



**Mixed Method Impact Evaluation of
WFP's School Feeding Programmes
in Côte d'Ivoire (1999-2009)
Terms of Reference**

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1. Background

1.A. Definitions

1. WFP's Office of Evaluation uses the following working definition of 'impact': "Lasting and/or significant effects of the intervention – social, economic, environmental or technical – on individuals, gender and age-groups, households communities and institutions. Impact can be intended or unintended, positive and negative, macro (sector) and micro (household)."¹

2. For the purpose of this evaluation **school feeding** is understood as programmes that are implemented through schools as the food distribution point for school children and pre-school children. It can include wet and dry feeding distributed at any point in time during the school day (breakfast, mid-morning, lunch) and Take Home Rations. Operations which provide food-for-training outside a school context.

1.B. WFP's Corporate Approach to School Feeding

3. **Overview.** The world community has regularly re-stated its commitment to education as a human right. Access to and quality of education are also regarded as an essential plank for poverty reduction: human capital – education, knowledge, skills, access to and understanding of information – is part of the livelihoods approach that recognizes poverty to go beyond a lack of income. Education is embedded in the Millennium Development Goals: MDG 2 (achieve universal primary education) and MDG 3 (promote gender equality and empower women, with targets for eliminating gender disparity in education). School feeding also relates to MDG 1 (eradicate poverty and hunger). A series of multilateral events since 1990 made explicit linkages between education, nutrition and health and have established action plans and special funds.

4. School feeding has been cited as one of WFP's programme areas since its establishment in 1963.² By 1993, pre-primary and primary school feeding accounted for more than half of WFP's development commitments.³ Between 2006 and 2008, as the largest implementer of school feeding programmes in the world, WFP invested US\$ 475 million (14% of total budget) in some 70 countries, reaching an average of 22 million children in school, about half of whom are girls. School feeding beneficiaries⁴ accounted for around 20% of total beneficiaries.

5. WFP's School Feeding Handbook 1999 recognised that there was insufficient evidence that school feeding addresses malnutrition and therefore explicitly focused on educational outcomes: increasing enrolment and attendance, including reducing gender disparity, and improving learning outcomes through enhancing ability to concentrate). Take-Home Rations, particularly, aimed to reduce the opportunity cost of sending children to school. School feeding was at the core of strategic priority/objective 4 in WFP's **Strategic Plans** 2004-2008 and 2006-2009 and was clearly aligned with MDG2 and MDG3.

6. **New Strategic Plan:** In the latest strategic plan (2008-2011), school feeding is embedded in a broadened Strategic Objective 4, which aims to reduce chronic hunger and under-nutrition. It sets a goal of increasing levels of education and foresees school feeding addressing short-term hunger, and thus improving learning abilities, providing a safety net by ensuring children attend school both through food in school and take-home

¹ Based on definitions used by ALNAP, OECD/DAC and INTRAC.

² *School Feeding Handbook*, WFP, 1999 referencing FAO Conference Resolution 1/61 of 24 Nov.1961.

³ Ibid.

⁴ Excluding pre-schoolers. *WFP Annual Performance Reports 2006 through 2008*

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rations, and addressing micro-nutrient deficiencies. By using locally produced foods, school feeding is also expected to have a positive impact on local markets. Through a positive contribution to learning results and school completion, it may also have an effect on the inter-generational cycle of hunger. The Strategic Results Framework (approved in 2009), flowing from the Strategic Plan, carries forward indicators from the Indicator Compendium (above) and includes pass rate.

7. The WFP School Feeding Policy 2009⁵ sets six **objective areas**, all within the concept of safety nets as a sub-set of broader social protection systems. The six areas are: education; nutrition; gender equality in education; value transfer to households; a platform for wider socio-economic benefits; and capacity development for governments. Key indicators are established for outcomes and impact in each of these areas.

8. The policy envisages various models for school feeding with different degrees of (de)centralization. It introduces eight Standards Guiding Sustainable and Affordable School Feeding Programmes, that guide phased transition from programmes that rely mostly on external (WFP) funding and implementation to programmes to those that rely on national funding and implementation. Côte d'Ivoire is a leader within Africa in terms of national funding and implementation of school feeding in the south of the country where the national government has had consistent presence. The picture is very different in the north where rebel forces were in control from 2002 to 2007.

1.C. Country Context: School Feeding in Côte d'Ivoire

9. For three decades after independence (1960), Côte d'Ivoire was one of the most prosperous countries in the region, attracting immigrants from neighbouring countries and with a peak in its Human Development Index in 1985. After the military coup of 1999, it entered a period of political instability and economic weakness, resulting in the partition of the country in 2002 into two zones and displacement of 700,000 people. The South remained under government control and the north (above the 'Green Line') occupied by the ex-rebel 'Forces Nouvelles'. In March 2007, the Ouagadougou Peace Accord (the first of 4) opened the pathway for peace, including reunification of the country⁶.

10. Côte d'Ivoire is now a low-income food-deficit country with a total population of 20.6 million⁷. It ranks 163 out of 182 countries in the Human Development Index 2009. According to the Human Development Reports⁸, the percentage of people living below US\$2 per day fell from 49.4% in 2001 to 46.8% in 2007. However, the Survey on Living Standards of Households 2008, quoted in the PRSP 2009⁹, points out that only one out of every ten people were classed as 'poor' in 1985, compared to one out of every two in 2008 (38.4% in 2002). Poverty is considerably more acute in rural than urban areas (with the exception of Abidjan) and in the North of the country compared to the South¹⁰. In the north, poverty is high among female-headed households (70%). But in other regions, the reverse is true, so that no significant gender difference shows nationally¹¹. Between 2002 and 2008, inequality¹² increased slightly in rural areas, but decreased in

5 WFP/EB.2/2009/4-A

6 Sources various

7 World Bank Quick Query

8 UNDP Human Development Reports 2003 and 2009

9 2009, République de Côte d'Ivoire, *Stratégie de Relance du Développement et de Réduction de la Pauvreté*

10 PRSP 2009

11 PRSP 2009

12 As measured by the Gini concentration index, UNDP World Development Report 2007-8

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urban areas, giving a positive national trend. Annex 1 gives a summary of core country indicators since 2000.

11. In 2008, 12.6% of rural households were food insecure, of which 2.5% severely so and 10.1% moderately¹³. This comprises approximately 1.27 million rural residents. Casual labourers and those living from subsistence farming and animal husbandry are the groups most affected and above national average. Nationally, there is no significant difference between male- or female-headed households, but food insecurity is twice as high in households where the head of household is illiterate or has not gone beyond primary school than amongst households with secondary level (or higher) education.¹⁴ Essentially, food insecurity is linked to problems of access to food because of weak purchasing power and poverty. 47.4% of rural households were found to have debt and 20.3% of these were debts incurred in order to buy food. Hunger is categorised as 'serious' since 1988¹⁵.

