. and Toulmin, C. 2016. Food Systems and Diets: Facing the Challenges of the 21st Century. London, Global Panel on Agriculture and Food Systems for Nutrition.

³ Global Nutrition Report 2018. Available at: <https://globalnutritionreport.org/reports/global-nutrition-report-2018/>

⁴ Haddad, L., Hawkes, C., Waage, J., Webb, P., Godfray, C. and Toulmin, C. 2016. Food Systems and Diets: Facing the Challenges of the 21st Century. London, Global Panel on Agriculture and Food Systems for Nutrition.

⁵ The Global Syndemic of Obesity, Undernutrition, and Climate Change: The Lancet Commission report. Lancet. 2019 Feb 23;393(10173):791-846. doi: 10.1016/S0140-6736(18)32822-8.

⁶ Ravesloot, B., Downen, J., Barber, H., Finan, P., Haddad, R., and Mueller, M. 2023. Mid-term Evaluation USDA McGovern-Dole Grant for WFP Home-Grown School Feeding Project in Rwanda (2020 to 2025).

⁷ WFP. 2023. Burundi: Annual Country Report 2022. Available at: <https://www.wfp.org/annual-country-reports-2022>

and one in four households are moderately or severely food insecure.⁸ In India, the government operates the world's largest food-based social protection system, which reaches more than 800 million people per month. Despite this, food and nutrition insecurity remain a challenge, with the country ranking 107 out of 121 countries on the 2022 Global Hunger Index.⁹ In Honduras, the combined impact of malnutrition, overweight, and obesity represents a large cost to the country. A 2017 study estimated that the dual burden of malnutrition generates USD 618 million in annual costs, approximately 2.7% of the yearly GDP.¹⁰

15. In 2014, the Global Panel on Agriculture and Food Systems for Nutrition released its technical brief titled, *How Can Agriculture and Food System Policies Improve Nutrition?*¹¹ In it, the Panel recommends the implementation of policies across the food system to reduce undernutrition and growing overweight, obesity and other diet-related non-communicable diseases. Some of the policy recommendations include making better use of existing public food distribution programs such as school feeding interventions, ensuring that they are agriculture-supportive and nutrition-sensitive¹²; integrating nutrition education into all available national services to reach consumers; expanding agriculture-supportive social protection programs; and focus on improving the diets of adolescent girls and adult women. This wide consensus on the multisectoral investment that school meal programmes represent was reaffirmed during the 2023 Food Systems Summit +2 stocktaking event. If food and education systems are simultaneously failing, then the way to a more sustainable future starts by addressing these systemic challenges¹³.
16. Today's food systems must be transformed if the global community is to achieve the Sustainable Development Goals (SDG) by 2030, especially SDG 2 to end hunger and malnutrition in all its forms and promote sustainable agriculture by 2030¹⁴. Climate change is having profound effects on food systems, while food systems contribute to a changing climate. For example, in Honduras, recurrent droughts and floods have reduced food availability, especially for smallholder farmers who rely on agriculture as their livelihood.¹⁵ Food systems are also responsible for the accelerated pace of natural resource degradation while also being inherently affected by this decline¹⁶.

School meal programs as platforms for food system transformation

17. School meal programs can support local agriculture, markets and healthier diets for schoolchildren while simultaneously improving their health, nutrition, and education, thereby making communities more resilient. These programs can transform lives, in particular those of women, and communities and serve as platforms to address some of the challenges of food systems described in the previous section.
18. There is robust evidence that school meals programs are one of the most effective tools to address barriers to education for girls. Some of the most common health conditions affecting access to education, such as hunger and malnutrition, are more prevalent in girls, and gender inequalities and exclusion can place girls at greater risk of ill health, neglect and hunger¹⁷. For example, women and

⁸ WFP. 2023. Benin: Annual Country Report 2022. Available at: <https://www.wfp.org/annual-country-reports-2022>

⁹ WFP. 2023. WFP India Country Brief. Available at: <https://www.wfp.org/countries/india>

¹⁰ WFP. 2023. Honduras: Annual Country Report 2022. Available at: <https://www.wfp.org/annual-country-reports-2022>

¹¹ Global Panel on Agriculture and Food Systems for Nutrition. 2014. Summary Brief: How can Agriculture and Food System Policies Improve Nutrition? Available at: https://www.panita.or.tz/wp-content/uploads/2014/04/panita_international_9.pdf

¹² The Global Panel on Agriculture and Food Systems for Nutrition published a 2015 policy brief titled *Healthy Meals in Schools: Policy Innovations Linking Agriculture, Food Systems and Nutrition*. The Panel finds that "evidence from around the world on locally-sourced school meals reveals a multiple-win opportunity for policymakers with important benefits for school achievement, employment and national economic growth" Available at: <https://www.glopan.org/wp-content/uploads/2019/06/HealthyMealsBrief.pdf>.

¹³ UNFSS. 2023. School Meals Powering Food System Transformation (unfoodsystemshub.org)

¹⁴ HLPE. 2020. Food security and nutrition: building a global narrative towards 2030. A report by the High Level Panel of Experts on Food Security and Nutrition of the Committee on World Food Security, Rome

¹⁵ WFP. 2023. Honduras: Annual Country Report 2022. Available at: <https://www.wfp.org/annual-country-reports-2022>

¹⁶ HLPE. 2020. Food security and nutrition: building a global narrative towards 2030. A report by the High Level Panel of Experts on Food Security and Nutrition of the Committee on World Food Security, Rome

¹⁷ Bundy, D.A.P. 2011. *Rethinking School Health: A Key Component of Education for All*. Directions in Development; Human Development. Washington, DC, World Bank.

girls are, for physiological reasons, more likely to experience higher rates of anaemia, than are men and boys¹⁸. In fact, women and girls represent 60% of all undernourished people in the world¹⁹. When girls are out of school, they are more vulnerable to forced marriage, early pregnancy and violence²⁰. But school feeding programs have demonstrated effects on reducing malnutrition and anaemia in primary school-aged children and adolescent girls²¹, and a recent United Nations agency review of evidence finds that school feeding is among the two interventions with the strongest evidence of impact on equity and inclusion in education (the other one being conditional cash transfers)²².

19. Lower-middle- and low-income countries increasingly see home-grown school feeding programs as an opportunity to improve the livelihoods of local farmers and communities and to strengthen the nexus among nutrition, healthier diets, agriculture and social protection. The predictable demand that these programs represent can create structured and dependable markets for local food production and private sector enterprises. Local procurement can also be a strategy for diversifying school meals with fresh, nutritious, locally fortified and/or indigenous food commodities and for promoting healthy eating habits among schoolchildren, while boosting women empowerment through targeting the critical role they play in food production and preparation. For example, in Burundi, WFP and the Government purchased 2569 metric tons of cereals and pulses directly from smallholder farmers and purchased 2026 metric tons of milk from a Burundi milk processor to support school meals in 2022.

Growing momentum for school feeding programmes worldwide

20. There is considerable and growing political support for school feeding, which translates into increasing commitment to establish school meals programmes. It is difficult to find a country that is not attempting to provide school meals to a proportion of the school age population. In 2022, there were about 418 million children benefiting from school feeding globally, an increase from the 388 million children observed in 2020. In 2022, more children received school meals than at any time in human history, making school feeding the most extensive social safety net in the world. This growth reflected a widespread institutionalization of these programs as part of government policies for national development: more than 90 percent of the cost of school feeding programs comes from domestic funds, and almost all countries have formally adopted national policies that will help ensure these are continuing commitments²³. School feeding coverage in the six project countries is presented in Table 1 below. Within the six countries, this project supports existing school feeding activities by funding social behavior change communication, fortification, and other auxiliary interventions, rather than directly purchasing food for school meals. Some other school feeding donors in these countries include the United States, Saudi Arabia, France, Germany, Netherlands, Korea, Monaco, Japan, China, private donors, host governments, and others,

¹⁸ Bundy, D.A.P., Schultz, L., Sarr, B., Banham L., Colenso, P. and Drake, L. 2018. The School as a Platform for Addressing Health in Middle Childhood and Adolescence. In D.A.P. Bundy, N. de Silva, S. Horton, D.T. Jamison and G.C. Patton, eds. Disease Control Priorities (3rd edition): Volume 8, Child and Adolescent Health and Development. Washington, DC, World Bank.

¹⁹ FAO. 2018. The State of Food Security and Nutrition in the World. Available at: <http://www.fao.org/3/I9553EN/i9553en.pdf>

²⁰ Wodon, Quentin T.; Male, Chata; Nayihouba, Kolobadia Ada; Onagoruwa, Adenike Opeoluwa; Savadogo, Aboudra hyme; Yedan, Ali; Edmeades, Jeff; Kes, Aslihan; John, Neetu; Murithi, Lydia; Steinhaus, Mara; Petroni, Suzanne. Economic impacts of child marriage: global synthesis report (English). Economic Impacts of Child Marriage, Washington, D.C. : World Bank Group.

²¹ Adelman, S., Gilligan, D.O., Konde-Lule, J. and Alderman, H. 2019. School Feeding Reduces Anemia Prevalence in Adolescent Girls and Other Vulnerable Household Members in a Cluster Randomized Controlled Trial in Uganda. The Journal of Nutrition, Volume 149, Issue 4, April 2019, Pages 659–666, <https://doi.org/10.1093/jn/nxy305>.

²² Mundy, K. and Proulx, K. 2019. Making Evaluation Work for the Achievement of SDG 4 Target 5: Equality and Inclusion in Education. UNESCO, NORAD, World Bank Group, UNICEF.

²³ WFP. 2022. State of School Feeding Worldwide.

Table 1: 2021 School Feeding Coverage in Target Countries

Country	Total school feeding coverage in 2021	Direct beneficiaries of WFP school meals in 2021
Benin	835,453	717,206
Ghana	3,448,065	0
India	106,000,000	0
Honduras	1,256,227	452,280
Rwanda	724,059	121,145
Burundi	<i>Not available</i>	635,166

Source: 2021 Global Child Nutrition Forum survey and 2021 WFP Annual Performance Report data

21. The African Union Malabo Declaration of 2014 renewed the political commitment toward the Comprehensive Africa Agriculture Development Programme, including utilizing home-grown school feeding to support local and rural economies. In addition, during the 2016 ordinary session of the Assembly of Heads of State and Government, a decision was passed wherein the African Union Assembly of Heads of State recognized the importance of home-grown school feeding to access education and to supporting local and rural economies. Translating policy statements into action, African Union member states grew the number of children receiving school meals from 38.4 million individuals in 2013, up to 65.49 million in 2022, representing a 71% increase over the period²⁴.
22. Governments are prioritizing these investments because they have significant social and economic returns. Initial cost-benefit analyses carried out across 18 countries by WFP, assessing both WFP-led and nationally-led school feeding programs, found that every USD 1 invested in school meals programs would yield an economic return of USD 3 – USD 10 from improved health, education and productivity²⁵. Additionally, preliminary results of a cost-benefit desk analysis in 14 low- and middle-income countries pointed to an economic return of up to USD 9 for every USD 1 invested. This represents a substantial return on investment, comparable in magnitude to several of the best-buy intersectoral interventions highlighted by seminal cost-benefit analysis exercises such as those from the Copenhagen Consensus exercise²⁶. This large scale of benefits reflects the potentially additive (if not multiplicative) returns on investment to multiple sectors: health and nutrition, and education – through human capital development; local economy – via local procurement and local employment (providing new farming jobs and wages); and social protection – through substantial in-kind resource transfers to households, especially the poorest. The boost of the local economy has a direct effect on women empowerment. School meal based programmes have created about 4 million direct jobs in 85 countries, most of them for women²⁷.

The catalytic role of the School Meals Coalition

23. A prime example of the growing momentum for global school feeding is the success of the School Meals Coalition. This global initiative was established in 2021 by a group of countries, mobilized and supported by WFP, at the UN Food Systems Summit in New York. This partnership, which already comprises 89 countries and 98 stakeholders²⁸, resolved to ensure that every child has the opportunity to receive a healthy, nutritious daily meal in school by 2030.
24. In their founding charter, the governments declare three specific goals:

²⁴H.E. PROF. Mohammed Belhocine Commissioner, for Education, Science, Technology and Innovation at 8TH Africa Day of School Feeding (March 2023)

²⁵ WFP, 2017. Counting the Beans: The True Cost of a Plate of Food Around the World. Rome: WFP. <https://www.wfp.org/publications/2017-counting-beans-true-cost-plate-food-around-world>

²⁶ Copenhagen Consensus Center: <https://www.copenhagenconsensus.com>

²⁷ School Meals Coalition (July 2023)

²⁸ Data as of 8 Sept 2023

- Restore what we had: Support all countries to re-establish effective school meal programs and repair what was lost during the pandemic:
- Reach those we missed: Reach the most vulnerable schoolchildren in low and lower middle-income countries, estimated at 73 million, that were not reached even before the pandemic.
- Improve our approach: Improve the quality and efficiency of existing school meals programs in all countries. Ensure that nutrition-sensitive approaches are linked to nutrition education and other health interventions.
- This evaluation is intended to leverage the catalytic role of the Coalition to share the wider learning across the network of governments and partners, and to leverage data and insights collected by the Coalition where relevant.²⁹

2.1. RATIONALE

25. The evaluation is commissioned for the following three main purposes:

- The first purpose is to provide timely input into the development of new and innovative approaches being tested to catalyse food systems transformation. In particular, the evaluation will help country offices test assumptions and adapt project strategies to the dynamic and complex environment in which programmes are implemented.
- The second purpose of the evaluation is to provide timely input into the design of the scale-up initiative to be developed in a later phase.
- The third purpose is to contribute with relevant evidence to the growing field of food systems transformation, leveraging the School Meals Coalition's network of governments and partners.

