

Final evaluation of “Support to the integrated programme for sustainability of school canteens” in Côte d’Ivoire from 2021 to 2026



United States Department of Agriculture's (USDA)
McGovern-Dole International Food for Education and
Child Nutrition Program

Decentralized Evaluation Terms of Reference
WFP CÔTE D'IVOIRE

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1. Introduction

1. These terms of reference (ToR) were prepared by the World Food Programme (WFP) Côte d'Ivoire Country Office based upon an initial document review and consultation with stakeholders and following a standard template. The purpose of these terms of reference is to provide key information to stakeholders about the evaluation, to guide the evaluation team and to specify expectations during the various phases of the evaluation.

2. These TOR are for the final evaluation of the United States Department of Agriculture's (USDA) McGovern-Dole International Food for Education and Child Nutrition Program (McGovern-Dole project) "Support to the integrated programme for the sustainability of school canteens" in Côte d'Ivoire. The first award (FY15) was implemented in the West, North and Northeast regions of Côte d'Ivoire from 2015 to 2022. The second award (FY20) covers the same area and schools from 2021 to 2026. It aims to improve the program's achievements and facilitate a gradual transfer of the program to the Government of Côte d'Ivoire. The project supports the country's national objectives in terms of improving enrolment, retention, primary education, literacy, food security, nutrition and school health. This evaluation is an activity evaluation (school canteens) commissioned by the WFP country office in Côte d'Ivoire in accordance with the evaluation plan submitted to USDA. It will cover the period from September 2021 to April 2026. The evaluation mission will take place from March to April 2026.

2. Reasons for the evaluation

2.1. Rationale

3. The McGovern-Dole project evaluation plan envisions three evaluation exercises during the life of the programme: (i) a baseline study¹ before the start of the project in order to establish baseline values for project indicators, (ii) a mid-term evaluation to inform programmatic adjustments and (iii) a final evaluation to assess performance at the end of five years of implementation.

4. Consequently, these ToR intended for this final evaluation must take into account the progress made in the implementation and results on the beneficiaries compared to the results obtained during the baseline study and mid-term evaluation carried out respectively in November 2021 and May 2024.

5. The purpose of this final evaluation is to critically and objectively examine and take stock of the project implementation in Côte d'Ivoire. This involves assessing whether targeted beneficiaries have received services as intended, assessing whether the project has achieved stated goals and objectives, reviewing results frameworks and assumptions, documenting lessons learned while highlighting issues pertaining to different outcomes for stakeholders, particularly students (girls and boys) through a cross-cutting approach. In addition, this evaluation should shed light on the government's capacity to take full control of the 613 schools through sustainable funding, on the one hand, and to finalize the drafting of the school feeding law, on the other hand, and to formulate recommendations in this area. The previous McGovern-Dole final evaluation, for the project that ended in 2021, indicated that the upward trend in girls' enrolment was due to an increase in girls' enrolment and a decrease in boys' enrolment, which may be explained by the provision of take-home rations for girls only. We expect this evaluation to explore this finding, even though the take-home ration no longer exists. Furthermore, this evaluation will also contribute to the monitoring of the Second Generation National Agricultural Investment Program (PNIA 2) and the National School Feeding Strategy, by providing insights into the effectiveness and sustainability of interventions.

2.2. Objectives

6. This evaluation will serve the dual and mutually reinforcing objectives of accountability and learning.

- **Accountability** – The evaluation will assess and report on the performance and results of the “Support to the integrated programme for sustainability of school canteens” in Côte d'Ivoire from 2021 to 2026. The final evaluation will make it possible to report to national authorities in Côte d'Ivoire, donors, partners and external stakeholders, including beneficiaries, on the performance and results of the McGovern-Dole project. The final evaluation will be essential for accountability purposes. Evaluation of project achievements should include the perspectives of different beneficiary groups, including girls and boys, women and men, when collecting data.
- **Learning** – The evaluation will determine the reasons why certain results occurred or did not occur to draw lessons, derive good practices and provide pointers for learning. It will also provide evidence-based findings to inform operational and strategic decision-making for the government regarding the national school canteen and for WFP current project and other initiatives. Findings will be actively disseminated, and lessons will be incorporated into relevant lesson-sharing systems. According to the McGovern-Dole Learning Agenda, a collective effort to generate knowledge about the results of school feeding projects will improve their design and operationalization and lead to significant results on improving education, nutrition and sustainability of these projects. Therefore, while always being sensitive to the goal of accountability, this evaluation will pay particular attention to learning and evidence generation needs. Specifically, the final evaluation will assess the results

¹ Baseline established in March 2022

obtained under the current project and will take stock of the level of implementation of the recommendations made during the final evaluation of the previous project and the recent mid-term evaluation. The CO will be particularly interested in the sustainability of the program in relation to the school feeding law and the government's capacity to ensure the full operation of all 613 schools at the end of this project. The CO would like to know how the combination of local procurement dependent on the harvest period be supplemented by international food aid to promote sustainable school meal programs at the local and/or national level as a transition to a home-grown school feeding model.

2.3. Key stakeholders

7. 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 evaluation, 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.

8. Accountability to affected populations, is tied to WFP commitments to include beneficiaries as key stakeholders in WFP work. WFP is committed to ensure that the evaluation process pays attention to a participation and consultation of women, men, boys and girls from different groups (including persons with disabilities, the elderly and other demographic factors).

9. Several stakeholders, both inside and outside WFP, have an interest in the results of the evaluation and some of them will need to play a role in the evaluation process. They will contribute throughout this process. It is also expected that a summary table will be produced by the team of evaluators and highlight the problems identified and the major recommendations by similar groups of stakeholders.

Table 1: Preliminary stakeholder analysis

Stakeholders	Interest and involvement in the evaluation
Internal (WFP) stakeholders	
WFP country office (CO) in Côte d'Ivoire	Key informant and primary stakeholder - Responsible for the planning and implementation of WFP interventions at country level. The country office has an interest in learning from experience to inform decision-making. It is also called upon to account internally as well as to its beneficiaries and partners for performance and results of its programmes. The country office will be involved in using evaluation findings for programme implementation and/or in deciding on the next programme and partnerships. This evaluation will enable WFP and its partners to better understand the area of investment in school meals focused on local purchases. This could inform national school feeding policies and strategies.
WFP field offices in Korhogo and Man	Key informant and primary stakeholder - WFP field offices of Korhogo and Man are responsible for day-to-day programme implementation. The field offices liaise with stakeholders at decentralized levels and have direct beneficiary contact. They will contribute to direct data collection and be affected by changes to implementation caused by the outcome of the evaluation.
WFP Western and Central Regional Office	Key informant and primary stakeholder - WACARO is responsible for both oversight of country offices and technical guidance and support, the regional office management has an interest in an independent/impartial account of operational performance as well as in learning from the evaluation findings to apply this learning to other country offices.

(WACARO), Dakar	The regional office will use the evaluation findings to provide strategic guidance, programme support, and oversight. The regional evaluation officers support country office/regional office management to ensure quality, credible and useful decentralized evaluations.
WFP HQ divisions	Key informant and primary stakeholder - WFP headquarters divisions, such as the School Meals and Social Protection Service (PPGS) are responsible for issuing and overseeing the rollout of normative guidance on corporate programme themes, activities and modalities, as well as of overarching corporate policies and strategies. They also have an interest in the lessons that emerge from evaluations, as many may have relevance beyond the geographical area of focus. Relevant headquarters units should be consulted from the planning phase to ensure that key policy, strategic and programmatic considerations are understood from the onset of the evaluation. They may use the evaluation for wider organizational learning and accountability.
WFP Office of Evaluation (OEV)	Primary stakeholder – The Office of Evaluation has a stake in ensuring that decentralized evaluations deliver quality, credible and useful evaluations respecting provisions for impartiality as well as roles and accountabilities of various decentralized evaluation stakeholders as identified in the evaluation policy. It may use the evaluation findings, as appropriate, to feed into centralized evaluations, evaluation syntheses or other learning products.
WFP Executive Board (EB)	Primary stakeholder – The Executive Board provides final oversight of WFP programmes and guidance to programmes. The WFP governing body has an interest in being informed about the effectiveness of WFP programmes. This evaluation will not be presented to the Executive Board, but its findings may feed into thematic and/or regional syntheses and corporate learning processes.
External stakeholders	
Beneficiaries	<p>Key informants and primary stakeholders (students, directors, teachers, canteen managers, parents, women farmers group, school management committees) - As the ultimate recipients of food assistance, beneficiaries have a stake in WFP determining whether its assistance is appropriate and effective. As such, the level of participation in the evaluation of women, men, boys and girls from different groups will be determined and their respective perspectives will be sought.</p> <p>Key interest for:</p> <ul style="list-style-type: none"> • Students: They have a particular interest in this evaluation in relation to the assistance they receive, their motivation, their commitment, and the way in which this assistance is provided in their real world and learning environment significantly influences this interest. • Directors: They are interested in this evaluation to ensure school objectives are met and determine areas for improvement in curriculum and teaching. • Teachers: The evaluation will provide them constructive feedback for their professional development, help improve their teaching methods, and recognize excellence. They are particularly interested in evaluations that take into account the unique context of their classroom and result in concrete advice for improving their teaching. • Canteen managers: The evaluation will help them identify priority areas for improvement, assess customer satisfaction, and ensure the canteen meets its goals.

	<ul style="list-style-type: none"> • Women Farmers Group: Their interest will be driven by their need for increased productivity and economic stability r. • School management committees (SMCs): The evaluation is central to their role in improving school performance, ensuring accountability, and enhancing the quality of education. Their interest lies in using evaluation to monitor school functioning, assess the effectiveness of policies and programs, provide feedback on teaching and learning, and identify areas for improvement in a structured way.
Government Ministry of National Education and Literacy	<p>Key informants and primary stakeholder - The Government has a direct interest in knowing whether WFP activities in the country are aligned with its priorities, harmonized with the action of other partners and meet the expected results. Issues related to capacity development, handover and sustainability will be of particular interest. The evaluation results will enable students, teachers and parents, as well as the wider educational community, to be informed about the learning outcomes achieved at a specific point in time, in order to highlight successes, plan interventions and continue to foster success.</p> <p>The Leadership, promotion and monitoring of management committees Department (Direction de l'Animation, de la Promotion et de Suivi des COGES - DAPS COGES) will also use the results to strengthen its community-based approach to mobilizing and raising awareness of school canteens</p>
Government Ministry of National Education and Literacy - The School Canteens Department (DCS)	<p>Key informants and primary stakeholders - The DCS is the government institution in charge of implementing the school canteen programme. The DCS has an interest in knowing whether the McGovern-Dole project is aligned with its priorities, harmonized with the one it implements and responds to the results expected under the national education policy and strategy.</p>
Ministry of State, Ministry of Agriculture and Rural Development	<p>Key informants and primary stakeholder - The Ministry of State, Ministry of Agriculture and Rural Development (MEMINADER) has agreed to entrust the implementation of the programme to WFP Côte d'Ivoire. Through the National Rural Development Support Agency (ANADER), MINADER also provides technical assistance to agricultural groups mobilized around school canteens. The results of the evaluation will enable MINADER to assess the results obtained.</p>
United Nations country team (UNCT) Office of the UN Resident Coordinator	<p>Secondary stakeholder - The harmonized action of the UNCT should contribute to the realization of the government developmental objectives. It has therefore an interest in ensuring that WFP programmes are effective in contributing to the United Nations concerted efforts. Various agencies such as UNICEF, FAO are also direct partners of WFP at policy and activity level.</p>
Non- governmental organizations	<p>Key informants and primary stakeholder - NGOs are WFP partners for the implementation of some activities while at the same time having their own interventions. The results of the evaluation might affect future implementation</p>

<p>(NGOs)</p> <p>Wopile SANGA, BFCD, RET-PACI</p>	<p>modalities, strategic orientations and partnerships. They will be involved in using evaluation findings for programme implementation.</p> <p>AVSI (Association of Volunteers for International Service) is WFP's partner for the implementation of the learning to read component of this programme. The results of the evaluation will be key to informing implementation modalities and strategic directions. They will inform teachers about learning outcomes and help plan and direct instruction while providing useful feedback to students.</p>
<p>USDA</p>	<p>Primary stakeholder – McGovern-Dole is a USDA program, and therefore, USDA has strong interest in knowing whether funds have been spent efficiently and if WFP's work has been effective in contributing to their own strategies and programs. They are kept informed throughout each step of the evaluation and consulted for feedback and approval of evaluation products according to the standards planned in the program. USDA can also serve as a key informant and will be involved in discussing the evaluation findings.</p>

3. Context and subject of the evaluation

3.1. Context

10. Côte d'Ivoire is a middle-income West African country, with a population estimated of 29.4 million in 2021. It is experiencing a shift from agriculture to industry and services. Agriculture's share of GDP fell from 17.4% in 2016 to 14.4% in 2023², while industry rose to 24.5% and services to 45.7%. Agriculture still employs 46% of the workforce and supports two-thirds of the population. Côte d'Ivoire is the world's largest producer of cocoa and cashew nuts, and ranks among the top producers of palm oil, rubber, and cotton in Africa

11. Young people and women are strongly present in the agricultural and food value chains. Women are engaged predominantly in market gardening (production and marketing) and food crops (cassava). In the case of maize, young women (49.4%) and men (50.6%) are equally involved in production and marketing activities. Women and young people make up the vast majority of the country's fish importing, preserving, processing (particularly fish smoking) and marketing niches. They account for more than 90% of market players, with 70% being women. On the other hand, men are heavily involved in the production of yams (67.4%), rice (75%) and meat (ruminants and poultry). Women dominate rice marketing (85%), while in the yam and meat trade (cattle, sheep, eggs and meat products) is almost entirely managed by men. Plantain production is dominated by men (80%), while women's organizations are also dominant in cassava production. Marketing and processing of cassava and plantain are dominated by women (over 90%). Despite their key role in food and nutrition, women face land access challenges to carry out their agricultural production activities.

12. Women have lower access to education, healthcare, and the labor market, and face cultural, religious and institutional constraints, exacerbated by past crises and COVID-19.

13. Since the 2010 post-election crisis, Côte d'Ivoire's has achieved strong growth—averaging over 7% annually until COVID-19 slowed it 3.6% in 2020. Governance and anti-corruption indicators have improved and access to water and electricity has expanded significantly. This improvement, which results from the recent economic recovery, has affected both rural and urban areas. Nevertheless, poverty remains a predominantly rural phenomenon, manifesting itself in access issues for essential services an, and fueling divisions between income groups as well as between urban and rural populations.

14. However, successive socio-political crises have worsened living conditions despite the adoption and implementation of various economic and financial programs. The poverty rate rose to 46.3% in 2015 (ENV 2015) before declining to 39.5% in 2018 (World Bank). Recent global shocks—including COVID-19 and the Black Sea crisis—have further strained the economy, especially for low-income populations. These events have disrupted both formal and informal sectors, reduced household incomes, and triggered market volatility, limiting access to diverse and nutritious food, particularly for food-insecure populations. Additionally, regional tensions with Mali and Burkina Faso and civil insecurity, particularly with the rise of jihadist interventions, pose risks to humanitarian coordination and migration management.