12. The national prevalence of stunting in children under 5 years increased from 25% in 2001 to 34% in 2006 and 2007. In the same period, prevalence of wasting and underweight in under-5's were relatively stable and categorised as medium and high respectively. Severe chronic malnutrition rates were highest in the north-east (23.3%) and south-west (21.3)¹⁶, but the highest prevalence rates of acute malnutrition are in the north and northwest.

13. From a bird's eye perspective, the regions with the deepest areas of poverty, food insecurity and under-nutrition do not coincide precisely, although there is considerable overlap. While rural food insecurity is most severe in 4 regions in the West of the country plus Savanes in the centre North, the highest percentages of underweight under-5's (over 30%) is in the North-west of the country, including in one region (Denguélé) that has lower levels of food insecurity¹⁷. See maps in Annex 2.

14. **Education:** Gross enrolment has steadily increased since 1989, except for a hesitation at the height of the crisis (see Chart 118). Despite the crisis, net enrolment rates in the primary cycle remained stable at 55% between 2000 and 2008¹⁹, but still below national targets of 60% in 2013 and 70% (2015). NER is considerably higher in urban areas than rural: 68.2%, as against 49.8% (2008). There was a 2 point gain in gender parity between 2000 and 2008, although as at 2008 the NER for boys is 61% compared to 49% for girls. The NER remains below averages for the West Africa region, but particularly for girls. In secondary education, the ratio is 63.9 and in higher education 56.1. Between 2000 and 2008, primary completion rates increased from 42% to 48%, approximately evenly for boys and girls. But the rate of transition to secondary school increased much more significantly for girls than boys - almost 12 percentage points for girls and 7 for boys, bringing girls to just one percentage point behind boys. Annex 3 shows education indicators nationally, regionally and for schools receiving school feeding via WFP.

15. Education's share of public spending dropped from 27% in 1998 to 20.6% in 2006, though that still represents a larger share than any other sector. 46.5% of that budget

¹³ Comprehensive Food Security & Vulnerability Assessment 2009.

¹⁴ Ibid.

¹⁵ Global Hunger Index 2009

¹⁶ UNICEF MICS 2006

¹⁷ Multiple Indicator Cluster Survey, 2006

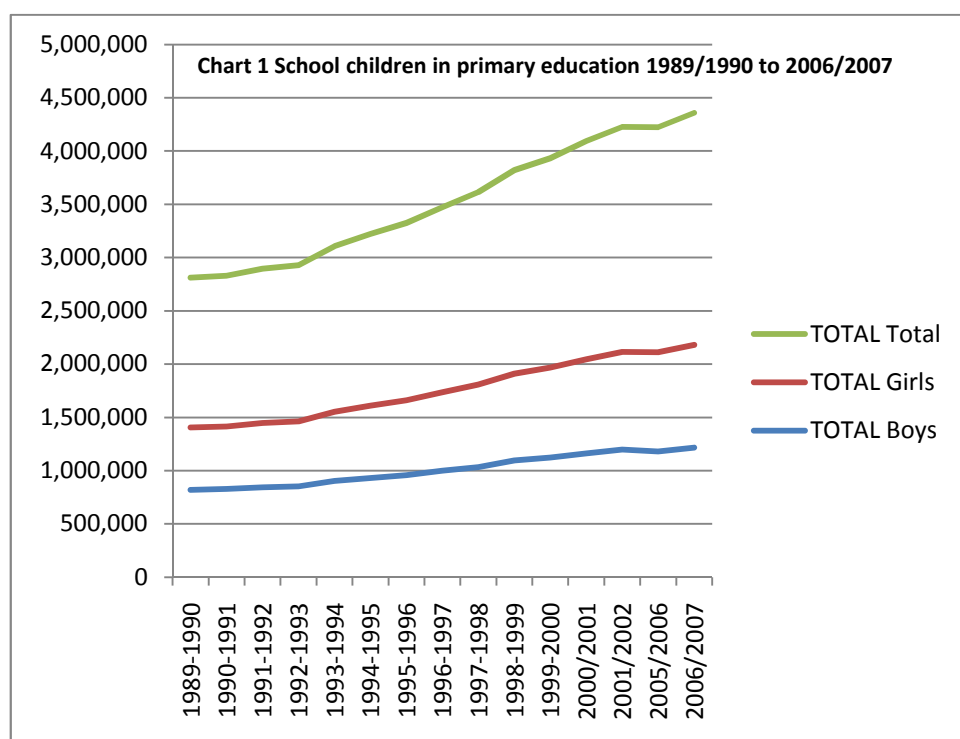
¹⁸ Source: PRSP 2009

¹⁹ World Bank education statistics and UNICEF State of the World's Children Special Edition TOR Impact Evaluation School Feeding Côte d'Ivoire 2010

goes to primary education²⁰. Between 2001 and 2002, the number of primary schools in the country dropped from 8,975 to 5,784 during the crisis and revived to 9,106 in 2006.

16. A major review of the education sector was released in February 2010²¹. It includes gender-disaggregated analysis of levels of primary education over time by region, rural-urban location and income level as well as analysis of the reasons behind children remaining out of school. It found that by far and away the most prevalent reason for remaining non-access to school is low demand.

17. **Government strategy:** The right to basic education (comprising pre-school, primary and the first cycle of general secondary education – Grades 1-9) is reaffirmed in a 1995 law²² and in the national education and vocational training development plan (PNDEF), 1998-2010, which also emphasises quality education and the need for special measures to enhance access for girls²³.



18. School canteens serving a hot lunch have been a core part of Government education strategy for many years. The PNDEF (1998-2010) names school canteens as one of three strategies to reduce the opportunity costs of attending school in disadvantaged areas, alongside adapting school calendars and hours to agricultural seasons and school libraries and the abolition of enrolment fees (*frais d'inscription*) and *côtisations parallèles*. In a 1998 policy declaration, the Government of Côte d'Ivoire announced the Integrated Programme for Sustainable School Feeding²⁴ (PIP/CS) under management of the national school feeding unit in the Ministry of Education - *Direction Nationale des Cantines* (DNC). This provided for gradual hand-over of school feeding to communities through village committees that would manage the programme on a Home-Grown

²⁰ Project Document Côte d'Ivoire 10759.0 (2009-2013) WFP/EB.2/2008/8-A

²¹ 2010, Rapport d'Etat du Systeme Educatif Ivoirien : comprendre les forces et les faiblesses du système pour identifier les bases d'une politique nouvelle et ambitieuse. (Available on website of Ministère de l'Education Nationale)

²² PRSP 2009

²³ 1998, *Plan National de Développement du secteur Educatif/Formation* (PNDEF)

²⁴ *Programme Intégré de pérenisation des cantines scolaires*, PIP/CS

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School Feeding (HGSF) model. The model is explicitly intended to play a social and economic role to contribute to poverty alleviation, especially food insecurity, and thereby to contribute to restoring the social fabric damaged by the crisis.