26. These three purposes derive from two main features of the project. The first main feature is the innovative nature of this project. The main innovations proposed are (i) introducing healthier food options through catalyzing good food in school feeding programs; (ii) leveraging the power of school meals as a platform to transform **local economic systems** through strengthening the local food supply chains and creating income-generating opportunities, especially for women; (iii) leveraging the power of school meals as a platform for transforming **food systems**; and (iv) using the power of school meals as a platform for gender equality and empowerment through the inclusion of women and children, who are empowered through higher economic participation and higher educational enrolment, respectively.

27. The second main feature is the complex context in which the intervention takes place. As mentioned in the project proposal, this project is very complex and will be carried out in an environment characterised by uncertainty and rapid change. The changes envisioned in the overarching Theory of Change are not linear, so learning and subsequent management of the resulting knowledge are critical to this project. A developmental evaluation approach lends itself to capturing complexity and thus evaluating interventions implemented in complex contexts.

28. The evaluation will be used primarily by the country offices, the Rockefeller Foundation team, and the technical units in HQ to steer decision-making for continuous improvement, adaptation, and deliberate change of the program during implementation and for the design of the subsequent scale-up.

29. In addition, the WFP Office of Evaluation will use relevant findings to support the design of other evaluations and the application of innovative evaluation approaches. Government and other partners will also use relevant findings to inform the design and implementation of their programs. The School Meals Coalition, as well as the Rockefeller Foundation, will also use the findings to disseminate them throughout the network and contribute to the body of knowledge in the food systems field as a whole.

²⁹ Potential data sources are the initiative on the Research Consortium and the initiative on Data and Monitoring of the Coalition.

2.2. OBJECTIVES

30. Evaluations serve the dual and mutually reinforcing objectives of accountability and learning. Nonetheless, and given the developmental purposes mentioned above, this evaluation emphasizes **learning as the primary objective** of the entire exercise. In this way, the evaluation will support learning in a process of continuous improvement, adaptation, and intentional change.
31. In addition, the evaluation also includes the following specific objectives:
- **Strategic learning** by Country Offices to guide programme adjustments and real-time changes in project implementation. If there is insufficient time for course correction (e.g., in Rwanda and Burundi, which are halfway through implementation of the three-year project), the learning could be incorporated into a subsequent phase.
 - **Progress toward Results** - Documenting results as stories of change and their contribution to transforming food systems.
 - **Wider Learning** - Evaluation learnings will be actively disseminated within WFP and externally through the Global School Meals Coalition and the Rockefeller Foundation.
 - **Horizontal Integration** to improve project implementation, coordination, and cross-functional collaboration.
 - **Methodological innovations** - Exploring new methods and approaches that are appropriate in the context of developmental evaluation of complex interventions.
 - **Gender and inclusion lens** - The evaluators will incorporate a gender lens when assessing progress toward results and generating learning. Different perspectives of men, women, boys, and girls will be sought and the influence of gender on the experiences of those reached through the programme will be considered. The experiences of stakeholders from vulnerable or marginalized groups will also be considered through the evaluation inquiry and learning products developed. These groups may include persons with disabilities, vulnerable ethnic or religious groups, or other individuals, depending on the country's context.

2.3. STAKEHOLDER ANALYSIS

32. The evaluation will seek the views of, and be useful to, a broad range of WFP internal and external stakeholders. A number of stakeholders will be asked to play a role in the evaluation process in light of their expected interest in the results of the evaluation and relative power to influence the results of the programme being evaluated. Table 2 provides a preliminary stakeholder analysis, which should be deepened by the evaluation team as part of the inception phase, especially during the kick-off Strategic Learning Workshop.
33. Accountability to affected populations is tied to WFP commitments to include beneficiaries as key stakeholders in the WFP's work. WFP is committed to ensuring gender equality, equity and inclusion in the evaluation process, with participation and consultation in the evaluation of women, men, boys and girls from different groups (including persons with disabilities, the elderly and persons with other diversities such as ethnic and linguistic).

Table 2: Preliminary stakeholder analysis

Stakeholders	Interest and involvement in the evaluation
Internal (WFP) stakeholders	
WFP country office (CO) in Benin, Burundi,	Key informant and primary stakeholder - Responsible for the planning and implementation of WFP interventions at country level. Country offices have an interest in learning in order 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

Ghana, Honduras, India and Rwanda	programmes. Country offices will lead the design of the strategic learning questions during the kick-off Strategic Learning Workshop. They will also play a key role in the Strategic Learning Communities throughout the course of the evaluation. They will also be involved in using evaluation findings for programme implementation and/or in designing the subsequent scale up phase and partnerships.
Regional bureaux (RB) for East Africa, West Africa, Asia and Latin America	Key informant and primary stakeholder - Responsible for both oversight of country offices and technical guidance and support, the regional bureau management has an interest in an independent/impartial account of operational performance as well as in learning from the evaluation findings to apply this learning to other country offices. The regional bureau is expected to use the evaluation findings to provide strategic guidance, programme support, and oversight. RB, along with CO, will have a high stake in designing the learning questions during the kick-off Strategic Learning Workshop, and in participating in the Strategic Learning Communities.
WFP HQ divisions	Key informant and primary stakeholder - WFP headquarters divisions are responsible for issuing and overseeing the rollout of normative guidance on corporate programme themes, activities and modalities, as well as of overarching corporate policies and strategies. They also have an interest in the lessons and overall learning that emerge from evaluations, as many may have relevance beyond the geographical area of focus. Relevant headquarters units should be consulted from the planning phase to ensure that key policy, strategic and programmatic considerations are understood from the onset of the evaluation. They may use the evaluation for wider organizational learning and accountability, as they will also be engaged in the Strategic Learning Communities. These HQ divisions include, but are not limited to, School-Based Programmes, Nutrition, Supply Chain, Smallholder Farmers Access to Market Support, the Gender Office, and the Performance Management and Monitoring, among others.
WFP Office of Evaluation (OEV)	Primary stakeholder – The Office of Evaluation has a stake in ensuring that this developmental evaluation delivers quality, credible and useful learning respecting provisions for impartiality as well as roles and accountabilities of various evaluation stakeholders as identified in the evaluation policy. It may use the evaluation findings, as appropriate, to feed into centralized evaluations, evaluation syntheses or other learning products. In this particular case, being this the first fully-fledged developmental evaluation conducted in WFP, the OEV has a particular case in disseminating the learning as a result of this first exercise.
WFP Executive Board (EB)	Primary stakeholder – the Executive Board provides final oversight of WFP programmes and guidance to programmes. The WFP governing body has an interest in being informed about the effectiveness of WFP programmes. This evaluation will not be presented to the Executive Board, but its findings may feed into thematic and/or regional syntheses and corporate learning processes.
External stakeholders	
The Rockefeller Foundation (RF)	The RF is a primary stakeholder funding and providing guidance to the implementation of this project. It represents a strategic partnership for WFP, and therefore it is also expected to be benefited by the learning generated during the evaluation. Furthermore, the RF is also an active member of the School Meals Coalition, and the Global Alliance for the Future of Food, two key networks for increasing the outreach of the findings of this evaluation.
Beneficiaries Schoolchildren and their households,	Key informants and primary stakeholders - As the ultimate recipients of food assistance, direct and indirect beneficiaries have a stake in WFP determining whether its assistance is appropriate and effective, taking into account their respective contexts. As such, the level of participation in the evaluation of women, men, boys and girls from

Smallholder farmers and caterers (especially women)	<p>different groups will be determined and their respective perspectives will be sought. They will be engaged during the field missions in all six countries (Benin, Burundi, Ghana, Honduras, India, and Rwanda).</p> <p>Their engagement will take into account disaggregated data as much as possible, and a particular focus will be given to the Leaving No One Behind principle.</p>
Government local/national	<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 policy-making, capacity development, handover and sustainability will be of particular interest. In the case of the countries where school-based programs are owned by the government and meals are delivered by them, government partners will be more directly benefited by the evaluation learnings. In the case of the other countries where WFP directly delivers, the government may be interested in the learnings in order to further design and develop their own school-based programmes.</p>
The School Meals Coalition	<p>Primary stakeholder - the Coalition is highly interested in using the evaluation learnings to inform and disseminate them to the network of members and partners institutions for further outreach.</p>
Other partners such as research institutions	<p>Secondary stakeholder - Research institutions are also prone to benefit from the learning of the evaluation, that may result into spotting knowledge gaps and/or identifying emerging areas of research.</p>

3. Subject of the evaluation

3.1. SUBJECT OF THE EVALUATION

34. The subject of the evaluation is **the approaches and innovations tested and developed within the Rockefeller-WFP partnership's portfolio**. This includes primarily the approaches tested within the global and regional projects, but also the innovative nature of the RF-WFP partnership.
35. These approaches are based on the critical assumption that leveraging institutional food procurement mechanisms, strengthening supply chains, and influencing healthy eating behaviours through food-based programmes, primarily school feeding programmes, will improve diet quality, sustainability of the food-based safety net, equity of national food systems, and positive economic impact for local communities.
36. While the description below explains the subject of the evaluation in its current form, the approach of the project will undergo a process of continuous development and improvement -a process which the developmental evaluation will help inform. As the evaluation uncovers new information and the learning is shared through periodic feedback loops with programme decision makers, the activities will be revised to incorporate new learning.

The Global Project

37. For the global project, "Catalyzing good food through school feeding and food-based programmes", the subject of the evaluation will be the approaches tested and developed to shift to more nutritious school feeding options that promote local economic opportunities and improve environmental sustainability. As noted in the introduction, this includes activities to address micronutrient deficiencies, improve the effectiveness of schooling, and increase intergenerational opportunities for vulnerable populations, particularly young girls. The key assumption behind the intervention is that this will have a ripple effect throughout the food system, as demand for nutritious foods signals that supply chains need to change and respond. As part of the global project, WFP will also support local value chain actors, including smallholder farmers and caterers, the vast majority of whom are women. Project approaches aim to significantly improve their inclusion in markets, economic empowerment and livelihoods.
38. As mentioned above, the global project aims at transforming food systems in the six countries where it is implemented. Food systems work encompass understanding the interrelations between the economic system, the sociocultural system, the ecological system and the educational system. Delivering more nutritious foods through school feeding (educational system) entail the following systemic work: strengthening the local value chains and economies (economic system); introducing and adapting fortified foods to social behaviors and local cultural contexts, including gender issues (socio-cultural system); and producing food in a sustainable and climate resilient and responsive manner (ecological system). Therefore, it is the synergetic work among systems that enable the transformation of food systems as a whole.
39. This project began in November 2022 and is being implemented at the global and national levels in Benin, Ghana, Honduras, and India. The project combines direct implementation to scale interventions with parallel knowledge and evidence creation, metrics testing, and advocacy for healthier diets and a strengthening of public policy, food procurement, and school feeding. The budget is \$10.7 million over 2.5 years.
40. This catalyst funding, provided by Rockefeller, supports fortification pilots among other approaches in Benin, Ghana, and Honduras. It is estimated that the pilot projects will benefit 1,104,000 school-age children. The project also targets smallholder farmers in the vicinity of the schools, as well as caterers and cooks working in the schools. It is estimated that 4.35 million children will be reached indirectly in these three countries. The project in India is expected to reach 325,000 children through school gardens and an estimated 107 million people through SBC campaigns. WFP estimates that

110 million school children will be reached indirectly through whole grain flour and rice fortification and that another 800 million people will be reached through advocacy campaigns. While gender-disaggregated targets annual are not available, a tabular breakdown of country activities and beneficiary targets can be found in Annex 5.

41. Throughout the evaluation, The developmental evaluators will visit all six countries. The country offices will be part of the evaluation's strategic learning communities from the beginning and will participate in the first strategic learning workshop in Nairobi, where the strategic learning questions will be defined.

The Regional Project (East African Region)

42. For the regional project, "Scaling up fortified whole meals in school feeding programs in Rwanda and Burundi and supporting an innovation hub in Kenya", the subject of the evaluation will be the approaches tested and developed to catalyze a food systems transformation approach that links innovations in agriculture with health, nutrition, and education. These innovations were developed to improve the diets of the most vulnerable people in Rwanda, Burundi, and Kenya while developing markets for nutrient-rich foods.
43. The project began in November 2021 in Rwanda and Burundi and focuses on four main pillars: Good Food Procurement, Good Food Policy, Good Food Data and Good Food Innovation. It is a three-year intervention with a budget of \$1.4 million for Burundi, \$1.4 million for Rwanda and \$300,000 for Kenya. The project aimed to reach 166,500 school-aged children and 50,000 adults through evidence-based implementation and innovation, improved capacity for nutritious and safe food, improved supply chain management and procurement, increased demand for nutritious food, and strengthened public food procurement and school feeding policies. A tabular breakdown of country activities and beneficiary targets can be found in Annex 5.
44. Given the advanced stage of implementation of the regional project, the developmental evaluators will visit Rwanda and Burundi first. The two country offices will be part of the evaluation's strategic learning communities from the outset and will also participate in the first strategic learning workshop to be held in Nairobi in September 2023. The activities implemented by a local NGO within the framework of the 'innovation hub' in Kenya, are set to conclude during the second year of the regional project. However, due to their unique nature and external management, these activities will not be encompassed within the scope of the development evaluation.

The RF-WFP partnership as an innovation

45. The partnership between the Rockefeller Foundation and WFP began in 2020 with a pilot project in Rwanda under the Rockefeller Foundation's (RF) Power of Procurement for Nutrition (PP4N) initiative. The PP4N initiative aims to develop healthy diets by exploring ways to improve nutrition through the meals and menus of institutional procurement channels such as school feeding. In this context, WFP's work on local and regional food procurement provided a framework for addressing bottlenecks in value chains, strengthening the livelihoods and resilience of smallholder farmers, and improving food systems by integrating and mainstreaming procurement innovations into school feeding and other food-based safety nets and social protection programs.
46. The pilot project in Rwanda demonstrated the feasibility of switching from refined fortified maize meal to fortified whole-grain maize flour (FWG) and provided insights into the enablers for sustainable procurement of nutritious food. The regional project built on the results of the pilot in Rwanda, and the global project is a further extension of the opportunities offered by the partnership between RF and WFP.
47. Based on interviews during the scoping phase that preceded the development of these terms of reference, it appears that the nature of the strategic RF-WFP partnership is also an innovation, particularly for WFP. Some of the aspects that make the partnership innovative are the new ecosystem of partners it brings to WFP, the fact that it is based on co-creation, and that it implies new ways of working.

