

Joint Evaluation of the Ghana School Feeding Programme from 2015 to 2025

Commissioned by
Ministry of Gender, Children and Social Protection
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1. Introduction

1. These Terms of Reference (ToR) outline the parameters and scope of a joint evaluation of the Ghana School Feeding Programme (GSFP), which is a flagship social safety net and education initiative of the Government of Ghana. Established in 2005, GSFP aims to enhance basic school enrolment, attendance, and retention, while simultaneously improving the nutritional status of pupils and stimulating local agricultural production.
2. The evaluation covers the period from 2015 to 2025, during which the programme benefited from the strategic support and collaboration of the Ministry of Gender, Children and Social Protection (MoGCSP), Ministry of Education, notably through Ghana Education Service (GES), Ministry of Finance, Ministry of Health, through Ghana Health Services (GHS), Ministry of Food and Agriculture (MoFA), World Food Programme (WFP), and the World Bank, amongst other stakeholders.
3. The evaluation is jointly commissioned by the Government of Ghana through the MoGCSP and its Ghana School Feeding Programme (GSFP), and WFP Ghana Country Office, in close collaboration with other government entities and development partners. The purpose of the ToR is to inform stakeholders of the evaluation design and scope, and to provide guidance to the evaluation team for a credible, impartial, and useful assessment. The findings are expected to generate evidence to inform policy direction, enhance programme delivery including its operational efficiency, and foster accountability to both citizens, government and development partners.

2. Reasons for the evaluation

2.1. Rationale

4. The GSFP remains one of Ghana's most visible social safety net programmes, aligned with the Government's commitment to achieving inclusive development, as articulated in national frameworks such as the Coordinated Programme of Economic and Social Development Policies (CPESDP: 2021-2025), Medium-Term National Development Policy Framework (MTNDPF: 2022-2025), National Social Protection Policy,, and the Ghana Education Strategic Plan (ESP). The programme's design draws on the Home-Grown School Feeding (HGSF) model, seeking to strengthen agricultural value chains, promote local food systems, and ensure access to quality education and improved nutrition for all children in all HGSF beneficiary schools.
5. Despite the programme's longstanding implementation, it has never undergone a comprehensive independent evaluation since its inception in 2005. This has left critical evidence gaps in understanding GSFP's performance, efficiency, and contribution to national goals. As the programme matures, this evaluation is essential for accountability and learning.
6. The cost-benefit analysis for the GSFP, conducted by the MoGCSP and GSFP in 2018, in collaboration with WFP and with funding support from Mastercard Foundation, found that for every GHS 1 invested in school feeding, Ghana derives an economic return of approximately GHS 3.3. These returns are driven by increased productivity, improved health and education outcomes, and direct value transfers to households.
7. Further, the 2023 Fill the Nutrient Gap (FNG) analysis highlighted the inadequacy of the previously allocated daily feeding rate of 1 Ghana cedi per child, as it was insufficient to meet the nutritional requirements of school meals. This finding contributed to a subsequent slight upward revision of the daily feeding rate per child. Nevertheless, the revised rate still presents significant nutrition-related gaps, especially for children in impoverished and food-insecure regions.
8. The 2024 dry spell, which severely affected food production across Ghana's food basket regions, exposed the programme's vulnerability to climate-related shocks. With the majority of GSFP ingredients

sourced locally aligned with its HGSF objective, the drought triggered production deficit, food price surges, supply disruptions, and inconsistent meal provision in many schools. An assessment on the Impact of the Dry Spell on the GSFP, conducted by MoGCSP, through the GSFP and WFP, found that majority of the caterers provided meals only 2–3 times weekly, while some suspended service entirely, affecting programme credibility and children’s nutrition.

9. Digitization efforts have recently improved GSFP’s monitoring and reporting systems, marking a significant shift from the traditional manual processes that previously dominated data collection in the programme. Until 2021, GSFP relied heavily on paper-based forms, which were often subject to delays, transcription errors, duplication, and gaps in data quality—factors that hindered timely analysis and evidence-based decision-making. Supported by WFP, the GSFP Secretariat piloted the use of WFP’s Mobile Operational Data Acquisition (MoDA) platform for data collection and Tableau dashboard for data visualization and reporting, in selected districts.

10. Importantly, Ghana formally joined the global School Meals Coalition in 2023, signalling its renewed commitment to strengthening school feeding. Membership provides the country with access to global technical support and advocacy platforms and could serve as a pathway to sustainable co-financing models for GSFP through multi-stakeholder partnerships.

11. The evaluation is particularly timely, given the Government of Ghana’s renewed commitment to revitalizing GSFP, underscored by a recent decision to double the daily feeding rate from GHS 1 to GHS 2 per child. This is aimed at addressing nutrition inadequacies and rising food costs. In 2025, the Government of Ghana significantly scaled up its investment in the Ghana School Feeding Programme, allocating GHS 1.788 billion to enhance programme coverage, improve meal quality, and ensure timely payments, including those for caterers, which are often delayed —underscoring a renewed national commitment to school meals as a key social protection and nutrition intervention.

12. This domestic re-investment, alongside Ghana’s recent membership in the School Meals Coalition, provides new momentum for aligning GSFP with international best practices in school meals governance, nutrition, and financing.

13. This joint evaluation of the GSFP has been commissioned to generate robust, policy-relevant evidence that will guide strategic decision-making by the Government of Ghana, WFP and other development partners. The evaluation is expected to enhance the effectiveness, accountability, and sustainability of the GSFP by identifying what is working, what requires improvement, and where further investment, alignment and support are needed.

2.2. Objectives

14. The evaluation will serve the dual and equally important purpose of accountability and learning:

15. **Accountability** – Assess the programme’s performance against intended objectives, delivery mechanisms, and outcomes; and provide evidence of results to stakeholders including beneficiaries, government, and development partners.

16. **Learning** – Identify best practices and lessons learned to inform strategic and operational decision-making, facilitate programme adjustments, and improve coordination and resource mobilization for the scale-up of effective school feeding models.

Specifically, the evaluation will:

17. Assess the effectiveness of GSFP in achieving its stated goals, particularly the changes in educational outcomes (enrolment, attendance, and retention), nutritional status of pupils, and broader developmental objectives such as social protection, household food security, and support to local agriculture. The evaluation will also explore how the GSFP contributes to positioning schools as centres of care and support, assessing the integration and effectiveness of complementary services such as school health initiatives and water, sanitation, and hygiene (WASH) programs, which are critical for enhancing the overall well-being and educational outcomes of pupils.

18. Examine the operational efficiency and delivery model of the GSFP, including procurement processes, caterer contracting and oversight, quality assurance, food supply chain management, and the functionality of decentralized structures (districts, schools, caterers, and community engagement mechanisms) and efficiency of monitoring as well as data management systems. The evaluation will identify systemic inefficiencies, bottlenecks, and areas of duplication, and provide actionable recommendations to improve the effectiveness and responsiveness of service delivery across all administrative levels.

19. Analyse the cost of implementing GSFP, identifying key cost components, funding sources (government, communities, development partners), and the fiscal implications of scaling or adjusting the programme. This will contribute to the preparation of an updated investment case for school feeding, if needed, and inform sustainable financing strategies within the broader education, nutrition, and social protection policy frameworks.

20. Assess the current scope and coherence of support from development partners, including WFP, World Bank, FAO, UNICEF, and bilateral agencies, and identify ways to strengthen technical assistance, funding coordination, and policy alignment to enhance GSFP's overall impact. The evaluation will provide recommendations on how these stakeholders can work more collaboratively with government counterparts to scale home-grown school feeding models, strengthen monitoring systems, and embed school meals within long-term development planning.

21. Assess the sustainability of the GSFP by examining the robustness of its financing model, mechanisms for continuity, community engagement, and resilience to external shocks, while evaluating the contribution of WFP's capacity strengthening support to institutional ownership, long-term viability, and systems development.

22. The findings of this evaluation will be used by the Government of Ghana, WFP, and development partners to improve the performance, accountability, and long-term sustainability of the GSFP. By generating context-specific evidence, the evaluation is expected to inform programme reforms, strengthen inter-sectoral coordination, and inform policies regarding the GSFP, as it relates to, and within the broader social protection framework. Specifically, the evaluation findings are expected to be used for:

23. Government decisions on refining the GSFP delivery model to enhance governance frameworks, targeting approaches, operational efficiency, cost-effectiveness, and quality assurance across the implementation chain. This includes improving food procurement and caterer management systems, ensuring timely payments, strengthening district oversight, and integrating complementary services such as school health, nutrition education, and WASH. Particular attention will be paid to the availability and effectiveness of water, sanitation, and hygiene (WASH) infrastructure and its critical role in sustaining nutritional gains and school attendance.

24. Strategic planning for financial sustainability, including the further preparation of an updated investment case for GSFP, putting the renewed investment of the government into the GSFP into consideration. Insights on the key cost drivers, and financial efficiency will further inform and guide national budget allocations and further support resource mobilization efforts from donors and private partners.

25. Informing WFP's continued support to the GSFP, with a particular focus on refining implementation arrangements, deepening policy engagement, and identifying opportunities to enhance systems-level support. The evaluation will generate robust evidence to guide WFP's contributions to institutional capacity strengthening, the provision of technical assistance, and the strengthening of coordination mechanisms within the GSFP.

2.3. Key stakeholders

26. The evaluation will seek the views of, and be useful to, a broad range of WFP internal and external stakeholders. A number of stakeholders will play a role in the evaluation process in light of their role in the design and implementation of the GSFP, their interest in the results of the evaluation and relative power to influence the design, funding and implementation of the programme being evaluated. Table 1 provides a preliminary stakeholder analysis, which should be deepened by the evaluation team as part of the inception phase.

27. Accountability to affected populations, necessitates the inclusion of beneficiaries as key stakeholders in this evaluation. WFP, MOGCSP and the Ministry of Finance are committed to ensuring gender equality, equity and inclusion in the evaluation process, with participation and consultation in the evaluation of women, men, boys and girls from different groups (including persons with disabilities, the elderly and persons with other diversities such as ethnic and linguistic).

Table 1: Preliminary stakeholder analysis

Stakeholders	Interest and involvement in the evaluation
Government	
Ministry of Gender, Children and Social Protection (Lead Institution)	Lead policy and coordination role. Evaluation results will inform national strategies, strengthen accountability, and guide scaling of GSFP, including alignment with social protection frameworks.
Ghana School Feeding Programme	Assess the implementation mechanisms, process and structures of the GSFP in accordance with the programme's design and implementation.
Ministry of Finance	Assess financial efficiency and value for money. Evidence will support future budgetary allocation, cost-effectiveness strategies, and the investment case for sustainable domestic financing of GSFP.
Ministry of Education, School Health Education Programme (SHEP) and Ghana Education Services	Evaluate programme contributions to education outcomes (enrolment, attendance, learning) and how school meals improve access and retention. Findings will guide education planning and integration with other school-based services.
Ministry of Health (Ghana Health Services)	Evaluate programme contribution to child nutrition. Outcomes will facilitate understanding in GSFP contribution to curbing malnutrition and hunger amongst children of school going age
Metropolitan, Municipal and District Assemblies (MMDAs)	Assess the collaborative roles of various district assemblies, including the oversight responsibility on the implementation of the GSFP in their respective districts.
Ministry of Food and Agriculture	Evaluate impact on smallholder farmer linkages and agricultural value chains. Findings will inform MoFA's contribution to home-grown school feeding and integration with agriculture policy.
Women in Agriculture (WIAD)	As a key directorate under MoFA, WIAD's role in promoting gender-responsive agricultural interventions will be critical to the evaluation. The assessment will examine how the GSFP has contributed to empowering women farmers and processors, enhancing their participation in local value chains, and improving household-level food security and nutrition outcomes.
Ministry of Trade, Agribusiness and Industry	Understand GSFP's linkages with agribusiness development and value chain promotion. Results will guide private-sector partnerships and institutional procurement models.
World Food Programme	

WFP country office (CO) in Ghana	Support government implementation findings and recommendations from the evaluation and provide technical assistance in design, monitoring, and implementation of the GSFP. Evaluation will help WFP improve its support and align with strategic priorities.
WFP Western and Central Africa Regional Office (Evaluation)	Provide oversight and support to the evaluation, ensure adherence to DEQAS and capture learnings relevant for regional application. Findings may inform future evaluations and RB's technical guidance across countries.
WFP Headquarters (Office of Evaluation)	Ensure evaluation quality, impartiality, and learning from decentralized evaluations. OEV will review application of DEQAS and may include results in global synthesis reports.
WFP Subject Matter Experts – Regional Bureau and HQ (School Meals and Social Protection Service – PPGS)	Extract lessons on school feeding design and technical delivery to inform global strategies on school meals, social protection, and safety nets.
WFP Executive Board	Use results to assess WFP's contributions toward Zero Hunger and strategic policy implementation. Findings may inform Board-level dialogue and annual reporting.
Other stakeholders	
Beneficiaries (boys and girls), school authorities, teachers etc.	Gain insights into service quality, programme impact, and adequacy of meals. Results will shape demand-side improvements and ensure pupil needs are better met.
Parent, communities and civil society	Provide accountability and transparency. Findings will empower communities to engage more meaningfully in GSFP design, implementation, and monitoring.
Academia	Academia contributes independent, evidence-based expertise to the GSFP evaluation by supporting rigorous design, data analysis, and contextual interpretation. Their role ensures methodological credibility, strengthens nutrition and education insights, and helps translate findings into actionable policy recommendations.
Civil Society Organisations	Play a vital role in the GSFP evaluation by amplifying community voices, promoting transparency, and ensuring accountability. They contribute grassroots insights, advocate for equity in targeting and implementation, and bring diversity to the process.
United Nations Country Team (especially FAO and UNICEF)	Assess contribution to UN strategic priorities in education, nutrition, and child protection. Results will inform UNCT programming and advocacy for integrated social protection.