15. The McGovern-Dole project aims to target Côte d'Ivoire's most food-insecure regions. In 2018, food insecurity in the seven target regions averaged 10.9%, close to the national food insecurity rate of 11%. By August 2024 (DISSA), this rose to 14% with pronounced disparities between the 7 regions: Bafing, 60.7% and

² <https://www.economie-ivoirienne.ci/cadre-macroeconomique/pib-optique-offre.html>

Tchologo 4.4%; Poro 1.5%; Gontougo 6.1%; Cavally 21.3%; Bagoue 0.7%; Bounkani 33.6%³.

16. Malnutrition remains a major concern. Chronic malnutrition among children under five increased from 21.6% in 2016 to 23% in 2021, before slightly declining to 21.4% in 2025 (MICS 2016, EDS 2021, SMART 2025). In the Montagnes, districts, in McGovern-Dole intervention area, the nutritional status of children with regard to stunting is considered “Very high” ($\geq 30\%$) and “precarious” in the other districts: Zanzan (24.8%) and Savanes (27.2%). The national prevalence of acute malnutrition has increased from 6% to 8% from 2016 to 2021 and drop to 5.6% in 2025. Anemia is widespread, affecting over 75% of children in districts like Denguele, Savanes, Woroba, and Zanzan (EDS 2021).

17. Recent routine data collected in 15 health districts show that, out of 16,731 expected acutely malnourished children, 9,018 were treated, representing a coverage rate of 54%, with 78% recovery. As for vitamin A, 5,506,830 children aged between 6 and 59 months were supplemented during the campaign, and 285,194 as part of routine care. In addition, 4,991,103 children aged 12 to 59 months were de-wormed in campaigns, and 197,854 in routine de-worming campaigns. The “Plateforme Nationale Multisectorielle d'Information Nutritionnelle” (PNMIN - National Multisectoral Nutritional Information Platform) has improved data access on malnutrition among children under 5, and pregnant and breastfeeding women. Nationwide, only 32% of acutely malnourished children are treated and cured. The rate of exclusive breastfeeding rose from 12.1% to 23.5%. Similarly, the proportion of infants put to the breast within an hour of birth rose from 30.8% to 36.6%.

18. The zero-hunger strategic review identified the following challenges to achieve the Sustainable Development Goal (SDG) 2.

1. **Access to food.** Lack of disaggregated data hinders targeted interventions. There is a lack of recognition of the role of small producers in food security when formulating trade and budgetary policies; and insufficient collection, analysis and use of data to identify people with limited access to food.
2. **Nutrition.** There are many sectors – including agriculture and social protection – that could contribute to achieving nutrition outcomes through nutrition-sensitive initiatives, but this potential remains untapped. Several obstacles impede progress: silo action by ministries working on interrelated issues such as food security, nutrition, health and education; low-scale food fortification initiatives; insufficient outreach of communication initiatives aimed at changing behavior on issues related to dietary diversity, hygiene and food safety; and the lack of attention for adolescent girls.
3. **Social protection.** Resources invested in social protection are insufficient. The coverage of the national school meals programme and safety net programme is limited and synergies between safety net programmes are weak. Other obstacles include the challenges of implementing a strategy to extend safety nets to rural populations and the need for more safety net policies that address the specific needs of different population groups as well as women and men, boys and girls, including for school meals.

19. Côte d'Ivoire has strengthened cooperation and improved its investment climate. The creation of a business environment conducive to the attractiveness of external financing, in particular Foreign Direct Investment (FDI), has been at the heart of public action in recent years. FDI inflows grew by 26% between 2015 and 2021, more than doubling to 772.1 billion CFA francs in 2021. With nearly 30% of the total FDI stock in the West African Economic and Monetary Union (UEMOA), the country ranks first in the West African franc zone and third in the Economic Community of West African States (ECOWAS) after Nigeria and Ghana. In 2023, Côte d'Ivoire recorded FDI inflows of US\$1,752.56 million and FDI outflows of US\$214.91 million (source: UNCTAD).

20. As soon as it gained independence, Côte d'Ivoire made education a priority by allocating more than 40% of the budget to it and set a goal of achieving universal education. However, challenges such as midday

³ SAVA August 2018, DISSA August 2024

hunger—especially for children traveling long distances to school—have hindered progress toward universal education. In response, the government launched a school feeding program in 1989 with WFP support. By 2012–2013, over 5,500 school canteens were serving nearly one million children, covering about 50% of schools. This corresponded to a canteen coverage rate of approximately 50%. The mismatch between the resources allocated and the demand for school canteens has led to a drop in the level of service, in particular the drop in the number of rations and the number of days of supply of hot meals to children. To fill this gap, the communities were invited to participate in the management of school canteens. Since 1998, mostly women volunteers have supported school meals through income-generating activities in agriculture and livestock, donating part of their production to sustain the programme.

21. The Ivorian government, through the Department of School Canteens (DCS) has, with the technical assistance of WFP and the United Nations Development Programme (UNDP), developed in April 2012, the national strategy for school feeding for the period 2012–2017. This document defined the priority areas of intervention by analyzing in a combined manner the level of food insecurity, the prevalence rate of chronic malnutrition, the schooling rate and the poverty rate in the different regions of the country. Thus, the following regions have been identified as priority areas for school canteen interventions: priority 1 (Cavally; Guémon; Poro; Bagoué; Tchologo; Bafing), priority 2 (Worodougou; Béré) and priority 3 (Gontougo and Bounkani). The national strategy has been updated to cover the period 2018–2022 and subsequently 2024–2025. Both the national policy and strategies are to be renewed in 2026.

22. Despite the ratification of most international conventions, such as CEDAW and the adoption of the strategic plan for the acceleration of girls' education (PSAEF) in Côte d'Ivoire, challenges remain. The gap between illiterate women and men remains. Girls continue to attend school less than boys, and this gap grows over their school careers. 52,7% of girls and 64,8% of boys complete lower secondary school in Côte d'Ivoire as of 2021⁴. Discrimination against girls is in part related to family decisions to give preference to the education of boys when financial constraints arise. Discrimination is also deeply rooted in behavioral patterns such as early marriage and pregnancy.

3.2. Subject of the evaluation

23. As per the results framework outlined in Annex 7 the program has two strategic objectives: Improved literacy of school-age children and increased use of health, nutrition and dietary practices. The table below shows a snapshot of these activities and more details are provided in Annex 7

Table 2: Brief description of McGovern-Dole project activities (FY20)

Domain	Type of activity
Nutrition and Health	Provision of school meals – daily hot meals (composed of rice, legumes, oil and salt) are provided to 136,500 pupils in 613 primary schools in seven targeted departmental directorates
	Training of canteen managers - training is provided annually to improve management and administrative capacity in the areas of food preparation, nutrition and reporting.
	Training of members of school management committee, Canteen Monitoring Committees (CSCS) - training in community mobilization, maintenance and management of school infrastructure, canteen management and other relevant issues affecting the community.
	Provision of food preparation and storage equipment and tools - improved food preparation and storage equipment (kitchen kits, cutlery, <i>Fuel-Efficient Stoves</i>) are distributed to school canteens.

⁴ WorldBank, 2021 data <https://genderdata.worldbank.org/countries/cote-d-ivoire/>

	Support community mobilization notably through conventions with local radio stations and the development of a community mobilization guide.
	Revise the recipe manual and provide nutrition trainings.
	Building local capacity to provide food to schools
	Training and awareness on water, hygiene and sanitation.
	Rehabilitation or creation of 150 hydraulic structures.
	Distribution of deworming tablets
	Support for the implementation of a national school feeding programme
	Carrying out WASH activities
Literacy	Development of reading improvement tools – these tools are provided to stakeholders (teachers, community members, school principals, Ministry) as a guide to quality reading instruction.
	Improvement of existing government reading materials – improvement in the distribution and use of government reading materials
	Provision of additional reading materials
	Facilitation of reading instruction workshops – improving the teaching of reading in the CP1 and CP2 classrooms through the four professional development initiatives.
	Improving the use of existing government literacy materials
	Implementation of handwashing facilities in schools.
	Organization of literacy workshops
	Access to a modern latrine system for 100 USDA-supported schools
	Provision of additional reading materials.
	Strengthening government and community capacity to improve literacy education
Strengthening of institutional capacities	Support of the drafting of the school feeding law,
	Support of the revision of the national strategy for school feeding,
	Support of the drafting of government commitments within the framework of the global coalition for school feeding,
	Facilitating studies – e.g. The Systems Approach for Better Education Results (SABER) study, cost benefit study
	Strengthening the institutional framework of the programme
	Conduct the Home-Grown School Feeding (HGSF) feasibility study
	Generation of evidence relating to the cost-benefit analysis of the current school meals programme in relation to the more profitable and affordable school feeding model (Cost-Benefit Analysis).
	Development of local capacities to supply food to schools – the production groups established around canteen schools are strengthened through the improvement of their agricultural knowledge, their capacity to produce diversified and nutritious food products and access to structured markets.
	Support for the implementation of the national school feeding programme – technical assistance, financial support and training are provided to the Government for the evaluation and revision of the national school feeding strategy and policy. Support is also provided to build its capacity in programme management (notably the development of SOPs), monitoring, logistics and food management.

24. The World Food Programme (WFP) uses, over a period of six fiscal years (2021-2026) as per current agreement, food and funds provided by the McGovern-Dole 'Food for Education and Child Nutrition program of the USDA Foreign Agricultural Service (FAS), to implement a school feeding project in Côte d'Ivoire focused on achieving the following objectives:

- Increase student enrollment and alleviate midday hunger through the provision of school meals.
- Improve student health and nutrition by supporting national health and nutrition policies and programmes, community mobilization and awareness, as well as improving sanitation practices and access to clean water.
- Improve the literacy of school-aged children and the quality of education through better access to materials and capacity building for school administrators and teachers.
- Increase the capacity of smallholder farmer groups to create supply chain linkages and promote community contribution to the school meals project for sustainable transfer to government.
- Strengthen the institutional framework of the school canteen project.
- Gradual transfer of the project to the government through capacity building activities.

25. WFP signed two McGovern-Dole International Food for Education and Child Nutrition Program cooperative agreements with the United States Department of Agriculture. The first cooperative agreement (FY15) was US\$35,678,500. It provided support for school feeding, education and literacy, and nutrition and health activities over the period from December 2015 to July 2022 in seven (7) priority regions (Poro, Bagoue, Tchologo, Bounkani, Gontougo, Bafing and Cavally (Annex 1). This project supported a total of 613 rural primary schools, for a total of 125,000 students who benefited from school meals. In addition, 50,000 girls in the first- and second-year middle school classes (CM1 et CM2) in three regions (Poro, Bagoue and Tchologo) received dry take-out rations (i.e. 10,000 more girls per year). USDA awarded approximately \$26.5 million in funding for a second McGovern-Dole project in Côte d'Ivoire, which is implemented by WFP in the seven regions mentioned above and targets 136,500 students.

26. This project (FY20) provided hot meals to students whose ration consists of rice (150g / per meal / student), beans (30g / meal / student) and oil (10g / meal / student). It reached 147,998 students in 2024, compared to a planned total of 136,500 students over the total duration of the project with an initial total of 120 school days for the first year with a gradual reduction of 25 school days in the other years.

27. To sustain the school canteens, women's agricultural groups are mobilizing around the canteens. The project provides both technical and financial support to these groups to strengthen their production capacity and thus improve their contribution to the supply of school canteens. The first project (FY15 award) reached 53 groups out of a forecast of 50 groups per year, or 250 groups over the duration of the project. This second project (FY20 award) enabled the establishment of 50 new groups out of the planned 50 groups, representing 100% of the results.

28. In addition to the school feeding component, the McGovern-Dole project supports a component aimed at improving students' reading skills. To this end, the international NGO AVSI was selected as a sub-recipient to implement a set of activities to improve students' reading skills. In collaboration with the Ministry of National Education, tools to improve reading skills have been designed and teachers have been trained in the use of these new tools. AVSI aims to improve the reading skills of 136,500 students during this second project.

29. The other characteristics of the project are mentioned in table 2.

Table 3: Characteristics of the project

OPERATION	
Allocation	The McGovern-Dole award (FY20) to support the national school canteen programme was approved by USDA in 2020 with a total funding of USD approximately 26.5 million .
Duration	2021 to 2026 (FY 2021-2027)
Planned beneficiaries	<u>Planned:</u> Students receiving rations: 136,500 Training of COGES/CSCS: 613 committees

	Agricultural support and literacy: 50 groups <u>Annex 6 – Performance indicators (targets)</u>
Planned food requirements	<u>Planned:</u> 8 617 mt A total of 8,617 MT, including 1,387 MT LRP and 7,230 MT US provided commodity <u>Annex 6 – Performance indicators (targets)</u>
Planned budget resources	<u>Planned approved:</u> US \$26,513,178.00
Actual figures of MT distributed and beneficiaries reached	<u>Annex 9: Results from 2021 to 2026</u>
PARTNERS	
Government	Ministry of National Education and Literacy <ul style="list-style-type: none"> • Direction des Cantines Scolaires (School Canteens Department), • Direction de la Pédagogie et de la Formation Continue (Pedagogy and Continuing Education Department), • Direction d'Animation de Promotion et de Suivi des COGES (Leadership, promotion and monitoring of management committees Department) • Direction des Stratégies, de la Planification et des Statistiques (Strategy, Planning and Statistics Department), • Direction de la vie scolaire (School Life Department). • National Agency for Support to Rural Development (ANADER)
Sub-recipient	AVSI (Association of Volunteers for International Service)

30. The second award (FY20) has focused on transitioning school feeding activities to the government and mainstreaming activities to improve food security, reduce hunger, and enhance literacy and primary education, particularly for girls. In 2017, WFP Côte d'Ivoire commissioned a study on the impact of WFP food assistance on women and men with the aim of refining its intervention capacities. This study enabled the WFP country office in Côte d'Ivoire: (i) to assess the extent to which different dimensions are considered during key project phases: design, planning, implementation, monitoring, evaluation and communication (ii) to explore the perception of women, men, girls and boys regarding food assistance interventions. The final evaluation will assess how this analysis has informed the project and the extent to which it has been integrated in the design.

31. The recommendations of the final evaluation ⁵of the first award (FY15) can be summarized in four key points:

- Track and report on the number of canteen days and meals in all WFP-supported schools and those supported by community contributions using information collected from canteen management documentation.

⁵ <https://www.wfp.org/publications/cote-divoire-mcgovern-dole-food-education-and-child-nutrition-2015-2021-endline>

- Work with Women's Agricultural Groups (WAG) to more closely monitor their crop yield, production and profit margin.
- Consider the individual needs and abilities of WAG and provide support tailored to those specific needs.
- Consider potential synergies with programmes such as PAPSE (Project to Improve Service Delivery in Education), which pursue similar objectives in some of McGovern-Dole's areas of intervention.