48. Moreover, the global and regional projects imply an exploration of the division of roles between the two organizations in order to bring about systemic change. The partnership ultimately builds on the central idea that children receiving a meal at school is the starting point for systems change; a leverage point to intervene in the system and create a ripple effect in the areas of nutrition and health, education, agriculture and social protection. The RF-WFP partnership puts this approach into practice and is an innovation in itself, helping WFP think through and experience in practice what this approach to systems transformation can look like.
49. For these reasons, the innovative character of the RF-WFP partnership will also be the subject of this developmental evaluation.

Previous Evaluation Evidence

50. This evaluation will contribute to filling knowledge and learning gaps identified by the Strategic Evaluation of the Contribution of School Feeding Activities to the Achievement of the Sustainable Development Goals (2020). Recommendations from that evaluation which the developmental evaluation will address include:
 - Significantly strengthen WFP capacity to support the transition to full national ownership of school feeding programmes in priority countries and to add value in countries where transition processes have been completed.
 - Pay greater attention to gender transformation and equity in school feeding and in the SHN agenda by focusing on these issues in regional and country planning, implementation and reporting.
 - Strengthen school feeding monitoring, evaluation and learning in a balanced way that supports accountability, strategic decision making, global learning and advocacy; respects increasing decentralization within WFP; and ensures that the demands placed on country office monitoring systems are realistic.
51. There have been no previous evaluations of the Catalyzing Good Food Through School Feeding project that will inform this evaluation, however, a case study of the WFP and Rockefeller Collaboration in Rwanda informed the expansion of the project to Benin, Honduras, Ghana, and India. The pilot's endline survey found that 73% of students understood that wholegrain flour was healthier than refined flour, compared with only 32% of students who did not participate in the pilot. Preference for wholegrain flour increased from 29% at baseline to 97% at endline.

3.2. SCOPE OF THE EVALUATION

52. The scope of the evaluation sets the boundaries of the evaluation and determines what is included in the analysis. For summative evaluations, the broader scope is determined by the evaluation criteria and the evaluation questions associated with those criteria (relevance, efficiency, effectiveness, sustainability). For developmental evaluations, the scope is determined by the developmental purpose. In this case, the purpose is to learn through a process of continuous improvement, adaptation, and intentional change.
53. The focus of the developmental evaluation will thus be determined by the strategic learning questions formulated at the design workshop, the kick-off strategic learning workshop. Therefore, the evaluation will cover the approaches and innovations that are being tested and developed by the RF-WFP partnership and will be viewed through the lens of the strategic learning questions selected.
54. Both the global and regional projects involve a combination of direct implementation to scale interventions and parallel work to build knowledge and evidence, test metrics, and advocate for changes in healthier diets. The scope of the evaluation will include lessons learned in both areas.
55. Because the focus of the evaluation is on action learning, the scope of the evaluation will include **learning in the country** itself, **across countries**, and **across components**. The evaluation will include field missions to Benin, Burundi, Ghana, Honduras, India, and Rwanda. These in-country visits will provide contextual knowledge and allow evaluators to work closely with programme participants while ensuring that beneficiary and stakeholder perspectives are recognised and

considered. During country visits, special emphasis should be placed on exchanges among WFP CO units and teams. Cross-country learning will take place through strategic learning communities and strategic learning workshops. The evaluation will also focus on learning between components that are an important part of the project, such as food fortification and advocacy activities (components 1 and 3, respectively).

56. One of the main goals of the evaluation is to provide timely input into the development of new and innovative approaches that are being tested to catalyze food systems transformation. The Evaluation team adheres to Dr. Quinn Patton's view that "Transformation is not a project. It is multi-dimensional, multi-faceted, and multilevel, cutting across national borders and intervention silos, across sectors and specialized interests, connecting local and global, and sustaining across time. A theory of transformation incorporates and integrates multiple theories of change operating at many levels that, knitted together, explain how major systems transformation occurs".³⁰
57. In this regard, the scope of the evaluation goes beyond global and regional project activities. Innovations and newly tested approaches under the RF-WFP partnership are linked to other activities not funded under the RF partnership. Some of these innovations link country-level insights to global-level discussions. Similarly, findings and insights at the country level feed into discussions and debates at the global level, and events at the global level will feed back into implementation in countries.
58. The scope of the developmental evaluation will include the linkages of the global and regional projects to the ecosystem of learning networks for systems change within which the RF-WFP partnership operates. This ecosystem includes the School Meals Coalition.
59. We anticipate that the lessons learned through the developmental evaluation will reflect a **theory of transformation** that integrates multiple theories of change. This will be one of the departing points of the initial strategic learning workshop in Nairobi (see section 4.3 below).
60. **Theories of change**, then, are within the scope of developmental evaluation, but not at its centre – as it is the case with summative and formative evaluations. There are at least three sets of theories of change associated with the subject of this developmental evaluation: the revised theory of change for the RF - catalysing project (2023); the corresponding six country-level theories of change; and the theory of change and theory of action for the WFP School Feeding Strategy 2020-2030.
61. These theories of change will be used in the evaluation to identify assumptions, expected outcomes, and outcome pathways that we believe will be part of some of the learning questions. The learning accrued throughout the developmental evaluation process will lead to improvements and adjustments to the Global Project's theory of change and the corresponding six country-level theories of change. Theories of change are a living document. In fact, the theory of change in the Global Project's inception report has already replaced the original theory of proposal and will be further refined during the developmental evaluation process.
62. Because the subject of evaluation -new approaches and innovations- is largely funded through catalytic means, it is difficult to delineate what might be considered learning within or outside the scope of the developmental evaluation. However, there is one area that is outside the scope of the exercise. The developmental evaluation will not assess project performance in countries based on logframes and theories of change, which fall within the scope of summative evaluation. The developmental evaluation will use performance data (monitoring and evaluation data) to identify patterns and gain insights, but not to make summative judgments about country performance.

³⁰ Patton, M. Q. (2019). *Blue marble evaluation: Premises and principles*. Guilford Publications.

4. Evaluation approach, methodology and ethical considerations

4.1. EVALUATION APPROACH

63. As explained in section 3.2, this evaluation will follow a developmental approach. A developmental evaluation was chosen because of the goals and main features of the programme and objectives of the evaluation. In order for a developmental evaluation to be appropriate, the eight essential principles must be met. Table 3 outlines the developmental evaluation principles and how they are met by the project or evaluation at this stage.

Table 3: Summary of the fidelity challenge

DE Principle	Description of the principle and considerations on its application
Developmental purpose	Illuminate, inform, and support what is being developed, by identifying the nature and patterns of development (innovation, adaptation, systems change), and the implications and consequences of those patterns.
As explained in section 4.1 of this document, this evaluation has a clear developmental purpose. The approaches and partnerships that are the subject of this evaluation are new and still being developed. Therefore, a developmental evaluation is appropriate.	
Evaluation rigour	Ask probing evaluation questions; think and engage evaluatively; question assumptions; apply evaluation logic; use appropriate methods; and stay empirically grounded - that is, rigorously gather, interpret, and report data.
As outlined in Sections 4.1 and 4.2, the methodological framework for evaluation includes these elements: Methods that fit the learning questions, questioning assumptions, and engaging evaluatively. The elements of evaluation rigour will continue to be developed in the first SLW and beyond. The use of external evaluators, the combination of primary and secondary data collection, and the use of an evaluative lens will distinguish this exercise from a review, process monitoring, or operational research. A detailed description of how rigor will be maintained will be included in the scoping document.	
Utilization focus	Focus on intended use by intended users from beginning to end, facilitating the evaluation process to ensure utility and actual use.
The focus on intended users was applied during the scoping phase of the evaluation prior to the development of this ToR. The evaluation team consulted with all country offices - the primary intended users - to get their views and expectations for the evaluation. During the strategic learning workshop in Nairobi, project implementers were asked to consider how they would use answers to the strategic learning questions in order to prioritize which questions would be included in the evaluation. Opinions and information needs of Country Office stakeholders, they key project implementers, were prioritized in question selection.	
Innovation niche	Elucidate how the change process and results being evaluated involve innovation and adaptation, the niche of developmental evaluation.
As stated in sections 3.1 and 3.2, the subject of the evaluation is the approaches and innovations that are being tested and developed within the RF-WFP partnership's portfolio. The partnership itself is an innovation. . It is therefore logical to use an evaluation approach where the evaluation acts as an intervention, which influences the development of the project and supports innovation.	
Complexity perspective	Understand and interpret development through the lens of complexity, and conduct the evaluation accordingly. This means using complexity premises and dynamics to make sense of the problems being addressed; to guide innovation, adaptation, and systems change strategies; to interpret what is developed; to adapt the evaluation design as needed; and to analyze emergent findings.

The evaluation has begun to address complexity by committing to an adaptive framework of inquiry that allows new insights to emerge. As discussed in Section 4.2, the evaluation also employs sense-making methods and tools to analyse complex systems. The programmes are implemented in a dynamic and complex environment. Evaluators will take into account different perspectives when defining the scope of the evaluation questions and answering them.	
Systems thinking	Think systematically throughout , being attentive to interrelationships, perspectives, boundaries, and other key aspects of the social system and content within which the innovation is being developed and the evaluation is being conducted.
Considerations of systems thinking are already included in this ToR. Many factors influence food systems, gender equality, and nutrition, and relationships the project intends to influence are not linear. The evaluation will need to consider elements of systems thinking including boundary critique and emergence in their analysis. As outlined in Section 4.3, the strategic learning design workshop will include a series of core sessions facilitated through systems thinking approaches.	
Co-creation	Develop the innovation and evaluation together Interwoven, interdependent, iterative, and co-created - so that developmental evaluation becomes part of the change process.
The developmental evaluation was initiated shortly after implementation of the global project began and will follow implementation to completion. These terms of reference include consultations with primary intended users and learning questions are co-developed by the evaluators and evaluation users. The strategic learning community and feedback loops allow for users to co-create changes to the evaluation as lessons emerge.	
Timely feedback	Time feedback to inform ongoing adaptation as needs, findings, and insights emerge, rather than only at predetermined times (e.g., quarterly, or at midterm and end of project)
The evaluation design includes a preliminary sequence of feedback loops through learning workshops, a strategic learning community and in-country visits. These feedback touchpoints will be adjusted to maximize evaluation use.	

64. We can conclude that at this point the evaluation meets the fidelity requirements and all the elements for a developmental approach are present. For more detailed information on the developmental evaluation approach and what distinguishes a developmental evaluation from other types of evaluation, please see Annex 6.

4.2. EVALUATION QUESTIONS AND METHODOLOGY

Strategic learning questions

65. The evaluation's analytical approach will be based on a **Learning Inquiry Framework**. This framework will contain the strategic learning questions that will guide the evaluators' work. The evaluation questions were co-created at a strategic learning workshop in Nairobi in September 2023. The primary intended users of the evaluation, the six country offices involved in the global and regional projects, played a central role in identifying and formulating the questions.
66. The strategic learning questions are centred around five thematic areas that were identified at the strategic learning workshop, with an additional question focused on gender. The key questions are listed below. In addition to these questions, sub-questions were developed through a group prioritization exercise, and additional questions of relevance to the project were also raised. These questions are included in the evaluation's "learning landscape" which will be used to determine the scope of the strategic learning questions and may be answered through means outside of the evaluation. All evaluation sub-questions and questions within the learning landscape are included in **Annex 4**. A full description of the process for defining and refining the learning landscape questions will be included in the scoping document.

Table 4: Strategic Learning Questions and Thematic Areas

Thematic Area	Strategic Learning Question
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Local economies: Innovations across the supply and value chain of food systems, including market dynamics, selection of commodities, and inclusive development.	To what extent and how are innovations in the food supply/value chain, including local/institutional procurement, improving local economic development and for whom?
Sustainability: Time horizon in terms of implementation of innovations and scale-up; with a particular emphasis in the context and effects of climate change	How might WFP adapt and operate differently so that the WFP-RF project innovations can be implemented on a larger scale and in a sustainable manner?
Social Behavioral Change Communication (SBCC): Effective social behavior change communications and narratives for health and nutrition as the basis for redefining the care system	How can the programme effectively use SBCC for different groups (geographic, gender, etc.) given the short implementation period and limited funding?
Partnerships: Optimal relationship between WFP, the government and the Private Sector (including RF): stakeholder engagement, operational integration and donors' contribution	To what extent and in what ways is the current approach/strategy with respect to government and other key stakeholders appropriate to ensure the scale-up and sustainability of the system that we are putting in place?
Advocacy: Convening influential power for better nutrition and healthy diets at national and International level, with an emphasis to institutional procurement	Which specific advocacy approaches are working well for systems change and which do not? And why?
Gender	To what extent and how is the programme integrating gender-responsive and gender-transformative measures/elements?

67. Even though the focus is on learning, developmental evaluations always have an evaluative perspective, which is reflected in these questions. They differ from pure research and theoretical learning in that their focus is on action. Each strategic learning question will be translated into the data sources and methods needed to answer it following the process to be described in the scoping document. One strategic learning question is dedicated to the gender aspects of the project, as per WFP's Decentralised Evaluation Quality Assurance System (DEQAS). In addition, aspects of gender equality, equity, and broader inclusion will be integrated into all strategic learning questions as appropriate.
68. The learning framework will be an **adaptive inquiry framework**. The initial framework, developed in Nairobi as part of the design workshop, will be adapted as needed to capture emergence throughout the developmental evaluation process. An adaptive inquiry framework (AIF) is a flexible framework that allows for adjustments throughout the evaluation process. The goal is to ensure that questions reflect user needs in a rapidly evolving and changing context. The AIF tracks and documents changes made to the framework to ensure transparency and rigour while ensuring utility. AIFs are crucial for utilization-focused evaluations, including developmental evaluations that focus on innovation and the development of new initiatives in rapidly changing complex environments.