Development partners (World Bank, others)	Inform strategic collaboration and funding decisions, especially in support of scale-up, systems strengthening, implications for caterer procurement and payment, and leveraging of home-grown school feeding models.
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3. Context and subject of the evaluation

3.1. Context

28. Ghana has made commendable progress in improving access to basic education, reducing hunger, and promoting gender equality. However, significant disparities in education, nutrition, and food security persist, particularly in northern and rural regions. The GSFP, launched in 2005, was designed to address these challenges by providing one hot, nutritious meal per day to pupils in public basic schools, while simultaneously stimulating local food production and rural livelihoods. The programme supports national priorities such as the Free Compulsory Universal Basic Education (FCUBE), the School Health Education Programme (SHEP), and the Feed Ghana Programme (FGP) is a flagship agricultural initiative launched in 2025 as is part of the broader Agriculture for Economic Transformation Agenda (AETA) and is designed to modernize agriculture, enhance food security, reduce imports, and create jobs, women-led agribusinesses, and enhancing human capital development through improved nutrition and school attendance¹. It is also aligned with ECOWAS and AU Development Agency (AUDA-NEPAD) frameworks on Home-Grown School Feeding^{2,3}.

29. **School feeding:** In 2025, the Government of Ghana, through its Ministry of Finance, made a renewed commitment to scale up school feeding, following advocacy from development partners and civil society. The Ministry of Finance announced a doubling of the feeding rate from GHS 1 to GHS 2 per child, supported by a GHS 1.78 billion allocation in the 2024 national budget⁴. This was accompanied by a high-level endorsement of this joint evaluation of the programme's outcomes and operational efficiency, to further inform reform priorities. Ghana's formal accession to the School Meals Coalition in 2023 has elevated its global standing and unlocked new opportunities for technical support and financing. As part of this international initiative—focused on ensuring every child receives a healthy, sustainable meal in school by 2030—Ghana now has access to global best practices, innovative financing platforms, and peer-learning mechanisms that can support the institutionalization and scaling of the GSFP. These commitments further reinforce the commitment of the Government of Ghana to the sustainability of the GSFP and remains pivotal towards enhancing the enabling environment for further transformative investments in the GSFP.

30. **Effects of climate shocks on school feeding:** The programme's resilience is being tested, however, by the growing frequency and severity of climate-related shocks. A prolonged dry spell was experienced in August 2024, which especially had devastating impact on agrarian communities, forcing households to depend more heavily on markets for food. This shift in reliance was compounded by market disruptions,

¹ Ministry of Finance, Ghana. (2020). *Ghana CARES "Obaatan Pa" Programme*. [online] Available at: <https://cares.mofep.gov.gh/> [Accessed 11 May 2025].

² World Food Programme (WFP). (2024). *Legislating Change, Financing Futures: Advancing ECOWAS Homegrown School Feeding through Commitment, Collaboration, Innovation, and Investment*. [online] WFP. Available at: <https://www.wfp.org/publications/2024-legislating-change-financing-futures-advancing-ecowas-homegrown-school-feeding> [Accessed 11 May 2025].

³ World Food Programme (WFP). (2023). *Empowering the Future: ECOWAS Homegrown School Feeding for Human Capital Development and Economic Growth*. [online] WFP. Available at: <https://www.wfp.org/publications/2023-empowering-future-ecowas-homegrown-school-feeding-human-capital-development-and> [Accessed 11 May 2025].

⁴ Ministry of Finance. (2025). *2025 Budget Statement and Economic Policy*. Accra: Government of Ghana. [Online]. Available at: <https://mofep.gov.gh/sites/default/files/budget-statements/2025-Budget-Statement-and-Economic-Policy.pdf> (Accessed: 11 May 2025).

characterized by limited food availability and rapidly rising prices. The MOFA estimated that over 920,000 individuals were affected by the dry spell, a figure further corroborated by a joint assessment conducted by FAO, WFP, IFAD, UNICEF, and IWMI, which placed the number at 1.04 million people⁵.

31. The 2024 dry spell significantly disrupted food production in Ghana's key food basket regions, leading to acute shortages in essential commodities such as maize, rice, beans, and vegetables—core components of the GSFP menu. Many caterers were unable to consistently deliver meals, with schools in affected regions like Bono East, Savannah, and Upper West serving meals only three to four times a week, and some suspending service altogether, as a result of high prices of food commodities and unavailability of critical food items that are part of the school feeding menu, such as maize. These disruptions, coupled with increased food prices and reduced portion sizes, adversely impacted school attendance, dietary diversity, and pupil concentration in classrooms. As most GSFP caterers source 80% of their food locally, the fragility of the supply chain under climate stress underscores the urgent need to enhance the programme's shock-responsiveness and build long-term resilience through measures such as strategic food reserves, irrigation systems, and climate-smart procurement planning⁶.

32. **Food security:** The March 2025 Cadre Harmonisé (CH)⁷ analysis revealed the worst food security situation in Ghana since the inception of CH reporting in 2017. Over 2.38 million people are currently food insecure (March–May 2025), including 136,000 in IPC/CH Phase 4 (emergency). This represents a doubling of the national food-insecure population compared to the same period in 2024, and a fivefold increase in emergency-affected populations. The situation is projected to remain dire during the June–August 2025 lean season, with 2.02 million people expected to face food insecurity. Notably, the five northern regions—home to only 18% of the national population—now account for 43% of food-insecure individuals, reflecting deepening regional inequalities. The surge in food insecurity is driven by a prolonged dry spell that led to large-scale crop failures, market disruptions, and rising staple food prices.

33. **Child malnutrition:** Malnutrition remains a major public health challenge, especially for children under five and women of reproductive age. The 2022 Ghana Demographic and Health Survey (GDHS)⁸ reported that 17.4% of children under five are stunted, 12% are underweight, and 6% are wasted—reflecting widespread chronic and acute undernutrition. Regional disparities persist: in northern Ghana, stunting exceeds 20%, indicating long-term deprivation in more than one in every five children. Micronutrient deficiencies are also prevalent, with 49% of children under five and 41% of women of reproductive age affected by anaemia. Among pregnant women, the prevalence of anaemia reaches 51%, contributing to increased maternal mortality risk and poor birth outcomes. These trends underscore the urgency of strengthening school-based nutrition strategies, particularly in underserved regions.

34. **Access to diversified diets:** Affordability of food—especially nutrient-rich diets—has emerged as a growing constraint for households. The FNG analysis conducted by WFP and the National Development Planning Commission (NDPC) found that 44% of Ghanaian households cannot afford a diet that meets

⁵ FAO, WFP, IFAD, IWMI and UNICEF. (2024). *Assessment of priority areas impacted by dry spell in Ghana and district level intervention priorities*. Rome: FAO. Available at: <https://docs.wfp.org/api/documents/WFP-0000162319/download/> [Accessed 22 Apr. 2025].

⁶ Ministry of Gender, Children and Social Protection and World Food Programme, 2024. *Assessment of GSFP Digitized M&E System Project and Effect of Dry Spell on School Meals*. Accra: MOGCSP and WFP Ghana Country Office.

⁷ Permanent Interstate Committee for Drought Control in the Sahel (CILSS). (2025). *Cadre Harmonisé: Identifying Risk Areas and Vulnerable Populations for Food and Nutritional Insecurity in the Sahel and West Africa – Ghana Results (Current: March–May 2025 and Projected: June–August 2025)*. [online] ReliefWeb. Available at: <https://reliefweb.int/report/ghana/cadre-harmonise-identifying-risk-areas-and-vulnerable-populations-food-and-nutritional-insecurity-sahel-and-west-africa-ghana-results-current-march-may-2025-and-projected-june-august-2025-acute-food-security-and-nutrition> [Accessed 11 May 2025].

⁸ Ghana Statistical Service (GSS) and ICF. (2024). *Ghana Demographic and Health Survey 2022*. Accra, Ghana, and Rockville, Maryland, USA: GSS and ICF. Available at: <https://www.dhsprogram.com/pubs/pdf/FR387/FR387.pdf> [Accessed 12 May 2025].

essential nutrient requirements, with rates as high as 81% in the Savannah Region⁹. Meanwhile, the national Minimum Expenditure Basket (MEB) rose from GHS 600 to GHS 1,700 between 2023 and 2024—a 145% increase—while in some regions, such as Oti and Northeast, the increase exceeded 200%¹⁰. Staple food prices, such as for maize, surged by 97%, placing extreme pressure on household food access. These conditions have forced families to rely on less diverse, calorie-heavy diets, and in many cases to reduce meal frequency. The GSFP, in this context, plays a critical role in protecting food and nutrition security for school-aged children and their families, especially during the lean season and in high-risk zones.

35. **Investment in data and monitoring systems:** At the systems level, recent investments have strengthened the monitoring and accountability mechanisms of the GSFP. A digitized M&E system—rolled out with WFP support—has improved real-time reporting and service tracking across several pilot districts, using its MODA platform. A 2024 evaluation of this system found that 85% of users rated the digital platform as an improvement over manual methods, citing enhanced data accuracy and reporting speed. However, challenges remain related to funding, infrastructure, and capacity gaps at district level, limiting the system's scalability¹¹.

36. The WFP's MoDA platform is a digital data collection system designed to support real-time, field-based monitoring, analysis, and decision-making across WFP operations. MoDA enables efficient, accurate, and secure collection of operational data using mobile and web-based tools, and has been widely deployed for monitoring programmes, assessing beneficiary needs, evaluating the impact of interventions, and training staff. By streamlining data capture and integration, MoDA is expected to strengthen WFP's, government counterparts' and partners' capacity for adaptive programming and evidence-based decision-making.

37. MoDA enabled field officers and district-level staff to collect real-time data using mobile devices, which fed directly into centralized databases. This transition aimed to improve data accuracy, reduce reporting lags, and allow for dynamic visualization of key performance indicators such as meal delivery, enrolment, and compliance with food standards. A 2024 internal assessment⁵ found that 85% of users considered the digital system to be a significant improvement over manual reporting, especially in terms of timeliness, accessibility, and usability. These innovations demonstrate the potential for national-scale rollout of digital M&E systems, though further investment in infrastructure, training, and connectivity will be needed to ensure sustainability.

3.2. Subject of the evaluation

38. The subject of this evaluation is the GSFP, a flagship government-led social safety net intervention launched in 2005 with the objective of providing one hot, nutritious meal to all pupils in public basic schools across the country. The GSFP is implemented through decentralized structures and coordinated by the Ghana School Feeding Secretariat under the MOGCSP, with collaborative support from other ministries, agencies and departments, development partners, and local stakeholders.