19. The consolidation of peace is a priority in the PRSP 2009. Various steps have been taken and institutions established to restore financial and basic services across the country, including a National Committee for Directing Redeployment of the Administration (CNPRA) to ensure restoration of public services with health and education at the fore²⁵. Improving accessibility and quality of basic services (including education) is one of the 4 Outcomes/pillars of the PRSP 2009, as is re-launching agricultural production²⁶.

20. **Donor support:** In 2003, there were no donors for emergency education plans concerning the areas occupied by rebel forces or being won back by government²⁷. However, this changed.

21. Sources of donors to all categories of WFP project (development, emergency and PRRO) from 2001-2010 are shown in Annex 4. In 2009, the Gates Foundation made a substantial grant to the Partnership for Child Development to strengthen the HGSF programme based on purchase of food from local small-scale farmers.

1.D. WFP's School Feeding Programme in Côte d'Ivoire

22. WFP has been operating in Côte d'Ivoire since 1989, mainly in support of the national School Feeding Programme. In the early 90's WFP support was narrowed to focus on primary education, terminating support to ongoing secondary and boarding school feeding. From 1998 to 2002 WFP assistance to education was part of the PNDEF and the PIP/CS (above).

23. During the crisis, the regular School Feeding Programme implemented by DNC with WFP support was restricted to schools south of the Green Line. In addition, WFP initiated Emergency School Feeding (ESF) under two emergency operations (EMOP 10244.0 and 10244.1). The overall objective was to protect human and productive assets while political and security solutions to the crisis are being sought²⁸. The intention was to provide an emergency school feeding snack. North of the Green Line (see Map 2 in Annex 3) the specific objective was to serve as an incentive to re-open schools and thereby re-establish a sense of normalcy and provide a minimum of structured activities for the psychosocial development of children (and an alternative to child soldiering). In the South, it was to encourage IDP families to register and keep their children in school. In practice, it appears that no 'snack' was ever served, but a standard light school meal for 100 days. 'Food assistance' was also planned for teachers not receiving salaries in rebel-held areas, but does not appear to have been implemented. (*To be confirmed during Inception Mission*).

24. DNC/DREN²⁹ was involved in implementation, where possible. Where not possible (in rebel-held areas), WFP was directly implementing and/or in partnership with CARE and CARITAS. From 2005 to mid-2009, this dual implementation arrangement was continued under two PRRO's, aimed at mitigating the effects of the crisis across the whole country (PRRO 10672.0) and sub-region (10372.0) – see Table 1. A total of

²⁵ PRSP 2009

²⁶ CFSVA 2009

²⁷ 2003, UNESCO/Lanoue, *Background Paper prepared for the Education for All Global Monitoring Report 2003/4: Gender & Education for All: the leap to equality*

²⁸ Project Document EMOP 10244.1

²⁹ Direction Nationale des Cantines and Direction Regionale de l'Education Nationale
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115,000 MT of food worth US\$86 million was distributed between 2002 and 2007, of which half went to the education sector³⁰.

25. In principle, a hot cooked meal was provided for the 120 days of the school year. During 2007, where regular teachers had fled from the North, PRRO 10672.0 supplied volunteer teachers with Take Home Rations (THR). In 2007 and 2008, THR were also provided as an extra incentive to girls in Grades 4-6 in the areas with lowest enrolment rates during 2007 (15,000 girls) and 2008 (60,000). THR were then suspended for lack of resources.

26. **Geographic coverage**³¹: The Development Project 3358.02 planned phase out of WFP food assistance⁴ by September 2003. to concentrate in the North of the country, but schools were never reached because of the crisis. After the partition of the country in 2002, the DEV 3358.02 focused on the South, while EMOP 10244.0 covered schools in the North. The regional PRRO 10372.0 and (national) PRRO 10672.0 comprised Emergency School Feeding in the North and support to regular school feeding implemented by the DNC in the South. As at 2010, WFP is engaged in two operations, DEV 10759.0 (2009-2013) in the South of the country and PRRO 10672.0 (July 2007, extended to June 2010) in the North. In terms of beneficiary numbers, 100% of the former concerns school feeding and approximately 80-85% of the latter.

Table 1- Details of WFP Projects with school feeding component, 1999-2009

		Planned		Actual							
Project No.	Type	Start Date	End Date	End Date	Title	Food Cost US\$	Total cost US\$	Food Cost \$ (rev)	Total Budget \$ (rev)	MT (rev)	% funded
3358.2*	Dev	Oct 1998	Sep 2002	Mar 2004	Support to community programme	2,945,124	4,776,203	3,384,492	5,610,836	7,167	88%
10244.0	EMOP	Nov 2002	Jan 2003	Jan 2004	Civil strife in Côte d'Ivoire and regional implications	1,033,800	3,020,824	2,969,573	6,894,969	8,882	69%
10244.1	Regional EMOP	May 2003	Dec 2003	Feb 2005	Targeted food assistance to people affected by the Côte d'Ivoire crisis	6,675,715 ^I	14,243,061 ^I	13,490,920 ^{II}	34,269,136 ^{II}	48,070	81%
10372.0	Regional PRRO	Jan 2005	Dec 2005	Jul 2007	Cote d' Ivoire Crisis and Regional Impact (covering Cote d' Ivoire, Burkina Faso, Mali and Ghana)	8,696,546 ^{III}	21,096,618 ^{III}	25,116,764 ^{IV}	60,578,459 ^{IV}	72,102	87%
10672.0	PRRO	Jul-07	Dec-08	Jul-10	Assistance to populations affected by the Côte d'Ivoire protracted crisis	14,753,385	41,239,517	36,251,033	78,407,798	78,677	60%
10759	DEV	Jan 2009	Dec 2013	N/A	Support to Sustainable School Feeding	6,870,021	9,999,615	6,870,021	11,617,439	12,240	19%

* Actual and re-planned start date: October 1999³²

I Figure calculated pro rata from Project Document which is 91%

II Figure calculated pro rata from SPR 2005 which is 79%

III Figure calculated pro rata from Project Document which is 77%

IV Figure calculated pro rata from SPR 2007 which is 87%

³⁰ Project Document Côte d'Ivoire 10759.0 (2009-2013) WFP/EB.2/2008/8-A

³¹ Source: Standard Project Reports

³² WFP Standardized Project Report 2001 adn CIV DEV 3358.02, Budget Revision No.004

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27. Table 2 shows reported beneficiary numbers rising from 254,133 in 2001 (the earliest data for which SPR's are available) to a peak of 661,087 in 2008 with consistently between 42% and 45% girls. According to the WFP Standardized School Feeding Survey 2005, WFP's contribution was benefitting 545,058 primary school children out of a total 2.65 million primary school age children³³, constituting approximately 20% of the school age population. On the other hand, in almost all years WFP operation reported to have reached 100% or more of intended beneficiaries (see Table 2). With Table 3, this raises questions of coverage.