Methodology

69. The methodology should allow the evaluation to fulfil its purpose, which is to support learning in a process of continuous improvement, adaptation, and intentional change.
70. Learning will be based on a **continuous process of engagement** rooted in the adaptive inquiry framework and fostered by a process of engagement based on timely feedback loops, reflective discussions, support for decision making, and follow-up on decisions that feed into subsequent

loops. The feedback process will occur in a continuous sequence. In line with the nature of the evaluation, data collection, analysis, and feedback will be continuous rather than in a sequence of steps.

71. In terms of methods, the evaluation will use two groups of instruments: Methods for answering the strategic learning questions and Methods for reflection, iteration, learning and action.

Methods for answering strategic learning questions

72. These methods will depend on the strategic learning questions and the specific interests of each country office in those questions. Methods include adaptive evaluation tools, complexity theory and systems thinking approaches and techniques. The methods should be able to evaluate actions taken in complex systems and generate learning through collective intelligence. Prior to each country mission, the evaluators will meet with key stakeholders to discuss their information priorities and learning interests in relation to the evaluation questions. During these meetings, the evaluators and country office teams will co-create the list of stakeholders who will participate in primary data collection activities and share any secondary documents. These conversations will be continued during the country missions to ensure utility is prioritized in the evaluation inquiry. Each country mission will include a debrief session on the last day of the visit to allow timely validation and discussion of findings. These debrief sessions compliment the feedback loops that will also be held with the entire strategic learning community to share learning more broadly. More information on the process for scoping the evaluation questions and collecting data will be included in the scoping document. For a more detailed description of the process for answering the Strategic Learning Questions, refer to the Scoping Document.
73. The project proposal explicitly states, "Because the changes envisioned in the overarching theory of change are not linear, learning and subsequent management of that knowledge are crucial to this project". Systems thinking (ST) involves nonlinear relationships and uses the tools of complexity theory to learn how complex adaptive systems work to achieve desired outcomes. A system emerges as long as there is a set of interconnected elements with a function or purpose. Highly complex contexts such as food systems require the use of ST tools to facilitate and simplify the thought process to identify and gain a deeper understanding of problems/challenges in the system. The evaluation team can use systems thinking tools and methods to capture complexity, such as causal feedback loop diagrams, system archetypes, the iceberg model, creative tensions, network analysis, and systems mapping.
74. Depending on the temporal perspective of the strategic learning questions, future-oriented techniques such as scenario planning, backcasting, and/or horizon scanning can also be used. Contribution-based questions may also use methods to capture contributions in unpredictable environments such as outcome harvesting or strategy testing. The evaluation team may also consider methods used in developmental evaluation, such as uncovering and testing of assumptions, exploring alternative hypotheses, searching and analysing data from the broader system, generating, harvesting and interpreting rapid feedback from multiple sources, and sensemaking to detect larger shifts in patterns and trends.
75. **The evidence to answer the questions** will draw on existing monitoring systems datasets, ongoing and past evaluations and existing research. Primary data may be collected at the national, regional, and global levels to gather unknown perspectives and voices from stakeholders. Given the understanding of the strategic learning questions and the intended uses of the evaluation at this stage, primary quantitative data collection from beneficiaries is not envisioned as part of the developmental evaluation. While perspectives from stakeholders who are intermediaries of the project, such as government or members of the value chain, the evaluation will not include primary data collection from final beneficiaries (school children) as this activity falls outside the scope of the learning questions and developmental focus.

Methods for reflection, iteration, learning and action

76. Timely feedback loops will be organized through strategic learning sessions. These sessions will be facilitated by the evaluation team, organized on a regular basis, and bring together members of

the strategic learning communities. The evaluation will also bring in subject-matter experts on an ad-hoc basis to participate in specific strategic learning sessions and advise on specific thematic areas. The goal of the strategic learning sessions is to reflect together on predefined strategic learning questions in a safe space to draw lessons, derive good practices, and provide guidance for learning.

77. Engagement and evaluation facilitation methods will be used to foster linkages between country teams and project components so that learning occurs. Portfolio sense-making techniques and reflective action methods such as the adaptive action framework "what, so what, now what" will be used.
78. Similarly, collective intelligence tools and techniques such as the six thinking hats, Brandenburger's 4 Cs, and Theory U can be applied when unconventional thinking is required to develop new and creative solutions to new challenges.
79. The team will consider using psychological safety and systems leadership tools, such as M.A.P. (Mindful, Appreciative, Purposeful), which helps align, engage, and motivate staff to participate in pause-and-reflect exercises or co-creation team activities. Tools to understand the context and larger system in which we are working, such as SEE (System-awareness, Engagement, Emergence) and tools to capture learning during implementation, such as Sprint Reviews, may also be considered.
80. A fundamental component of the approach will be the formation of strategic learning communities that will be engaged through regular discussion and open communication (e.g., strategic learning workshops) to leverage collective experience/expertise and support continuous learning. These communities will be formed around specific thematic areas (i.e., strategic learning questions) and will be a critical part of organizational engagement in the evaluation design. The strategic learning communities will be composed of a core group (e.g., CO project FP, regional project coordinators, evaluation managers, HQ component leads, gender FP), while other members of the technical units will be invited on an ad hoc basis depending on the topic under discussion.
81. A more detailed overview of the first strategic learning workshop is included in Annex 7, given its importance for the design of the evaluation and the adoption of strategic learning questions and associated methods.

4.3. EVALUABILITY ASSESSMENT

Evaluability assessment in the context of a developmental evaluation

82. The OECD-DAC defines evaluability as "the extent to which an activity or project can be evaluated in a reliable and credible fashion". Traditional evaluations consider three aspects when assessing evaluability. They consider (i) the appropriateness of the intervention design in light of the intended goals, (ii) the availability and quality of the information to be used in the evaluation, and (iii) the conduciveness of the institutional context to support an appropriate evaluation to ensure that it is feasible, credible, and useful.
83. Evaluability assessments are mostly intended for summative and formative evaluations that focus on assessing performance. However, for interventions to be a source of organizational learning, they must be evaluable. In this regard, evaluability considerations are also relevant and appropriate for developmental evaluations. The innovation (intervention) should have clear and explicit assumptions that need to be tested; there must be information systems that enable developmental evaluation to use evidence (without evidence, there can be no evaluative thinking); and conduciveness of the institutional context and buy-in is crucial.
84. At the time of writing these terms of reference and based on a desk review of key documents, there were no significant issues with the quality of the design, the availability of information, or the adequacy of the institutional setting. However, the logframes available to the evaluation team at the time of drafting the ToR did not contain gender disaggregated targets. The availability of gender disaggregated data will need to be investigated with the country offices. The evaluation team will conduct an in-depth evaluability assessment during the inception phase and critically

assess data availability, quality, and gaps against the selected learning questions. This assessment will inform data collection and the choice of methods to answer the questions. The evaluation team will review the accuracy, consistency, and validity of the data and information collected and acknowledge any limitations of the data used in the feedback loops.

85. Developmental evaluations go beyond evaluability assessment and include an additional characteristic element. The challenge in developmental evaluations is the extent to which the intervention can be evaluated using a developmental approach.³¹

Risks and Assumptions

Assumptions

86. The main overall assumption is that the conditions that lead to the evaluation being in line with the eight DE principles, and thus being a developmental evaluation, remain throughout the process. In other words: we assume that the evaluation will continue to meet the fidelity requirements.
87. The second overall assumption is that the DE team will be able to incorporate emergence throughout the exercise. Emergence occurs when new things that can affect the utility of the evaluation appear (emerge) unexpectedly during the evaluation. These may be contextual or organizational changes or the result of new interactions with stakeholders. Since such changes can affect the utility of the evaluation, we need to adapt the evaluation so that it remains user focused. Including emergence in evaluations is about how we ensure that evaluations adapt to contextual changes, and ultimately how we can make evaluations adaptive. In this context, we assume that the factors that enable emergence to be included are present throughout the evaluation:
- Adaptive contracting: sufficient flexibility in contractual arrangements so that adjustments are procedurally permissible, feasible and quick.
 - Contingency budgeting: sufficient flexibility in budget allocations to allow for adjustments in spending, e.g., for unforeseen travel, or hiring of external experts.
 - An organizational culture that supports the use of evaluation: The evaluation will be able to adapt as necessary to ensure intended use by intended users, avoid rigidity and acting with agility to support the relevance, timeliness and use of the evaluation.
88. The third overall assumption is that the participating Country Offices will have the capacity to facilitate country missions, participate in data collection and feedback loops, and implement the learning arising from the evaluation.

Risks

89. Given the developmental nature of the evaluation, risks that can be reasonably managed will be addressed by embracing emergence and by being adaptive. There are five risks that may go beyond what we consider reasonable.
90. The first is **insufficient stakeholder engagement** and understanding of the developmental evaluation, particularly in an environment where personnel rotate to and from country offices, regional bureaus, and headquarters divisions. Stakeholder involvement, particularly of primary intended users, is essential in a developmental evaluation. Without robust involvement, core principles such as utilization-focused, co-creation and timely feedback cannot be applied.
91. In case of insufficient involvement, the following mitigating measures should be taken:
- Analyse the causes. If factors are internal and circumstantial, we will try to mitigate these through key informant interviews and possibly a retrospective workshop focused on finding solutions and learning from the situation.

³¹ Patton, M. Q., McKegg, K., & Wehipeihana, N. (Eds.). (2016). *Developmental evaluation exemplars: Principles in practice*. Guilford Publications.

- If necessary, we would adapt the evaluation to less intensive interactions while documenting the reasons for this in order to draw lessons for future developmental evaluations.
92. The second main potential risk would be **sudden significant changes in context** that prevent the implementation of country visits. In this case, we would consider activating the remote developmental evaluation mode. If this is also not an option, we could remove country missions as key inputs and fundamentally redesign the Strategic Learning Framework.
 93. The third potential risk is for **compromised impartiality and independence** as the evaluators will be embedded in the programme. Embedment in the programme is essential for evaluators to effectively meet the learning objectives and execute a true developmental evaluation approach. The risks to impartiality and independence can be mitigated through trust and frank discussion amongst the evaluators and evaluation managers. Evaluators will help hold each other accountable for impartiality by raising concerns if they feel the other's objectivity has been compromised. The Evaluation Managers, who have not been and will not be involved in programme implementation, will also take responsibility to raise concerns of impartiality or compromised objectivity with the evaluators. Governance structures such as the Global Advisory Group described in Section 5.3 will be used to resolve disputes on impartiality or perceived bias.
 94. The fourth potential risk is **compromised timeliness** of results if unforeseen circumstances lead to delays in data collection or feedback loops. This risk is more likely to affect stakeholders in Rwanda and Burundi as the developmental evaluation is occurring near the end of programme implementation. This risk will be mitigated by contextualizing learning questions to the present information needs of the country offices, conducting country missions in Rwanda and Burundi before others, conducting feedback loops as soon as information is available, and leaving the opportunity to adapt the learning questions to changing information needs.
 95. The final potential risk is **inability to meet stakeholder expectations** for learning given the availability of data. This risk can be mitigated by setting clear expectations for the outcomes of the developmental evaluation from the outset.

4.4. ETHICAL CONSIDERATIONS

96. The evaluation will conform to [UNEG ethical guidelines for evaluation](#). Accordingly, the evaluation team will be responsible for safeguarding and ensuring ethics at all stages of the evaluation process. This includes, but is not limited to, ensuring informed consent, protecting privacy, confidentiality and anonymity of respondents, ensuring cultural sensitivity, respecting the autonomy of respondents, ensuring fair recruitment of participants (including women and socially excluded groups) and ensuring that the evaluation results do no harm to respondents or their communities.
97. 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.
98. We do not anticipate or have identified any specific ethical issues at this point.
99. The team and the evaluation manager have not been involved in the design, implementation or monitoring of RF-WFP partnership interventions nor have any other potential or perceived conflicts of interest. All members of the evaluation team abide by the [2020 UNEG Ethical Guidelines](#), including the Pledge of Ethical Conduct as well as the WFP technical note on gender. The evaluation team members have signed a confidentiality agreement and a commitment to ethical conduct.

4.5. QUALITY ASSURANCE

100. 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.

101. 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.
102. 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.
103. A further layer of quality assurance will be provided by the Head of the Monitoring, Evaluation, Research and Learning unit in SBP division.
104. To enhance the quality and credibility of decentralized evaluations, an outsourced quality support (QS) service directly managed by the WFP Office of Evaluation reviews the draft ToR, the draft inception note, and provides a systematic assessment of their quality from an evaluation perspective, along with recommendations.
105. The evaluation manager will share the assessment and recommendations from the quality support service with the evaluation team, 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](#),^{32[1]} a rationale should be provided for comments that the team does not take into account when finalizing the report.
106. 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.
107. The evaluation team should be assured of the accessibility of all relevant documentation within the provisions of the directive on disclosure of information. This is available in the [WFP Directive CP2010/001](#) on information disclosure.