39. Over the period 2015– 2025, the GSFP has significantly expanded its geographic coverage and school enrolment figures. The programme currently covers over 4 million beneficiary pupils nationwide in all 16 regions of Ghana, delivered across over 12,000 public primary/KG schools. Meals are prepared by contracted caterers using food procured mainly from local sources, aligning with the home-grown school feeding model and supporting national food system goals.

40. Despite strong government ownership and widespread coverage, operational challenges persist. These include procurement delays, late release of caterer payments, logistical bottlenecks in the food supply

⁹ National Development Planning Commission and World Food Programme. (2023). *Fill the Nutrient Gap: Ghana*. Accra, Ghana. Available at: <https://www.wfp.org/fillthenutrientgap> [Accessed 9 May 2025].

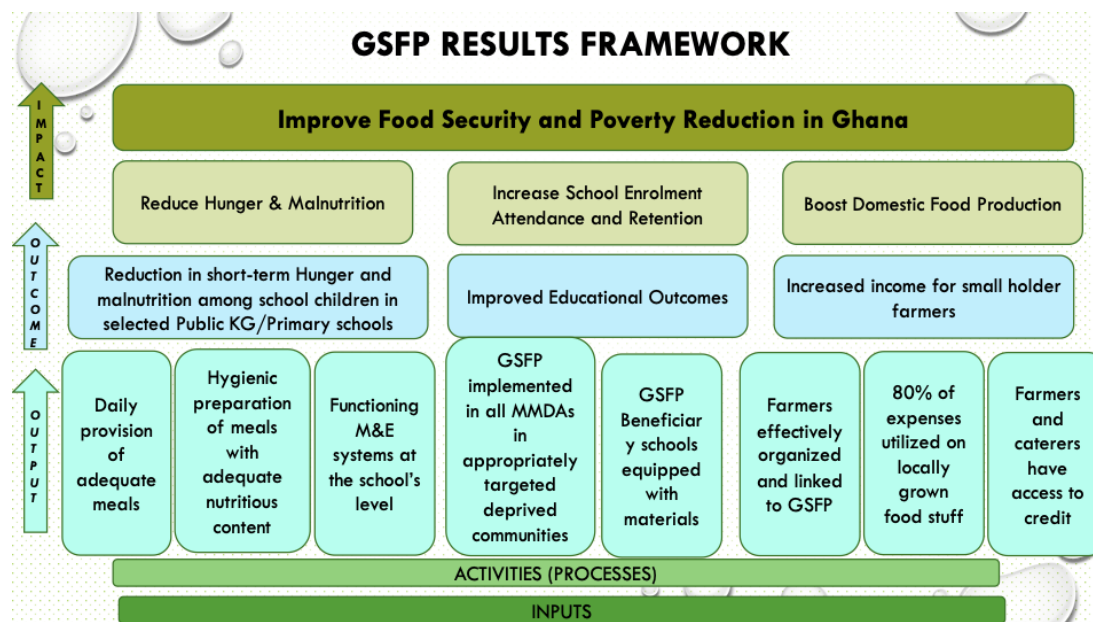
¹⁰ World Food Programme (WFP). (2025). *Minimum Expenditure Basket Update*. Accra: WFP Ghana.

¹¹ Ministry of Gender, Children and Social Protection and World Food Programme, 2024. *Assessment of GSFP Digitized M&E System Project and Effect of Dry Spell on School Meals*. Accra: MOGCSP and WFP Ghana Country Office.

chain, and poor oversight at sub-national levels. Furthermore, recent shocks such as inflationary pressure, climate-induced production losses, and fiscal constraints have raised concerns about the programme's operational sustainability and ability to scale equitably^{12,13,14,15}.

41. The summary results framework below shows the expected outcomes and outputs as well as various indicators reflective of the results framework for the GSFP, including the Theory of Change. The comprehensive Logical framework for the GSFP is available in Annex 1.

Figure 1: Ghana School Feeding Programme Logical Framework (Summary)



¹² De Carvalho, F., Dom, B.S., Fiadzigbey, M.M., Filer, S., Kpekpena, I., Lin, C., Lombardi, D., Lopez, L.E., Owusu-Nantwi, V., Ramachandran, A., Tanaka, Y. and Tanabe, S., 2011. *Ghana School Feeding Program: Re-Tooling for a Sustainable Future*. Partnership for Child Development and Ministry of Local Government and Rural Development, Ghana. Available at:

https://www.researchgate.net/publication/281178770_Ghana_School_Feeding_Program_Re-Tooling_for_a_Sustainable_Future [Accessed 19 May 2025].

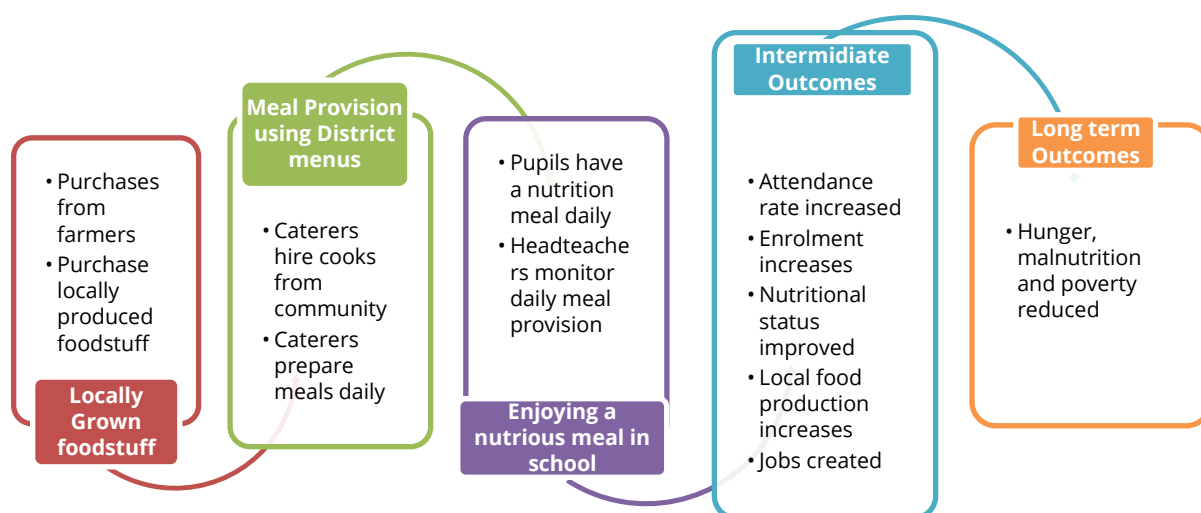
¹³ Ghana Audit Service, 2023. *Performance Audit Report of the Auditor-General on the Management of the Ghana School Feeding Programme*. Accra: Ghana Audit Service. Available at:

https://audit.gov.gh/files/audit_reports/Performance_audit_report_of_the_Auditor-General_on_the_management_of_the_Ghana_School_Feeding_Programme.pdf [Accessed 19 May 2025].

¹⁴ Institute for Educational Planning and Administration (IEPA), 2023. *Reflecting on Implementation Dynamics in the Ghana School Feeding Programme: Towards Building Resilience in Service Delivery*. Cape Coast: University of Cape Coast. Available at: https://iepa.ucc.edu.gh/sites/default/files/report/files/2023-09/Reflecting_on_Implementation_Dynamics_in_the_Ghana_School_Feeding_Programme_Towards_Building_Resilience_in_Service_Delivery.pdf [Accessed 19 May 2025].

¹⁵ Center for Global Development, 2023. *Feeding Ghana's Future: Navigating Challenges for Sustainable School Feeding in Ghana*. [online] Available at: <https://www.cgdev.org/blog/feeding-ghanas-future-navigating-challenges-sustainable-school-feeding-ghana> [Accessed 19 May 2025].

Figure 2: Theory of Change for the GSFP



4. Evaluation scope, criteria and questions

42. This evaluation will review the implementation of GSFP from 2015 to 2025 with a focus on assessing how effectively the programme delivers on its objectives across different regions and contexts. It will provide a comprehensive assessment of the delivery model, including its governance structure, inter-ministerial coordination, stakeholder roles, and performance of decentralized structures. The evaluation will also explore the efficiency and inclusiveness of the targeting approach and offer insights on coverage equity and potential areas for expansion or refinement.

43. A review of GSFP's operational model and institutional arrangements will be undertaken, with a focus on system-wide performance, delivery efficiency, and coherence with broader education, nutrition, and social protection frameworks. This will include an assessment of the school meals and menu to determine their alignment with national dietary guidelines and nutritional adequacy for targeted school-age children.

44. **Timeframe:** The evaluation will cover the period from 2015 to 2025. This ten-year timeframe has been selected to allow for sufficient retrospective analysis of the programme's evolution, capturing how the GSFP has developed over time. It will enable the assessment of good practices, emerging opportunities, and key lessons that have shaped the programme's design, delivery, and outcomes, particularly across major shifts in policy, funding, and implementation strategies.

45. **Geographic:** The geographic scope of the evaluation will cover both the national and sub-national levels.

46. **Components:** This is an activity evaluation that will focus exclusively on the implementation and delivery of GSFP as the core subject. It will encompass all components directly related to the provision of school meals under the GSFP, including public government financing for the programme, local procurement, caterer contracting and payment modalities, food delivery mechanisms, and school-level operations, and monitoring and data management. While the evaluation will consider the contribution of complementary

services—such as school health, nutrition education, and WASH, and local food production—as part of the broader effectiveness and coherence analysis, it will not extend to evaluating those sectors independently. The evaluation will examine the programme as a whole, assessing the delivery model, operational efficiency, cost-effectiveness, targeting mechanisms, and sustainability. It will assess both process and outcomes, and will apply the principles of independence, credibility, and utility.

47. Specific target groups: The evaluation will include the central School Feeding Secretariat, selected districts and schools (including non-beneficiary) across all regions, and relevant stakeholders from government, partners, and communities.

48. Gender Equality and Women Empowerment (GEWE): The evaluation team will apply a strong lens on GEWE, examining how the GSFP promotes inclusive access and outcomes across different population groups. Analysis should consider gender dynamics among school children (boys and girls), caterers (predominantly women), and other actors involved in programme delivery. GEWE will be a cross-cutting consideration throughout the evaluation. The team will analyse the extent to which GEWE objectives were embedded in the design, implementation, and monitoring of the GSFP. This will also be integrated across all evaluation criteria and will inform conclusions and recommendations on how to enhance equity and inclusion within the GSFP. It will also explore age-based differences, urban-rural disparities, and regional inequities, particularly in the northern regions. Special attention will be given to how the GSFP contributes to empowering women economically through its caterer model, and how gender-sensitive design and delivery can improve programme effectiveness, community participation, and sustainability ((disaggregation of data at collection, analysis, and reporting is expected).

49. Moreover, the evaluation will examine how the GSFP addresses equity and inclusion across programme design and implementation, particularly in school enrolment, meal access, and decision-making structures. The evaluation will also assess whether the programme contributes to reducing gender gaps in education, nutrition, and economic empowerment, while ensuring that voices from marginalized and underserved groups are adequately captured and reflected.

50. The evaluation will be guided by the OECD-DAC criteria: relevance, effectiveness, efficiency, sustainability, coherence and impact.¹⁶ Gender equality and empowerment of women, girls, and individuals with specific needs, including persons with disabilities, older persons, and other vulnerable groups, will be mainstreamed throughout the evaluation.

GEWEGEWEIn line with the OECD-DAC criteria, the evaluation will address a set of core questions, summarized below in Table 3, which will be further refined and expanded into sub-questions by the evaluation team during the inception phase. They will design a suitable analytical framework and determine the most appropriate indicators, tools, and methodologies for data collection and analysis. These elements will be systematically compiled in the Evaluation Matrix¹⁷, which will serve as a key deliverable of the inception phase. These questions are designed to draw out lessons learned, assess programme performance, and generate evidence to inform strategic and operational decisions regarding the future direction and sustainability of the GSFP.

Table 2: Evaluation questions and criteria

Evaluation questions	Criteria
EQ1 – To what extent is the GSFP relevant to and aligned with	Relevance

¹⁶ For more detail see:

<http://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm> and <http://www.alnap.org/what-we-do/evaluation/eha>

¹⁷ The Evaluation Matrix should be included in an annex of the inception report and is one of the key products reviewed by Evaluation Reference Group and approved by the Chair of the Evaluation Committee as part of the inception report.

the current needs and priorities of targeted beneficiaries and national policy frameworks?