Table 2 - Children Receiving School Meals							
		PLANNED	ACTUAL				
	Year	Total	Boys	Girls	Total	% Girls	% Actual vs Planned
DEV 3358.2	2001	200,000	147,398	106,735	254,133	42	127
DEV 3358.2	2002	254,133	140,600	115,217	255,817	45	101
DEV 3358.2	2003	254,133	140,956	102,202	243,158	42	96
EMOP 10244.1		375,000	145,750	119,250	265,000	45	71
DEV 3358.2	2004	n/a	37,166	28,038	65,204	43	n/a
EMOP 10244.1		345,000	333,866	237,533	571,399	42	166
EMOP 10244.1	2005	465,000	269,389	193,713	463,102	42	100
PRRO 10372.0		465,000	317,479	227,579	545,058	42	117
PRRO 10372.0	2006	550,000	316,854	263,832	580,686	45	106
PRRO 10372.0*	2007	562,000	344,929	286,222	631,151	45	112
PRRO 10672.0**		580,000	324,135	256,805	580,940	44	100
PRRO 10672.0	2008	580,000	373,082	288,005	661,087	44	114
PRRO 10672.0	2009	460,000	254,045	215,065	469,110	46	102
DEV 10759.0		120,000	66,000	54,000	120,000	45	100

Table 3 - Number of schools assisted			
Project	Year	Planned	Actual
DEV 3358.2	2004	715	2,528
EMOP 10244.1		1,840	2,528
EMOP10244.1	2005	2,528	2,367
PRRO 10372		2,528	2,381
PRRO 10372	2006	2,367	2,520
PRRO 10372	2007	2,520	2,969
PRRO 10672		2,969	2,969
PRRO 10672	2008	3,013	3,013
DEV 10759	2009	451	451
PRRO 10672		2,562	2,562

28. Table 3 shows the total number of schools assisted by WFP. As at 2009, out of approximately 9,000 schools nationwide, approximately 5,259 have a school canteen. There are currently 3 implementation models for school canteens: (1) DNC-led with WFP

³³ WFP DOMUS Côte d'Ivoire Country Profile 2005, Report 2006
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assistance, mainly in the south of the country; (2) WFP-led with collaboration with NGO partners, mainly in the north of the country; (3) implemented by DNC alone with no WFP involvement, using locally sourced food grown by small-scale farmers (approximately 900 schools). This last is the full PIP/CS model. As at 2009, approximately 400 of these are fully self-sufficient.

29. Using Model (1), WFP was assisting 84.8% of the 2250 schools in the northern zone in the school year 2006-7, dropping to 82.9% in 2007-8 as the number of schools rose to 2,353 and WFP resources decreased. Between regions, the percentage of schools assisted was between 70% and 90%³⁴. The DNC-implemented programme (Models (2) and (3) reached 35% of the 6187 schools in 2006-7 and 2007-8.

30. One key characteristic of the programme is that from 1997³⁵, WFP, UNDP and Government planned investment in **building the capacity** of the School Feeding Unit (DNC) to manage the programme, aiming to complete hand-over of the entire school feeding programme from WFP to the Government by 2003. Activities included embedding management and monitoring systems, computerisation of the distribution system, and staff training. After the 1999 coup d'état, a pilot project in collaboration with UNDP was run from 2000-2002. The 2002 crisis interrupted the hand-over process, but the objective of sustainability based on the PIP/CS model continued and is the foundation of the current project in the South (DEV 10759.0 2009-2013). The Project Document details gradual WFP phase-down from 120 to 30 ration days and complete hand-over to DNC of certain schools by 2013. However, there appears to be no provision in the project logical framework or budget for capacity development support from WFP.

31. The 2009 evaluation of PRRO 10672.0 recommended that capacity development support should be extended to the North, including the development of local planning, management and monitoring skills 'according to existing local conditions and opportunities'. It also recommended strengthening DNC skills in planning M&E and logistics coordination.

32. Under the PIP/CS model, the Government provides rice and oil, purchased from local small-scale farmers, predominantly women. Communities provide fresh vegetables (sometimes from school gardens) and groundnuts. The programme is implemented by the DNC in collaboration with ANADER³⁶, which provides technical support to farmers. It is recognised that success will depend upon (i) ensuring that school feeding functions normally during the transition period and (ii) on stimulating local production and basic community development by financing micro-projects.

33. Nutritional objectives have not featured in school feeding programmes to date. However, in the areas where WFP has been managing the school feeding programme, the WFP food basket has developed as follows:

³⁴ 2009, *Evaluation of PRRO 10672.0*

³⁵ DEV3358.02, budget revision 004, p.2

³⁶ *Agence Nationale d'Appui au Développement Rural*

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Food Basket in grams/child/day				
Commodity	DEV 10759 2009	PRRO 10672 2009	EMOP 10244	1989 ³⁷
Rice/maize meal	120	150	150	200
CSB	-	-	30	
Meat/fish	-	-	-	20
Pulses	30	30	-	-
Fortified vegetable oil	15	10	-	-
Vegetable oil	-	-	10	10
Iodised salt	5	5	-	-
Sugar	-	-	-	10
Intended kcal	?	?	729	Not known

34. **Targeting:** In the early 1990's (Operation 3358) schools were selected for participation by distance from school (and therefore feasibility for students to return home for lunch), following WFP Operational Guidelines. Family need was not used as a criterion in order to avoid introducing an element of social discrimination.

35. Since the 1980's, one core element of the sustainability strategy has been to charge students. In 1989, this was standardized at CFA25 (US\$0.09, 1992). The funds thus raised were to be divided as follows: 50% to the canteen (e.g. to equip the canteen, pay the cooks³⁸), 25% to the regional directorate and 25% to the national directorate. A 1992 evaluation of Operation 3358 Primary School Canteen Programme (1989-1993) found that this charge was *de facto* the main selection criterion accepted by all. However, it raised three issues: not always the same children receive rations; the neediest tended to be excluded; third, the funds were in fact being used to defray certain operation costs that should have been paid from the Government's budget (e.g. port demurrage, transport to the regions etc). While recognising the importance of the principle, the evaluation recommended reducing the level of the contribution uniformly in the poorest regions to CFA 15 (US\$0.05). However, the 2009 evaluation of PRRO 10672.0 found schools still charging parents CFA25 for the meal (as well as other fees).

36. A comparative cost analysis carried out by Boston Consulting Group in 2009 found that the cost of the on-site school meal provided by the PRRO was just above the average cost of US\$44 per year across all 'meals only' WFP programmes and ranked 25th least costly out of 42 countries.

2. Reason for the Evaluation

2.A. Evaluation Rationale

37. Systematic analysis of the WFP school feeding portfolio globally and application of the following criteria led to selection of Côte d'Ivoire as one of four countries selected for impact evaluation of school feeding in 2010. The criteria were: i) minimum 7 years duration and still ongoing in 2009; ii) more than 300,000 beneficiaries per year; iii) a sample of different feeding modalities; iv) relative priority in the light of other planned WFP evaluations (&/or recently conducted ones) in the country; v) timeliness for corporate learning – maximising synergy with WFP/World Bank initiative on 'sustainable school feeding', integrating school meals into a larger context of education and social

³⁷ 1992, *Interim Evaluation Summary Report on Project Côte d'Ivoire 3358 – Primary School Canteen Programme*, Doc 9/3-D Add.A2

³⁸ Who also received a daily wage
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safety nets; and vi) Country Office and Regional Bureau interest in the evaluation being conducted.