32. From September 2013 to December 2016, WFP implemented a development programme entitled: "Support to the integrated programme for the sustainability of school canteens". With 571,000 expected beneficiaries, this programme targeted 29% of all school canteens and 15% of all public primary schools in Côte d'Ivoire. This programme covered 1,634 school canteens in the 10 priority regions. To further support school feeding in Côte d'Ivoire, WFP signed two consecutive cooperative agreements with the United States Department of Agriculture, McGovern-Dole program. The two new project awards, together covering the period from 2015 to 2026, enabled WFP to support school feeding in seven (7) new priority regions (Poro, Bagoue, Tchologo, Bounkani, Gontougo, Bafing and Cavally.,

33. In addition to the WFP, other organizations are also involved in this vast programme for the sustainability of school canteens, such as: The NGO Ivoire sustainable development which supports the empowerment of women in rural areas and the education of children, the Orange Côte d'Ivoire and SIFCA foundations, which in their social policy build school canteens, provide ecological stoves and make them available to communities.

34. The school canteens programme is implemented by the Ministry of National Education and Literacy (MENA) through the School Canteens Department (DCS) which carries out the various activities of this programme and project in the various regional directorates of National Education. The National Rural Development Support Agency (ANADER) provides technical support for the supervision of agricultural groups mobilized around school canteens.

4. Evaluation scope, criteria and questions

35. The evaluation will cover the McGovern-Dole FY20 award, including all activities listed under paragraph 24 and processes related to its formulation, implementation, financing, monitoring, evaluation and reporting. The evaluation will ensure that perspectives of relevant stakeholders integrated in the scope of analysis. This will require a certain degree of disaggregation in the way data will be collected and analysed. The period covered by this final evaluation is from the start of the operationalization of the project until the start of the evaluation (September 2021 to April 2026).

36. The evaluation will cover the seven (7) regions where the project is implemented. These are Poro, Bagoue, Tchologo, Bounkani, Gontougo, Bafing and Cavally (annex 1).

37. The evaluation will apply the following international evaluation criteria: Relevance, Coherence, Effectiveness, Efficiency, Sustainability and Impact. The methodology will incorporate the perspectives of men, women, boys and girls as it is key to a comprehensive study. The methodology should ensure that primary data collected is disaggregated (female/male and age), and other relevant dimensions as identified appropriate during the inception phase.

38. In relation to the criteria, the evaluation will address the following key questions which will be developed by the evaluation team in the inception report. Collectively, the questions aim to highlight key learnings and project results that could inform future strategic and operational decisions. The evaluation questions will be linked to the OECD/DAC evaluation criteria as described in table 3. The evaluation team will need to explore these evaluation questions further during the inception phase.

39. The questions are summarised in Table 2 and will be further developed and tailored by the evaluation team in a detailed evaluation matrix during the inception phase. Collectively, the questions aim at highlighting the key lessons (learning) and performance of the evaluation (accountability), with a view to informing future strategic and operational decisions.

Table 4: Evaluation questions and criteria

Evaluation questions		Criteria
EQ1 – To what extent was the programme relevant to the needs, priorities, and context of the target population, government, and key partners, including food-insecure groups -women, girls, boys and men?		RELEVANCE
1.1.	Did the programme design and objectives reflect the social, economic, cultural, political, and environmental context? How?	
1.2	To what extent did the intervention respond to the evolving needs of beneficiaries and adapt to changing circumstances?	
EQ2 – To what extent was the intervention consistent with the policies and programs of other partners operating in the same context?		COHERENCE
2.1	Did the intervention design and implementation comply with humanitarian principles? How?	
2.2.	Were there synergies between this intervention and other WFP or U.S. Government-funded initiatives in Côte d'Ivoire?	
EQ3 – To what extent have the outputs and outcomes been achieved for men, women, boys and girls? What are the factors that have or have not influenced this result?		EFFECTIVENESS

3.1	Has the achievement of results led to the achievement of the higher-level objectives of the intervention? What major factors influenced the achievement or non-achievement of results?
3.2	Have the recommendations made in the McGovern-Dole FY15 final evaluation been implemented? What factors helped or hindered the implementation of these recommendations?
3.3	How effective was the project in addressing different needs of different stakeholders, particularly girls and boys through targeted activities?
EQ4 - What components of the project were most/least cost-effective and why? What changes could improve observed inefficiencies?	
	EFFICIENCY
4.1	Was the intervention implemented in a timely manner?
4.2	Was the intervention implemented in the most way compared to the alternative scenarios?
4.3	What external and internal factors influenced efficiency?
EQ5 - What were the results and effects of the project on the targeted beneficiaries (girls, boys, men and women, households, communities and institutions) in terms of: (a) improvement in educational indicators; (b) improvement in pupils' reading skills; (c) group capacity-building d) institutional capacity-building. What are the reasons for the effects observed?	
	IMPACT
5.1	Are there any unintended effects (negative and/or positive) on beneficiaries? What are the main positive impact factors?
5.2	To what extent and in which ways has the project led to different outcomes for women and men, girls and boys? Particularly, what are the outcomes and impacts in regard to girls' education compared to boys?
5.3	To what extent have school canteen monitoring committees strengthened support for canteens?
EQ6 - To what extent did the project contribute to sustainable food security, nutrition, and social protection in households, schools, communities, and government?	
	SUSTAINABILITY
6.1	To what extent has the handover of schools from the McGovern-Dole project to the national school canteen programme taken place and what are the factors that influenced the handover process?
6.2	To what extent was the project successful in building national capacity and institutionalizing systems that are likely to support the sustainability of the national school canteen programme after McGovern-Dole project activities end?
6.3	What are the key factors that determine the project's sustainability beyond the project implementation?
6.4	To what extent do groups of women farmers contribute to the supply of canteens? To what extent is this model (based on women farmers donation) sustainable and what would be the tradeoff for voluntary contributions?
6.5	To what extent have school canteen monitoring committees helped to support canteens and women farmers, and could strengthen, improve and sustain their long-term support?

5. Methodological approach and ethical considerations

5.1. Evaluation approach

40. The final evaluation will be designed on the methodology used at baseline and midterm to ensure consistency in the approach and to minimize the introduction of new biases. The final evaluation will apply a quasi-experimental longitudinal design with repeated cross-sectional studies using mixed methods and involved following a cohort of schools from baseline through midterm for the measurement of changes over time.

41. The methodology will be designed by the evaluation team during the inception phase. It should:

- Be relevant for answering the evaluation questions along the relevant evaluation criteria in table 1 above
- Be summarised in an evaluation matrix geared towards addressing the key evaluation questions taking into account any data availability challenges and budget and timing constraints
- Ensure through the use of appropriate methods that women, girls, men and boys from different stakeholder's groups participate and that their different voices are heard and used

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

43. The methodology should indicate how the perspectives and voices of different groups (men and women, boys, girls, the elderly, people living with disabilities) will be sought and considered. The methodology should ensure that primary data collected is disaggregated (female/male and age); an explanation should be provided if this is not possible. The evaluation team must have a clear and detailed plan for collecting data from women and men before fieldwork begins. It should specify how the evaluation methodology, sampling frame and data analysis will consider **all relevant stakeholders, including women, men, girls and boys**.

44. The evaluation findings, conclusions and recommendations must reflect a disaggregated analysis (female/male). The findings should include a discussion on intended and unintended effects of the intervention on women and men, girls and boys.

45. 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.

46. The evaluation team will expand on the methodology presented above and develop a detailed evaluation matrix in the inception report. The evaluation team should use a quasi-experimental longitudinal design with repeated cross-sectional studies using mixed methods will be used as per the midterm evaluation with a focus on the longitudinal aspect, which involves following a cohort of schools from baseline through midterm to endline for the measurement of changes over time.

47. The FY20 award established baseline indicators in 120 schools, including 84 beneficiary schools and

36 comparison schools. Regarding the logic of juxtaposition and comparative results, the final evaluation should be concentrated in the same schools.

48. In addition, the methodology should:

4. Involve the collection of quantitative data on agreed project indicators (and all relevant indicators) to assess progress to date and answer evaluation questions.
5. Involve qualitative data collection through focus groups and interviews with key informants. At least interview participants should include the Ministry of Education, school canteen monitoring committees (CSCS) and women farmers group mobilized around canteens.

49. Additional data on infrastructure (water point, latrine) will be collected in each targeted school and community to identify progress and establish actual status

50. For the literacy component, the evaluation will be done using the ASER (Annual Status of Education Report) method. ASER is a comprehensive approach that systematically assesses students' educational achievements, particularly focusing on literacy skills. It provides a standardized framework for gauging the status of education and literacy, offering valuable insights into the effectiveness of the program in enhancing reading abilities. The same French-language ASER reading assessment tool used at baseline was administered to provide meaningful comparisons over time. The ASER test includes 11 levels (A-K) corresponding to the practical reading standards for each grade. This evaluation seeks to identify the causal impact of the project over time. How the project affects students' reading skills is estimated by applying a difference-in-differences (DID) design. Changes in reading scores are then compared over time between the treatment group and the comparison group, using the second year for the baseline survey, the fourth year for the midline survey, and the sixth year for the final survey.

51. The various questionnaires and interview guides will be developed by the evaluation team. The tools will be reviewed by the members of the technical committee.

5.2. Preliminary considerations on evaluability and methodological implications

52. Main sources of data for evaluation are listed in annex 13.

53. The bibliography (Annex 13) provides quantitative and qualitative information and should be further developed by the evaluation team during the inception phase. The evaluation team will have access to previous annual country report (ACR), evaluations, monitoring data on ONA and dashboard developed via Power-BI. The corporate indicators such as attendance rate, enrolment rate and retention rate/drop-out rate have been regularly monitored and can be accessed through WFP data sources COMET.

54. Regarding the quality of data and information, the evaluation team should:

- Assess the availability and reliability of data as part of the inception phase and expand on the information provided in section 5.1 (Methodology). This assessment will be used for data collection.
- Assess the quality of the baseline and midterm survey report, data and collection tools used for the baseline evaluation.
- Systematically verify the accuracy, consistency and validity of the data and information collected, and recognize the limitations regarding the conclusions based on this data.
- Assess the availability and reliability of disaggregated data (female/male). Ensure that sampling and collection tools are sensitive to the opinions of women, men, girls and boys are sufficiently considered and documented.
- Identify explicitly any issue in relation to data availability and/or reliability so that the evaluation team is aware of challenges to evaluability and can develop strategies to help mitigate these:
 - Lack of limited or unreliable datasets (including baseline)
 - Issues related to comparability of data sets
 - Availability and quality of disaggregated data (female/male), including data related to specific outcomes for women, men, girls and boys
 - High staff turnover meaning limited institutional memory.

- Assess clarity of the frame of reference against which to evaluate and assess the usability of the subject of the evaluation's logic model or logical framework (if available). Assess availability of:
 - Relevant and quantifiable indicators
 - Measurable objectives
 - Clear targets
 - Output and outcome data (monitoring)
 - Documentation of assumptions made and testing of this over time.
- Check whether the sampling and data collection tools and methods used to generate existing datasets considered disaggregation between women, men, girls and boys and reflected demographic and contextual factors . Can they bring the different perspectives from all stakeholders?

55. During the inception phase, the evaluation team will check whether the sampling and data collection tools and methods used to generate existing datasets are disaggregated (female/male). The team will check how they bring the different perspectives from all stakeholders and indicate the implications that the limitation to evaluability has on the evaluation and how the evaluation will address these limitations.

56. During the inception phase, the evaluation team will be expected to critically assess data availability, quality and gaps expanding on the information provided above. This assessment will inform the data collection and the choice of evaluation methods. The evaluation team will need to systematically check accuracy, consistency and validity of collected data and information and acknowledge any limitations/caveats in drawing conclusions using the data during the reporting phase.

5.3. Ethical considerations

57. The evaluation must conform to [UNEG ethical guidelines for evaluation](#) (Integrity, Accountability, Respect, Beneficence⁶). Accordingly, the evaluation team is responsible for safeguarding and ensuring ethics at all stages of the evaluation process. This includes, but is not limited to, ensuring informed consent, protecting privacy, confidentiality and anonymity of stakeholders (the evaluators have the obligation to safeguard sensitive information that stakeholders do not want to disclose to others), ensuring cultural sensitivity, respecting the autonomy of respondents, ensuring fair recruitment of participants (including women, girls, men and boys 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.

58. 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. Regarding the children, the evaluation must ensure that their safety, well-being, and rights are prioritized by preventing harm, ensuring genuine informed consent, and maintaining confidentiality

59. 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>).⁷ At the same time, commission office management and the RETT should also be informed.

60. The commissioning office has ensured that the evaluation team and evaluation manager will not

⁶ Beneficence means striving to do good for people and planet while minimizing harms arising from evaluation as an intervention.

⁷ 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](#).

have been and/or are not currently involved in the design, implementation or financial management of the WFP school meals programme have no vested interest, nor have any other potential or perceived conflicts of interest.

61. **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.

62. 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 are expected to sign a confidentiality agreement and a commitment to ethical conduct.⁸ These templates will be provided by the country office when signing the contract.

63. **Use of Artificial Intelligence (AI)⁹ technologies:** AI may only be used in the framework of this evaluation with prior written approval from the WFP Office of Evaluation (OEV). Upon receiving this approval, the evaluation team shall clearly and comprehensively disclose in the inception report, the intended utilization of AI tools in evaluation, including the purpose, scope and nature of the proposed AI usage.

64. The evaluation team shall uphold ethical standards and accuracy in the application of AI tools. This includes diligently checking the accuracy and reliability of AI-generated outputs and assuming full responsibility for its reliability and validity.

65. The evaluation team shall ensure that their use of AI technologies comply with relevant normative and ethical frameworks applicable to the use of AI in the United Nations system / WFP. These include but not limited to: the Digital & Technology Network Guidance on the Use of Generative AI Tools in the United Nations System, Principles for the Ethical Use of Artificial Intelligence in the United Nations System / WFP Global Data Strategy, UNEG Ethical Principles for Harnessing AI in United Nations Evaluations, WFP AI strategy (2025), WFP's Personal Data Protection and Privacy Framework, WFP's Interim AI Guidance¹⁰, and the Principles for Ethical Use of AI in the United Nations System. The evaluation team shall employ AI tools in a manner that upholds the principles of non-discrimination, fairness, transparency, and accountability and take appropriate measures to avoid the exclusion, disadvantage or harm of any group in connection with the use of AI technologies.

66. The evaluation team shall ensure that any data used in connection with AI tools is handled in

⁸ 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.

⁹ This should be in line with (1) USDA FY 25-26 AI Strategy <https://www.usda.gov/sites/default/files/documents/fy-2025-2026-usda-ai-strategy.pdf> USDA FY 25-26 AI Strategy <https://www.usda.gov/sites/default/files/documents/fy-2025-2026-usda-ai-strategy.pdf> and (2) USDA AI Compliance Plan for OMB Memoranda M-24-10 – September 2024 <https://www.usda.gov/sites/default/files/documents/usda-ai-compliance-plan-fy2024.pdf>

accordance with WFP data protection standards and confidentiality obligations. AI tools shall not be used in a manner that compromises the privacy or security of evaluation data.

5.4. Quality assurance

67. The WFP evaluation quality assurance system sets out processes with steps for quality assurance and templates for evaluation products based on a set of [Quality Assurance Checklists](#). The quality assurance will be systematically applied during this evaluation and relevant documents will be provided to the evaluation team. This includes checklists for feedback on quality for each of the evaluation products. The relevant checklist will be applied at each stage, to ensure the quality of the evaluation process and outputs.