- 1.1. Alignment with Needs: To what extent is the GSFP aligned with the current needs of school-aged children and communities in Ghana?
- 1.2 Consistency with Policies: Are the objectives of the GSFP consistent with national education, nutrition, agriculture, and social protection policies?
- 1.3 Targeting: How appropriate and effective are the targeting criteria and mechanisms used to select beneficiary schools and pupils? How equitably are schools targeted by the GSFP when geospatial analysis is used to compare program coverage with indicators such as poverty, stunting, anaemia, and rural/urban distribution?".
- 1.4 Monitoring: To what extent is the GSFP's monitoring system relevant and effective in supporting outcome measurement and performance tracking, including the use of appropriate indicators aligned with programme objectives, national policy frameworks, and the needs of targeted beneficiaries?
- 1.5 To what extent has WFP's capacity strengthening support been relevant to the needs, priorities, and strategic objectives of the GSFP?
- 1.6 Are school meals nutritionally adequate based on national food-based dietary guidelines (energy, protein, micronutrients)?

EQ2 - To what extent has the GSFP achieved its intended outcomes, particularly regarding improvements in education, nutrition, agricultural support, and equitable programme coverage?

Effectiveness

- 2.1 Achievement of Outcomes: To what extent has the GSFP achieved its intended outcomes in improving education (enrolment, attendance, retention), curbing malnutrition and reducing hunger, and supporting local agriculture?
- 2.2. Operational Effectiveness and Resilience of GSFP through Home-Grown and Climate-Adaptive School Feeding Models: To what extent is the GSFP operationally effective in delivering timely and quality school meals, while integrating Home-Grown School Feeding (HGSP) principles and climate-adaptive approaches that promote local agricultural development, strengthen food systems, and enhance resilience to environmental and economic shocks?
- 2.3 Equity in Coverage: Are there any or no disparities in programme coverage across different regions, socio-economic groups, or genders? If so, what are the negative and/or positive

factors contributing to these disparities?

- 2.4 Did any unintended (negative or positive) consequence arise as a result of the activity implementation?
- 2.5 To what extent has WFP's capacity strengthening support contributed to improving the implementation, performance, and results of the GSFP?

EQ3 – How efficiently are resources and administrative processes managed within the GSFP to optimize outcomes and ensure cost-effective implementation?

Efficiency

- 3.1 Resource Utilization: Are the resources allocated to the GSFP being used optimally to achieve desired outcomes?
- 3.2 Cost-Effective Delivery Models: Are there more cost-effective models or practices that could be adopted to improve the delivery of the GSFP?
- 3.3 Administrative Efficiency: How efficient are the administrative processes, including procurement, caterer management, and fund disbursement, in supporting the GSFP's objectives?
- 3.4 To what extent has WFP's capacity strengthening support enhanced the operational efficiency of the GSFP, including improvements in resource use, service delivery, and implementation processes?

EQ4 – To what extent does the GSFP have sustainable mechanisms in place, including financing, community engagement, and resilience to shocks, to ensure continued effectiveness and long-term viability?

Sustainability

- 4.1 How resilient is the GSFP vis-à-vis external factors (e.g., health crises, droughts, inflation, changing political priorities, etc.)? What measures or support have strengthened its ability to adapt and maintain operations during such shocks?
- 4.2 Mechanisms for Continuity: What mechanisms are in place to ensure the continuity in the implementation of the GSFP, what are the remaining gaps (if any) and how can those be addressed?
- 4.3 Financial Sustainability: How sustainable is the current financing model of the GSFP, considering government's sole funding?
- 4.4 Community Engagement: To what extent are communities involved in the planning, implementation, and monitoring of the GSFP, and how does this affect the programme's sustainability?
- 4.5 To what extent has WFP's capacity strengthening support contributed to the sustainability of the GSFP, particularly in

terms of institutional ownership, long-term financing, and systems strengthening? How did WFP contribute to the GSFP's sustainability from an institutional, financial, social and environmental point of view?

EQ5 - To what extent is the GSFP coherent and strategically aligned with complementary initiatives, policies, and development partner interventions to enhance collective impact?

Coherence

- 5.1 Alignment with Complementary Initiatives: To what extent is the GSFP aligned and coordinated with other national social protection, nutrition, education, and agricultural programmes, including those implemented by government and development partners?
- 5.2 Policy and Institutional Coherence: How coherent is the GSFP with national and local policy frameworks (e.g., social protection strategies, education sector plans, agricultural development policies), and how well is it embedded within institutional systems at various levels?
- 5.3 Contextual Considerations: Were contextual factors—such as political economy, decentralization dynamics, security issues, and demographic shifts—adequately considered in the programme's design, targeting, and delivery?
- 5.4 Donor and Partner Coordination: How effectively do development partners (e.g., WFP, World Bank, FAO, UNICEF) coordinate their technical and financial support to GSFP to ensure complementarities, reduce fragmentation, and maximize collective impact?
- 5.5 To what extent is WFP's capacity strengthening support to the GSFP coherent with national policies, partner interventions, and broader social protection frameworks in Ghana?

EQ6 - What are the broader and long-term impacts of the GSFP on targeted beneficiaries, communities, local economies, and social equity?

Impact

- 6.1 Effects on beneficiaries: What are the observed effects of the GSFP on school enrolment, attendance, learning outcomes, nutritional status, and livelihoods of targeted beneficiaries? Over what timeframe can these effects be meaningfully assessed, and through which indicators will changes be measured and attributed to the GSFP?
- 6.2 Community and Agricultural Impact: How has the GSFP impacted local communities, particularly in terms of supporting smallholder farmers, such as improving their income, creating market linkages, and integrating local agricultural production into school feeding? How has this affected local economies overall.

- 6.3 Social Equity: To what extent has the GSFP contributed to reducing social inequalities, particularly among marginalized or vulnerable groups, including girls and children with disabilities? How are these impacts being measured, and how is GEWE reflected in programme outcome?

5. Methodological approach and ethical considerations

5.1. Evaluation approach

51. The evaluation team will develop the evaluation methodology during the inception phase. The methodology should:

- Address the evaluation criteria outlined above: relevance, effectiveness, efficiency, coverage, coherence, sustainability, and impact.
- Apply an evaluation matrix geared towards addressing the key evaluation questions taking into account the data availability challenges, the budget and timing constraints.
- Ensure through the use of mixed and visual methods, that women, girls, men and boys from different stakeholders groups, including comparison schools, participate and that their different voices are heard and used.
- For rigour and robustness, evaluation firms are expected to propose a quasi-experimental evaluation mixed methods design (i.e., including programme and comparison schools) or any other rigorous design, specifying how the mixing will be done and at what stage (data collection, analysis and reporting), whether quantitative and qualitative methods will be collected and/or used simultaneously or sequentially, whether one methods strand will be more prominent than the other or equally weighted.

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

53. Use a theory-based approach to assess effectiveness and impact of the GSFP and WFP's contributions. This will be based on the theory of change (ToC) of the GSFP and an embedded ToC of WFP's support to the GSFP, showing the causal links between activities, outputs, immediate and longer term outcomes, as well as assumptions made about the internal and external conditions that need to be in place for changes to happen along the causal pathways reflected in the ToC.

54. Use objective, scientifically rigorous, and transparent criteria when selecting field sites to ensure representative coverage of diverse geographic, socio-economic, and operational contexts.

55. The methodology should be sensitive in terms of GEWE, equity and inclusion, indicating how the perspectives and voices of diverse groups (men and women, boys, girls, the elderly, people living with disabilities and other marginalized groups) will be sought and considered. The methodology should ensure

that primary data collected is disaggregated by sex and age; an explanation should be provided if this is not possible.

56. Looking for explicit consideration of gender and equity/inclusion in the data after fieldwork is too late; the evaluation team must have a clear and detailed plan for collecting data from boys, girls, women and men in gender and equity-sensitive ways before fieldwork begins.

57. The evaluation findings, conclusions and recommendations must reflect gender and equity analysis as appropriate within the context of the subject of evaluation. The findings should include a discussion on intended and unintended effects of the intervention, including along gender equality and equity dimensions. The report should provide lessons/ challenges/recommendations for conducting gender and equity-responsive evaluations in the future.

58. The evaluation design should also incorporate the following elements:

- Engagement with key stakeholders, including beneficiaries, non-beneficiaries, and local actors, to ensure the evaluation reflects the voices of all key stakeholders, implementing and benefiting from the GSFP in a balanced manner.
- Ethical safeguards to uphold the rights, confidentiality, and safety of all participants, especially children and vulnerable groups.
- Alignment with international evaluation norms and principles, including impartiality, transparency, and accountability.

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

60. The evaluation will be jointly managed by designated officers – Evaluation Managers, from the MOGCSP and the WFP Ghana Country Office. Joint management will enhance the neutrality of the evaluation process, and the reliance on an external, independent evaluation firm and team will further strengthen the impartiality and credibility of the exercise.

61. An Evaluation Committee (EC) has been established and will be co-chaired by the National Coordination for the GSFP on behalf of MOGCSP and the Country Director for WFP Ghana. The EC includes representatives from the Ministry of Finance as well (see Annex 2). It will provide oversight throughout the evaluation process, make key decisions, support the evaluation managers, review draft deliverables (including the Terms of Reference, Inception Report, and Evaluation Report), and approve final outputs. The EC plays a critical role in safeguarding the integrity and utility of the evaluation.

62. An Evaluation Reference Group (ERG) has also been constituted, including members of the EC, other relevant WFP staff and stakeholders from relevant government ministries, UN agencies (e.g., FAO, UNICEF), other development partners (e.g., World Bank), academia, and civil society. The ERG will serve in an advisory capacity by reviewing key evaluation products (ToRs, Inception and Evaluation Reports), offering technical input, and contributing to methodological soundness and stakeholder ownership. This structure helps mitigate bias and strengthens the credibility of findings.

63. The external evaluation team will work under the leadership of a team leader, who will be accountable to the EC. The evaluation managers will facilitate communication between the team leader, the EC, and the ERG.

64. The evaluation schedule (see Annex 3) outlines clear timelines for each phase of the evaluation. All parties involved will ensure adequate time for systematic quality assurance (QA) of all evaluation deliverables and for stakeholder feedback in line with WFP's Decentralized Evaluation Quality Assurance System (DEQAS) and UNEG standards.

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

5.2. Preliminary considerations on evaluability and methodological implications

66. The evaluation will draw on the existing body of data, as far as possible, and complement and triangulate this with primary data (surveys, interviews, and focus groups) from site visits during the data collection phase.

67. Monitoring, existing data relevant to the GSFP collected through various sources will be made available, including the Education Management Information System (EMIS), and monitoring data from the GSFP Secretariat. These datasets, although not always consistent in scope or methodology, provide a foundation for comparative analysis and trend identification over time.

68. Administrative datasets from GSFP, the Education Management Information System (EMIS), the MoGCSP, and the Ministry of Finance will serve as key sources of secondary data for the evaluation. To complement these, the evaluation firm will conduct primary data collection, leveraging the opportunity to fill gaps in data coverage, quality, and relevance and, using a quasi-experimental design, ascertain the effectiveness of the GSFP. As part of its mandate, the evaluation team will assess the completeness, reliability, and usability of existing datasets, and propose strategies to address any identified gaps. All data collection activities will be designed to be inclusive and ethically sound and compliant, with strict adherence to data protection and privacy standards, particularly when engaging children and vulnerable populations

69. Available output and outcome indicators should be disaggregated by gender and age, and—where data permits—by geographic region, disability status, and socio-economic status/vulnerability. The evaluation will take steps to ensure inclusivity in its analysis and explicitly account for differences across these groups. However, evaluators should note potential data gaps and avoid overinterpretation where disaggregation does not yield statistically representative insights.

70. Assumptions and contextual risks, such as delays in government budget disbursement, rising food inflation, disruptions in local food supply chains, and recurring climatic shocks like drought, will be systematically reviewed using relevant planning, monitoring, and risk assessment documents. These factors will be explicitly considered in the evaluation's analysis of sustainability and resilience, particularly in relation to the GSFP's ability to consistently deliver nutritious meals, support local procurement, and adapt to evolving socio-economic and environmental conditions.