^{32[1]} [UNEG](#) Norm #7 states “that transparency is an essential element that establishes trust and builds confidence, enhances stakeholder ownership and increases public accountability”

5. Organization of the evaluation

5.1. PHASES AND DELIVERABLES

108. Phases and deliverables will respond to emergence, a key concept in complexity theory. The application of this concept is consistent with the application of the principle of complexity theory, one of the eight principles for conducting a developmental evaluation.
109. These ToR map out the evaluation design process which will evolve and will be adapted and adjusted to capture new strategic learning questions triggered by new insights, shifts in context, and the evolution of the programme itself at country level, being responsive to the complex dynamics that characterize the implementation of the projects.
110. Deliverables will be produced and disseminated for further discussion, interpretation and decision-making throughout the implementation of the evaluation, following a developmental approach.
111. Some of these deliverables will include (but are not limited to):
- **Scoping document** that incorporates the validated adaptive inquiry framework plan along and strategic learning questions
 - **Feedback notes** as evidence/milestone summaries of the Community Learning Sessions.
 - **Decision documents** that summarize how the evidence is informing decision-making during the implementation of the project, and in line with the purposes of the evaluation.
 - **Context analysis** of the six countries to be developed after the in-country field missions.
 - **Stories of change** to capture outcome-level changes collected during in-country field missions.
 - **Food for Thought** reflective pieces to be produced after in-country field missions.
 - **Decision follow-up notes** to monitor the adoption and implementation of decisions into the projects update.
 - **Evaluation report** (a collation of previous feedback notes, decision documents, context analyses, stories of change, 'Food for Thought' and decision follow-up notes, updated as necessary and aligned to the relevant strategic learning questions) that has incorporated QS feedback and Evaluation Committee comments.
112. Other products as deliverables may include PowerPoint presentations, short videos, etc. be reported accordingly.
113. The deliverables will show the degree of learning and adaptation that took place during the intervention and will be adjusted according to the utilization-focused principle characteristic of a developmental evaluation.
114. Table 5 presents the structure of the main phases of the evaluation, along with the deliverables and deadlines for each phase. Annex 2 presents a more detailed timeline.

Table 5: Summary timeline – key evaluation milestones			
Main phases	Indicative timeline**	Tasks and deliverables	Responsible
115. Preparation	Q1/Q2 2023	Draft evaluation Concept Note Selection of the evaluation team & contracting	Evaluation manager

116. Inception	Q3 2023	<p>Onboarding of Evaluation team and nomination of Evaluation Steering Committee members</p> <p>Co-Preparation of ToR</p> <p>Document review</p> <p>Scoping with key stakeholders meetings, event participation</p> <p>Inception mission with kick-off Strategic Learning Workshop in Nairobi</p> <p>Inception report</p>	<p>Evaluation manager</p> <p>Evaluation team</p>
117. Implementation: Data collection*	From Q3 2023 to Q1/2 2025	<p>Three field missions to the six countries: Rwanda/Burundi (1st mission); Benin/Ghana (2nd mission); and India/Honduras (3rd mission)</p> <p>Community Learning Sessions</p> <p>Exit debriefing</p>	<p>Evaluation manager</p> <p>Evaluation team</p>
118. Implementation: Reporting*	From Q3 2023 to Q1/2 2025	<p>Data analysis and timely provision of feedback throughout the evaluation through:</p> <ol style="list-style-type: none"> 1) Feedback coming from Learning Sessions <p>-Feedback notes</p> <p>-Decision documents</p> <ol style="list-style-type: none"> 2) Feedback coming from in-country field missions: <p>-Context analysis</p> <p>-Stories of change</p> <p>-Food for thought reflective pieces</p> <p>-Decisions follow-up</p> <p>Note: Other feedback products such as PowerPoint presentations, short</p>	<p>Evaluation manager</p> <p>Evaluation team</p>

		<p>videos, etc. are also subject to be reported accordingly</p> <p>Final Learning workshop</p> <p>Final evaluation report</p>	
119. Implementation: Dissemination and follow-up*	From Q3 2023 to Q1/2 2025	<p>Management feedback and proactivity</p> <p>Dissemination of the evaluation learning collected throughout the project</p>	<p>Evaluation manager</p> <p>Evaluation team</p>

*In a developmental evaluation, there is ongoing and continuous provision of timely feedback, and this feedback is used and integrated into the decision-making processes of the project with the objective to continuously serve the purpose of the evaluation.

**Timing will be adjusted following the developmental nature of this evaluation, which hinges upon responding and adapting to emerging events that may have important implications for the development of this evaluation.

5.2. EVALUATION TEAM COMPOSITION

120. The evaluation team includes two senior evaluation experts. The evaluation will also bring in complementary subject-matter experts on an ad-hoc basis to participate in specific strategic learning sessions and advise on specific thematic areas. The team will be multi-disciplinary and include members who, together, include an appropriate balance of technical expertise and practical knowledge in the following areas:

- i. Experience in conducting global corporate developmental evaluations in diverse humanitarian and/or development contexts.
- ii. Track record applying developmental evaluation design approaches and methodologies.
- iii. Leadership, facilitation and communication skills.
- iv. Strong interpersonal skills, ability to work with different stakeholders and skills to promote good communication and a learning culture.
- v. Expertise in systems thinking and complexity theory (applying concepts, approaches, methods. and tools)
- vi. Ability to communicate complex technical detail with clarity, and ability to identify and focus on the key messages among competing detail.
- vii. Ability to work in multicultural settings.
- viii. Good knowledge of gender, equity and wider inclusion issues.
- ix. Strong analytical and communication skills, evaluation experience with a track record of written work on similar assignments, and familiarity with West and East Africa, Central America, and South Asia regions.
- x. Knowledge of the UN system and the foundation for its work as well as the evaluation norms and standards of UN organizations.

121. The Evaluators will jointly contribute to the methodology based on i) a document review; ii) conducting field work; iii) participating in team meetings and meetings with stakeholders; and iv) contributing to the drafting and revision of the evaluation products.

5.3. ROLES AND RESPONSIBILITIES

122. The Director of the School Based Programme (SBP) Division [Carmen Burbano] will take responsibility to:

- Assign a evaluation managers for the evaluation [Anna Hamilton, Evaluation Officer, and Niamh O'Grady, Head of SBP Monitoring, Evaluation, Research, and Learning]
- Compose the internal evaluation committee and the global advisory group (see below)
- Approve the final ToR, inception and evaluation reports.
- Approve the evaluation team selection.
- Ensure the independence and impartiality of the evaluation at all stages, including establishment of an evaluation committee and a global advisory group.
- Participate in discussions with the evaluation team on the evaluation design and the evaluation subject, its performance and results with the evaluation manager and the evaluation team.
- Organize and participate in two separate debriefings, one internal and one with external stakeholders.
- Oversee dissemination and follow-up processes, including the preparation of a management response to the evaluation recommendations.

123. The **evaluation managers** [Anna Hamilton and Niamh O'Grady] manages the evaluation process through all phases including: co-developing this ToR; identifying the evaluation team; preparing and managing the budget; setting up the evaluation committee and evaluation reference group; ensuring quality assurance mechanisms are operational and effectively used; consolidating and sharing comments on draft inception note 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 and participating in the field mission by setting up meetings and field visits, providing logistic support during the fieldwork and arranging for interpretation, if required; organizing security briefings for the evaluation team and providing any materials as required; and conducting the first level quality assurance of the evaluation products. The evaluation manager will be the main interlocutor between the evaluation team, and WFP counterparts to ensure a smooth implementation process.

124. The **evaluators** will be responsible for:

- Co-developing the strategic learning questions, adaptive inquiry framework, and other planning documents including the Terms of Reference and Scoping document,
- Elaborating the methodology based on the strategic learning questions
- Gathering and analysing data following the methodology outlined in section 4 and further defined in the scoping document,
- Developing learning products as described in Section 5.1,
- Facilitating continuous engagement of stakeholders in the learning process, with support from the evaluation managers.

125. Two evaluators were selected as this improves their ability to hold each other accountable for impartiality and independence (see risks and assumptions in section 4.3) and enhance the evaluation's analysis through sharing ideas.

126. The **Head of the Monitoring, Evaluation, Research and Learning unit in SBP division** [Niamh O'Grady] will provide an additional layer of quality assurance.

127. An internal **evaluation committee** is formed to help ensure the independence and impartiality of the evaluation, overseeing the evaluation process, making key strategic decisions and reviewing

evaluation products. This body will resolve any major issues or disputes if they arise. Annex 3 provides further information on the composition of the evaluation committee.

128. A **strategic learning community (SLC)** will be made up of key stakeholders at the WFP country office, regional bureau, and headquarters levels in addition to members from Rockefeller and the embedded evaluators. The SLC is the main community for providing ongoing, timely feedback on findings and decisions. They embody the collective sense-making process that enables learning. They are responsible for validating findings through discussion and implementing learning in the decision-making process. More information on the role and composition of the SLC is in Annex 3.

129. Relevant WFP **Headquarters divisions and Regional Bureaus** 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 note and evaluation reports, as required.

130. Additional advisory groups of relevant stakeholders may be created throughout the evaluation in response to learnings to facilitate action or further discussion.

5.4 SECURITY CONSIDERATIONS

131. **Security clearance** where required is to be obtained from the country offices visited.

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

5.5. COMMUNICATION

132. To ensure a smooth and efficient process and enhance the learning from this evaluation, the evaluation team should place emphasis on transparent and open communication with key stakeholders. These will be achieved by ensuring a clear agreement on channels and frequency of communication with and between key stakeholders. The evaluation manager will be responsible for circulating all final deliverables with Country Offices, Regional Bureaus, relevant HQ divisions internally and through the School Meals Coalition channel. The Account Manager will submit the deliverables to the Rockefeller Foundation through the Partnership Portal. The Country Offices will share final products with national stakeholders and partners.

133. Should translators be required for fieldwork and the strategic learning workshops, the SBP Division will make necessary arrangements and include the cost in the evaluation budget.

134. As part of the international standards for evaluation, WFP requires that all evaluations are made publicly available. It is important that evaluation reports are accessible to a wide audience, thereby contributing to the credibility of WFP – through transparent reporting – and the use of evaluation. WFP will publish the products of the developmental evaluation including **feedback notes** (evidence/milestone summaries of the Community Learning Sessions), **stories of change** to capture outcome-level changes collected during in-country field missions, **food for thought**

reflective pieces to be produced after in-country field missions, etc.

5.6. PROPOSAL

135. The evaluation will be financed by the School Based Programme Division using the M&E budget allocation in the RF fund. The evaluation team has been procured through a competitive recruitment process. The two senior evaluation positions were advertised for a standard 2-week period followed by interviews and reference checks.

Annex 1: Timeline

Phase	Activities / deliverables	Indicative Timing	Deliverable deadlines
Preparation	- Draft Evaluation Concept Note	Q1/Q2 2023	
	- Recruitment of Evaluation team		ToR finalized by 2 Feb 2024
Inception	- Onboarding of Evaluation team and nomination of Evaluation Steering Committee members	Q3 2023	Scoping document reviewed by DEQS and SLC by 7 Feb, Finalized by 16 Feb
	- Co-develop Evaluation ToR		Nairobi SLW 18-31 Sept 2023
	- Co-develop Evaluation Scoping Document		
	- Evaluation Launch - In-person learning workshop #1		
Field mission	In-country visit to RBN countries (Burundi/Rwanda) <ul style="list-style-type: none"> Data collection Field visit In-country discussion of emerging findings Post-visit deliverables: Country-based food system model, learning brief, and pathways to innovation Joint reflection workshops with each CO (2 meetings per CO) 	Q3 2023	Rwanda mission 27 Nov – 1 Dec 2023 Burundi mission 4 Dec – 8 Dec 2023 Burundi deliverables by 6 Feb 2024 First draft Rwanda deliverables by 16 Feb 2024
Strategic Learning session	Learning Workshop #2 (virtual) <ul style="list-style-type: none"> Aggregate learning brief 	March 2024	Documents shared with Rockefeller by 31 Mar 2024
Field mission	In-country visit (Countries TBD based on need, availability and upcoming decisions) <ul style="list-style-type: none"> Data collection Field visit In-country discussion of emerging findings Post-visit deliverables: Country-based food system model, learning brief, and pathways to innovation Joint reflection workshops with each CO (2 meetings per CO) 	June 2024	Exact mission dates and deliverable timelines TBD
Strategic Learning session	Learning Workshop #4 (virtual) Aggregate learning brief	July 2024	Learning brief deadline TBD
Field mission	<ul style="list-style-type: none"> In-country visit to countries (Countries TBD based on need, 	September 2024	Exact mission dates and

	availability) and upcoming decisions>Data collection		deliverable timelines TBD
	<ul style="list-style-type: none"> • Field visit • In-country debrief • Post-visit deliverables: Country-based food system model, learning brief, and pathways to innovation 		
	Decisions follow-up		
Strategic Learning session	Learning Workshop #5 (virtual) Aggregate learning brief	November 2024	Learning brief deadline TBD
Final Learning Workshop	In-person learning workshop #6 <ul style="list-style-type: none"> • Summary of Learning throughout the project • Summary of progress towards results and recommendations 	Q1/2 2025	Summary document deadline TBD

Annex 2: 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 note and products) and submitting them for approval by the Director of the School Based Programme Division who will be the chair of the committee.

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

- Director of the School Based Programme Division (Chair of the Evaluation Committee)
- Evaluation manager (Evaluation Committee Secretariat)
- Head of Monitoring, Evaluation, Research and Learning, School Based Programme Division
- Global Project Coordinator (WFP HQ)
- Project Component Leads (WFP HQ)
- Country Directors or Deputy-Country Directors of the 6 country offices involved in the evaluation
- RF Accounts Manager, Private Partnership and Fundraising Officer
- Regional Project Private Partnership and Fundraising Officer, WFP Regional Bureau Nairobi (RBN)
- Other staff considered useful for this process

Annex 3: Role and Composition of the Strategic Learning Community

Purpose and role: The strategic learning community (SLC) will take the role and responsibilities of the evaluation reference group in a traditional evaluation, providing advice and feedback to the evaluation manager and the evaluation team at key moments during the evaluation process. It is established during the preparatory stage of the evaluation and is mandatory for all decentralized evaluations.

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

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

Members are expected to provide feedback on evaluation deliverables through SLC meetings and share relevant insights at key consultation points of the evaluation process.

The main roles of the global evaluation advisory group are as follows:

- Review and comment on the draft ToR.
- Suggest key references and data sources in their area of expertise prior to country missions.
- Participate in face-to-face or virtual briefings to the evaluation team throughout the evaluation
- Review and comment on the scoping document
- Participate in country mission debriefings
- Review and comment on the draft evaluation products,
- Participate in learning workshops to validate findings and discuss recommendations.
- Provide guidance on suggested communications products to disseminate learning from the evaluation.

Composition

In addition to these members, staff from other WFP projects and technical units (and possibly Rockefeller staff) may be invited to participate on an ad-hoc basis, depending on the topic.