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

69. The WFP evaluation manager will be responsible for ensuring that the evaluation progresses as per the [DEQAS Process Guide](#) and for conducting a rigorous quality control of the evaluation products ahead of their finalization. In addition to the quality reviews outlined in the DEQAS Process Guide, the McGovern-Dole evaluation reports and baseline study report will undergo a final review by USDA before approval.

70. To enhance the quality and credibility of DEs, a quality support (QS) will be provided by the OEV on the draft ToR, the draft inception and evaluation reports, and provides a systematic assessment of their quality from an evaluation perspective, along with recommendations.

71. The evaluation manager will share the assessment and recommendations from the quality support service with the team leader, who will address the recommendations when finalizing the inception and evaluation reports. To ensure transparency and credibility of the process in line with the [UNEG norms and standards](#),¹⁰ a rationale should be provided for comments that the team does not take into account when finalizing the report.

72. 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.

73. 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](#).

74. WFP expects that all deliverables from the evaluation team are subject to a thorough quality assurance review by the evaluation firm in line with the WFP evaluation quality assurance system prior to submission of the deliverables to WFP.

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

¹⁰ [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

76. The evaluation team will be responsible for formulating an inception report in French and English including the appropriate survey design, sampling and final methodology in consultation with the technical committee.

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

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

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

Table 5: Summary timeline – key evaluation milestones

Main phases	Indicative timeline	Tasks and deliverables	Responsible
Endline Evaluation			
1. Inception phase	January – February 2026	Inception mission Inception report Data collection instruments	Evaluation Team
2. Data collection	March - April 2026	Fieldwork Exit debriefing	Evaluation Team
3. Reporting	May – June 2026 Jun 2026 June-July 2026 September – October 2026	Data analysis and report drafting REO, ERG, WFP comments process Learning workshop Draft Evaluation Report deliverable submitted to USDA Findings presentation to USDA USDA review of the draft report and donor comments process USDA Approval of the Evaluation Report 2–3-page Evaluation Brief	Evaluation Team

4. Dissemination and follow-up	October - November 2026	Management response Dissemination of the evaluation report	WFP management / Evaluation manager

79. Summary of deliverables expected from the evaluation team:

- Initial inception report including methodology both in English and in French
- Final inception report (including quality assurance plan, data collection tools, data collection schedule)
- Quality Assurance plan
- Data collection tools
- Data collection planning
- Raw and clean databases
- PowerPoint presentation debriefing preliminary results after data collection
- Draft evaluation report, both in English and in French, including a raw and clean database with performance indicators annex, based on the suggested table of contents
- Final evaluation report, both in English and in French, based on the suggested table of contents
- A 2–3-page stand-alone brief describing the evaluation design, key findings and other relevant considerations. It will serve to inform any interested stakeholders of the evaluation and should be written in language easy to understand by non-evaluators and with appropriate graphics and tables.
- Suggested table of contents for the report (synthesis, methodology, results, conclusions, recommendations, annex on performance indicators, etc.)
- 1st PowerPoint presentation debriefing the results (USDA and stakeholders for comments) in English
- 2nd PowerPoint presentation debriefing the final results in French
- Presentation of the results of the evaluation by the firm during a workshop in French.
- Virtual findings presentation to USDA by the evaluation team, approximately 1-2 weeks after report submission to USDA in English

6.2. Evaluation team composition

80. The evaluation team is expected to include at least four members, including the team leader senior international, the econometrician with a mix of national/regional and international evaluator(s) with relevant expertise. To the extent possible, the evaluation will be conducted by a geographically, culturally and linguistically balanced team who can effectively cover the areas of evaluation. The evaluation team should demonstrate expertise in using methods to actively include different perspectives into the evaluation, such as of women and men, girls and boys as well as different demographic groups of relevance. It will have strong methodological competencies in designing feasible data collection and analysis as well as synthesis and reporting skills. At least one team member should have demonstrated recent experience with WFP evaluation. At least one team members should have relevant subject matter expertise.

Table 6: 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 feeding • Experience with applying the approach proposed in section 5.1 • Experience in designing methodology and data collection tools. • Strong presentation skills and excellent writing and synthesis skills. • Experience facilitating in-person and hybrid meetings and workshops. • Experience in humanitarian and development contexts. • Expertise in one or more of the technical areas below. • Fluency and excellent writing skills in English and French.
	DESIRABLE <ul style="list-style-type: none"> • Familiarity with WFP programmes and modalities of intervention in the following areas: <ul style="list-style-type: none"> 6. School feeding 7. Literary skills (for example, experience in reading assessment with the ASER tool) 8. Resilience and support of Women Organisations and Small holder Farmers, on the different aspects of value chain development to promote Home-Grown School Feeding 9. Food security and nutrition (good knowledge and mastery of collection tools) • Good knowledge of country context, proved by previous experience in the country. • Previous experience leading or conducting WFP evaluation(s) and /or USDA • Expertise in using methods to actively include different perspectives into the evaluation, such as of women and men, girls and boys as well as different demographic groups of relevance

	Expertise required
Thematic expertise - Evaluators	MINIMUM REQUIREMENTS <ul style="list-style-type: none"> Fluency and excellent writing skills in English and French. Demonstrable analytical skills relevant to School feeding. Experience in humanitarian or development contexts. Prior experience in evaluating design, implementation, outputs, and outcomes in the following areas: <ul style="list-style-type: none"> 10.School feeding 11.Literary skills (for example, experience in reading assessment with the ASER tool) 12.Resilience and support of Women Organisations and Small holder Farmers, on the different aspects of value chain development to promote Home-Grown School Feeding 13.Food security and nutrition (good knowledge and mastery of collection tools)
	DESIRABLE <ul style="list-style-type: none"> Familiarity with WFP programmes and modalities of intervention. Previous experience leading or conducting WFP evaluation(s). Good knowledge of country context, proved by previous experience in the country. Expertise in using methods to actively include different perspectives into the evaluation, such as of women and men, girls and boys as well as different demographic groups of relevance Administrative and logistical experience
Senior Econometrician	MINIMUM REQUIREMENTS <ul style="list-style-type: none"> Fluency and excellent writing skills in English and French. Demonstrable analytical skills relevant to School feeding. Solid experience in designing quasi-experimental evaluations and analyzing related quantitative data. Good understanding of the socio cultural and economic context of Côte d'Ivoire
	DESIRABLE <ul style="list-style-type: none"> Previous experience supporting the collection and analysis of quantitative and qualitative data in WFP evaluations. Good knowledge of the regional and national context, demonstrated by previous experience in the countries of interest.
Quality assurance Evaluator	MINIMUM REQUIREMENTS <ul style="list-style-type: none"> Experience in quality assurance of evaluations.
	DESIRABLE <ul style="list-style-type: none"> Familiarity with WFP programmes and modalities of intervention. Previous experience with WFP evaluation(s).

81. 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 French and 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.

82. All team members should have strong analytical and communication skills, evaluation experience with a track record of written work on similar assignments, and familiarity with Côte d'Ivoire and/or region.

83. 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).

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

6.3. Roles and responsibilities

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

a. Endline evaluation report:

- i. Revised report and comment matrix responses in response to Regional Evaluation Technical Team (RETT) and Evaluation Manager feedback (first round of comments)
- ii. Revised report and comment matrix responses in response to 2nd internal quality assurance feedback (second round of comments)
- iii. Revised report and comment matrix responses in response to ERG feedback (third round of comments)
- iv. Revised report and response to address any feedback that was not adequately addressed in previous revisions (as needed). The EM will review the ET's responses to ERG, 2nd internal quality assurance, RETT, and EM comments in a combined comment matrix and may request the ET to make additional edits if any comments were not adequately addressed.
- v. Revision and comment matrix responses in response to USDA feedback (fourth round of comments)
- vi. Revision and response to address any feedback from USDA that was not adequately addressed in previous revisions. The PPGS evaluation officer will review the ET's responses to USDA and may request the ET to make additional edits if any comments were not adequately addressed.
- vii. Virtual Presentation to USDA: Shortly after the final evaluation report has been submitted to USDA, the evaluation team will give a virtual presentation to USDA to summarize the findings of the evaluation and key learnings.
- viii. Evaluation team to produce a 2–3-page stand-alone baseline study brief, describing the design of the study, key findings, visuals and other relevant considerations. The brief should provide concise conclusions and be clear of jargon that is not suitable for non-technical readers.

b. Inception reports and tools for endline evaluation

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

- ii. Revised report and comment matrix responses in response to 2nd internal quality assurance feedback (second round of comments)
- iii. Revised report/tools and comment matrix responses in response to ERG feedback (third round of comments)
- iv. Final revision of report/tools and response to address any feedback that was not adequately addressed in previous revisions (as needed). The EM will review the ET's responses to ERG, 2nd internal quality assurance, RETT, and EM comments in a combined comment matrix and may request the ET to make additional edits if any comments were not adequately addressed.

86. The **Côte d'Ivoire country office management** (Director or Deputy Director) will take responsibility to:

- 14. Assign an evaluation manager for the evaluation (Mr. Koné Seydou, in charge of monitoring and evaluation)
- 15. Establish the internal evaluation committee (EC) and the evaluation reference group (ERG) – see below
 - Approve the final ToR, inception and evaluation reports
 - Approve the evaluation team selection
 - Ensure the independence and impartiality of the evaluation at all stages 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 two separate debriefings; one with internal stakeholders and one with external stakeholders
 - Oversee dissemination and follow-up processes, including the preparation of a management response to the evaluation recommendations.

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

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

88. An **internal Evaluation Committee (EC)** is formed to steer the evaluation process and ensure it is independent and impartial. Members include the evaluation manager, the technical unit in charge of the

operation of all its components, the head of the sub-office responsible for implementation, staff from each of the financing and supply chain units. The main 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.

89. An **Evaluation Reference Group (ERG)** is formed as an advisory body with representation from the members of the ERG as well as relevant units of the WFP regional office, external stakeholders (government partners, technical and financial partners, operational partners, UNS agencies, etc.). The evaluation reference group members will review and comment on the draft evaluation products and act as key informants in order to contribute to the relevance, impartiality and credibility of the evaluation by offering a range of viewpoints and ensuring a transparent process. Annex 4 provides more details on the composition and roles and responsibilities of the ERG.

90. The **regional office** will take responsibility to:

16. Advise the evaluation manager and provide technical support to the evaluation throughout the process through the RETT
17. Participate in discussions with the evaluation team on the evaluation design and on the evaluation subject as required
18. Provide comments on the draft ToR, inception and evaluation reports
19. Provide second level quality assurance of all evaluation products through the RETT before they are approved
20. Support the preparation of a management response to the evaluation and track the implementation of the recommendations.

91. While the regional evaluation officer is the focal person for this DE, other WACARO-relevant technical staff may participate in the ERG and/or comment on evaluation products as appropriate.

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

92. Discuss WFP strategies, policies or systems in their area of responsibility and subject of evaluation.

- Comment on the evaluation TOR, inception and evaluation reports, as required.
- The PPGS evaluation officer will provide feedback on the ToR, inception reports, baseline report, and evaluation reports, reviewing deliverables for quality and adherence to USDA requirements.

93. **Other Stakeholders (National Government including relevant ministries, implementing partners / NGOs, partner UN agencies)** will support the evaluation by bringing their expertise, approval and validation of the deliverables.

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

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

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

deliverables for adherence to USDA policy, facilitate communication with USDA, and coordinate with USDA to seek feedback of TORs and evaluation reports.

6.4. Security considerations

97. **Security clearance** where required is to be obtained from the United Nations Safety and Security System (UNDSS).

- As an “independent supplier” of evaluation services to WFP, the contracted firm will be responsible for ensuring the security of the evaluation team, and adequate arrangements for evacuation for medical or situational reasons. However, to avoid any security incidents, the evaluation manager will ensure that the WFP country office registers the team members with the security officer on arrival in country and arranges a security briefing for them to gain an understanding of the security situation on the ground. The evaluation team must observe applicable United Nations Department of Safety and Security rules and regulations including taking security training (BSAFE & SSAFE), curfews (when applicable) and attending in-country briefings.

6.5. Communication

98. To ensure a smooth and efficient evaluation process and enhance the learning from this evaluation, the evaluation team should place emphasis on transparent and open communication with key stakeholders throughout the process. This will be achieved by ensuring a clear agreement on channels and frequency of communication with and between key stakeholders. Communication with the evaluation team and stakeholders should go through the evaluation manager. It is expected that reports will be produced systematically by the evaluators, containing the essential elements (problems identified, recommendations and lessons learned) resulting from meetings with stakeholders. These reports will be systematically sent to the relevant stakeholders.

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

100. Based on the stakeholder analysis, the draft communication and knowledge management plan (in Annex 5) identifies the users of the evaluation to involve in the process and to whom the various products should be disseminated. The communication and knowledge management plan indicates how findings will be disseminated and how stakeholders of different socio-economic backgrounds, including women, men, girls and boys will be engaged.

101. As per norms and standards for evaluation, WFP requires that all evaluations are made publicly available. It is important that evaluation reports are accessible to a wide audience, thereby contributing to the credibility of WFP – through transparent reporting – and the use of evaluation. Following the approval of the final evaluation report, dissemination will be wide, and workshops will be held internally and with partners, discussing recommendations and the way forward. The final inception report and the evaluation report must be provided in French and English. The evaluation will be published in WFP internal and public websites.