71. During the inception phase, the evaluation team, as part of evaluability assessment, will:

- a) Conduct a comprehensive assessment of the availability, quality, and reliability of relevant data sources, and secondary;
- b) Review and validate the consistency and accuracy of collected data, identifying any limitations and caveats that may affect the robustness of findings; and
- c) Identify and incorporate other relevant data sources—such as statistics from other government entities, academia, research institutes (e.g., IFPRI), and development partners, to enhance the triangulation of findings.

5.3 Ethical considerations

72. The evaluation must conform to [UNEG ethical guidelines for evaluation](#) (Integrity, Accountability, Respect, Beneficence¹⁸). Accordingly, the evaluation team is responsible for safeguarding and ensuring ethics at all stages of the evaluation process. This includes, but is not limited to, ensuring informed consent, protecting personal data and privacy, confidentiality and anonymity of stakeholders (the evaluators have the obligation to safeguard sensitive information that stakeholders do not want to disclose to others), ensuring

¹⁸ Beneficence means striving to do good for people and planet while minimizing harms arising from evaluation as an intervention.

cultural sensitivity, respecting the autonomy of respondents, ensuring fair recruitment of participants (including women and socially excluded groups), ensuring appropriate and inclusive representation and treatment of the various stakeholder groups in the evaluation process (and that sufficient resources and time are allocated for it), and ensuring that the evaluation results do no harm to respondents or their communities.

73. Personal data¹⁹ will be processed in accordance with principles of fair and legitimate processing; purpose specification; proportionality and necessity (data minimization); necessary retention; accuracy; confidentiality; security; transparency; safe and appropriate transfers; and accountability.

74. 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.

75. Should the evaluators uncover allegations of wrongdoing and misconduct in the implementation of a programme either by a WFP staff or a partner (including fraud, food diversions, misuse of WFP assets, harassment, sexual harassment, etc), the evaluation team should report those allegations to WFP Office of Inspection and Investigation (OIGI) through WFP hotline (<http://www.wfpHotline.ethicspoint.com>)²⁰. At the same time, commission office management and the Regional Evaluation Technical Team should also be informed.

76. MOGCSP and WFP will ensure that the evaluation team and evaluation manager will not have been and/or are not currently involved in the design, implementation or financial management of the GSFP, and have no vested interest, nor have any other potential or perceived conflicts of interest.

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

78. All members of the evaluation team will abide by the [2020 UNEG Ethical Guidelines](#), including the Pledge of Ethical Conduct, the 2014 Guidelines on Integrating Human Rights and Gender Equality in Evaluation as well as the [WFP technical note on gender](#). The evaluation team and individuals who participate directly in the evaluation at the time of issuance of the purchase order (or individual contracts) are expected to sign a confidentiality agreement and a commitment to ethical conduct.²¹ These templates will be provided by the WFP Ghana, when signing the contract.

¹⁹ Names or identifying information from evaluation participants (e.g. interviewees, survey respondents).

²⁰ For further information on how to apply the [UNEG norms and standards](#) in each step of the evaluation, the evaluation team can also consult the [Technical Note on Principles, Norms and Standards for evaluations](#).

²¹ If there are changes in the evaluation team or a sub-contracting for some of the planned evaluation activities, the confidentiality agreement and ethics pledge should also be signed by those additional members.

5.4 Quality assurance

79. The evaluation of the GSFP will adopt WFP's Decentralized Quality Assurance System (DEQAS), which 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.

80. The 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.

81. The WFP evaluation managers from WFP and MOGCSP will be responsible for ensuring that the evaluation progresses as per the [DEQAS Process Guide](#) and for conducting a rigorous quality control of the evaluation products ahead of their finalization. There will be several rounds of reviews and feedback until draft deliverables are up to the expected quality.

82. In addition, WFP's Regional Evaluation Technical Team (which is part of WFP's Office of Evaluation – OEV) will provide technical support and peer review of evaluation products. Further quality enhancement will be ensured through an external quality support service (QS) coordinated by OEV. This service will offer:

- Structured feedback on the quality and completeness of the inception and evaluation reports.
- Targeted recommendations to strengthen the final deliverables.

83. The evaluation managers will share the assessment and recommendations from the quality support service with the team leader, who will address the recommendations when finalizing the inception and evaluation reports. To ensure transparency and credibility of the process in line with the [UNEG norms and standards](#)²², a rationale should be provided for comments that the team does not take into account when finalizing the report.

84. 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.

85. The evaluation team will also be responsible for upholding data quality standards, including accuracy, reliability, and consistency during both analysis and reporting phases. They will be granted full access to necessary documentation, in accordance with the MOGCSP protocol for data sharing.

86. The evaluation team should be assured of the accessibility of all relevant documentation within the provisions of the directive on disclosure of information [WFP Directive CP2010/001 on information disclosure](#).

87. MOGCSP and WFP expects that all deliverables from the evaluation team are subject to a thorough quality assurance review by the evaluation firm in line with the WFP evaluation quality assurance system prior to submission. The team leader is responsible for thorough QA before submission of deliverables.

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

²² [UNEG](#) Norm #7 states “that transparency is an essential element that establishes trust and builds confidence, enhances stakeholder ownership and increases public accountability”

6. Organization of the evaluation

6.1 Phases and deliverables

89. The GSFP joint evaluation will follow a structured process comprising five key phases, each with specific deliverables and deadlines to ensure timely and effective delivery. The revised timeline reflects the planned 2025–2026 implementation schedule of the evaluation.

90. **Planning and Preparation Phase (April–December 2025).** During this phase, WFP and the MOGCSF will undertake background consultations, finalize the ToR, establish the Evaluation Committee and Reference Group, and contract the evaluation team through WFP’s procurement, using a competitive process or existing Long-Term Agreements.

Deliverables: *Final ToR approved; Evaluation Committee and Reference Group established; Evaluation team contracted.*

91. **Inception Phase (January–March 2026).** This phase will focus on preparing the evaluation team by aligning on the evaluation objectives, methodology, scope, and logistics. It includes a desk review of background documentation, initial stakeholder consultations, a more in-depth stakeholder analysis and evaluability assessment, refinement of evaluation questions and sub-questions, and development of the evaluation matrix and detailed evaluation methodology. The inception mission will involve virtual and in-person consultations with national stakeholders, including government counterparts, WFP, and development partners.

Deliverables: *Inception report including Evaluation matrix and data collection tools, Inception debrief presentations (internal and ERG).*

92. **Data Collection Phase (April 2026).** Fieldwork will be conducted in selected districts to capture primary data through interviews, focus group discussions, and school visits. The fieldwork will triangulate qualitative and quantitative data to assess implementation, stakeholder perceptions, and effectiveness.

Deliverables: *Data collection completed, field debriefings held with internal stakeholders and the Evaluation Reference Group.*

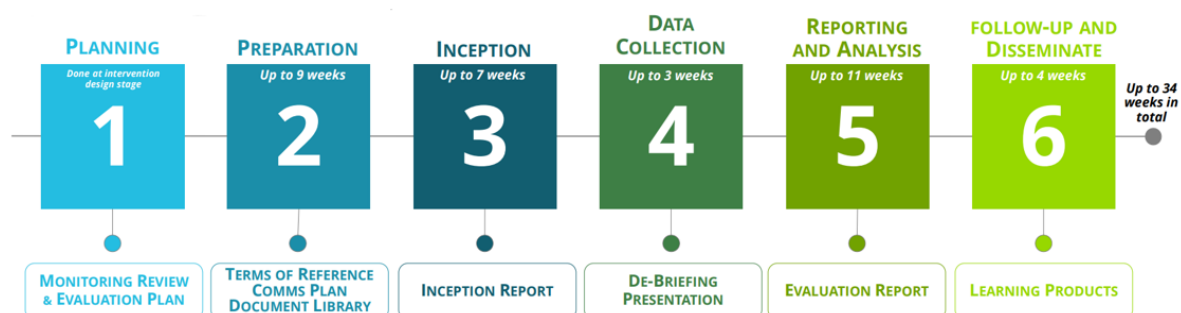
93. **Analysis and Reporting Phase (May - July 2026).** The evaluation team will analyse the data, integrate feedback from the debriefings, and prepare a draft evaluation report. This will be reviewed by stakeholders, and comments will be consolidated by the Evaluation Managers and shared with the evaluation team for revision and finalization of the report based on comments.

Deliverables: *Draft and final evaluation report; Stakeholder feedback matrix; Preliminary findings and validation workshop.*

94. **Follow-Up and Dissemination Phase (August -September 2026).** The final report will be publicly released, accompanied by a management response outlining agreed actions and timelines for the Government and WFP. A dissemination strategy will include stakeholder briefings, summary briefs, and engagement with national platforms (e.g., Social Protection Working Group). Lessons learned will be captured and shared widely to inform future programming and reforms. A detailed Communications and Learning Plan is provided in Annex 6, outlining the range of communications and learning products to be developed throughout the evaluation process. It also specifies the roles and responsibilities of key stakeholders in ensuring effective dissemination, uptake of findings, and integration of lessons into policy and programme design.

Deliverables: *Final evaluation report disseminated, Management response submitted, Communications products developed (e.g., summary brief, video), Final workshop report.*

Figure 3: Joint Evaluation Process and Estimated Timeline



95. Table 3 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 3 Summary timeline – key evaluation milestones

Main phases	Indicative timeline	Tasks and deliverables	Responsible
1. Preparation	April – December 2025	<ul style="list-style-type: none"> - Background consultations between WFP, MOGCSP, and partners - Drafting and review of the ToR - Establishment of the Evaluation Committee and Evaluation Reference Group (ERG) - Internal and external circulation of the draft ToR for feedback - Consolidation and integration of feedback - Launch of competitive contracting of evaluation team - Library of key documents 	- Evaluation Manager (WFP/GSFP)
2. Inception	January – March 2026	<ul style="list-style-type: none"> - Initial briefing with evaluation team - Desk review of background documents - Remote inception mission/stakeholder consultations - Development of methodology, evaluation matrix, and 	-Evaluation Managers (WFP/GSFP) Evaluation firm Evaluation firm Evaluation firm

		fieldwork plan - Drafting and internal review of the Inception Report - Circulation of draft IR to ERG and regional bureau for comments - Consolidation and integration of comments - Presentation of inception findings to ERG - Evaluation matrix finalized Inception Report approved	
3. Data collection	April 2026	- Field visits to selected districts and schools - Key informant interviews, FGDs with stakeholders, school visits, and community validation sessions - Triangulation of quantitative and qualitative data - Data collection completed - Daily debriefs with the evaluation team - Internal debrief presentation - End-of-fieldwork/exit debriefing - Data collection exit debrief	Evaluation firm Evaluation firm Evaluation firm Evaluation Managers (WFP/GSFP)
4. Reporting	May – July 2026	- Thematic and comparative analysis of data - Drafting of the Evaluation Report - Internal review of draft Evaluation Report by EM - External quality assurance review (if applicable) - Circulation to ERG, MOGCSP, and WFP for comments - Consolidation of	(Evaluation firm) (Evaluation firm)

		stakeholder feedback - Validation workshop with key stakeholders - Finalization of Evaluation Report	
5. Dissemination and follow-up	August - September 2026	- Development of communication and dissemination materials (e.g., summary briefs, presentation decks, video) - Submission of Management Response - Public release of evaluation products via WFP and MOGCSP platforms - Dissemination through national platforms (e.g., Social Protection Working Group) - Lessons learned workshop with stakeholders	(WFP COMS Unit, MOGCSP, MOF, Evaluation firm)

6.2 Evaluation team composition

96. The evaluation team is expected to include four members, including the team leader, with a mix of national/regional and international evaluator(s) with relevant expertise. To the extent possible, the evaluation will be conducted by a gender, geographically, culturally and linguistically diverse and balanced team who can effectively cover the areas of evaluation. The evaluation team should have good knowledge of gender, equity, wider inclusion issues and, to the extent possible, power dynamics. It will have strong methodological competencies in designing rigorous evaluations with relevant quantitative and qualitative skills in data collection and analysis. At least one team member should have demonstrated recent experience with WFP evaluation. At least one team members should have relevant subject matter expertise.