HQ	Name
Core members: <ul style="list-style-type: none"> • Director of the School Based Programme Division (Chair) • Evaluation Managers (Secretary to the SLC) • Head of Monitoring, Evaluation, Research and Learning • Global Project Coordinator • Head of Programme, SBP Division (Component #1 Lead) • Head of Partnerships & Advocacy, SBP Division (Component #2 Lead) • Chief of Nutrition Integration, Nutrition Division (Component #3 Lead) • Chief of Analytics and Science for Food and Nutrition (Component #4 Lead) • RF Accounts Manager, Private Partnership and Fundraising Officer 	Carmen Burbano Anna Hamilton, Niamh O'Grady Niamh O'Grady Peter Holtsberg Jutta Neitzel María José (MJ) Rojas Lynnda Kiess Saskia De Pee Laura Philipps
HQ Technical Unit representatives <ul style="list-style-type: none"> • Gender Programme and Policy Officer • Advocacy Officer, SBP Division • Nutrition Consultant (FNG, GDQS) • SBCC/ Nutrition Consultant • Food Value Chains for Fortification Expert • PROR-F (SAMS) 	Elena Ganan Mohamed Abdiweli Zuzanna Turowska Mpundu Mwanza Rabia Zeeshan Philipp Hovmand
Country Offices	Name
Core members: <ul style="list-style-type: none"> • Deputy Country Director, Benin • RF Project Coordinator Benin • Deputy Country Director, Burundi • RF Project Coordinator Burundi • Deputy Country Director, Ghana • RF Project Coordinator, Ghana • Deputy Country Director, Honduras • RF Project Coordinator, Honduras • Deputy Country Director, India • RF Project Coordinator, India • CO school feeding, M&E, procurement, and other relevant staff in Benin, Burundi, Ghana, Honduras, India, and Rwanda 	Caroline Shaefer Imayath Djibril Moussa Arduino Mangoni Komivi Sodoke Anna Mukiibi-Bunnya Hikimatu Tuntei-ya Mohammed Paulo Oliveira Raul Bardales Nozomi Hashimoto Kaustuv Chakrabarti

Regional Bureaus	Name
Core members: <ul style="list-style-type: none"> • Private Partnership and Fundraising Officer (WFP RBN) • Regional School Feeding and Nutrition Advisor (RBN) • Regional School Feeding Advisor (RBP) • Regional School Feeding Advisor (RBB) • Regional School Feeding Advisor (RBD) • Regional Food Technologist (RBD) • SBCC / NUT officer (RBD) 	Amy Blauman Mutinta Hambayi Sarah Konhstamm Vera Mayer Karen Ologoudou Soukeyna Mbodj Amelia Sow Dia
Rockefeller Foundation	Name
<ul style="list-style-type: none"> • Vice President, Africa • Vice President, Global Food Portfolio 	Mehrdad Ehsani Sara Farley
Others	Name
<ul style="list-style-type: none"> • Developmental evaluators • 	Jordi DelBas Josep Coll

Annex 4: Strategic Learning Questions

Figure 4: Strategic Learning Questions and Sub-Questions

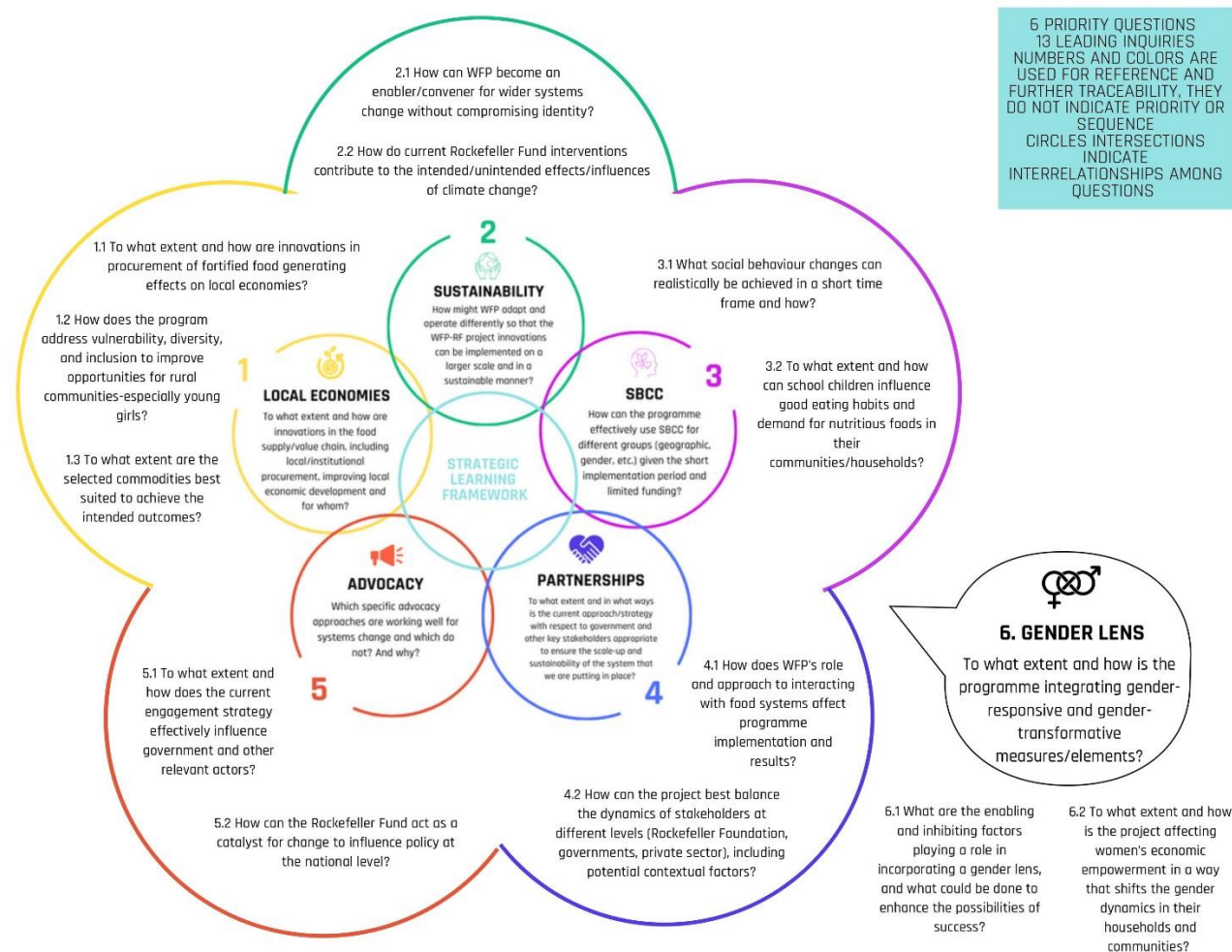
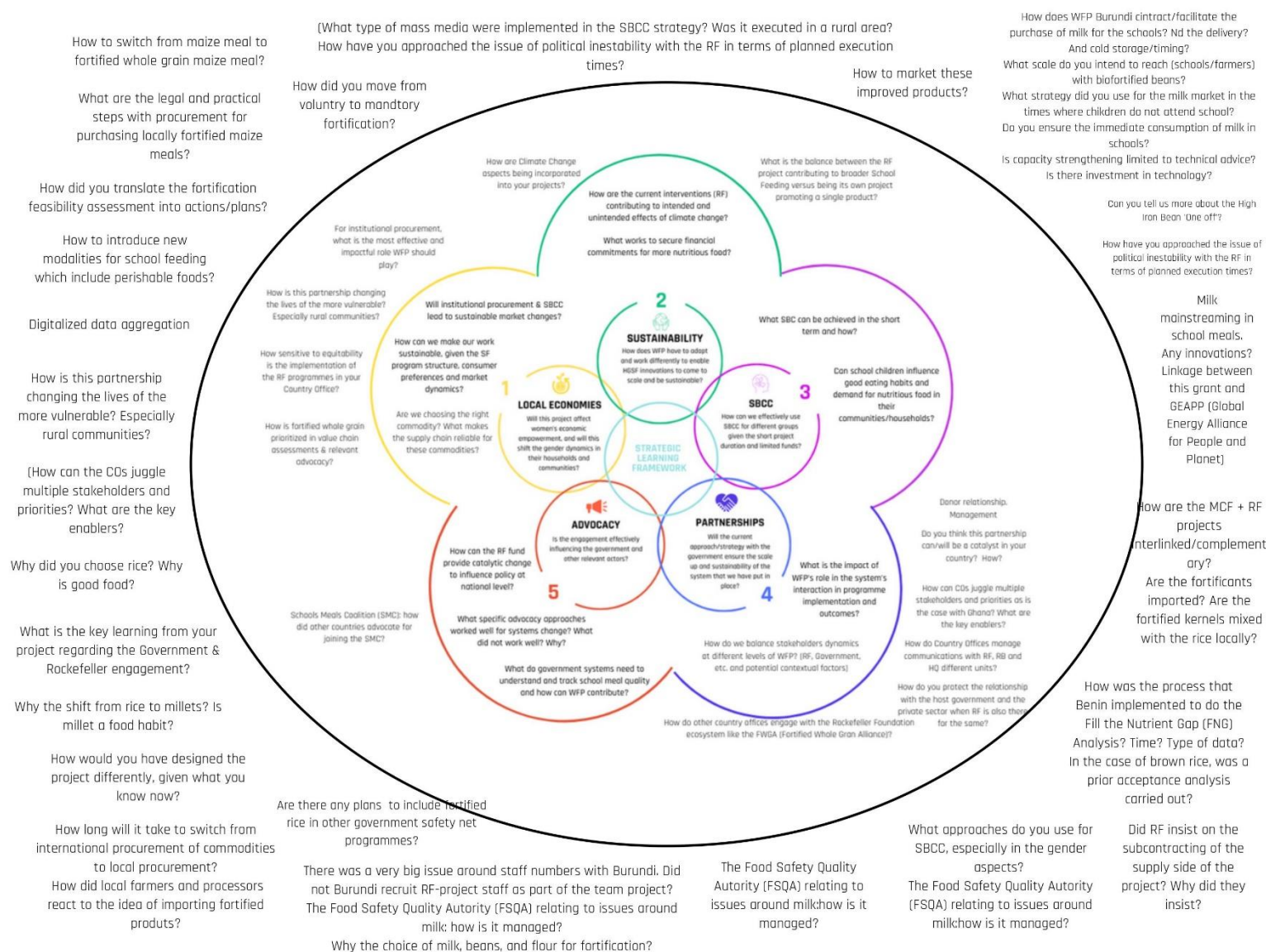


Figure 5: Learning Landscape Questions



Annex 5: Global Activities and Beneficiaries by Country

	Category (disaggregated by sex and age if possible)	Direct beneficiaries (persons that will directly receive food, cash or technical assistance from WFP under this project)	Indirect beneficiaries (persons that will benefit from WFP's broader support to the government) B
Benin	School children	*1,080,000 + 6,000 (5-11 years), from the 30 pilot schools of the national school feeding model	1, 300,000 (5-11 years)
	Smallholder farmers	2,000	Smallholder organizations and traders
	Cooks	3,000	
	Government institutions and others	12 technicians of the food quality control services Staff of the oil mills	Institutions engaged in WFP capacity strengthening activities at national and subnational levels
Ghana	School children	10,000 (2 to 17 years)	1,750,000 (aged 2 to 17 years)
	Smallholder farmers	5,000	5,000
	Cooks		3,050,000 through SBCC activities
	Caterers	10,832	35,000 Benefiting from the capacity strengthening support to Caterers
Honduras	School children	8,000 primary school children	1,300,000 primary school children
	Smallholder farmers	137 with technical assistance 3,000 with purchase of product	5,000
	Parents	1,200 per year	5,500 per year
	Cooks	600	2,750
India	School children	325,000 (6-14 years) through kitchen gardens in Rajasthan (with the support of partners)	110 million (6-14 years) through efforts at introducing whole wheat flour and rice fortification
	Men and women, boys and girls benefitting from Government's public distribution system	107 million people (through SBCC campaigns on fortified rice in Chhattisgarh and Bihar)	800 million people through advocacy campaigns

Activities by component and country – Global Project

Country	Component 1	Component 2	Component 3	Component 4
Benin	<p>1. Capacity strengthening for pro-smallholder procurement to provide at least 60 % of the food basket for school meals</p> <p>2. Demonstrate / pilot school optimized menu from local sourcing in 30 schools reaching 5000 students</p> <p>3. Capacity building of for quality control, Fortification of Rice and Oil,</p> <p>4. Develop and disseminate SBCC for Nutrition and Healthy Local Foods,</p> <p>5. Capacity building to school cooks and menu optimization</p>	<p>6. Fill the Nutrient Gap (FNG) analysis to determine fortification priorities and opportunities for menu optimisation</p> <p>7. Value Chain Analysis to map potential for local sourcing,</p> <p>8. Feasibility/Capacity Assessment of Local Food Fortification,</p> <p>9. Development/testing of Food Quality Metrics</p> <p>10. Development of a road map for the Government of Benin on how to integrate local sourcing and options for filling the nutrient gaps</p>	Activities will be developed for each country through an action plan with the support of an external advocacy partner.	Note: the decision on country level work will be made after applicability is assessed at the global level.
Ghana	<p>1. Linking caterers to smallholders for fortified rice and other fortified food products and local fresh farm produce,</p> <p>2. Capacity strengthening for school cooks, stakeholder dialogue on school meals nutrition standards,</p> <p>3. SBCC for Nutrition and Healthy Local Foods,</p> <p>4. support smallholders to access/adopt improved seeds.</p> <p>5. Promotion of the Obaasima seal with key stakeholders that aims at increasing healthy nutritious food in markets.</p>	<p>6. Analysis on local rice production and fortification,</p> <p>7. Develop a road map for increasing availability of fortified rice in 6 districts and subsequently update with lessons to map the roll out of fortified rice across the Country</p> <p>8. Assessment of diet quality and social norms on food/nutrition,</p> <p>9. Fill the Nutrient Gap (FNG) analysis,</p> <p>10. Commodity price monitoring</p> <p>11. Formative research on behaviors</p>	Activities will be developed for each country through an action plan with the support of an external advocacy partner.	Note: the decision on country level work will be made after applicability is assessed at the global level.