102. Evaluators shall provide a copy of the evaluation reports that is free of personally identifiable information (PII) and proprietary information. Final versions of evaluation 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

103. The evaluation will be financed from funds from the USDA (McGovern-Dole).

104. The offer will include a detailed budget for the evaluation using the provided [budget template](#), including consultant fees, travel costs and other costs (interpreters, etc.). The budget should be submitted as

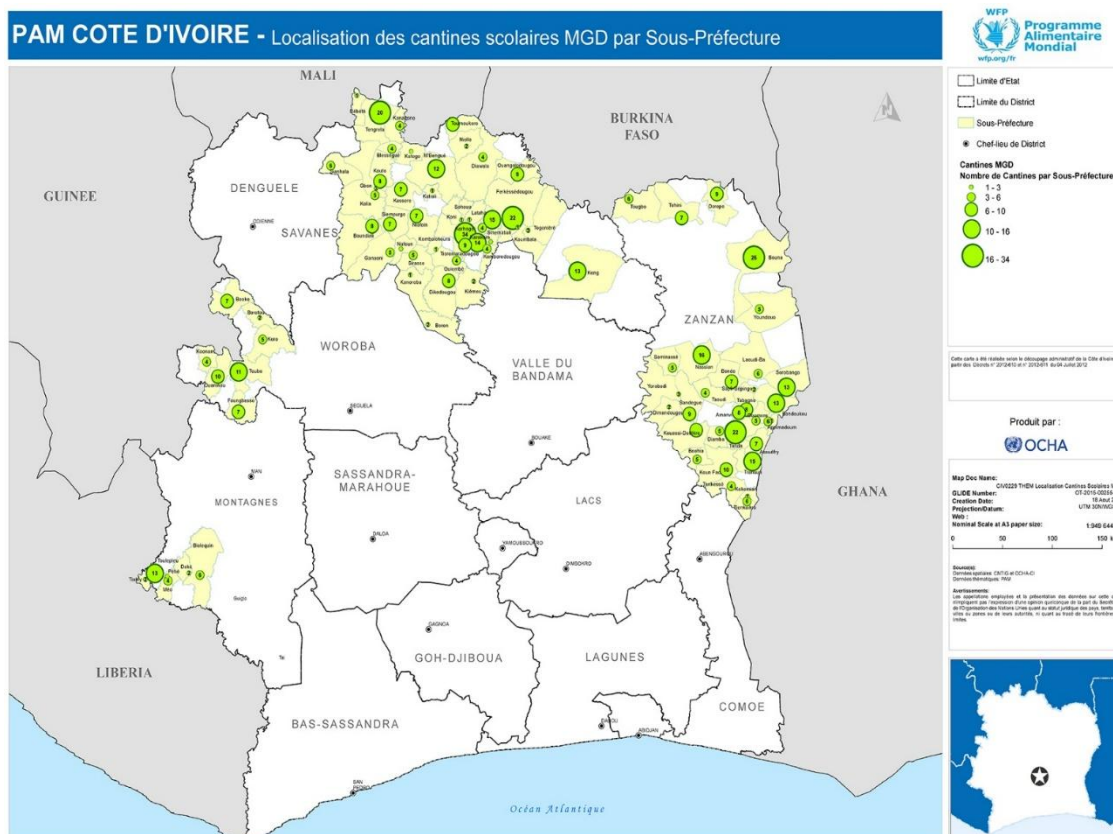
excel file separate from the technical proposal document.

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

106. Following the technical and financial assessment, an improved offer could be requested by WFP to the preferred bid(s) to better respond to the TOR requirements. WFP may conduct reference checks and interviews with proposed team members as part of the decision-making process and selection. Once the offer is accepted by all parties, WFP will issue a purchase order for the final evaluation deliverables.

107. Please send any queries to **Seydou Kone** (Programme Officer M&E/VAM), Evaluation Manager, at kone.seydou@wfp.org.

Annex 1. McGovern-Dole school canteen programme map



Number	Regions	Number of McGovern-Dole schools	Planned number of rations
1	BONDOUKOU	174	27,924
2	BOUNA	80	17,511
3	BOUNDIALI	78	20,619
4	FERKE	61	15,075
5	KORHOGO	141	42,680
6	GUIGLO	33	6,615
7	TOUBA	46	6,076
	Total	613	136,500

Annex 2. Timeline

	Phases, deliverables and timeline	Level of effort	Total time required for the step
Phase 1 – Preparation (baseline, midterm, endline) (total duration: Recommended – 2.25 months; Average: 4.4 months)			September–December 2025
EM	Desk review, draft ToR and quality assure (QA) using ToR QC	(2 weeks)	(1 month)
EM	Share draft ToR with the 2 nd internal quality assurance	1 day	
RETT	Quality assurance by OEV DE/RETT	6 days	(1 week)
EM	Revise draft ToR based on DEQS and share with ERG	(3 days)	(1 week)
ERG	Review and comment on draft ToR	(1 day)	(2 weeks)
EM	Revise draft ToR based on comments received and submit final ToR to EC Chair	(3 days)	(1 week)
EM	Start recruitment process	(0.5 day)	(0.5 day)
EM and WAS	Review draft ToR based on EC feedback and share with USDA (via WAS team)		(1 week)
USDA	Review and comment on draft ToR		(2 weeks)
EM and WAS	Update ToR and share with USDA for final approval (via WAS team)		(1 week)
EC Chair and USDA	Approve the final ToR and share with ERG and key stakeholders	(0.5 day)	(1 week)
EM	Assess evaluation proposals/ Conduct interviews and recommend team selection	(2 days)	(1 week)
EC Chair	Approve evaluation team selection	(0.5 day)	(1 week)
EM	Evaluation team contracting and PO issuance	(1 day)	(3 weeks)
Phase 2 – Inception – (Endline evaluation)			January – February 2026
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 (if applicable)	(1 week)	(1 week)
ET	Draft inception report	(2 weeks)	(3 weeks)
EM	Quality assurance draft IR by EM and RETT using QC, share draft IR with 2 nd internal quality assurance	(2 days)	(1 week)
ET	Revise draft IR based on feedback received by 2 nd internal quality assurance, EM and RETT	(2-3 days)	(1 week)
EM	Share revised IR with ERG	(0.5 day)	(0.5 day)
ERG	Review and comment on draft IR	(1 day)	(2 weeks)
EM	Consolidate comments	(0.5 day)	(0.5 day)
ET	Revise draft IR based on feedback received and submit final revised IR	(3 days)	(1 week)
EM	Review final IR and submit to the evaluation committee for approval	(2 days)	(1 week)
EC Chair and WAS	Approve final IR and share with ERG for information. WAS representative shares the IR with USDA	(1 week)	(1 week)
Phase 3 – Data collection (Endline evaluation)			March – April 2026

EC Chair/EM	Brief the evaluation team at CO	(5 days)	(4 weeks)
ET	Data collection	(0.5 day)	(3 weeks)
ET	In-country debriefings	(1 day)	(1 day)
Phase 4- Reporting (Endline evaluation)			May – June 2026
ET	Draft evaluation report	(3 weeks)	(4-5 weeks)
EM	Quality assurance of draft ER by EM and RETT using the QC, share draft ER with 2 nd internal quality assurance	(2-3 days)	(1 week)
ET	Revise and submit draft ER based on feedback received by 2 nd internal quality assurance, EM and RETT	(2-3 days)	(1 week)
EM	Circulate draft ER for review and comments to ERG, RO and other stakeholders	Virtual presentation of the evaluation findings to USDA	Virtual presentation of the evaluation findings to USDA
ERG	Review and comment on draft ER	(0.5 day)	(2 weeks)
EM	Consolidate comments received	(0.5 day)	(0.5 day)
ET	Revise draft ER based on feedback received and submit final revised ER	(2-3 days)	(2 weeks)
EM	Review final revised ER and submit to the evaluation committee	(2-3 days)	(1 week)
EM and WAS	Review draft ER based on EC feedback and share with USDA (via WAS team)		(1 week)
USDA	1 st review and comment on draft ER		(5 weeks)
USDA	2 nd review and comment on draft ER		(2 weeks) USDA 1 week and ET 1 week
EM and WAS	Update ER and share with USDA for final approval (via WAS team)		(1 week)
ET	Virtual presentation of the evaluation findings to USDA	(0.5 day)	(1 day)
ET and EM	Prepare a 2–3-page evaluation brief to share with USDA (via WAS team)	(1 day)	(1 week)
EC Chair	Approve final evaluation report and share with key stakeholders	(1 day)	(1 week)
Phase 5- Dissemination and follow-up (Endline evaluation)			October - November 2026
EC Chair	Prepare management response	(5 days)	(4 weeks)
EM	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

[See TN on Evaluation Committee]

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

109. The country representative, as chair of the evaluation committee, will make decisions on key aspects of the evaluation, including:

110. Budget, allocation of funds and selection of the evaluation team;

111. Approval of the terms of reference, the inception report and the evaluation report.

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

President : Olivia HANTZ, Director / Country Representative

Members : Severine GIROUD (Alternate President), Programme Manager

: Aida SOUMARE, Supply Chain Manager

: Alberto NICOLI, Programme Officer Resilience

: Camille DELFELD, Programme Officer School Feeding

: Laura COURBIS, Programme Officer Nutrition

: Philippe Seone, national programme manager/ Head of the Korhogo office

: Jean Providence NZABONIMPA, Regional Evaluation officer

Secretariat : Seydou Kone (Programme Officer M&E/VAM), Evaluation Manager

113. **Schedule of EC engagement and Time commitments**

Evaluation Phase and engagement task	Estimate level of effort in days	Tentative Dates
Preparation Phase <ul style="list-style-type: none"> Select and establish ERG membership. Reviews the revised draft ToR prepared by the EM Approves the final TOR Approves the final evaluation team and budget 	1 day	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	February 2026
Data Collection Phase	2 days	March 2026

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

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

[See TN Evaluation Reference Group]

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

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

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

Composition of the ERG

The reference group includes internal and external stakeholders.

Country office	Name
Core members: <ul style="list-style-type: none"> • Country Director (Chair) • Evaluation Manager (secretary or delegated chair) • Programme manager • Programme officer school feeding • Supply Chain manager • Finance officer • Programme officer resilience • Programme Officer Nutrition • National Programme Officer/ Head of Office Korhogo • Associate programme, gender focal point 	<ul style="list-style-type: none"> • Olivia HANTZ • Seydou KONE • Severine GIROUD • Camille DEFELD • Aida SOUMARE • Jean Michel LOUKOU • Albert NICOLI • Laura COURBIS • Philippe SEONE • Monique KOFFI
WFP West and Central African Regional Office (WACARO) in Dakar	Name
Core members:	

<ul style="list-style-type: none"> Regional Evaluation Officer Evaluation officer in WACARO Regional school meals Advisor RAM officer Regional Programme Officer Resilience and Food System Regional Programme Officer Resilience and Food System Regional Gender Adviser 	<ul style="list-style-type: none"> Jean Providence NZABONIMPA Isabelle CONFESSON TBC Aliou Badara SAMAKE Aminata DIOP Petra BONOMETTI Ramatoulaye DIEYE
WFP HQ	Name
<ul style="list-style-type: none"> Evaluation Officer School Meals and Social Protection Service (PPGS) 	<ul style="list-style-type: none"> Julia Kammermeier
WFP HQ	Name
<ul style="list-style-type: none"> USDA analyst 	<ul style="list-style-type: none"> Erkin Yalcin
<ul style="list-style-type: none"> USDA programme analyst 	<ul style="list-style-type: none"> Helen Aufderheide
Govenments partners	Name
<ul style="list-style-type: none"> Representative of the School Canteens Department 	<ul style="list-style-type: none"> Deputy Director in charge of monitoring and evaluation
<ul style="list-style-type: none"> Representative of the Department of Pedagogy and Continuing Education 	<ul style="list-style-type: none"> DPFC
<ul style="list-style-type: none"> Representative of the Department of School Life (DVS) 	<ul style="list-style-type: none"> Head of Department of Social Awareness and Monitoring of Early Childhood
<ul style="list-style-type: none"> Representative of the Managing the promotion and monitoring of COGES 	<ul style="list-style-type: none"> General Services Coordinator
<ul style="list-style-type: none"> Representative of the Department of Studies, Strategies, Planning and Statistics (DESPS) 	<ul style="list-style-type: none"> Director
<ul style="list-style-type: none"> Representative of the National nutrition programme National Nutrition Programme Ministry of Health and Public Hygiene 	<ul style="list-style-type: none"> Coordinating Director
<ul style="list-style-type: none"> Representative of the Ministry of Agriculture and Rural Development. Department of Food Crops and Food Security 	<ul style="list-style-type: none"> Agronomist engineer option Defense of Cultures

Schedule of ERG engagement and Time commitments

Evaluation Phase and engagement task	Estimate level of effort in days	Tentative Dates
Preparation Phase <ul style="list-style-type: none"> Review and comment on the draft ToR Where appropriate, provide input on the evaluation questions. Identify source documents useful to the evaluation team Attend ERG meeting/conference call etc 	1 day	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 days	February 2026
Data Collection Phase <ul style="list-style-type: none"> • Act as a key informant: respond to interview questions • Provide information sources and facilitate access to data • Attend the evaluation team's end of field work debriefing 	2 days	March 2026
Analysis and Reporting Phase <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. 	2 days	June 2026
Dissemination and Follow-up Phase <ul style="list-style-type: none"> • Disseminate final report internally and externally, as relevant. • Share findings within units, organizations, networks and at events. • Provide input to management response and its implementation 	2 days	October 2026

Annex 5. Communication, Learning and Knowledge Management Plan

When <i>Evaluation phase as well as Jan / 2023</i>	What <i>Means of communication produced (e.g. ToR, inception report, final report, etc.)</i>	Whose-Target <i>organization or individuals/ position (e.g. partner NGO, government ministry official, donor representative)</i>	What level <i>Organizational level of communication (e.g. strategic area, operational, etc.)</i>	From whom <i>Senior Commissioning Office staff with name/position (e.g. Country Director, evaluation Manager)</i>	How <i>Communication means (For example, meeting, interaction, etc.)</i>	For what <i>Purpose of communication (e.g. soliciting feedback, sharing findings for accountability)</i>
Preparation June – September 2025	Tentative timeline and scope of the evaluation Provisional terms of reference	<ul style="list-style-type: none"> • DCS • AVSI • DPFC • COGES • DESPS • WFP • WFP Regional Office 	Operational + technical	The evaluation manager	<ul style="list-style-type: none"> - E-mail - During a regular coordination meeting 	Request feedback
	Final ToRs	<ul style="list-style-type: none"> • WFP representative • Steering committee • USDA 	Strategic	The evaluation manager	<ul style="list-style-type: none"> - E-mail - During a regular coordination meeting 	Validation Approval

When <i>Evaluation phase as well as Jan / 2023</i>	What <i>Means of communication produced (e.g. ToR, inception report, final report, etc.)</i>	Whose-Target <i>organization or individuals/ position (e.g. partner NGO, government ministry official, donor representative)</i>	What level <i>Organizational level of communication (e.g. strategic area, operational, etc.)</i>	From whom <i>Senior Commissioning Office staff with name/position (e.g. Country Director, evaluation Manager)</i>	How <i>Communication means (For example, meeting, interaction, etc.)</i>	For what <i>Purpose of communication (e.g. soliciting feedback, sharing findings for accountability)</i>
Startup January – March 2026	First draft of the inception report including the methodology Second draft of the inception report including the methodology	<ul style="list-style-type: none"> • DCS • AVSI • DPFCCOGES • DESPS • WFP • WFP Regional Office 	Operational + technical	The evaluation manager	<ul style="list-style-type: none"> - E-mail - During a regular coordination meeting 	Request Feedback
	Final inception report	<ul style="list-style-type: none"> • WFP representative • Steering committee • USDA 	Strategic	The evaluation manager	<ul style="list-style-type: none"> - E-mail - During a regular coordination meeting 	Validation Approval
Debriefing data collection and analysis April – May 2026	Data collection plan Questionnaires	<ul style="list-style-type: none"> • DCS • AVSI • DPFC • COGS • DESPS • WFP • WFP Regional Office 	Operational + technical	The evaluation manager	<ul style="list-style-type: none"> - E-mail - Technical committee meeting 	Request comments and technical advice