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

	Expertise required
Team Leadership (Senior level evaluator)	MINIMUM REQUIREMENTS
	<ul style="list-style-type: none"> • Excellent team management skills (coordination, planning, ability to resolve problems and deliver on time). • Strong experience in leading evaluations at country level, such as evaluations of school meals programmes or large-scale social protection interventions, nutrition sensitive programming and food systems in school environments, and institutional capacity strengthening. • Experience with applying the primary and secondary data sources, and mixed method approach, including reconstruction, and use of theories of change in evaluations. • Strong presentation skills and excellent writing and synthesis skills. • Experience facilitating in-person and hybrid meetings and workshops. • Experience in humanitarian and/or contexts. • Expertise in one or more of the technical areas below.
	DESIRABLE
	<ul style="list-style-type: none"> • Good knowledge of country context, proved by previous experience in the country, or similar context. • Previous experience leading or conducting WFP evaluation(s). • Good knowledge of gender, equity, wider inclusion issues and, to the extent possible, power dynamics

	Expertise required
Thematic expertise - Evaluator	MINIMUM REQUIREMENTS
	<ul style="list-style-type: none"> • Strong analytical, facilitation, and communication skills • Fluency and excellent writing skills in English language • Knowledge and proficiency of key local languages in Ghana (Twi, Ga, Ewe, Fante, Dagbani etc.) • Demonstrable analytical skills relevant to quantitative and qualitative data collection, including design and analysis (descriptive and inferential). • Experience in humanitarian and/or development contexts. • Prior experience in evaluating design, implementation, outputs, and outcomes in the following areas: <ul style="list-style-type: none"> ○ home-grown school feeding and/or school meals programme ○ education and learning outcomes measurement. ○ health, hygiene and WASH in school settings. ○ agriculture, farmer organizations, and agricultural value chain analysis, particularly as it relates to home-grown school feeding. ○ gender equality and social inclusion, including experience assessing gender outcomes in programme implementation. ○ public financial management and cost-efficiency analysis in national social protection programmes. ○ Institutional capacity strengthening, including systems and governance related to school meals programme.
	DESIRABLE
	<ul style="list-style-type: none"> • Previous experience leading or conducting WFP evaluation(s). • Good knowledge of country context, proved by previous experience in the country, or similar context. • Good knowledge of gender, equity, wider inclusion issues and, to the extent possible, power dynamics • Administrative and logistical experience
Quality assurance Evaluator	MINIMUM REQUIREMENTS
	<ul style="list-style-type: none"> • Experience in quality assurance of evaluations.
	DESIRABLE
	<ul style="list-style-type: none"> • Previous experience with WFP evaluation(s).

97. The team leader will have expertise in one of the key competencies listed above as well as demonstrated experience in leading similar evaluations, including designing methodology and data collection tools. She/he will also have leadership, analytical and communication skills, including a track record of excellent English writing, synthesis and presentation skills. Her/his primary responsibilities will be: i) defining the evaluation approach and methodology; ii) guiding and managing the team; iii) leading the evaluation mission and representing the evaluation team; and iv) drafting and revising, as required, the inception report, the end of field work (i.e. exit) debriefing presentation and evaluation report in line with DEQAS.

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

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

6.3 Roles and responsibilities

99. WFP Ghana and the MOGCSP/GSFP will jointly oversee the evaluation and co-chair the process to ensure shared ownership and accountability. The Evaluation Committee will be co-chaired by the Country Director for WFP Ghana and Chief Director of the MOGSCP and National Coordinator of the GSFP. The EC will review and endorse the final TOR, inception and evaluation reports. Full composition of the EC are provided in the annexes.

100. The joint responsibility of the co-chairs will be to:

- Assign an co-evaluation managers for the evaluation from WFP and MOGCSP/GSFP to lead and coordinate the evaluation process
- Establish the evaluation committee (EC) and the evaluation reference group (ERG)
- Approve the final ToR, inception and evaluation reports
- Approve the evaluation team selection
- Ensure the independence and impartiality of the evaluation at all stages through EC and ERG
- Participate in discussions with the evaluation team on the evaluation design and the evaluation subject, its performance and results with the evaluation manager and the evaluation team
- Organize and participate in debriefings with internal and external stakeholders
- Oversee dissemination and follow-up processes, including the preparation of a management response to the evaluation recommendations.

101. The **evaluation managers** from WFP and MOGCSP/GSFP manages the evaluation process through all phases including:

- Acting as the main interlocutor between the evaluation team, represented by the team leader, and other relevant stakeholders to ensure a smooth implementation process
- Drafting this evaluation Terms of Reference in consultation with key stakeholders
- Identifying and contracting the evaluation team and preparing and managing the evaluation budget;
- Preparing the terms of reference and schedule of engagement for the EC and ERG ;
- Ensuring quality assurance mechanisms are operational and effectively used;
- Consolidating and sharing comments on draft inception and evaluation reports with the evaluation team;
- Ensuring that the team has access to all documentation and information necessary to the evaluation; facilitating the team's contacts with local stakeholders;
- Supporting the preparation of the field mission by setting up meetings and field visits, providing logistic support during the fieldwork and arranging for interpretation, if required;
- Organizing security briefings for the evaluation team and providing any materials as required;
- Ensuring EC and ERG are kept informed on progress, and escalating issues to the EC as appropriate
- Conducting the first level quality assurance of the evaluation products.
- Submit all drafts to the RETT for second level quality assurance before submission for approval

102. The EC is formed to steer the evaluation process and ensure it is independent and impartial. The roles and responsibilities of the EC include overseeing the evaluation process, making key decisions and reviewing evaluation products. Annex 3 provides further information on the membership/composition of the evaluation committee and roles and responsibilities.

103. Evaluation Reference Group (ERG): An Evaluation Reference Group will be formed to include key stakeholders from government (e.g., MOGCSP, Ministry of Education, Ministry of Finance, Ministry of Agriculture,), development partners (e.g., World Bank, UNICEF, FAO), UN agencies, civil society, and WFP technical experts. The ERG serves in an advisory capacity—reviewing draft deliverables, offering technical input, and validating key findings and recommendations—thus safeguarding the evaluation's impartiality and relevance. Details of ERG composition and TOR are provided in the annexes.

104. WFP Regional Evaluation Technical Team (OEV) will:

- Be a member of the Evaluation Committee.

- Provide technical and quality assurance support to the Evaluation Managers and team.
- Review and comment on the TOR, inception report, and evaluation report to ensure alignment with WFP evaluation standards.
- Participate in ERG meetings as needed and support WFP Ghana in preparing and responding to evaluation recommendations.

105. WFP Headquarters and Subject Matter Experts: Relevant WFP divisions at headquarters, particularly those focused on school feeding, nutrition, and social protection, will:

- Provide input on WFP's global strategies and policies as they relate to the GSFP.
- Review and provide feedback on the evaluation TOR and reports to ensure strategic alignment with global school meals programme priorities.

106. Other Stakeholders: including government agencies, civil society organizations, private sector actors, and bilateral donors—will contribute to the evaluation through participation in the ERG or as key informants during the data collection phase. Their insights will be critical to understanding the broader institutional, operational, and political context of GSFP implementation.

107. **The Office of Evaluation (OEV).** OEV is responsible for overseeing WFP Decentralised Evaluation (DE) function, defining evaluation norms and standards, managing the outsourced quality support service, publishing as well submitting the final evaluation report to the PHQA. OEV also ensures a help desk function and advises the RETT, EM and Evaluation teams when required. Internal and external stakeholders and/or the evaluators are encouraged to reach out to the Regional Evaluation Technical Team (RETT) and the Office of Evaluation helpdesk (wfp.decentralizedevaluation@wfp.org) in case of potential impartiality breaches or non-adherence to UNEG ethical guidelines or other risks to the credibility of the evaluation process

6.4 Security considerations

108. **Security clearance** where required is to be obtained from Ghana.

- 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 managers 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.

109. As per annex I of LTA agreement, companies are expected to travel to all relevant WFP programme countries, including those with hazardous contexts. Prior to company participation in a mini-bid and submission of proposal, the company is advised to check whether government restrictions are in place that prevent team members from travelling to countries/areas to carry out the services. If it is the case that government restrictions prevent team member travel, the company should not participate in the mini bid.

6.5 Communication

110. To ensure a smooth and efficient evaluation process and enhance the learning from this evaluation, the evaluation team should place emphasis on transparent and open communication with key stakeholders throughout the process. This will be achieved by ensuring a clear agreement on channels and frequency of communication with and between key stakeholders. The Evaluation Managers will be responsible for the following:

- Sharing all draft evaluation products, including the ToR, Inception Report, and Evaluation Report,

with internal and external stakeholders, clearly indicating deadlines for feedback and next steps;

- Informing stakeholders, through the Evaluation Reference Group (ERG), of upcoming meetings at least one week in advance, and sharing meeting agendas where appropriate;
- Informing the Evaluation Team Leader of expected participants at meetings where their attendance or presentation is required, along with the relevant agenda;
- Circulating final versions of key evaluation products (ToR, Inception Report, Evaluation Report) to all relevant stakeholders for their information and any necessary action.

111. The evaluation team will propose/explore communication/feedback channels to appropriate audiences (including affected populations as relevant) during the inception phase.

112. To ensure a smooth and efficient process and promote learning, the evaluation team will emphasize transparent and open communication with key stakeholders. The Team Leader will be responsible for:

- Clearly articulating the rationale behind the evaluation design (including sampling, methodology, and tools) in the Inception Report;
- Collaborating with the Evaluation Managers to share a detailed fieldwork schedule with stakeholders prior to the commencement of data collection; this schedule will be annexed to the Inception Report;
- Preparing and sharing a concise PowerPoint presentation in advance of both internal and external debriefings, to facilitate participation—especially for stakeholders joining remotely;
- Including in the final evaluation report a list of stakeholders consulted during the evaluation (while respecting confidentiality and data protection protocols);
- Systematically reviewing all feedback received on the draft evaluation report, incorporating it where appropriate, and clearly justifying instances where feedback is not adopted.

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

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

115. As per norms and standards for evaluation, WFP requires that all evaluations are made publicly available. It is important that evaluation reports are accessible to a wide audience, thereby contributing to the credibility of WFP – through transparent reporting – and the use of evaluation. Following the approval of the final evaluation report, the evaluation will be published in WFP internal and public websites. MOCSP can as well publish the evaluation report through appropriate dissemination and advocacy channels within the ministry, including MOGCSP's official website.

116. To foster the uptake of findings, the WFP Country Director and the Chief Director of the Ministry of MOGCSP and GSFP platforms, in collaboration with the Ministry of Education, may convene a dissemination and learning workshop. Participation of the team leader and national evaluation consultants would be expected.

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

6.6 Proposal

118. The evaluation will be funded through joint contributions from the Government of Ghana and WFP,

which would include in-kind and financial contributions as appropriate. The total budget will cover consultancy fees, fieldwork, travel, data collection, analysis, dissemination, and reporting.

119. The offer will include a detailed budget for the evaluation, including consultant fees, travel costs and other costs. The budget should be submitted as an Excel file separate from the technical proposal document. Though scored differently from the technical proposal, the financial proposal should not be speculative but efficiently developed with value-for-money in mind, especially during the funding constraints the world-over.

120. The evaluation firm/team will be fully responsible for all logistical arrangements, including transportation, internal travel, accommodation, and related expenses. The associated costs for these items must be clearly reflected and itemized in the proposed evaluation budget.

121. Following the technical and financial assessment, an improved offer could be requested by WFP to the preferred bid(s) to better respond to the TOR requirements. WFP may conduct reference checks and interviews with proposed team members as part of the decision-making process and selection.

122. Please send any queries to Louisa ASIGRI TELLY (WFP Evaluation manager) at louisa.asigritelly@wfp.org and Akyere FRIMPONG MANU (MOGCSP Evaluation manager) at akyere.frimpongmanu@mogcsp.gov.gh.