Honduras	<p>1. School Meals Menu Optimization in / schools serving 8,000 children</p> <p>2. Raising awareness, demand and acceptance at school and community level on local nutritious foods, through SBCC and other methods</p> <p>3. Training/technology acquisition/procurement in dairy and fortified bean value chains</p>	<p>4. Mapping of value chains for fortified wholegrains, dairy, biofortified beans to determine opportunities for local sourcing and viability of inclusion in menus</p> <p>5. Identification of 4 areas to pilot the inclusion of nutritious foods for meal optimization</p> <p>6. Food perception survey, Nutritional Status Assessment, Commodity Nutritional Composition Study</p> <p>7. Roadmap for rolling out the optimized menus across the country</p>	Activities will be developed for each country through an action plan with the support of an external advocacy partner.	Note: the decision on country level work will be made after applicability is assessed at the global level.
India	<p>1. Develop and implement SBCC campaigns on fortified rice,</p> <p>2. Pilot school kitchen gardens to further diversify school meals (and in addition to including fortified rice),</p> <p>3. Provide technical assistance for mainstreaming fortified rice in Bihar</p>	<p>4. Feasibility study on mainstreaming fortified whole wheat flour,</p> <p>5. Assessment for creating demand for millet in feeding programs,</p> <p>6. Study on diversifying the safety net food basket,</p> <p>7. Study on school meals-specific food baskets,</p> <p>8. Evaluation of kitchen garden pilot</p>	Activities will be developed for each country through an action plan with the support of an external advocacy partner.	Note: the decision on country level work will be made after applicability is assessed at the global level.

Activities by Country – East African Project

Activities	Deliverables
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<p>Good Food Procurement</p> <p>a) Mapping of schools that WFP provides school meals to and where the transition for whole grain or other good food such as fish or fresh foods would be cost neutral, and determine volumes required</p> <p>Burundi:</p> <p>b) Identification of and onboarding of suppliers that can meet the whole grain / other good food standards</p> <ol style="list-style-type: none"> Research study undertaken to assess and evaluate key issues faced by schools in procuring fortified and nutritious foods. Improve storage capacity for fortified wholegrain maize meal and possibly fresh food. Mapping and technical audit of medium-scale millers at province or district level which have the capacity or potential of providing 10MT of wholegrain fortified maize meal per day at the standards required by Bureau Burundais de Normalisation et Contrôle de la Qualité (BBN). Provision of machinery/implements (e.g. micro-feeders) and required training to 10 medium-scale millers to meet hygiene and safety standards required to provide fortified maize meal to school feeding programs and to the market. Arrangements for co-financing of the machinery will be used. Facilitation of relationships between medium scale millers and the GAIN Premix Facility to provide the needed premix to ensure the final product meets adequate fortification level required to meet nutrient adequacy. Facilitate training sessions of medium-scale millers on food procurement, food quality and safety in collaboration with the Centre National de Technologie Alimentaire (CNTA); Provision of tools (e.g. moisture meters, proper storage bags) and food safety/hygiene training to cooperatives sourcing quality maize for medium-scale millers. Linkages with institutional buyers such as schools, prisons, hospitals and with other nutrition-specific or sensitive programmes in the targeted provinces (e.g. with the prevention of stunting programmes) to promote the uptake of fortified whole-grain maize meal. <p>Specifically for Milk</p> <ol style="list-style-type: none"> Improve milk processing and food quality and safety at collection centres. Provision of quality control materials to milk collection centres Training of collectors on hygiene, transport etc. Provide and trial 5 bulk milk units/centres in the school in coordination with the private sector and the International Fund for Agriculture Development (IFAD). Canteen staff trained on proper hygiene, maintenance etc. of 	<p>Aim is to serve 30,000 children in 7 districts in Rwanda and at least 60,000 children in Burundi in transitioning to whole grain or other good food options</p> <p>10 medium-size millers' capacity built to produce 10MT of fortified whole-grain maize meal daily</p> <p>Whole grain fortified maize meal procured by 80 schools, reaching approximately 60,000 school children daily</p> <p>Engagement through 13 cooperatives, boosting incomes and productivity of more than 20,000 small holder farmers</p> <p>5 schools capacity built to trial bulk milk dispensers reaching over 3,500 school children with 250mL milk twice per week</p> <p>Value chain analysis on bio-fortified beans in collaboration with PABRA, aimed at determining whether they can be produced and sourced by cooperatives in sufficient quantities to supply the</p>
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<p>the machine as well as on processes for procuring fresh milk.</p> <p>Rwanda</p> <ul style="list-style-type: none"> a. Continue to explore the use of wholegrain MML in the WFP school meals programme, fostering linkages to the National School Feeding Programme. b. Develop the bio-fortified beans value chain through agronomy support, enhanced post-harvest management and market linkage facilitation. <p>Conduct a value chain analysis of milk and eggs to inform their effective utilisation in the National School Feeding Programme.</p>	<p>home-grown school feeding program.</p>
<p>Policy advocacy and capacity strengthening on public food procurement systems and supply chain management, with a focus on school feeding menu quality and safety and the inclusion of good foods:</p> <p>Rwanda</p> <ul style="list-style-type: none"> 1. Support further review analysis of current procurement system for school feeding, based on early experiences in the national school feeding programme 2. Second expertise to key government ministries/agencies to advise on and help develop public procurement models and systems for school feeding 3. Deliver procurement and food safety and quality technical backstopping to schools, focused on good foods. 4. Provide capacity strengthening at central and decentralized levels on procurement and food storage and handling. 5. Further develop and disseminate procurement and dietary guidelines and training materials, menu guidance and nutritious cookbooks. 6. Deliver training at local government and school-level, focused on how schools can procure and prepare nutritious meals using seasonal and locally available foods using energy-efficient and affordable methods of cooking. <p>Burundi</p> <ul style="list-style-type: none"> 1. Support the Government and relevant ministries (education & health) to finalize, disseminate and implement the five-year Home Grown School Feeding Strategy (2022-2027). 	<p>School feeding procurement review/lessons learnt completed</p> <p>7 districts supported on food safety and quality</p> <p>10 trainings on procurement delivered at central and district levels</p> <p>Development of 5 guidance and training materials and dissemination in schools</p> <p>Cookbook developed for NSFP and disseminated in 7 districts in Rwanda.</p> <p>30 trainings on procurement and nutritious meal preparation delivered at sector and school levels</p> <p>HGSF Strategy (2022-2027) validated by the government.</p>

<p>Behavior Change Communication:</p> <p>1. Identification for BCC required for the new menus e.g., whole grain, fish, milk, fresh fruits and vegetables</p> <p>Burundi:</p> <p>2. In cases where the BCC material cannot be adapted from Rwanda or re-used from previous materials (e.g. milk), we will specifically design BCC campaigns based on the findings from FGDs to design the pilot product along with the initial experience from the introduction of the new products into the school program</p> <p>Rwanda:</p> <p>3. Support the dissemination of existing BCC materials to the new districts / schools identified for transition for whole grain</p> <p>4. Conduct a formative research to identify facilitators and barriers to consumption of nutritious foods and uptake good nutrition behaviours.</p> <p>5. Develop BCC strategy to promote the consumption of nutritious foods based on the findings of the formative research.</p> <p>6. Undertake SBCC activities among children and their households to promote good nutrition behaviours including the consumption of nutritious foods in WFP supported schools.</p>	<p>a) BCC for Burundi developed and disseminated in 3 provinces</p> <p>b) BCC for Burundi disseminated through the SBN network to private sector actors involved in key value chains.</p> <p>c) BCC for wholegrain and other good foods disseminated in 7 districts in Rwanda.</p> <p>d) Formative research on BCC for good foods in Rwanda developed and disseminated</p>
<p>Policy advocacy on public food procurement systems, with a focus on fortification in school feeding:</p> <p>Rwanda</p> <p>1. Survey on consumption and availability of fortified foods and bio-fortified crops in the school feeding food basket, with a focus on orange-fleshed sweet potato, and high-iron beans.</p> <p>2. Convene stakeholder forum on fortification, investments and regulations required, leveraging the SUN Business Network and other existing platforms.</p> <p>Burundi:</p> <p>Engage in and support national policy discussions around fortification and regulatory development as well as the national school feeding policy and the design of the HGSFP strategy in particular.</p>	<p>Survey conducted on consumption/availability of fortified crops/foods in Rwanda</p> <p>Stakeholders' forum convened in Rwanda</p> <p>Renewed School Feeding Policy based on mid-term review (planned policy for 2025-2026).</p> <p>Home Grown School Feeding Strategy (2022-2027) validated and endorsed by the Government by December 2021.</p> <p>Renewed five-year Fortification Strategy (2022 – 2027) validated and endorsed by government by mid-2022.</p>

<p>Good Food Data</p> <p>Rwanda</p> <ol style="list-style-type: none"> 1. Take stock of GMQS pilot and define the way forward and roll-out plan for WFP supported schools in 7 districts. 2. Policy dialogue to define strategy and evidence priorities around nutrition and diets of school-aged children and adolescents, to define appropriate metrics and priority investments. <p>Further develop metrics to measure diet quality among school-aged children, building on GMQS experiences.</p> <p>Perception studies on good food</p> <p>Rwanda</p> <p>National market assessment focused on good food and the impact of school feeding demand on supply chains and market actors for the NSFP</p>	<p>GMQS Data sets for Rwanda with aspirational efforts to replicate in Burundi</p> <p>Policy dialogue on evidence priorities and metrics for nutrition and diets of school-aged children organised in Rwanda</p> <p>Report on perception studies</p> <p>Market assessment report</p>
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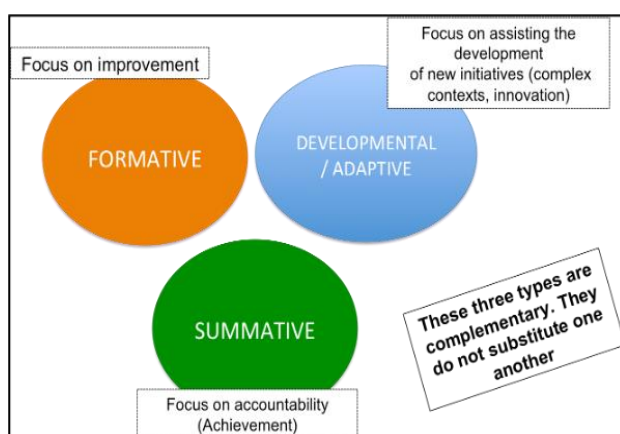
Annex 6: Developmental Evaluation Approach and Methodology

The developmental evaluation approach

There are many types of evaluations, depending on the object being evaluated, the methodology to be used, and the purpose of the evaluation. Depending on the purpose, evaluations can be summative, formative, or developmental.

While summative evaluations are designed to assess the overall value, utility, worth, and significance of a program, formative evaluations aim to improve the program or refine the model underlying the program design. On the other hand, developmental evaluations help explore opportunities and identify innovative options under complex, uncertain, and dynamic conditions.³³

Figure 1: Types of evaluations depending on their purpose



As can be seen from the figure, these three types of evaluations are not mutually exclusive. They complement each other within the evaluation cycle. In this regard, a developmental evaluation can help conceptualize and design an initiative that can then be stabilized and standardized through a formative evaluation, preparing it for a later summative evaluation.

Traditional evaluation is usually formative or summative. Developmental evaluation differs from traditional evaluation because it supports continuous learning and adaptation of programs, which is the case here.

The developmental approach is designed to help social innovators develop social change initiatives in complex or uncertain environments. As outlined by Dr Michael Quinn Patton, "developmental evaluation supports innovation development to guide adaptation to emergent and dynamic realities in complex environments. Innovations can take the form of new projects, programs, products, organizational changes, policy reforms, and system interventions".

This developmental purpose is fully consistent with the three purposes stated at the beginning of these terms of reference: Provide timely input to the development of new and innovative approaches being tested to catalyse food systems transformation; provide timely input to the design of the scale-up initiative to be developed in a subsequent phase; and provide relevant insights to the growing field of food systems transformation.

Methodological implications of the developmental evaluation approach

The differences between traditional and developmental evaluations go beyond their purpose. They differ in terms of their approach toward accountability, the role and position of evaluators, design, and methodological options and standards, among other things. The following table summarizes these key differences.

Table 6: Summary of differences between traditional and developmental evaluations

³³ Patton, M.Q. (2010) Developmental Evaluation: Applying Complexity Concepts to Enhance Innovation and Use. New York: Guildford Press.

Traditional evaluation	Developmental evaluation
Purpose: render judgments of success or failure. Support improvements, summative assessments and accountability.	Purpose: supports development of innovation and adaptation in dynamic environments. Provide feedback, generate learnings, support changes in direction.
Roles and relationships: evaluator positioned as an outsider to assure independence and objectivity.	Roles and relationships: evaluator position as an internal team function integrated into the process of gathering and interpreting data, framing issues, surfacing and testing model developments.
Accountability: focused on external authorities and funders based on explicit pre-ordinate criteria.	Accountability: centred on the innovators' values and commitment to make a difference.
Design: design the evaluation based on linear cause-effect logic models.	Design: design the evaluation to capture system dynamics, interdependencies, models, and emergent interconnections.
Options: rigorously option-focused traditional research and disciplinary standards of quality dominate.	Options: utilization focused options are chosen in service to developmental use.
Measurement: measure performance and success against predetermined goals and SMART outcomes.	Measurement: develop measures and tracking mechanisms quickly as outcome emerge; measures can change during the evaluation as the process unfolds.
Evaluation results: detailed formal reports, validated best practices, generalizable findings across time and space. Can engender fear of failure and anxiety in those evaluated.	Evaluation results: rapid, real-time feedback, diverse, user-friendly forms of feedback. Aim to produce context-specific understanding that informs ongoing innovation. Evaluation aims to nurture and support ongoing learning.
Complexity and uncertainty: the evaluator tries to control design implementation and the evaluation process	Complexity and uncertainty: learning to respond to lack of control, staying in touch with what's unfolding and responding accordingly.
Standards: methodological competence and commitment to rigour; independence; credibility with external authorities and funders; analytical and critical thinking.	Standards: methodological flexibility eclecticism and adaptability; systems thinking; creative and critical thinking balanced; high tolerance for ambiguity; open and agile; teamwork and people skills; able to facilitate rigorous evidence-based perspectives.