When <i>Evaluation phase as well as Jan / 2023</i>	What <i>Means of communication produced (e.g. ToR, inception report, final report, etc.)</i>	Whose-Target <i>organization or individuals/ position (e.g. partner NGO, government ministry official, donor representative)</i>	What level <i>Organizational level of communication (e.g. strategic area, operational, etc.)</i>	From whom <i>Senior Commissioning Office staff with name/position (e.g. Country Director, evaluation Manager)</i>	How <i>Communication means (For example, meeting, interaction, etc.)</i>	For what <i>Purpose of communication (e.g. soliciting feedback, sharing findings for accountability)</i>
Reporting June – July 2026	First draft of the evaluation report Second draft of the evaluation report	<ul style="list-style-type: none"> • DCS • AVSI • DPFC • COGES • DESPS • WFP • WFP Regional Office 	Operational + technical	The evaluation manager	<ul style="list-style-type: none"> - E-mail - Technical committee meeting 	Request comments and technical advice
	Final evaluation report	<ul style="list-style-type: none"> • WFP representative • Steering committee • USDA 	Strategic	The evaluation manager	<ul style="list-style-type: none"> - E-mail - During a regular coordination meeting 	Validation Approval
Dissemination and follow-up September – October 2026	Provisional management response to the recommendations of the evaluation Final evaluation report Workshop to present the result (Firm)	<ul style="list-style-type: none"> • DCS • AVSI • DPFC • COGES • DESPS • WFP • WFP Regional Office 	Strategic	The evaluation manager	<ul style="list-style-type: none"> - E-mail - Workshop - Websites - WFP website - Ministry website - AVSI website 	Dissemination and follow-up

Annex 6. Performance Indicators

		Targets				
Performance indicator	Disaggregation	Year 1	Year 2	Year 3	Year 4	Year 5
Number of schools reached with USDA assistance	n / A	613	613	613	613	613
Number of daily school meals (breakfast, snack, lunch) provided to school-aged children with USDA assistance	n / A	15,000,000	11,875,000	8,750,000	5,625,000	2,500,000
Number of school-aged children receiving daily school meals (breakfast, snack, lunch) through USDA assistance	Total	136,500	136,500	136,500	136,500	136,500
	New, Woman	61,250				
	Continuing, Woman					
	New, Male	63,750				
	Continuing, Male					
Number of parent-teacher associations (PTAs) or similar "school" governance structures supported with USDA assistance	n / A	613	613	613	613	613
Number of students enrolled in school receiving USDA assistance	Total	132,000	132,000	132,000	132,000	132,000
	Female Primary					
	main male					
Quantity of products purchased with USDA assistance (by product and country of origin)	Metric tons	450	360	260	170	80
Number of people trained in safe food preparation and storage through USDA assistance	Total	250	250	250	75	75
	Women	200	200	200	50	50
	Man	50	50	50	25	25
Number of people who demonstrate the use of new safe food preparation and storage practices with USDA assistance	Total	238	238	238	71	71
	Women	190	190	190	48	48
	Man	48	48	48	24	24
Number of educational facilities (stone stoves and other schoolyards) rehabilitated/built with USDA assistance	n / A	75	75	50	0	0
Number of educational facilities (stone stoves and other schoolyards) rehabilitated/built with USDA assistance	n / A	0	50,000 covers (plates, spoons, cups)	50,000 covers (plates, spoons, cups)	0	0

			10,000 carafes	10,000 carafes		
Number of people demonstrating the use of new child health and nutrition practices with USDA assistance	Total	120	240	240	200	0
	Women					
	Man					
Number of students receiving deworming medication	n / A	132,000	132,000	132,000	132,000	132,000
Number of schools using an improved water source	n / A	100	50	0	0	0
Number of village maintenance committees revitalized or set up		100	50	0	0	0
Number of technicians trained		200	100	0	0	0
Number of blacksmiths trained		0	30	20	0	0
Number of schools with improved sanitation facilities	n / A	10	50	40	0	0
Number of people indirectly benefiting from USDA-funded interventions	n / A	20,000	10,000			
			20,000	30,000	30,000	30,000
Number of educational facilities (improved water sources and latrines, stone stoves and other schoolyards) rehabilitated/built with USDA assistance	Total	215	405	243	0	0
	Hand washing station	105	305	203	0	0
	Improved water sources	100	50	0	0	0
	Latrines	10	50	40	0	0
	Other schoolyards	0	0	0	0	0
Number of USDA social assistance recipients participating in productive safety nets	Total	40	300	160	0	0
	Community assets					
	Household assets					
	Human Assets/Capital, Feminine, New	32	240	128	0	0
	Human/capital assets, women, continuous					
	Human/capital assets, male, new	8	60	32	0	0
	Human/capital assets, masculine, continuous					
Number of teaching and learning materials provided with USDA assistance	(3) Kits per school	14,303	14,303	14,303	0	0
Number of teachers/educators/teaching assistants trained or certified with USDA assistance	Total	3,678	0	0	0	0
	Women	701	0	0	0	0
	Man	2,977	0	0	0	0

Number of teachers/educators/teaching assistants in target schools who demonstrate the use of new and quality teaching techniques or tools through USDA assistance	Total	3,310	3,310	3,678	3,678	0
	Women	631	631	701	701	0
	Man	2,679	2,679	2,977	2,977	0
Number of school administrators (principals) and officials (mentors and inspectors) trained or certified with USDA assistance	Total	763	0	0	0	0
	Women	4	0	0	0	0
	Man	759	0	0	0	0
Number of school administrators and officials in target schools who demonstrate use of new techniques or tools with USDA assistance	Total	763	763	763	763	763
	Women	4	4	4	4	4
	Man	759	759	759	759	759
Number of teachers who have improved their skills and knowledge in teaching reading, writing and mathematics	Total	3,678	3,678	3,678	3,678	3,678
	Women	701	701	701	701	701
	Man	2,977	2,977	2,977	2,977	2,977
Percentage of students who, at the end of two years of primary education, demonstrate that they can read and understand the meaning of a grade-level text	Total	40	40	50	50	60
	Women	35	35	45	45	60
	Man	45	45	55	55	60
Percentage of students who, at the end of two years of primary school, demonstrate that they can calculate	Total	50	60	70	70	70
	Women	40	50	50	50	50
	Man	60	50	50	50	50
Number of teacher assessment tools improved with USDA assistance	n / A	10				
Number of assessment tools for school administrators (principals) and managers Improved with USDA assistance	n / A	10				
Number of support provided by village communities to the school	n / A	1226	1226	1226	1226	1226
Number of education policies supported by MENA	n / A	2	2	1	1	1
Percentage of regular teachers in school	Total	90	90	90	90	90
	Women	90	90	90	90	90
	Man	90	90	90	90	90
Number of public-private partnerships formed with USDA assistance	Total	18	18	18	18	18
	Education	3	3	3	3	3
	Nutrition	1	1	1	1	1
	Health	1	1	1	1	1

	Multi focus	3	3	3	3	3
	Other	10	10	10	10	10
Number of reviews of revised policy strategy papers	n / A		1		1	
Number of studies	n / A		1			
Number of awareness campaigns carried out by COGES and CSCS	n / A	1,226	1,226	1,226	1,226	1,226
Number of policies, regulations, or administrative procedures at each of the following stages of development with USDA assistance	Total					
	Education (stages 1-5 scored)	1				
	Health (stage 1-5 noted)					
Value of new US government commitments and new public and private sector investments leveraged by USDA to support food security and nutrition	Private sector (in USD)	414,333	414,333	414,333	250,000	250,000
Average student attendance rate in USDA-supported classrooms/schools	Total Women Men	90	92	94	96	98
Number of people trained in child health and nutrition through USDA assistance	Total Women Men	900	900	900	900	900
Number of primary school students benefiting from the provision of additional reading materials	Total Women Men	44,000	89,000	134,000	136,000	138,000
Volume of produce sold by USDA-assisted farms and businesses (women's production groups)	n / A	240	420	600	600	600
Volume of commodities (metric tons) sold by project beneficiaries to WFP	n / A	100	140	200	170	80
Volume of products (metric tons) produced by smallholder farmers	n / A	600	1,050	1,500	1,500	1,500
Value of sales to WFP by project beneficiaries	n / A	80,000	112,000	160,000	136,000	64,000
Number of people (national, WFP, partners) trained in needs assessment, targeting, food management, market analysis, information management, logistics	Total Women Men	3,176	2,826	2,726	1,175	975
Number of schools with female production groups supporting school canteens	n / A	20	35	50	50	50
Value of annual sales of USDA-	n / A	144,000	252,000	360,000	360,000	360,000

assisted farms and businesses (women's production groups)						
Number of people participating in USDA food security programmes that include an LRP component	Total Women Men	132,352	132,362	132,222	129,473	129,473
Number of non-food items provided with USDA assistance	n / A	0	0	60,000	0	0

Results indicators		
Performance indicators	Disintegration	Project life
Percentage of students who, at the end of two years of primary education, demonstrate that they can read and understand the meaning of a grade-level text	Total	60%
	Women	60%
	Man	60%
Average student attendance rate in USDA-supported classrooms/schools	Total	98%
	Women	98%
	Man	98%
Number of teaching and learning materials provided with USDA assistance	n / A	42910
Number of teachers/educators/teaching assistants in target schools who demonstrate the use of new and quality teaching techniques or tools through USDA assistance	Total	3494
	Women	To be determined
	Man	To be determined
Number of teachers/educators/teaching assistants trained or certified with USDA assistance	Total	3678
	Women	To be determined
	Man	To be determined
Number of school administrators and officials in target schools who demonstrate use of new techniques or tools with USDA assistance	Total	725
	Women	To be determined
	Man	To be determined
Number of school administrators and officials trained or certified with USDA assistance	Total	763
	Women	To be determined
	Man	To be determined
Number of educational facilities (improved water sources and latrines, stone stoves and other schoolyards) rehabilitated/built with USDA assistance	Total	863
	hand washing station	179
	Stone stoves	0
	Improved water sources	179

	Latrines	332
	Other schoolyards	0
Number of students enrolled in school receiving USDA assistance	Total	138000
	Female Primary	To be determined
	main male	To be determined
Number of policies, regulations, or administrative procedures at each of the following stages of development with USDA assistance	Total	2
	Education (stages 1-5 scored)	To be determined
	Health/Nutrition (steps 1 to 5 noted)	To be determined
Value of new US government commitments and new public and private sector investments leveraged by USDA to support food security and nutrition	Total	46288453
	Host Government (in USD)	To be determined
	Other public sector (in USD)	To be determined
	Private sector (in USD)	To be determined
	New U.S. Government Commitment (in USD)	To be determined
Number of public-private partnerships formed with USDA assistance	Total	18
	Education	To be determined
	Nutrition	To be determined
	Health	To be determined
	Multi focus	To be determined
	Other	To be determined
Number of parent-teacher associations (PTAs) or similar “school” governance structures supported with USDA assistance (COGES)	n / A	613
Number of daily school meals (breakfast, snack, lunch) provided to school-aged children with USDA assistance	n / A	43750000
Number of school-aged children receiving daily school meals (breakfast, snack, lunch) through USDA assistance	Total	208500
	New, Woman	0
	Continuing, Woman	0
	New, Male	0
	Continuing, Male	0
Number of social assistance recipients participating in productive safety nets with USDA assistance (farm groups)	Total	215260
	Community assets	0

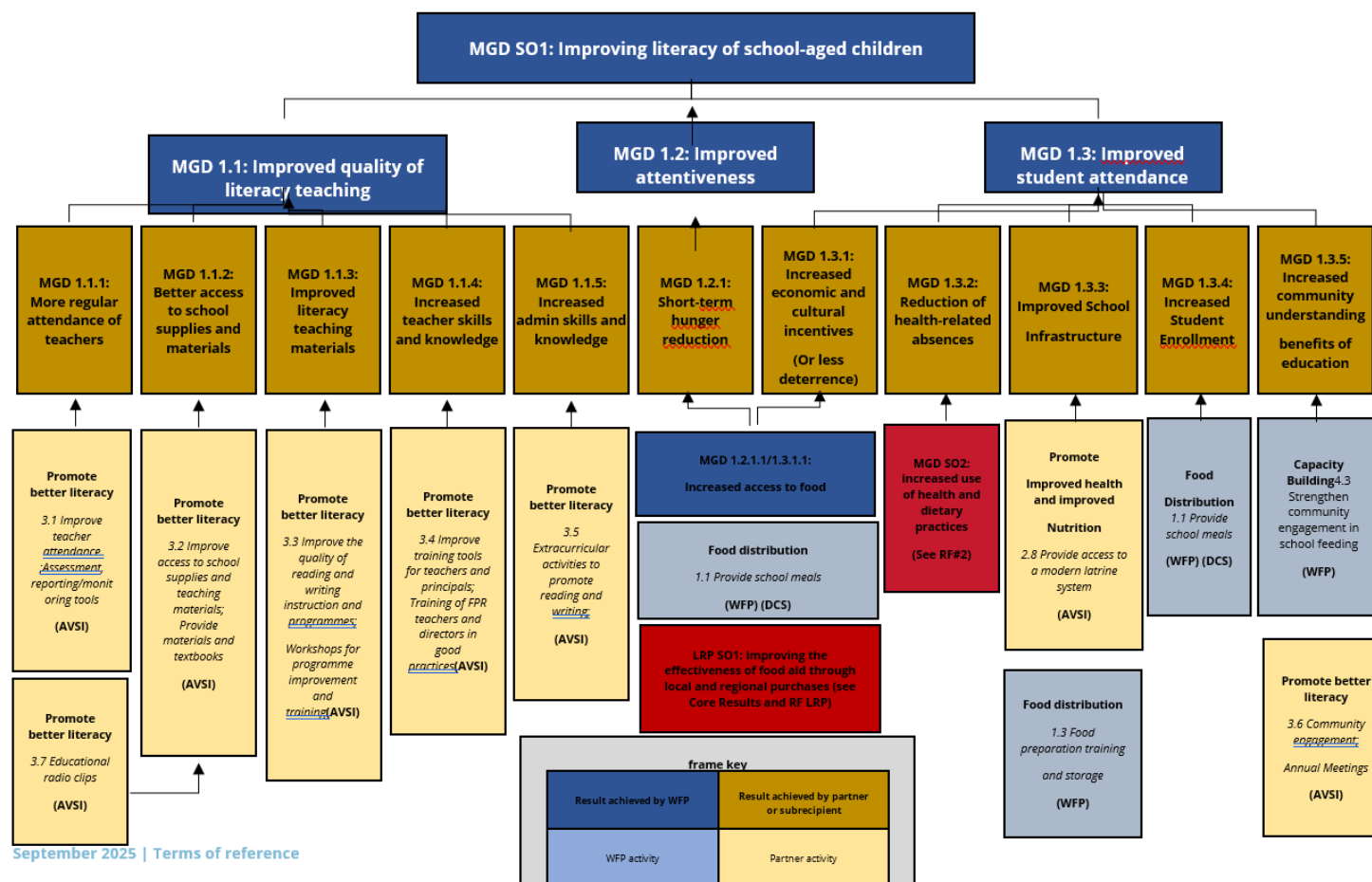
	Household assets	0
	Human Assets/Capital, Feminine, New	0
	Human/capital assets, women, continuous	0
	Human/capital assets, male, new	0
	Human/capital assets, masculine, continuous	0
Number of people demonstrating the use of new child health and nutrition practices with USDA assistance	Total	855
	Women	To be determined
	Man	To be determined
Number of people who demonstrate the use of new safe food preparation and storage practices with USDA assistance	Total	238
	Women	To be determined
	Man	To be determined
Percentage of participants in community-based nutrition interventions who practice promoted infant and young child feeding behaviors	n / A	80%
Number of people trained in safe food preparation and storage through USDA assistance	Total	900
	Women	0
	Man	0
Number of people trained in child health and nutrition through USDA assistance	Total	900
	Women	0
	Man	0
Number of schools using an improved water source	n / A	179
Number of schools with improved sanitation facilities	n / A	332
Number of students receiving deworming medication	n / A	132000
Number of people participating in USDA food security programmes	<i>Please see McGovern-Dole Indicator Guidelines</i>	132362
Number of people indirectly benefiting from USDA-funded interventions	n / A	625000
Number of schools reached with USDA assistance	n / A	613