38. This is a timely moment to evaluate past experience to inform planning of WFP support to school feeding for the coming years. The PRRO 10672 (covering school feeding in the North) is drawing to a close and stability appears to be returning to the country, although a large part of the country is not under the control of the national government. At the same time, the Government is requesting WFP assistance to develop further its capacity to implement its policy of 'one school, one canteen'.

2.B. Evaluation Objectives & Users

39. Like all evaluations at WFP, this evaluation serves accountability and learning purposes. However, this evaluation will be primarily 'formative', rather than 'summative'. The evaluation will:

- (i) evaluate the outcomes and impact achieved so far from the various modalities that have been used in relation to intended educational, gender, and capacity development objectives stated in project documents; and
- (ii) evaluate outcomes and impact achieved in relation to WFP's new nutrition and value transfer policy objectives (even though these were not explicitly included in the programme design) and assess the extent to which the programme has met, or has the potential to meet, these;
- (iii) evaluate outcomes and impacts that were not explicitly intended on each of the above dimensions; and
- (iv) identify changes needed to WFP operations in order to fulfil potential to contribute optimally to development objectives in Côte d'Ivoire and the objectives of the current WFP Strategic Plan and School Feeding Policy 2009.

40. The programmes cannot be held accountable on point (ii) for achievement of objectives that were not included in the programme design. However, some unexpected and/or less explicit outcomes may already have been achieved towards these objectives. These should be recorded for learning purposes, especially as part of the baseline assessment upon which future strategy and new programme can be designed, in Côte d'Ivoire and possibly more widely.

41. The main intended users of the evaluation are the WFP Country Office and the core implementing partners, DNC (and its decentralized offices, DREN) and ANADER. As co-implementing partners of certain aspects of the programme, UNDP (capacity development) and UNICEF (concerning the Essential Package) are expected to find the evaluation useful.

42. Since Côte d'Ivoire implements the earliest example of a Home-Grown School Feeding model and capacity development has been an explicit part of the strategy for a decade, the evaluation is likely also to provide valuable information and learning concerning WFP's role in capacity development and its importance as a factor in enabling outcomes and impacts (in line with the new School Feeding Policy 2009).

2.C. Key Questions

43. Related to MDG's 1, 2 and 3, what outcomes and impact has WFP's work on school feeding in Côte d'Ivoire contributed over time concerning:

- a) the efficiency of the education sector (enrolment, attendance, drop-out and completion) and longer-term impacts;
- b) nutritional objectives in the WFP School Feeding Policy 2009, even though these were not intended at the outset;
- c) social safety nets in terms of economic, food security or physical protection for the

most vulnerable, even though these objectives were not intended at the outset?

44. How do overall outcomes and impacts (intended and unintended) compare across the country, North and South? What lessons can be drawn from the findings?

45. To what extent have outcomes and impacts been affected by differences in the following variables:

i) different school feeding modalities (full meal, light meal, THR) used in the different contexts (development, emergency and recovery), as reflected in the different programme categories (PRRO, EMOP, and DEV);

ii) different management models

iii) extent of provision of the Essential Package?

iv) extent of parental/community involvement in education or school feeding or both?

v) levels of conflict

vi) quality of learning environment (beyond infrastructure)?

What other factors explain significant differences over time?

46. To what extent has WFP's targeting strategy and modalities for school feeding been aligned with Government policy priorities in the education sector (and others) and the needs of the people? What have been the consequences of WFP's choices in this regard for the outcomes and impact of the school feeding programmes? What have been the main factors influencing WFP programme choices in practice?

47. To what extent has WFP been successful in developing capacity of Government to take over management of the entire school feeding programme? What factors have played a role in the level of success observed? What lessons can be drawn for the future?

48. Did the observed outcomes and impacts warrant the overall costs incurred?

49. What lessons can be drawn from the results found and the factors that explain the results that can ensure relevance, impact, effectiveness, sustainability and efficiency?

3. Parameters of the Evaluation

3.A. Scope & Limitations

50. The evaluation will cover the school feeding component of all operations from 1999 (the actual start of DEV 3358.02) to end 2009 – emergency operations, protracted relief and recovery operations and development operations. It will focus primarily on assessing **effectiveness** (extent to which objectives were achieved) and **impact** (intended and unintended) **and sustainability**. In assessing effectiveness and sustainability, the evaluation will consider information over the 11-year period from 1999 through 2009. Information for assessing longer-term outcomes and impacts, however, may concern pre-1999 operations as well.

51. Education outcomes and impacts will be compared between the three different school feeding management models across the country. However, field work will focus primarily (but not exclusively) on operations in the North of the country, where WFP has had a larger management role and where secondary data appears to be less available and/or reliable. Evaluation of capacity development and sustainability outcomes will be assessed across the country.

52. Given the emergency nature of a substantial part of the operations and unstable environment in which they were implemented, **efficiency** of the operations (ratio of inputs to outputs) will be assessed in broad terms only.

3.B. Stakeholders in the Evaluation

53. There is a fairly large and diverse group, who have an **interest in the education sector** and the actual and potential contribution of school feeding as one tool (amongst many) to contribute to the efficiency of the education sector as well as to **nutrition, food security and social protection**. They have an interest in evidence from this evaluation about the impact and outcomes of school feeding to inform future policy and strategy. There is also a smaller group – largely within the wider group - who also have a **direct interest** in the WFP school feeding programme itself (e.g. programme partners).

54. Representatives of all stakeholders in the narrower group and a selection of stakeholders from the wider group will contribute to the evaluation as key informants. A detailed list of stakeholders in each category will be drawn up during the Inception Phase with the assistance of the Country Office. Nevertheless, the following are already evident:

- a) **School children and their families/households**, who receive or have been receiving school feeding. Their primary interest in school feeding is whether it addresses the hunger needs of pupils and/or the opportunity cost of children attending school. Improvements to operational design and implementation would benefit them directly.
- b) **Parents and teachers**, who participate in the management of school feeding programmes through school committees. Changes resulting from the evaluation would affect them directly.

Together (a) and (b) will also be able to reflect on the indirect effects of receiving school feeding and thus inform the evaluation about unintended and unexpected impact and outcomes (positive or negative).