Adapted from Patton, M. Q. (2006). *Evaluation for the Way We Work*, *The Nonprofit Quarterly*, 13: 1, 28–33; and USAID. *Study of the family care first in Cambodia Developmental Evaluation* (2018)

These differences have important methodological implications. The most salient are that developmental evaluations do not use pre-determined evaluation criteria (such as the standard criteria of OECD-DAC); the focus is on learning rather than making judgments; evaluators are embedded in the intervention; and developmental evaluations are real-time and adaptive, because they incorporate emergence and are utilization focused.

The more turbulent, dynamic, and complex the context is, and the more systemic the intervention is, the more likely is the need to adjust the evaluation due to emergence, i.e., contextual or organizational change or the result of new interactions among key stakeholders. These changes are likely to affect the use of the evaluation, and the evaluation design should be adjusted accordingly.

These characteristic elements explain why these terms of reference do not include evaluation criteria and evaluation questions, and why the traditional evaluation matrix is replaced by an adaptive inquiry framework.

Operational guiding principles of the approach.

In practice, the approach will incorporate the following seven operational guiding principles.

Utility – The evaluation will take a utilization-focused approach that is explicitly designed to provide useful evaluative input to support learning inputs that help shape programmatic adjustments. Specifically, the evaluation will aim to nurture learning by providing real-time feedback and a user-friendly form of evidence to capture innovations and support course corrections in dynamic and complex environments.

Collaborative Intelligence – Developmental evaluation refers to long-term, collaborative relationships between evaluators and those involved in innovative initiatives and developments. This is achieved through a high level of engagement and collaboration with management and staff (HQ, RBs and COs) throughout the life of the project, ensuring regular feedback loops to promote continuous learning.

Flexibility and responsiveness to needs and context – The evaluation team will take an approach of openness, receptiveness, and flexibility and be willing to adjust the evaluation process as needed. This will require a willingness on the part of the evaluator to engage in a quick and timely manner over the 2.5-year life of the project. Instead of producing traditional evaluation reports, the evaluation will focus on real-time feedback through the creation of learning pieces/milestone summaries, cross-thematic stories of change, and documentation of important changes and decisions in programme design and implementation.

Participatory and inclusive – The evaluation will take a participatory and inclusive approach with learners at the centre. Thus, the formulation of the strategic learning questions will be determined by the members of the strategic learning communities through consultations and will be finalised during the first learning workshop.

Lean approach – The evaluation will minimize the burden on country offices and country partners. The focus will always be on adding value through reflective practice and learning. The evaluation will build on existing data and evidence as much as possible. The focus will be on generating insights rather than collecting primary data.

Evaluation Credibility – The evaluation should provide credible, useful, evidence-based information that enables timely adoption of findings, recommendations, and lessons learned.

Innovation – This is the first time that a fully-fledged developmental approach has been used in the organization. The evaluation team will capture the findings and insights from this innovative experience to disseminate throughout the organization. These insights will then contribute to the discussion on the possibilities of embedded, co-creation-based, and utilization-focused approaches to organizational development.

INCEPTION PHASE: THE DESIGN OF THE STRATEGIC LEARNING WORKSHOP

The developmental evaluation will be officially launched with the first Strategic Learning Workshop (SLW), which will be held in Nairobi from September 19-21, 2023.

The first SLW is a co-creation, face-to-face event with the **purpose** of formulating the strategic learning questions that will define the evaluation's adaptive inquiry framework. The design of the evaluation methodology will depend on these strategic learning questions formulated in the first SLW, as described above.

In addition to the aforementioned purpose, the first SLW has the following **specific objectives**:

1. Fostering a comprehensive **understanding of the developmental evaluation purpose and approach** on behalf of the primary stakeholders involved in the implementation of the project. This aspect is critical in order to ensure the buy-in of stakeholders for a successful conduction of the evaluation.
2. **Maximizing user engagement** of all stakeholders involved in the implementation of the project. This is a fundamental aspect to ensure the utilization-focused principle of a DE.
3. **Building trust** and create a **psychologically safe space** among the different stakeholders involved, both at country, regional and global level.
4. Strengthening **cross-country, cross-unit and multi-level collaboration**.

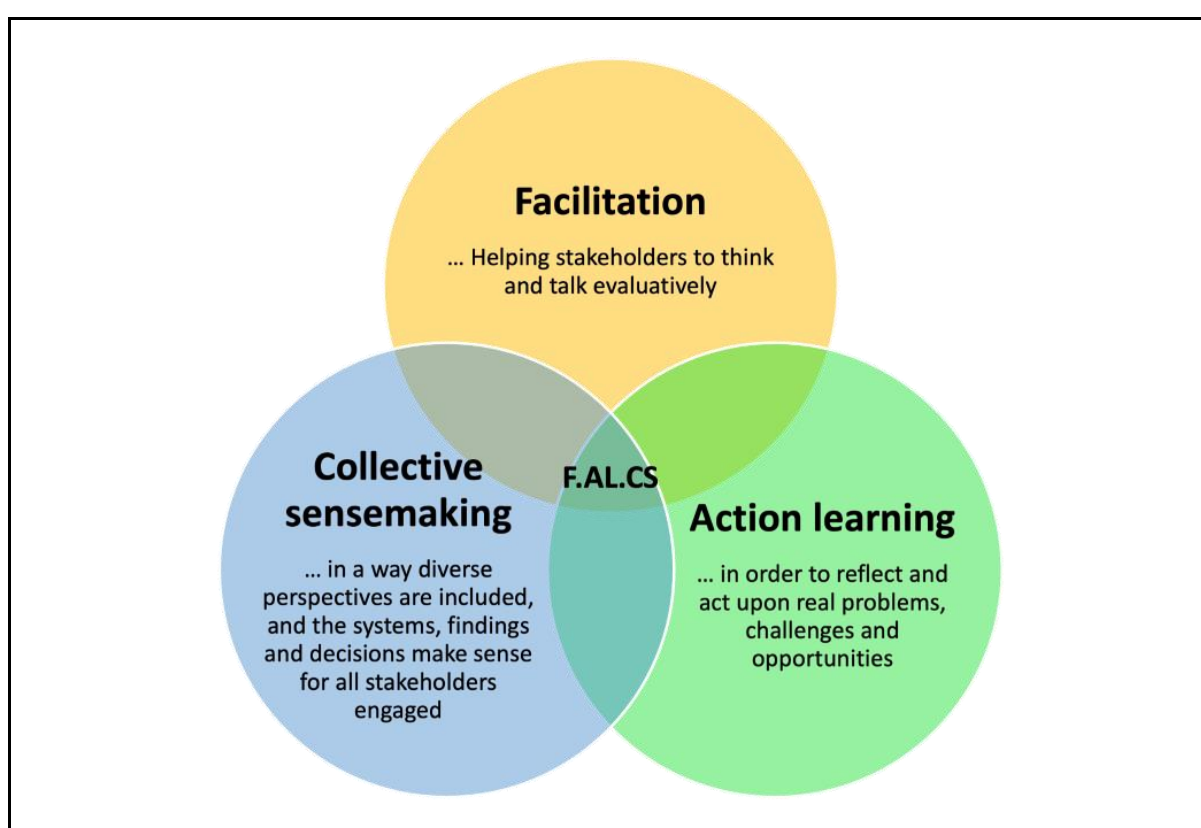
5. Creating the **Strategic Learning Community as a network** that will provide ongoing timely feedback and decision-making during the course of the evaluation, another principle of a DE.

The SLW in Nairobi will primarily **target** the participation of the six country offices involved in the project, the respective regional bureaus and the divisions leading project components in HQ. The Rockefeller Foundation will also participate in selected sessions of the workshop.

The decision to focus this first strategic learning workshop on these primary stakeholders is to strengthen the cohesion among the stakeholders that are directly involved in the implementation of the project, and to build the trust required for a successful implementation of the developmental evaluation at all levels.

The **methodological approach** to conducting the first SLW involves a mix of three complementary approaches that determine how the workshop is conducted. These three approaches are the facilitation of action learning through collective sensemaking, as illustrated in the figure below.

Figure 2: The methodological approach



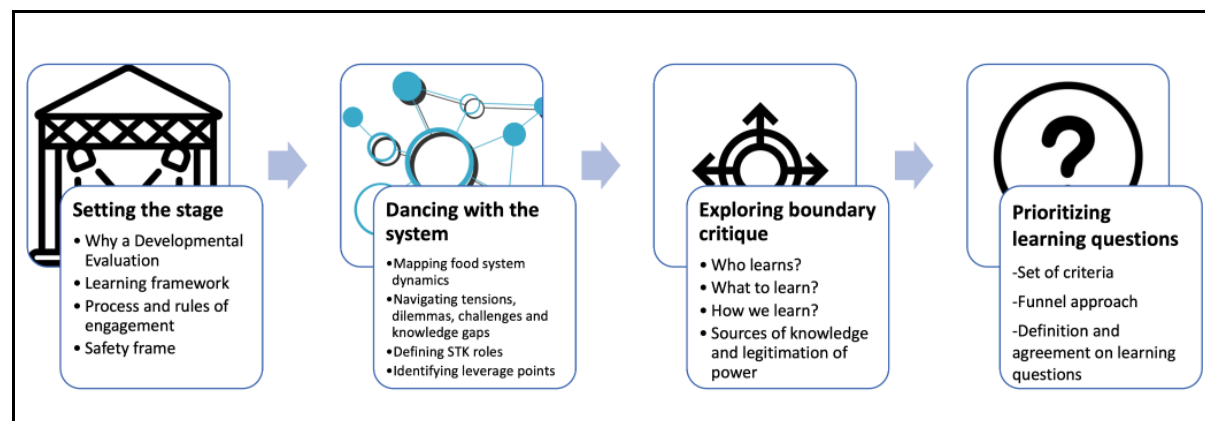
- **Facilitation** in evaluation is a specialized niche within the larger world of facilitation. According to Patton (2017), it applies and adapts general facilitation knowledge and techniques to the specialized challenges of working with stakeholder groups involved in program evaluation.³⁴ The purpose of such facilitation is to enhance the relevance, credibility, meaningfulness, and utility of evaluations. This method is suited to help stakeholders think and talk evaluatively about a program intervention.
- **Action Learning** is a useful approach to reflect and learn about a real problem, challenge or issue with a focus on making actions to improve, change or adapt the program to make it more relevant and meaningful to achieve the expected results. This method is a good fit for helping stakeholders reflect and act on real problems, challenges and opportunities.

³⁴ Patton, M.Q. (2018). Facilitating evaluation: principles in practice. SAGE Publications Inc.

- **Collective Sensemaking** is an interpretative process in which learning network members reflect, share and discover knowledge by co-constructing meaning and collectively generating numerous possibilities for future action in a complex context (Mckenzie, 2021).

The **structure** of the first SLW includes four phases or components, as illustrated in the figure below:

Figure 3: The Four Phases of the first Strategic Learning Workshop



- **Setting the stage:** this initial part of the workshop is focused towards generating a shared understanding of the developmental evaluation, including why a developmental approach was chosen, what the evaluation is about, how to conduct it and for whom. As the evaluation has a strong learning component, the learning framework will be introduced in the context of the program. In addition, this phase will set the rules to foster a safe, pleasant, fruitful and insightful engagement for all participants during the workshop.
- **Dancing with the system:** Donella Meadows coined the term ‘dancing with the system’ to illustrate a set of guidelines aimed at fostering a shared understanding of the system in which the program operates, taking into account the complex context in which it is embedded. With this in mind, this phase of the workshop will facilitate a collective co-creation of the food system dynamics, allowing space for tensions, challenges and knowledge gaps to emerge. It will also be an opportunity to reflect on the roles of stakeholders within the system and identify leverage points or areas in the system that will lead to the transformative outcomes.
- **Exploring boundary critique:** systems are bounded by the mental models and underlying structures that influence their behaviors and outcomes. Thus, this part of the workshop will engage in a collective conversation about who will learn, how we will learn, and what sources of knowledge legitimacy and power will inform the evidence provided and the decision-making processes of evaluation. Boundary critique is a general principle of systems thinking that aims to make sense of the decisions we make in inclusive and participatory ways.
- **Prioritizing strategic learning questions:** this is the part of the workshop where participants identify and decide which learning questions that emerged during the three-day workshop should be included in the evaluation’s inquiry framework. To do this, facilitators will use a funnel approach guided by a set of criteria to prioritize questions with broad consensus and participation.

The **output** of the first SLW will be an inception note that includes the methodological design of the developmental evaluation based on the adaptive inquiry framework.

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Annex 8: Acronyms

AIF	Adaptive Inquiry Framework (AIF)
CAG	Country Advisory Group
CO	Country Office
DEQAS	Decentralized Evaluation Quality Assurance System
EC	Evaluation Committee
FNG	Fill the Nutrient Gap
FWG	Fortified Whole-Grain
GAG	Global Advisory Group
GDQS	Global Dietary Quality Score
HQ	Headquarters
OEV	Office of Evaluation
PP4N	Power of Procurement for Nutrition
RBB	Regional Bureau Bangkok
RBD	Regional Bureau Dakar
RBN	Regional Bureau Nairobi
RBP	Regional Bureau Panama
RF	Rockefeller Foundation
SLW	Strategic Learning Workshop
ToR	Terms of Reference
WFP	World Food Programme

Annex 9: Theory of Change