Annex 1. Ghana School Feeding Programme Results Framework

Table 5: Comprehensive Logical Framework, Ghana School Feeding Programme

GHANA SCHOOL FEEDING PROGRAMME				
LOGICAL FRAMEWORK				
OBJECTIVES	OUTCOMES	INDICATORS	MEANS OF VERIFICATION	RISKS/ASSUMPTIONS
Objective 1	Outcome 1: Reduction of short-term hunger and malnutrition among children in beneficiary schools			
Reduce hunger and Malnutrition	<i>Outcome 1.1: All beneficiary pupils receive one nutritionally adequate meal per school day</i>	No. of pupils fed daily	Termly reports from GES/MMDAs/GSFP	Caterers provide meals daily for all school going days
		No. of cooking days per year	Yearly reports from GES/MMDAs/GSFP	
		No. of school going days	Yearly reports from GES/GSFP	Schools are in session for its full periods
		No. of caterers with health certificates	Reports from MMDAs/GSFP Regional teams	Cooks and other food handlers acquire health certification and renew it regularly
		No. of GSFP food handlers with health certificates	Reports from MMDAs/GSFP Regional teams	
		Existence of approved district menus	Reports from MMDAs/GSFP Regional teams	MMDAs develop district specific menus
		No. of caterers using district menus	Reports from MMDAs/GSFP Regional teams. National Validation Monitoring Reports	All caterers adhere to the use of the district menu
		No. of caterer trained on nutrition and food hygiene	Reports from MMDAs/GSFP Regional teams. National Validation Monitoring Reports	GSFP provide training for all contracted caterers and cooks

		No. of schools nationwide under the GSFP	GSFP annual Reports	progressive increment of beneficiary school coverage
		No. of schools with handwashing facilities	Yearly reports from GES	All schools have handwashing devices
		No. of schools with toilet facilities	Yearly reports from GES	All schools have WASH facilities
		No. of schools with potable drinking water	Yearly reports from GES	All schools have potable drinking water
		No. of times anthropometric data is collected	Reports from MMDAs/ GHS / SHEP	Scheduled studies are conducted
		No. of times pupils are dewormed	Reports from MMDAs/ GHS / SHEP	Scheduled deworming bu GHS are conducted
		No. of times complaints of food related illnesses are reported	Reports from MMDAs/ GES, SHEP	All issues are reported
		No. of food vendors in GSFP beneficiary schools	Reports from MMDAs/ GES, SHEP	Records of all food vendors are maintained
		No. of food vendors with health certificates	Reports from MMDAs/ GES, SHEP	
		Type of food vendors in GSFP beneficiary schools	Reports from MMDAs/ GES, SHEP	
Objective 2	Outcome 2: Increase in the enrolment of pupils, boost in attendance and retention			
Increase Enrolment, Attendance, and Retention	Outcome 2.1: Enrolment in beneficiary schools increased	No. of communities sensitised on GSFP	Reports on community engagements	regular sensitization conducted
		No. of MMDAs benefitting from GSFP	Reports on Regional/MMDAs coverage of the GSFP	Nationwide representation of GSFP
		No. of schools nationwide under the GSFP	Reports on Regional/MMDAs coverage of the GSFP	
		No. of beneficiary pupils under the	Database of beneficiary/ non	Growing trend in beneficiaries pupils

		GSFP	beneficiary coverage	
	<i>Outcome 2.2: Attendance in beneficiary schools increased and drop outs reduced</i>	No. of GSFP beneficiary schools with up-to-date class registers	Reports from GES and GSFP field monitoring reports	daily recording of pupils attendance by classteachers
		No. of teaching and learning materials supplied	Reports from GES on learning materials	Teachers equipped by GES to impact learning
		No. of infrastructure provided	Reports from GES on infrastructure supplied	Schools equipped by GES to impact learning
		No. of SIC/PA meetings organised	Reports from SIC/PA meetings	Scheduled meeting held
Objective 3	Outcome 3: Increase income for small-holder farmers			
Boost Domestic Food Production	<i>Outcome 3.1: Income of local farmers increased</i>	Amount of money spent by caterers on locally grown foodstuff	Caterer Engagement Reports	Adherence to 80% expenditure on local foodstuff
		No. of Rural Banks/ Credit institutions providing credit facilities to farmers	Farmer Engagement Reports	Credit facilities provided by local banks
		No. of women farmers accessing credit	Farmer Engagement Reports	Equity in accessing credit
		Quantity of foodstuff supplied by smallholder farmers	Farmer Engagement Reports	Local food production available
		Source and quantity of foodstuff bought by caterers	Caterer Engagement Reports	
		No. of women cooperatives linked to GSFP	Farmer Engagement Reports	Women farmers encouraged
		No. of FBOs formed as a result of GSFP	Farmer Engagement Reports	Availability of relevant FBOs
		No. of FBOs linked to GSFP	Farmer Engagement Reports	
		No. of smallholder farmers linked to GSFP	Farmer Engagement Reports	

	<i>Outcome 3.2: Production of local farmers increased using environmentally sustainable methods</i>	No. of farmers accessing extension services	Farmer Engagement Reports	Agric extension services available
		No. of women farmers accessing extension services	Farmer Engagement Reports	
		No. of farmers with access to inputs	Farmer Engagement Reports	
		No. of women farmers with access to inputs	Farmer Engagement Reports	
		Total number of farm inputs supplied	Farmer Engagement Reports	
		Type of farm inputs supplied	Farmer Engagement Reports	
	<i>Outcome 3.2: School gardening encouraged in all beneficiary schools</i>	No. of beneficiary schools with school gardens	Yearly reports from GES	school gardening as part of curriculum
		No. of beneficiary schools with land available for school gardens	Yearly reports from GES	

Annex 2. Timeline

	Phases, deliverables and timeline	Level of effort	Total time required for the step
Phase 1 - Preparation (total duration: Recommended – 2.25 months; Average: 4.4 months)			
EM(s)	Desk review, draft ToR and quality assure (QA) using ToR QC	(2 weeks)	(1 month)
RETT	Quality assurance by RETT		(1 week)
EM(s)	Revise draft ToR based on feedback received	(3 days)	(1 week)
ERG	Review and comment on draft ToR	(1 day)	(2 weeks)
EM(s)	Revise draft ToR based on comments received and submit final ToR to EC Chair	(3 days)	(1 week)
EM(s)	Start recruitment process	(0.5 day)	(0.5 day)
EC Chair	Approve the final ToR and share with ERG and key stakeholders	(0.5 day)	(1 week)
EM(s)	Assess evaluation proposals/ Conduct interviews and recommend team selection	(2 days)	(1 week)
EC Chair	Approve evaluation team selection	(0.5 day)	(1 week)
EM(s)	Evaluation team contracting and PO issuance	(1 day)	(3 weeks)
Phase 2 - Inception (total duration: Recommended – 1.75 months; Average: 2.1 months)			
ET	Desk review of key documents	(5 days)	(2 weeks)
EM/ET	Inception briefings, with RETT support as needed	(1-2 days)	(1-2 days)
ET	Inception mission in the country	(1 week)	(1 week)
ET	Draft inception report	(5 days)	(2 weeks)
EM(s)	Quality assure draft IR by EM and RETT using QC	(2 days)	(1 week)
ET	Revise draft IR based on feedback received by EM and RETT	(2-3 days)	(1 week)
RETT	Share draft IR with quality support service (DEQS) and organize follow-up call with DEQS, if required	(0.5 day)	(2 weeks)
ET	Revise draft IR based on feedback received by DEQS	(2 days)	(1 week)
EM(s)	Share revised IR with ERG	(0.5 day)	(0.5 day)
ERG	Review and comment on draft IR	(1 day)	(2 weeks)
EM(s)	Consolidate comments	(0.5 day)	(0.5 day)
ET	Revise draft IR based on feedback received and submit final revised IR	(2 days)	(1 week)
EM(s)	Review final IR and submit to the evaluation committee for approval	(2 days)	(1 week)
EC Chair	Approve final IR and share with ERG for information	(1 week)	(1 week)
Phase 3 – Data collection (total duration: Recommended – 0.75 months; Average: 1 month)			
ET	Data collection	(3 weeks)	(3 weeks)
ET	In-country debriefing (s)	(2 days)	(1 week)
Phase 4 – Reporting (total duration: Recommended – 2.75 months; Average: 5.8 months)			
ET	Draft evaluation report	(11 days)	(4 weeks)

EM(s)	Quality assurance of draft ER by EM and RETT using the QC,	(2-3 days)	(1 week)
ET	Revise and submit draft ER based on feedback received by EM and RETT	(2-3 days)	(1 week)
EM(s)	Share draft ER with quality support service (DEQS) and organize follow-up call with DEQS, if required	(0.5 day)	(2 weeks)
ET	Revise and submit draft ER based on feedback received by DEQS	(2-3 days)	(1 week)
ERG	Review and comment on draft ER	(0.5 day)	(2 weeks)
ET	Learning workshop	(1 day)	(1 day)
EM(s)	Consolidate comments received	(0.5 day)	(0.5 day)
ET	Revise draft ER based on feedback received	(2-3 days)	(2 weeks)
EM(s)	Review final revised ER and submit to the evaluation committee	(2-3 days)	(1 week)
EC Chair	Approve final evaluation report and share with key stakeholders	(1 day)	(1 week)
Phase 5 - Dissemination (total duration: Recommended – 1 month; Average: 1.9 months)			
EC Chair	Prepare management response	(5 days)	(4 weeks)
EM(s)	Share final evaluation report and management response with the RETT and OEV for publication and participate in end-of-evaluation lessons learned call	(0.5 day)	(3 weeks)

Annex 3. Role and composition of the evaluation committee

124. **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 managers in making decisions, reviewing draft deliverables (ToR, inception report and evaluation report) and submitting them for approval by the co-chairs of the committee from WFP and MOGCSP/GSFP.

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

Table 6: Membership of the Evaluation Committee

	Function	Title
1	Evaluation Committee Chair	Country Director and Representative
2	Evaluation Manager	Monitoring and Evaluation Officer
3	Member	Monitoring and Evaluation Officer-RAM OIC
4	Member	Regional Evaluation Officer
5	Member	Deputy Country Director/Programme Delivery
6	Member	Deputy Country Director/Communication and Partnerships
7	Member	Head of Nutrition
8	Evaluation Committee Co-Chair	Chief Director, MOGCSP
9	Evaluation Committee Co-Chair	National Coordination, GSFP
10	Evaluation Manager	Director of Monitoring and Evaluation, GSFP
11	Member	Director Policy Planning Monitoring & Evaluation, MoGCSP
12	Member	Deputy National Coordinator
13	Member	Deputy National Coordinator

Table 7: Evaluation phase and engagement tasks of the Evaluation Committee

Evaluation Phase and engagement task	Estimate level of effort in days	Tentative Dates
Preparation Phase		
<ul style="list-style-type: none"> Select and establish ERG membership. Reviews the revised draft ToR prepared by the EM Approves the final TOR Approves the final evaluation team and budget 	2 days	May - October 2025
Inception Phase		
<ul style="list-style-type: none"> Brief the evaluation team on the subject of the evaluation. Inform evaluation design through discussions with the evaluators. Support identifying field visit sites on the basis of selection criteria Review the revised draft IR Approve the final IR 	2 days	January 2026
Data Collection Phase	2 days	
<ul style="list-style-type: none"> Act as key informants: responds to interview questions Facilitate access to sources of contextual information and data, and to stakeholders Attend the end of field work debriefing(s) meeting 		January-February 2026

<ul style="list-style-type: none"> • Support the team in clarifying emerging issues/gaps how to fill them 		
Analysis and Reporting Phase	2 days	February – March 2026
<ul style="list-style-type: none"> • Review final evaluation report after quality assurance by ET + EM • Approve the final ER 		
Dissemination and Follow-up Phase	2 days	
<ul style="list-style-type: none"> • Decide whether management agrees, partially agrees or does not agree with the recommendations and provides justification • Lead preparation of the management response to the evaluation recommendations 		May- June 2026

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

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

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

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

Table 8: Membership of the Evaluation Reference Group (All EC members are part of this group)

	Stakeholder	Agency	Title	Location
1.	Country Office	WFP	Programme Officer, Food Systems	Accra, Ghana
2.	Country Office	WFP	Programme Officer, Gender and Protection	Accra, Ghana
3.	Country Office	WFP	Head of Sub-Office, Bolgatanga	Bolgatanga, Ghana
4.	Country Office	WFP	Head of Sub-Office, Tamale	Tamale, Ghana
5.	Country Office	WFP	Finance/Security Officer	Accra, Ghana
6.	Country Office	WFP	IT/TEC Officer	Accra, Ghana
7.	Country Office	WFP	Programme Officer, Food Systems	Tamale, Ghana
8.	Country Office	WFP	Programme Officer, Cash-Based Transfers	Accra, Ghana
9.	Country Office	WFP	Business Transformation Officer	Accra, Ghana
10.	Regional Office	WFP	Regional Monitoring Advisor	Dakar, Senegal
11.	Regional Office	WFP	Regional Nutrition Advisor	Dakar, Senegal