- c) **The Direction Nationale des Cantines (DNC) within the Ministry of Education and Direction Regionale de l'Education Nationale (DREN)** as the government units responsible for implementation of school feeding and the policy of "one school; one canteen". Their interest lies in the efficiency and effectiveness of the school feeding programmes so that they best serve the country's needs, the accuracy and fairness of targeting, and the extent to which national capacities have been developed for running school feeding programmes without external technical assistance.
- d) **ANADER (Agence Nationale de Developpement Rural) as the technical arm of the Ministry for Rural Development** responsible for technical support to the farmer' groups providing food inputs to the school feeding programme under the PIP/CS.
- e) **Private non-profit organisations**. Both CARE and CARITAS have an interest as implementing partners for the EMOP and PRRO operations in the North.
- f) **Multilateral agencies**. UNICEF has had direct collaboration agreements with WFP on the school feeding programme. UNDP (and UNOPS) collaborated in and later managed capacity development aspects of the programme. UNESCO and the World Bank have strong interests in the education sector and Cote d'Ivoire is one of the pilot countries for the global level partnership between WFP and World Bank on school feeding.

- g) **Bilateral agencies** have an interest as actors at national level in the education, nutrition and safety net sectors. Some also have a direct interest in the programme as donors (see Annex 4). Internationally, as WFP's key funding partners, a broader range of bilateral agencies also have an interest in the accountability and learning the evaluation may provide for WFP as a whole. Both multilateral and bilateral agencies are involved in the Food Security Agricultural & Nutrition sector group (which WFP has chaired in the past), an Education Programme Coordination Group and a Coordination Group for UNDAF and its links to the PRSP. Agencies have also cooperated together during the crisis to deliver operations.
- h) **WFP** at headquarters, regional bureau, and country level, where interests range from strategic issues on WFP's approach to school feeding to advocacy and fundraising to interest in operational lessons for Cote d'Ivoire or that may apply to other countries.

These Terms of Reference were drawn up on the basis of key literature sources, consultation with key WFP staff (at all levels) and with key informants in (c) and (d) above (*to be done*).

4. Evaluation approach

4.A. Evaluability Assessment

Evaluability is the extent to which an activity or a programme can be evaluated in a reliable and credible fashion. It necessitates that a policy, intervention or operation provides: (a) a clear description of the situation before or at its start that can be used as reference point to determine or measure change; (b) a clear statement of intended outcomes, i.e. the desired changes that should be observable once implementation is under way or completed; (c) a set of clearly defined and appropriate indicators with which to measure changes; and (d) a defined timeframe by which outcomes should be occurring.

55. Until 2009, WFP did not have a formally adopted "logical framework for school feeding" presented in one document. However, the WFP Strategic Results Framework gives important guidance under Strategic Objective 4 Reduce Chronic Hunger and Under-nutrition, for which Outcome 4.2 concerns school feeding directly. The 2009 WFP School Feeding Policy includes a logical framework which carries forward indicators previously used for education and nutrition outcomes³⁹ and adds more - see Annex 4 of these TOR.

56. Educational Outcomes.

Systematic data on WFP project intervention areas is only available from 2001, the start of Standard Project Reports. However, some national figures and various other reports are available from 1999 onwards. WFP Standard School Feeding Surveys were conducted in 2005 and 2006. National education statistics and regional (within the country) are available for the entire period as well as comparative analysis between West African countries from 2003 (UNESCO and WFP) and 2009 (UNESCO, UNICEF and WFP).

57. Nutritional Outcomes.

The past school feeding programmes have not had nutritional objectives and so outcomes are not systematically reported on in SPR's and WFP cannot be held accountable on this subject. However, WFP's new School Feeding Policy 2009 does have

³⁹ In the Indicator Compendium (2006-7), 2005, and the 2007 study *Food for Education Works: A Review of FFE Programme Monitoring and Evaluation 2002-2006*, Aulo Gelli for WFP. The latter was commissioned by WFP, although never formally adopted. It also presented a logic model and programme theory.

nutritional objectives and the current situation will be assessed for learning purposes and to inform future programme design (see para.39 above). Detailed data is available from UNICEF Multi-Indicator Cluster Surveys conducted in 2000 and 2006. Standardised Monitoring and Assessment of Relief and Transition (SMART) surveys were conducted by WFP/UNICEF/PNN in 2008 and 2009. Other national surveys for earlier years are also available. Breakdowns by region and district should be available from the National Institute of Statistics (INS, *Institut Nationale de Statistiques*).

58. Value transfer Outcomes.

The value transfer outcomes provide a challenge in that WFP has only very recently adopted this objective for school feeding. The team will use the new logic model in the new WFP School Feeding Policy (2009) as far as possible to guide the evaluation in generating evidence of unplanned results already achieved and assessment of future potential. This is not for accountability purposes, but can be used for learning purposes.

59. Capacity development outcomes.

Although capacity development is explicitly mentioned in the development and PRRO operations as a key goal, it is rarely included in the project logical framework and has no specific line item in project budgets, so it is unclear how it was supposed to be achieved. There is very little data already available on capacity development outputs and outcomes, although there is some in SPR's. The approach will follow the indicators from the PIP/CS, the joint project with UNDP, relevant parts of the 8 Guiding Quality Standards of the WFP School Feeding Policy 2009 and relevant parts of the Capacity Development Policy 2009. During the Inception Mission, the team will develop the approach to this part of the evaluation. Where expected outcomes are not explicit, the team will consider to what extent national capacity has been a key factor determining the results and the contribution made by WFP.

60. Data on school infrastructure and other elements of the Essential Package is available in WFP and UNICEF activity reports and past evaluations. This will need to be gathered systematically prior to the Inception Mission.

4.B. Methodology

61. Mixed Methods. This impact evaluation takes a mixed methods approach, which makes optimum use of evaluation resources and possibilities to support evaluative assessments and show developments over time in order to provide evidence for well-informed decision making in as timely a manner as possible. It will draw on the body of existing data and research as far as possible.

62. The approach has four 'legs' (main methods), which complement each other. Data from the 'legs' will be systematically triangulated to verify and deepen insights. The combination and balance between these four different methods will be decided by the Evaluation Team in the Inception Phase, selected as appropriate to purpose and context. They are: desk review of existing literature and secondary data to establish and assess the institutional logic of the programme, implementation strategies and allocations of resources, and relevant results; quantitative survey(s) among school-age children and their households and schools, as necessary to complement existing data and ensure the evaluation team can answer the evaluation questions; qualitative field interviews among beneficiaries and all key stakeholders; and tracing of previous beneficiaries from different age cohorts.

63. Quantitative survey sampling will be representative and randomised. The evaluation will seek comparative data with schools in similar settings, which have not received school feeding (a control/comparator group). As far as possible, the evaluation will also compare 'before and after intervention' data and/or data over long periods of time. Appropriate comparison groups will be defined during the Inception Phase, based

on stratification by nature of the school feeding programme and possibly also agro-ecological zones.

64. The qualitative and tracer interviews seek to deepen the understanding of the data generated by the other methods and to enable a retrospective longitudinal perspective. Qualitative methods will include semi-structured interviews, focus group discussions, and observation. Participatory methods will be used with those intended to benefit from the programme (school children and their households) and with those most closely involved in implementation (e.g. in schools and WFP staff).