Number of people participating in USDA food security programmes that include an LRP component	n / A	132,362
Number of schools reached with LRP activities through USDA assistance	n / A	613

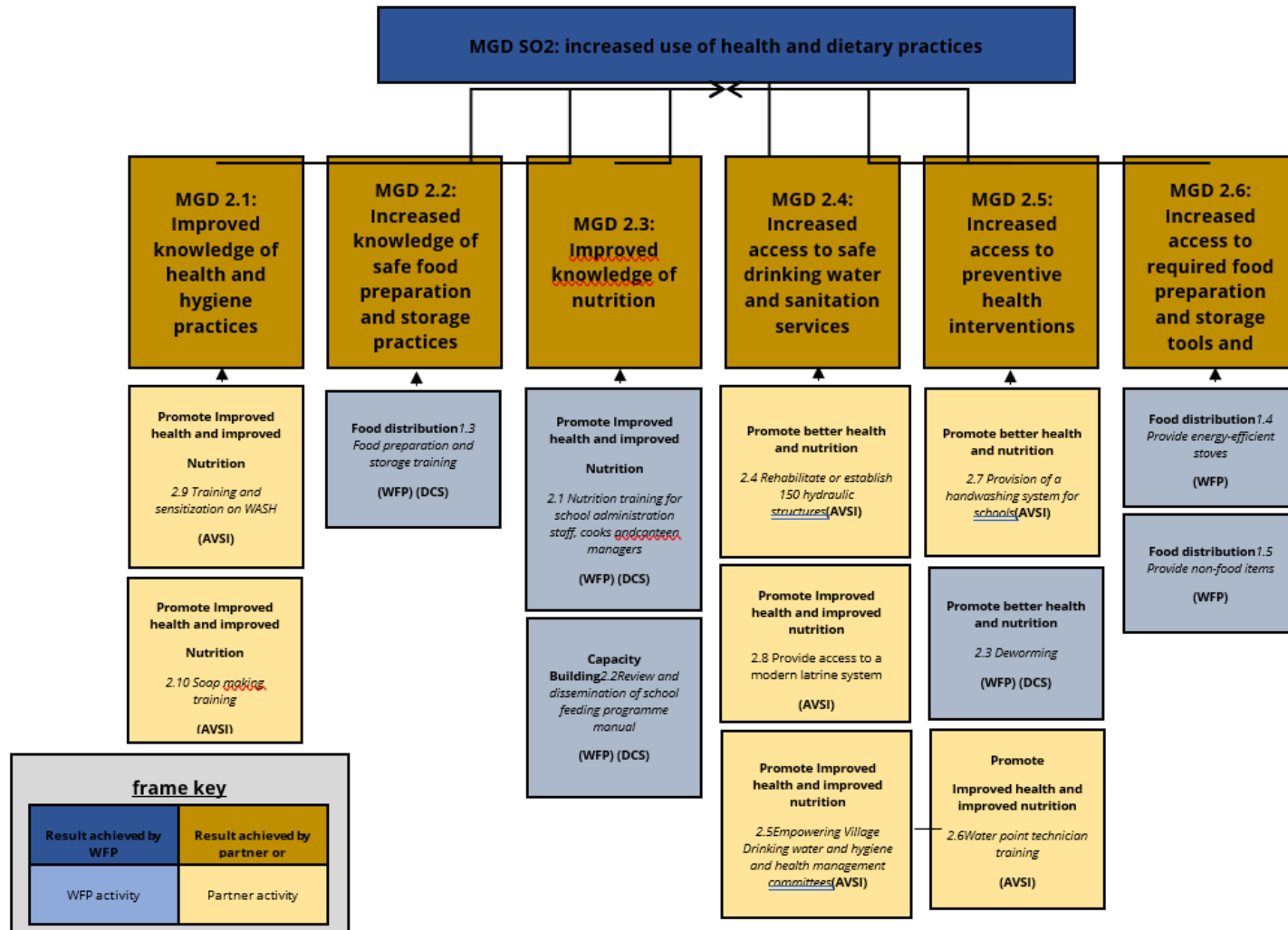
Number of public-private partnerships formed with USDA assistance (LRP component)	n / A	50
Quantity (MT) of products purchased with USDA assistance	n / A	1,313
Volume of products (metric tons) produced by smallholder farmers	n / A	6,150
Volume of produce sold by USDA-assisted farms and businesses (women's production groups)	n / A	2,460
Volume of commodities (metric tons) sold by project beneficiaries to WFP	n / A	690
Volume of produce (metric tons) donated by smallholder farmers to school canteens	n / A	1,845
Value of annual sales of USDA-assisted farms and businesses (women's production groups)	n / A	1,476,000
Value of sales to WFP by project beneficiaries	n / A	552,000
Number of people (national, WFP, partners) trained in needs assessment, targeting, food management, market analysis, information management, logistics	n / A	3176
Number of schools with female production groups supporting school canteens	n / A	50
Number of primary school students benefiting from the provision of additional reading materials	Total Women Men	140,000
Number of homes rehabilitated/built with USDA assistance	n / A	200
Number of non-food items provided with USDA assistance	n / A	60,000
Number of water point technicians trained	n / A	300
Number of teacher assessment tools improved with USDA assistance	n / A	10
Percentage of teachers in target schools who regularly attend and teach in the school (at least 90% of school days) by school year	n / A	95
Number of awareness sessions conducted by COGES and CSCS	n / A	6,130

Annex 7: Mc Govern-Dole project results Framework

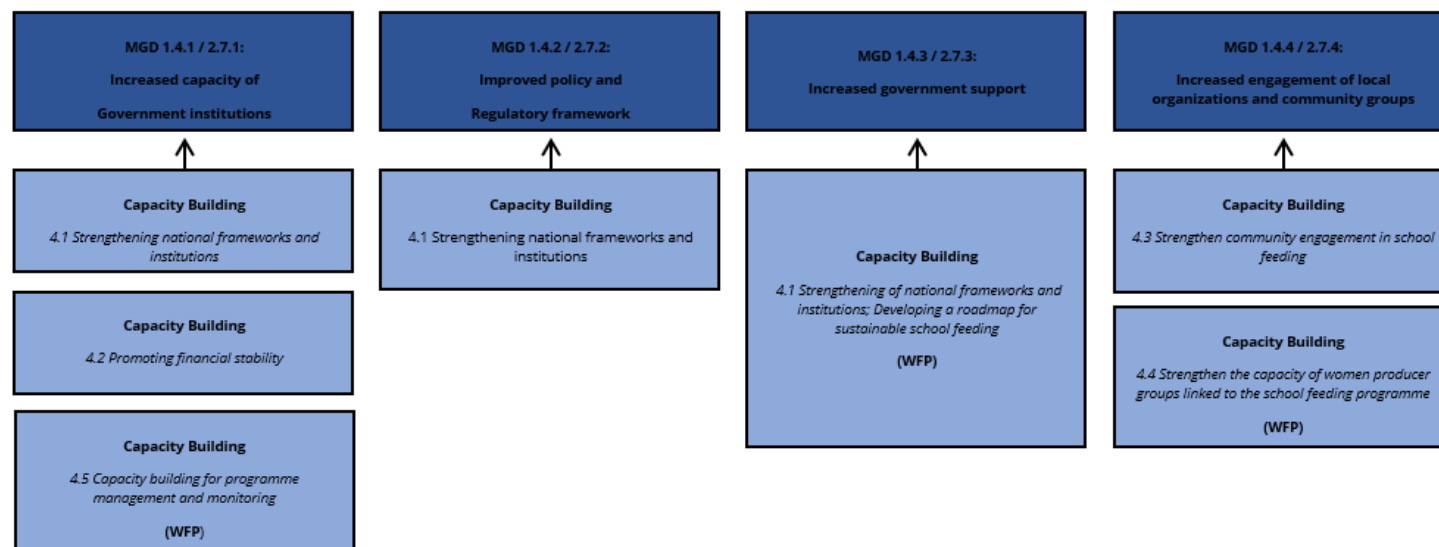
WFP Côte d'Ivoire's McGovern-Dole Proposal for FY20 - Results Framework #1



WFP Côte d'Ivoire FY2020 McGovern-Dole Proposal: Results



WFP Côte d'Ivoire FY2020 McGovern-Dole Proposal: Fundamental Results



frame key	
Result achieved by WFP	Result achieved by partner or
WFP activity	Partner activity

Annex 8: McGovern-Dole Project Indicators

RESULTS	INDICATOR	Baseline 2021
McGovern-Dole SO1 Improved literacy of school-age children	Percentage of students who, at the end of two years of primary education, demonstrate that they can read and understand the meaning of grade-level text (boys).	CP1= 20.8% CP2=30.3% CE1=25.8% CE2=17.7% CM1=14.7%
	Percentage of students who, at the end of two years of primary education, demonstrate that they can read and understand the meaning of grade-level text (girls).	CP1= 25.0% CP2=24.3% CE1=30.8% EC2=16.3% CM1=23.0%
	Number of people directly benefiting from USDA-funded interventions.	0
McGovern-Dole 1.1 Improved quality of literacy instruction	Number of teachers in target schools demonstrating the use of new techniques or quality teaching tools with USDA assistance.	0
McGovern-Dole 1.1.1 More consistent teacher attendance	Proportion of teachers in target schools who regularly attend and teach in school (at least 90% of school days) by school year.	89.0%
McGovern-Dole 1.1.2 Better access to school supplies and equipment	Number of textbooks and other teaching and learning materials provided with USDA assistance.	0
McGovern-Dole 1.1.3 Improved literacy teaching materials	Number of target schools where students have additional reading materials with USDA support.	0
McGovern-Dole 1.1.4 Improved skills and knowledge of teachers	Number of teachers/teaching assistants in targeted schools demonstrating the use of new and good teaching techniques or tools (by type, by sex).	0
	Number of teachers/teaching assistants trained or certified as a result of USDA assistance (by type, by sex).	0
McGovern-Dole 1.1.5	Number of targeted school administrators demonstrating new and good teaching techniques or	0

Improved skills and knowledge of school administrators	tools (by type, by sex).	
	Number of leaders trained or certified with USDA assistance (by sex).	0
McGovern-Dole 1.2 Improved attentiveness	Proportion of school children identified as being attentive in class by their teachers (by sex, by class).	Girls = 63% Boys = 62%
McGovern-Dole 1.2.1 Short-term hunger reduction	Number of school meals (breakfast, snack, lunch) provided to schoolchildren as a result of USDA assistance.	0
	Proportion of schoolchildren in targeted schools who ate a meal regularly before or during the school day (by sex).	0
McGovern-Dole 1.2.1.1 /1.3.1.1 Increased access to school feeding	Number of school children receiving daily school meals (breakfast, snack, lunch) through USDA assistance (girls).	0
	Number of school children receiving daily school meals (breakfast, snack, lunch) through USDA assistance (boys).	0
	Number of school children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance (new).	0
	Number of school children receiving daily school meals (breakfast, snack, lunch) through USDA assistance (continue).	0
	Number of daily school meals (breakfast, snack, lunch) provided to schoolchildren as a result of USDA assistance.	0
	Proportion of households with acceptable food consumption by gender of head of household.	Women = 67.8% Men = 72.2%
	Coping strategy index (average) by sex of head of household.	Women = 4.7 Male = 4.9
	Dietary diversity score by sex of head of household.	Women = 4.1 Male = 4.5
	Number of social safety net beneficiaries participating in productive safety net operations as a result of USDA assistance (ongoing).	0
	Number of social safety net beneficiaries participating in productive safety net operations as a result of USDA assistance (new).	0
	Number of social safety net beneficiaries participating in productive safety net operations with USDA assistance (men).	0

	Number of social safety net beneficiaries participating in productive safety net operations with USDA assistance (women).	0
McGovern-Dole 1.3 Improved student attendance	Proportion of students regularly attending (80%) USDA-supported classes/schools (boys).	99.7%
	Proportion of students regularly attending (80%) USDA-supported classes/schools (girls).	100.0%
McGovern-Dole 1.3.2 Reduced health-related absences	Proportion of schoolchildren who miss more than 10 school days per year due to illness (boys).	2.3%
	Proportion of schoolchildren who miss more than 10 school days per year due to illness (girls).	0.0%
McGovern-Dole 1.3.3 Improvement of school infrastructure	Number of educational facilities (improved water sources, and latrines, stoves stones and Other school grounds) rehabilitated/constructed as a result of USDA assistance	
McGovern-Dole 1.3.4 Increase in the number of students enrolled	Number of students enrolled in USDA-assisted schools (boys).	0
	Number of students enrolled in USDA-assisted schools (girls).	0
	Sex ratio in primary school.	1.09
McGovern-Dole 1.3.5 Increased community understanding of benefits of education	Number of members of management committees and members of women's production groups sensitized on the importance of education.	0
McGovern-Dole 1.4.1 /1.4.2 /1.4.3	Value of public and private investments creating leverage through USDA (host government) assistance.	0
	Annual increase rate of the budget allocated by the government to the School Canteens Directorate.	0
	Number of policies in child health and nutrition sectors, regulations and administrative procedures, by level of development, supported by USDA (by stage).	0
	Number of education sector policies, regulations, and administrative procedures, by level of development, with USDA assistance (by stage).	0
McGovern-Dole 1.4.4 Increased engagement of local agencies and community groups	Number of parent-teacher associations or similar school governance structures supported through USDA assistance.	0
	Number of public-private partnerships established as a result of USDA assistance.	0
McGovern-Dole SO2 Increased use of health, nutrition and dietary practices	Proportion of schoolchildren receiving a minimum acceptable diet (boys).	65.9%
	Proportion of schoolchildren receiving a minimum acceptable diet (girls).	65.9%