	Stakeholder	Agency	Title	Location
12.	Regional Office	WFP	Regional School Meals Programme Advisor	Dakar, Senegal
13.	Regional Office	WFP	Regional Food Systems Advisor	Dakar, Senegal
14.	Regional Office	WFP	Regional RAM Advisor	Dakar, Senegal
15.	Regional Office	WFP	Regional evaluation officer, OEV	Dakar, Senegal
16.	Government	MOGCSP	Chief Accountant,	MoGCSP
17.	Government	GSFP	Deputy Director M&E	GSFP
18.	Government	GSFP	Deputy Director M&E	GSFP
19.	<i>Government</i>	GSFP	Deputy Director M&E	GSFP
20.	Government	GSFP	Deputy Director M&E	GSFP
21.	Government	GSFP	Deputy Director, Operations	GSFP
22.	Government	GSFP	Director of Admin, GSFP	GSFP
23.	Government	GSFP	Director of Communications, GSFP	GSFP
24.	Government	GSFP	Director of HR, GSFP	GSFP
25.	Government	GSFP	Director of Operation, GSFP	GSFP
26.	Government	MoGCSP	Director of Social Protection, MoGCSP	MoGCSP
27.	Government	GSFP	Head, Social protection Unit	GSFP
28.	Government	GSFP	Head of Accounts, GSFP	GSFP
29.	Government	Ministry of Food and Agriculture	Deputy Director	Ministry of Food and Agriculture
30.	Government	Ministry of Food and Agriculture (WIAD)	Deputy Director	Ministry of Food and Agriculture (WIAD)
31.	Government	Office of Local Government Services (OHLGS)	Ag. Director, RSIM	Office of Local Government Services (OHLGS)
32.	Government	Ministry of Education (EMIS)	Deputy Director	Ministry of Education (EMIS)
33.	Government	Ghana Education Service (GES, SHEP)	Director	Ghana Education Service (GES, SHEP)
34.	<i>Government</i>	Ghana Education Service (Pre-	Snr. Programme Officer	Ghana Education Service (Pre-

	Stakeholder	Agency	Title	Location
		Tertiary)		Tertiary)
35.	Government	Ghana Health Service (Child Health & Nutrition)	Deputy Director	Ghana Health Service (Child Health & Nutrition)
36.	Government	Ministry of Finance and Economic Planning (MoFEP)	Principal Programme Officer, Gender/SP	Ministry of Finance and Economic Planning (MoFEP)
37.	Government	Ministry of Finance and Economic Planning (MoFEP)	Asst. Budget Analyst, Gender Desk	Ministry of Finance and Economic Planning (MoFEP)
38.	Government	Ghana Revenue Authority (GRA)	Snr. Programme Officer	Ghana Revenue Authority (GRA)
39.	Government	National Development Planning Commission	Principal Planning Analyst	National Development Planning Commission
40.	Government	Ministry of Energy (MoEn)	Clean Energy Specialist	Ministry of Energy (MoEn)
41.	Government	Office of Attorney General's Department	Director, Policy and LI	Office of Attorney General's Department
42.	Government	Ghana Statistical Service	Principal Planning Analyst	Ghana Statistical Service
43.	Government	Ministry of Trade & Agribusiness	Director of Agri business	MoTA
44.	UN	FAO	M&E Specialist	FAO
45.	UN	UNICEF	Social Policy Specialist	UNICEF
46.	Development partner	World Bank	Social Policy Specialist	DC
47.	Academia	Fred and Binka school of Public Health University of Health & Allied Sciences	Public Health Nutrition	University of Health & Allied Sciences
48.	Academia	Fred and Binka school of Public Health University of Health & Allied Sciences	Public Health Nutrition	University of Health & Allied Sciences
49.	Academia	University of Ghana, NMIMR	Senior Research Fellow	UG
50.	Civil Society	Inclusion Ghana	Director	Inclusion Ghana

Table 9: Evaluation phase and engagement tasks of the Evaluation Reference Group

Evaluation Phase and engagement task	Estimate level	Tentative
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	of effort in days	Dates
Preparation Phase		
<ul style="list-style-type: none"> • Review and comment on the draft ToR • Where appropriate, provide input on the evaluation questions. <ul style="list-style-type: none"> • Identify source documents useful to the evaluation team • Attend ERG meeting/conference call etc 	7 days	June – October 2025
Inception Phase		
<ul style="list-style-type: none"> • Meet with evaluation team to discuss how the evaluation team can design a realistic/practical, relevant and useful evaluation. • Identify and facilitate dialogues with key stakeholders for interviews • Identify and access documents and data • Help identify appropriate field sites according to selection criteria set up by the evaluation team in the inception report. • Review and comment on the draft Inception Report 	1 day	January 2026
Data Collection Phase	2 days	January - February 2026
<ul style="list-style-type: none"> • Act as a key informant: respond to interview questions • Provide information sources and facilitate access to data • Attend the evaluation team's end of field work debriefing 		
Analysis and Reporting Phase	2 days	March - April 2026
<ul style="list-style-type: none"> • Review and comment on the draft evaluation report focusing on accuracy, quality and comprehensiveness of findings, and of links to conclusions and recommendations. 		
Dissemination and Follow-up Phase	2 days	May- June 2026
<ul style="list-style-type: none"> • Disseminate final report internally and externally, as relevant; • Share findings within units, organizations, networks and at events; • Provide input to management response and its implementation 		

Annex 5. Communication, knowledge management and learning plan

Table 10: Communication, knowledge management and learning plan

Evaluation Phase	Communication Product/Information	To Whom	Level	From Whom	How (Means)	Why (Purpose)
Planning	Tentative time and scope of evaluation	WFP Ghana staff, MOGCSP, Ministry of Finance, Ministry of Education, development partners	Strategic, Operational	Evaluation Committee Chair(s)	Email, Meetings	Ensure evaluation is reflected in work plans and confirm intent to learn and account for results
Preparation/ TOR	Draft TOR	Key stakeholders through the evaluation reference group, WFP Ghana and MOGCSP	Strategic, Operational	Evaluation Managers on behalf of the Evaluation Committee	Email, Meetings	Seek review and comments
Preparation/ TOR	Final TOR	Key stakeholders through the evaluation reference group, WFP Ghana and MoGCSP, Relevant support staff	Strategic, Operational, Technical	Evaluation Managers on behalf of the Evaluation Committee	Email, WFP.org, government website	Inform relevant staff and stakeholders of the evaluation plan and roles
Inception	Exit debriefing presentation (internal)	Key stakeholders through the evaluation committee, WFP Ghana and MOGCSP	Operational, Technical	Evaluation Managers/ Evaluation firm	Meeting	Reflect on inception phase and evaluation design

Inception	Exit debriefing presentation (external)	Key stakeholders through the evaluation reference group, WFP Ghana and MOGCSP	Strategic, Operational, Technical	Evaluation Managers/ Evaluation firm	Meeting	Discuss evaluation design with stakeholders
Inception	Draft inception report	Key stakeholders through the evaluation reference group, WFP Ghana and MOGCSP	Operational, Technical	Evaluation Managers/ Evaluation firm	Email, Meetings	Seek review and comments
Inception	Final inception report	Key stakeholders through the evaluation reference group, WFP Ghana and MOGCSP, Field level staff	Strategic, Operational, Technical	Evaluation Managers/ Evaluation firm	Email, Meetings	Inform staff and stakeholders of detailed evaluation plan, including evaluation questions
Data collection debriefing	Exit debriefing presentation (internal)	Key stakeholders through the evaluation committee, WFP Ghana and MOGCSP	Operational, Technical	Evaluation Managers/ Evaluation firm	Email, Meeting	Reflect on data collection and emerging findings, solicit for feedback
Data collection debriefing	Exit debriefing presentation (external)	Key stakeholders through the evaluation reference group, WFP Ghana and MOGCSP	Strategic, Operational, Technical	Evaluation Managers/ Evaluation firm	Meeting	Discuss emerging findings with stakeholders, solicit for feedback
Data Analysis and Reporting	Draft evaluation report	Key stakeholders through the evaluation reference group, WFP Ghana and MoGCSP	Strategic, Operational, Technical	Evaluation Managers/ Evaluation firm	Email, Meetings	Seek review and inform management response

Data Analysis and Reporting	Preliminary findings and recommendations workshop (external)-in-person workshop	Key stakeholders through the evaluation reference group and wider, WFP Ghana and MOGCSP	Strategic, Operational, Technical	Evaluation Managers/ Evaluation firm	One-day Workshop	Get feedback on findings and recommendations
Data Analysis and Reporting	Final evaluation report	Key stakeholders, Global WFP, General public	Strategic, Operational, Technical	Evaluation Managers/ Evaluation firm	Email, Public websites	Share final product and make publicly available
Data Analysis and Reporting	A two-pager summary of the final evaluation report	Key stakeholders through the evaluation reference group, WFP Ghana and MOGCSP	Strategic, Operational, Technical	Evaluation Managers/ Evaluation firm	Email, Public websites	Share final product and make publicly available
Data Analysis and Reporting	A Two -minute video clip to disseminate findings	Key stakeholders through the evaluation reference group, WFP Ghana and MOGCSP	Strategic, Operational, Technical	Evaluation Managers/ Evaluation firm	Email, Public websites	Share final product and make publicly available
Follow-up	Draft management response	MOGCSP/GSFP technical units, WFP, Evaluation Advisors	Strategic, Operational, Technical	Evaluation Managers	Email, Meetings	Communicate recommended actions and elicit feedback
Follow-up	Final management response	MOGCSP, WFP	Strategic	Evaluation Managers	Email, MOGCSP's Website, Public websites	Make MR publicly available
Follow-up	Evaluation report brief	Key stakeholders, Global WFP, MOGCSP, General public	Strategic, Operational, Technical	Evaluation Managers	Email, Public websites	Share summary findings widely
Follow-up	Video	Global WFP, MOGCSP, donors, partners, General public	Strategic	Evaluation Managers	Internet, Advocacy platforms	Advocacy and awareness

Follow-up	Community events	WFP Ghana, MOGCSP, communities served	Operational, Technical	Evaluation Managers	Events	Feedback to communities served
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Annex 7. Acronyms and abbreviations

Abbreviation	Definition
AUDA-NEPAD	African Union Development Agency – New Partnership for Africa’s Development
CH	Cadre Harmonisé
CO	Country Office
CPESDP	Coordinated Programme of Economic and Social Development Policies
DEQAS	Decentralized Evaluation Quality Assurance System
EMIS	Education Management Information System
ESP	Education Strategic Plan
FAO	Food and Agriculture Organization of the United Nations
FNG	Fill the Nutrient Gap
GEWE	Gender Equality and Women Empowerment
GES	Ghana Education Service
GDHS	Ghana Demographic and Health Survey
GHS	Ghana Health Service
GNHR	Ghana National Household Registry
GSFP	Ghana School Feeding Programme
HGSF	Home-Grown School Feeding
IFAD	International Fund for Agricultural Development
IPC	Integrated Food Security Phase Classification
M&E	Monitoring and Evaluation
MEB	Minimum Expenditure Basket
MMDAs	Metropolitan, Municipal and District Assemblies
MoDA	Mobile Operational Data Acquisition
MoE	Ministry of Education
MoFA	Ministry of Food and Agriculture
MoF	Ministry of Finance
MOGCSP	Ministry of Gender, Children and Social Protection

Abbreviation	Definition
NDPC	National Development Planning Commission
OEV	Office of Evaluation (World Food Programme HQ)
RETT	Regional Evaluation Technical Team
SHEP	School Health Education Programme
UN	United Nations
UNEG	United Nations Evaluation Group
UNICEF	United Nations Children's Fund
WASH	Water, Sanitation and Hygiene
WIAD	Women in Agricultural Development (MoFA Directorate)
WFP	World Food Programme
WB	World Bank

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