65. The quantitative field work should be completed in advance of the qualitative field work to allow time for preliminary analysis of the former according to all key variables. In this way, the qualitative work can seek to probe and explain findings from the quantitative work.

66. The focus for qualitative field work will be carefully selected during the Inception Phase by the team in consultation with the Evaluation Manager and Country Office, based on the most important data gaps undermining the team's ability to answer the evaluation questions.

67. **Using Standards.** The evaluation will use established standards to assess WFP's performance. In some areas, the standards may have been set by WFP, as it is the largest player in the school feeding area. In other areas, standards are not yet defined and the evaluation team will analyze and evaluate the working tools that WFP has developed to determine whether these tools meet professional standards.

68. **Evaluation Matrix.** In the inception phase the evaluation team will develop an evaluation matrix that expands the key questions and articulates sub-questions, verifiable indicators to respond to these, and means of verification/data collection. As far as possible, common indicators identified at the briefing workshop held in Rome 26-29 April will be used, adapted as necessary to the specific country context.

4.C. Evaluation Quality Assurance

69. WFP has developed an Evaluation Quality Assurance System (EQAS) based on international good evaluation practice. It sets out templates for evaluation products as well as checklists for feedback on quality for each of the evaluation products. This quality assurance does not interfere with the views and independence of the evaluation team, but ensures that the evaluation is systematically based on clear and convincing evidence and presented clearly and logically.

70. The evaluation team will be required to ensure the quality of data used in the evaluation report is checked for validity, accuracy and reliability. The evaluation report will clearly indicate limitations to the conclusions that can be drawn from the evidence.

71. In addition, the evaluation will benefit from external expert review, which will review and comment on the core elements of the evaluation methodology as laid out in the Inception Report and on the draft Evaluation Report. The expert reviewers will be composed of professionals with experience in school feeding within the context of social safety nets/social protection.

4.D. Phases and Deliverables

73. The evaluation will take place in five phases with timing as shown in Table 3 below:

- (i) **Design phase** is to establish and agree on the terms of reference, identify the evaluation team leader and team members, establish the reference group

and expert reviewers, and compile background information and relevant documents for easy access of the evaluation team during the next phase.

- (ii) **Inception phase** is for the evaluation team to arrive at a common understanding of the terms of reference, review documentation, develop an evaluation matrix accordingly, decide on the methodologies to be used during the evaluation and site selection for field work, assign division of responsibilities in the team and determine the logistics arrangements for field work and the timetable for delivery of the evaluation report. This will be captured in a brief inception report. This will be in effect the operational plan for the evaluation. As such it remains a working document.
- (iii) **Evaluation phase** is to compile the evidence from documents and field work. This phase will take place in two parts: first, finalising desk review in preparation for fieldwork, so that the evaluation team goes to the field as prepared as possible; and, second, field work at community/school/and household levels, at sub-national levels, and with stakeholders in capitals. At the end of this phase the Team Leader will debrief key stakeholders at the Country Office, Regional Bureau & Headquarters on progress (subject to triangulation of all evidence).
- (iv) **Reporting phase** is to present the findings of the evaluation in a concise and well-substantiated evaluation report, including the quality assurance process. The draft report will be shared with key stakeholders and the expert reviewers for comments and revised in as much as comments are justified. Key findings and evidence may be presented to any forthcoming planning meetings (to be identified).
- (v) **Presentation to the WFP Executive Board and follow-up**, with the purpose of reacting to and implementing recommendations that the evaluation will make.

Table 4: Phases and Deliverables for the Evaluation

Phase	Timing 2010	Expected Outputs
1. Design Phase	.	Terms of Reference
Preparation of TOR & collection of background data (by OE with inputs CO)	By 12 April	Draft TOR Background data collected
Selection Team Leader	By 12 April	
Circulation of TOR for review	By 12 April	Comments
Regional Forum on SF	Late April 2010	
Joint Briefing of team leaders for 4 Impact Evaluations of School Feeding	26-29 April, Rome	Team Leaders briefed Best approaches identified
Clearance of TOR by Dir, OE	By 15/5/10	FINAL TOR
Identification, selection contracting team members & survey enumerators	By 31/5/10	Team assembled
2. Inception Phase		
Preliminary desk review of literature and secondary data by team	24 May to 14 June 2010	
Inception Mission	14-24 June, Côte d'Ivoire	Team formed Operational Plan made
Draft Inception Report	By 30 June	Draft Inception Report
OE quality assurance & report revisions	By 4 July	
Versions in English & French	By 10 July	Inception Report (working document)

Phase	Timing 2010	Expected Outputs
Circulation of IR to Reference Group & expert reviewers	5-21 July	
Integration of relevant data from FSMS 2010	5-12 July	
3. Evaluation Phase		
3a. Field work not requiring school access		
Testing of field instruments & training enumerators for quantitative surveys	26-31 July	
Conduct quantitative surveys & some qualitative interviews	1-21 August	
Analysis of surveys	22 August-12 Sept.	Survey Report
3b. Field work not requiring school access		
Team analysis of 1 st survey report & preparation of field instruments	13- 26 September	Field Guides prepared
Field work	27 Sept to 17 Oct	
Team Leader debriefs Country Office and core stakeholders on progress	18 October	Aide memoire
4. Reporting Phase		Evaluation Report (Draft) Comments Matrix EB Summary Report (Draft) Comments Matrix
Analysis of data & report drafting	18-31 October	
Joint Workshop for Team Leaders of 4 Impact Evaluations of school feeding with expert reviewers (provisional)	1-4 November	
TL completes drafting evaluation report	6-21 November	Draft evaluation report
OE quality assurance & report revision	22-30 November	Revised draft Evaluation Report
Circulation of ER for review by Reference Group	1 - 14 December	
OE consolidates comments	15-16 December	Comments matrix to TL
Team Leader revises Evaluation Report	16-23 December	Final draft
Clearance of ER by Dir, OE	31 December	FINAL EVALUATION REPORT
5. Executive Board (EB) and Follow-up		
Editing	Dates to be agreed	
Preparation of Management Response		Management Response
Presentation of Summary Evaluation Report & Management Response to EB		
Preparation of Evaluation Brief & dissemination of report		
Notes: School holidays 1/7 to 30/9/10		

5. Organisation of the evaluation

5.A. Evaluation Team

74. The **team leader** for the evaluation requires strong evaluation and leadership skills and technical expertise in one of the technical areas listed below. His/her primary responsibilities will be (a) setting out the methodology and approach in the inception report; (b) guiding and overseeing the design of data collection instruments; (c) guiding and managing the team during the inception and evaluation phase and overseeing the preparation of working papers; (d) consolidating team members' inputs to the evaluation products; (e) representing the evaluation team in meetings with stakeholders; (f) delivering the inception report, draft and final evaluation reports (including the Executive Board summary report) in line with agreed OE standards (EQAS) and agreed timelines. The full job description is provided separately.