McGovern-Dole 2.1 Improved knowledge of health and hygiene practices	Proportion of school management committee members and canteen management staff who can identify at least three health and hygiene practices (men).	80.9%
	Proportion of school management committee members and canteen management staff who can identify at least three health and hygiene practices (women).	75.0%
McGovern-Dole 2.2 Increased knowledge of safe food preparation and storage practices	Proportion of school management committee members and canteen management staff who can identify at least three safe food preparation and storage practices.	79.8% good food storage practices 65.5% good food preparation practices
McGovern-Dole 2.3 Increased knowledge of nutrition	Number of people receiving training in child health and nutrition as a result of USDA assistance (men).	0
	Number of people trained in child health and nutrition with USDA assistance (women).	0
McGovern-Dole 2.4 Increased access to drinking water and sanitation services	Number of schools using an improved water source Number of schools with improved sanitation facilities	29 232
McGovern-Dole 2.5 Increased access to preventive health interventions	Number of school children who received deworming.	
	Proportion of schools using an improved water source.	75.0% have a water point 54.8% have an improved water source
	Proportion of schools with improved sanitation facilities.	72.6%
McGovern-Dole 2.6 Increased access to tools and equipment required for food preparation and storage	Number of targeted schools with access to improved food preparation and storage equipment.	
McGovern-Dole 1.4.1 /2.7.1 Increased capacity of government institutions	Number of officials trained in food management, monitoring and evaluation.	0
McGovern-Dole 1.4.2 /2.7.2 Improved policy and regulatory framework	Number of policies, regulations, and/or administrative procedures in the health and nutrition sectors for children at each of the following developmental stages as a result of USDA assistance (Stage 1).	0
	Number of health and nutrition policies, regulations, and/or administrative procedures for children at each of the following developmental stages as a result of USDA assistance (Milestone 2).	0

	Number of policies, regulations, and/or administrative procedures related to child health and nutrition at each of the following developmental stages as a result of USDA assistance (Milestone 5).	0
McGovern-Dole 1.4.3 Increased government support	Value of public and private investments creating leverage through USDA (host government) assistance.	0
	Annual increase rate of the budget allocated by the government to the School Canteens Department.	0
McGovern-Dole 1.4.4 Increased engagement of local organizations and community groups	Number of parent-teacher associations or similar "school" governance structures supported with USDA assistance.	0
	Number of public-private partnerships established as a result of USDA assistance (women's production groups).	0

Annex 9: Some results obtained during this phase

Breakdown of beneficiaries reached- 2021-2025

	Jan	Feb	Mar	Apr	May	June	Sep	Oct	Nov	Dec	Max
2021	118893	116908	119270	119128	119343	88669		65859	32222	507	119343
2022	14527	119640	125213	126190	126794			112347	66838	57159	126794
2023	121069	123726	125330	120032	116263	21854	61446	112284	123445	122861	125330
2024	113050	100884	130531	129178	140952		15105	147998	141116	147943	147998
2025	143966	65910	134129	137478	298291						298291

Quantity of food (mt) distributed per region (hot meal)

Quantity of food distributed (MT)						
Regions	2021	2022	2023	2024	2025 (Jan-jun)	Grand Total
Bafing	98,429	67,26	67,26	107,87	40,139	380,96
Bagoue	272,331	209,088	209,088	289,031	173,403	1152,9
Bounkani	239,459	192,828	185,205	303,893	162,732	1084,1
Cavally	90,15	69,351	69,346	94,598	46,68	370,13
Gontougo	390,362	310,556	276,988	408,234	235,744	1621,9
Poro	572,544	409,88	401,252	657,394	339,248	2380,3
Tchologo	220,515	163,542	161,882	307,398	136,688	990,03
Grand Total	1883,79	1422,505	1371,021	2168,418	1134,634	7980,4

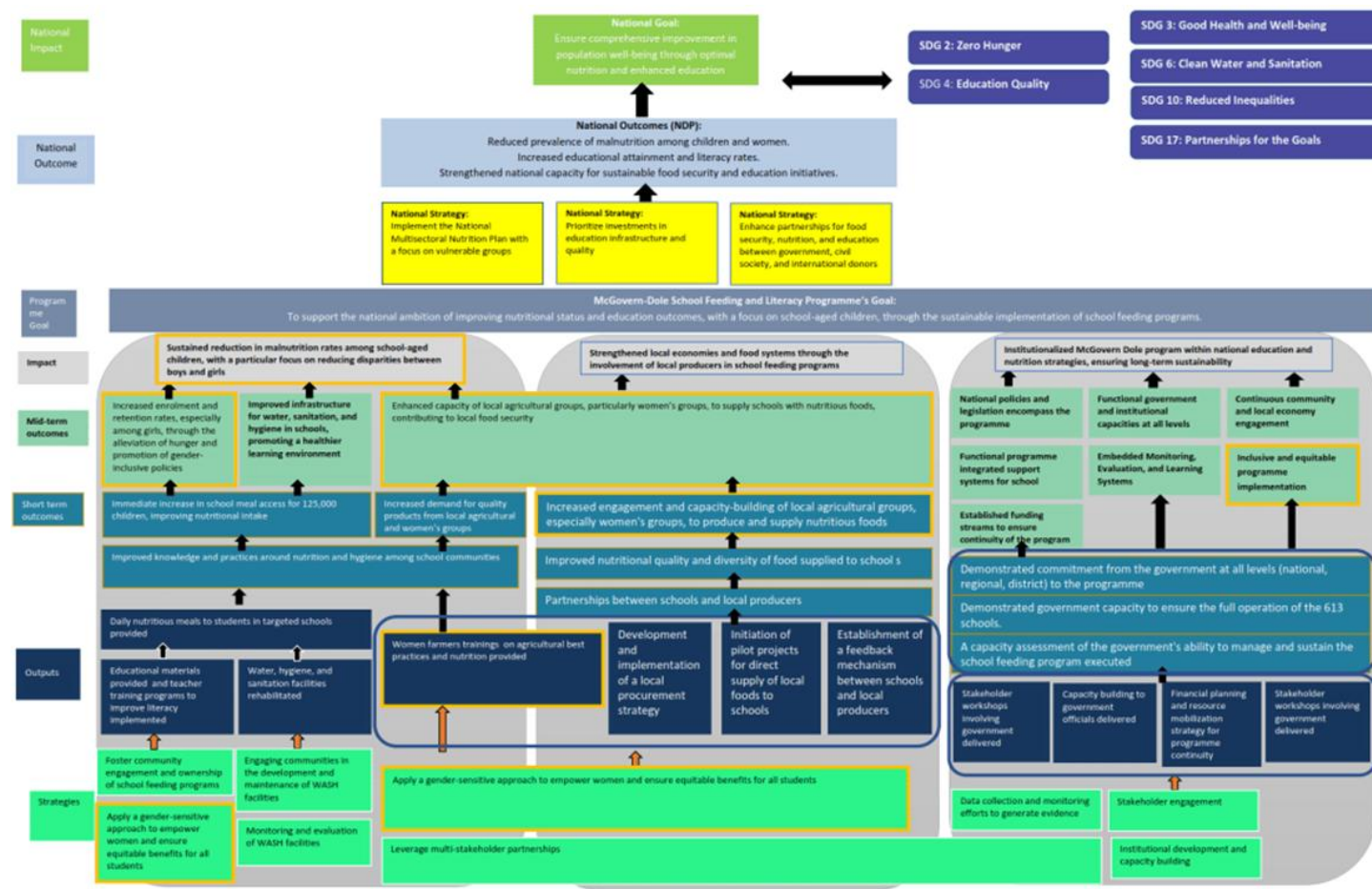
Main Outcomes - 2021-2025

Result									
Result indicator	Sex	Baseline	CSP end target	Follow- up 2025	Follow- up 2024	Follow- up 2023	Follow- up 2022	Tracking 2021	Follow- up 2020
Target group: Student -Location: Ivory Coast -Modality: Capacity building, Food -Sub-activity: School canteen (on site).									
Attendance rate (new)	Women	98.8	>99		99.41	99.42	99.45	98.99	99.31
	Man	99	>99		99.34	99.36	99.35	99.02	99.24
	Overall	98.9	>99		99.37	99.39	99.38	99	99.27
Annual Change in enrolment	Women	2.9	>3		7.98	-3.62	5.17	-0.23	-1.41
	Man	0	>3		7.87	-3.88	4	-2.47	-3.83

	Overall	1.3	>3		7.9	-3.74	4.59	-1.36	-2.64
Target group: Student -Location: Ivory Coast -Modality: Food -Sub-activity: School canteen (on site).									
Retention rate / Dropout rate (new): Retention rate	Women	98	≥98		98.79	98.04	97.98	97.89	98.97
	Man	97.8	≥98		98.57	97.64	97.68	97.7	98.63
	Overall	97.9	≥98		98.68	97.84	97.93	97.8	98.8
Retention rate / Dropout rate (new): Dropout rate	Women	2	≤2		1.21	2.96	2.02	2.11	1.03
	Man	2.2	≤2		1.43	2.36	2.32	2.3	1.37
	Overall	2.1	≤2		1.32	2.16	2.17	2.2	1.2

Annex 10: Theory of Change

Theory of Change constructed from mid-term evaluation



Annex 11: List of deliverables

The summary of the deliverables expected from the evaluation team:

- Initial inception report including methodology both in English and in French
- Final inception report (including quality assurance plan, data collection tools, data collection schedule)
- Work plan
- Quality Assurance plan
- Data collection tools
- Data collection planning
- Raw and clean databases
- PowerPoint presentation debriefing preliminary results
- Draft evaluation report, both in English and in French, including a raw and clean database, based on the suggested table of contents
- Final evaluation report, both in English and in French, based on the suggested table of contents
- Suggested table of contents for the report (synthesis, methodology, results, conclusions, recommendations, annex on performance indicators, etc.)
- PowerPoint presentation debriefing the final results
- Presentation of the results of the evaluation by the firm during a workshop.
- A 2–3-page, both in English and in French, stand-alone brief describing the evaluation design, key findings and other relevant considerations. It will serve to inform any interested stakeholders of the evaluation and should be written in language easy to understand by non-evaluators and with appropriate graphics and tables.

Annex 12: Country office thematic responsibilities for evaluation

	focal point	alternate
Overall Coordination	Seydou KONE < kone.seydou@wfp.org > Programme officer M&E/VAM	
General Technical support	Séverine GIROUD < severine.giroud@wfp.org > Programme manager	Camille DELFELD <camille.delfeld@wfp.org>
Education	Camille DELFELD camille.delfeld@wfp.org Programme Officer School Feeding	Monique KOFFI < monique.koffi@wfp.org >
Logistics	Aida SOUMARE <aida.soumare@wfp.org> Supply chain manager	
Finance	Jean-Michel LOUKOU < jean-michel.loukou@wfp.org >	Fatoumata BINATE < fatoumata.binate@wfp.org >
Partners	Aminatou BABAEDJOU <aminatou.babaedjou@wfp.org > FLA Assistant Programme	
PMP/Resource Management	Dorothee NGOTTA < dorothee.ngotta@wfp.org >	
Nutrition	Laura COURBIS <laura.courbis@wfp.org> Programme Officer Nutrition	
Resilience	Alberto NICOLI <alberto.nicoli@wfp.org> Programme Officer Resilience	Aboubacar TANOAH < aboubacar.tanoh@wfp.org > (Programme Assistant)
Monitoring/ Evaluation	Yoboua KOUAME < yoboua.kouame@wfp.org > M&E/VAM Assistant Programme	

Annex 13. Bibliography

- International Food for Education and Child Nutrition Program Project Document
- Report of the [Baseline evaluation of the second phase \(2021–2026\) of the McGovern-Dole Food for Education and Child Nutrition Program in Cote d'Ivoire](#), March 2022
- Report of [Mid-term evaluation report of Support to the integrated programme for sustainability of school canteens in Côte d'Ivoire from 2020 to 2026](#), April 2025
- McGovern-Dole Supported School Feeding Programme Progress Reports
- Monitoring reports of the school canteen programme supported by McGovern-Dole
- The results framework of the school canteen programme supported by McGovern-Dole
- Matrix for monitoring indicators of the school canteen programme supported by McGovern-Dole
- WFP Country Programme Document (CSP)
- Report of the national survey on living standards (ENV 2015)
- The agricultural season and food vulnerability monitoring report (SAVA 2018)
- National survey on food vulnerability (enquête nationale de suivi de la vulnérabilité alimentaire) DISSA 2024
- The National School Feeding Strategy in Côte d'Ivoire (2018-2022)
- Multisectoral Nutrition Strategic Plan (2016-2020)
- National nutrition guidelines
- "Healthy Children" Manuals
- USDA Monitoring and Evaluation Policy
- WFP Evaluation and Quality Assurance Policy (DEQAS)
- USDA McGovern-Dole Handbook on Progress Indicators and Their Definitions
- The programme evaluation plan
- The second generation National Agricultural Investment Programme (PNIA 2)
- The operational plan 1
- Local Food Menu Handbook (2014)
- Annual Country Reports (2021 to 2024)
- Note for the records from key workshops

Annex 14. Acronyms and abbreviations

Abbreviation	Definition
ACR	Annual Country Report
ANADER	Agence Nationale d'Appui au Développement Rural (National Rural Development Support Agency)
ASER	Annual Status of Education Report
AVSI	Association des Volontaires pour le Service International (International Service Volunteers Association)
BSAFE	Basic security awareness training
COGES	School Management Committee
COMET	Country Office Managing Effectively Tool)
CP	Classe Cours Préparatoire (Preparatory classes)
CSCS	Canteen Monitoring Committees
CSP	Country Strategic Plan
DCS	Direction des Cantines Scolaires (Direction of school canteens)
DEQAS	Decentralized Evaluations Quality assurance system
DESPS	Department of Studies, Strategies, Planning and Statistics
DISSA	Dispositif de Suivi de la Situation Alimentaire (Food Situation Monitoring System)
DPFC	Department of Pedagogy and Continuing Education
EB	WFP Executive Board
ECOWAP	West Africa Regional Agricultural Policy
ECOWAS	Economic Community of West African States
EDS	Enquêtes démographiques et de santé (Demographic and health surveys)
EGRA	Grade 1 Reading Assessment
ENV	Enquête sur le Niveau de Vie des Ménages (Household living standard survey)
ERG	Evaluation reference group
FAS	Foreign Agricultural Service
CEDAW	Convention on the Elimination of All Forms of Discrimination Against Women
GDP	Gross domestic product

Abbreviation	Definition
IFAD	International Fund for Agricultural Development
MENA	Ministère de l'Education Nationale et de l'alphabétisation (Ministry of National Education and Litteracy)
MGD	McGovern-Dole
MICS	Multi Indicator Cluster Survey
MINADER	Ministry of Agriculture and Rural Development
OEV	Office of Evaluation
ONA	Organizational Network Analysis
PASAEF	Plan stratégique d'accélération de l'éducation des filles (Strategic Plan for Accelerated Girls' Education)
PAPSE	Project to Improve Service Delivery in Education
PHQA	Post hoc quality assessment
PIPCS	Integrated programme for the sustainability of school canteens
PNN	National Nutrition Programme
RETT	Regional Evaluation Technical Team
SAVA	Agricultural season monitoring and food vulnerability
SAVA	Enquête de Suivi de la Saison Agricole et de la Vulnérabilité Alimentaire (The agricultural season and food vulnerability monitoring report)
SBP	School-Based Programmes
SDG	Sustainable Development Goal
SIFCA	Société Financière de la Côte Africaine (African Coast Financial Company)
SSAFE	Safe and Secure Approaches in Field Environments
UNCT	United Nations Country Team
UNDP	United Nations Development Programme
UNDSS	United Nations Department of Safety and Security
UNEG	United Nations Review Group
UNICEF	United Nations International Children's Emergency Fund
USDA	United States Department of Agriculture
WAG	Women's Agricultural Groups
WFP	World Food Programme

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