75. The **evaluation team members** will bring together a complementary combination of technical expertise in the fields of education, nutrition, capacity development, food security, peace building, economics and gender. The team leader will be internationally recruited. The remaining team members will be a mix of international and national recruitment. The blend of technical areas across the team will depend on that of the team leader first. At least one team member should be familiar with WFP's work in general.

76. The evaluation team members will contribute to the design of the evaluation methodology in their area of expertise; undertake documentary review prior to fieldwork; conduct field work to generate additional evidence from a cross-section of stakeholders, including carrying out site visits, as necessary to collect information; participate in team meetings, including with stakeholders; prepare inputs in their technical area for the evaluation products; and contribute to the preparation of the evaluation report. The full job descriptions are provided separately.

77. All members of the evaluation team will abide by the Code of Conduct for evaluators (attached to individual contracts), ensuring they maintain impartiality and professionalism.

78. Research support will be provided to collect, compile, and undertake basic data analysis as requested by the evaluation team leader and evaluation manager. During the Design Phase the extent to which this should be provided in the WFP Country Office or at WFP headquarters will be defined.

5.B. Roles and Responsibilities

79. Reference Group. The evaluation manager will liaise with an advisory reference group composed of WFP stakeholders (from the technical units at WFP Headquarters in the Policy and Programme Support Division and Programme Support Division, the regional bureau and key staff in the country office). The purpose of the reference group is to serve as a sounding board for early feedback on key evaluation products (e.g. the TOR and evaluation report), according to the communication milestones shown above.

80. WFP Country Office will also (i) provide access to information that is necessary to prepare and conduct the evaluation; (ii) be available to the evaluation team to discuss all aspects of the school feeding programme that the evaluation team considers relevant; (iii) facilitate the evaluation team's contacts with stakeholders; (iv) administratively support the contracting of Ivorian consultants selected by OE for the evaluation team and/or to conduct tracer studies, who will report to the Team Leader

and OE; and (v) arrange in-country meetings and field visits, and provide logistical support during the fieldwork.

81. WFP HQ and Regional Bureau staff will also be available for discussion with the evaluation team and to provide information.

82. Expert Reviewers. Two recognised experts in the field of school feeding will provide the evaluation manager with feedback on the technical validity and soundness of the methodology (as described in the Inception Report) and Evaluation Report.

83. Evaluation Manager. The evaluation will be managed by Sally Burrows in the Office of Evaluation (OE) of WFP. The evaluation team leader reports to the evaluation manager, who has the following responsibilities: (a) manage the process of sharing the draft terms of reference with stakeholders to obtain comments and revise the terms of reference; (b) identify and recruit the evaluation team leader and in consultation with him/her identify and recruit evaluation team members; (c) identify and set up the reference group and peer review panel; (d) organize all communications between the evaluation team and other stakeholders (WFP, reference group, etc.); (e) manage collection of documentation from within and outside WFP and make this information available to the evaluation team in an organized way (see Bibliography at Annex 5); (f) review and exercise first level quality assurance on the evaluation products (inception report, tracer impact study reports, evaluation, and EB summary report); (g) manage the evaluation within the given budget and time.

84. Director, OE. The evaluation manager reports directly to the Director, OE, who will provide second level quality assurance and guidance on evaluation or technical issues, as required.

5.C. Communication

85. The evaluation will ensure communications at several milestones in the form of distributing and discussing: (a) the draft terms of reference; (b) the draft inception report; (c) briefing for the WFP Country Office and key partners at the beginning and end of the fieldwork; (d) the evaluation report. All main outputs will be in French, including draft evaluation report for comment.

86. In addition, the evaluation results will be incorporated into OE's new lessons' sharing system, once it is established (to come on-stream in 2009) to ensure lessons will be accessible to users in and outside WFP.

5.D. Budget

87. The evaluation will be funded from OE's Programme Support Budget. The overall budget figure is US\$200,000. Details are in development pending final agreement on methodology.

Annex 1 - Core Standard Indicators for COTE D'IVOIRE				
	Indicator	Data	Benchmark/ MDG status	Source
General	Population (total)	(2000) 17,281,479 (2008) 20,591,302		World Bank. Quick Query MDG
	Rate of natural increase (%)	(1990-95) 2.9 (2005-10) 2.4		UNDP HDR 2009
	Urban Population (% of total)	(1990) 39.7 (2010) 50.1		UNDP HDR 2009
	Human Development Index (value and rank)	(2000) 156/173 value: 0.428 (2007) 163/182 value: 0.484		UNDP HDR 2002 UNDP HDR 2009
	Gender-Development related index (value and rank)	(2000) 132/173 value: 0.411 (2007) 137/182 value: 0.468		UNDP HDR 2002 UNDP HDR 2009
Economic	Gini Index (value)	(1995) 36.7 (2002) 48.4	100=most unequal Median 39.0 89/134 countries	UNDP HDR 2002 World Bank - Data & Statistics
	GNI per capita (US \$)	(2000) 620 (2008) 980		World Bank. WDI
	Annual GDP growth rate	(2000) - 4 (2008) 2		World Bank. WDI
	Agriculture as % of GDP	(1998) 24.1 (2008) 25.0		World Bank. Country at a glance
	Net Food trade (food exp-food imp) as % of GDP	(2000-02) 13.8 (2004-06) 11.3		FAO Country Profile
Poverty	Percentage of population living below the national poverty line	(2000) 36.8 (2006) N.A.		UNDP HDR 2002 UNDP HDR 2009
	Percentage of population living below \$2 a day	(2001) 49.4 (2007) 46.8		UNDP HDR 2003 UNDP HDR 2009
Food Security	Income/food deficit status (LIFDC: Yes or No)	Yes		FAO Country Profiles
	Global Hunger Index 2009 (value and rank)	(1988-92) 16.0 (2002-07) 14.5 rank: 37/84	Serious Serious	IFPRI. GHI 2009
	Prevalence of undernourishment in total population %	(2000-02) 15 (2004-06) 14		FAO Country Profile
Nutrition	Weight-for-height (Wasting), prevalence for < 5 (%)	(2001) 8 (2007) 7	Medium Medium	UNICEF SOWC 2003 SOWC 2009
	Height-for-age (Stunting), prevalence for < 5 (%)	(2001) 25 (2007) 34	Medium High	UNICEF SOWC 2003 SOWC 2009
	Weight-for-age (Underweight), prevalence for < 5 (%)	(2001) 21 (2007) 20	High High	UNICEF SOWC 2003, SOWC 2009
	Prevalence of anaemia (%) in < 5	year not specified 69.0 (Hb <110g/L)	Severe (≥ 40.0)	WHO "Prevalence of anaemia '93-'05"
Health	< 5 mortality rate (per 1000 live births)	(1990) 150 (2008) 114		UNICEF SOWC 2009 Special Edition
	Maternal Mortality rate (per 100,000 live births)	(2001) 600 (2008) 540		UNICEF SOWC 2003 UNICEF SOWC 2009 Special Edi.
	Population not using improved water source (%)	(2000) 23 (2006) 19		UNDP HDR 2002 UNDP HDR 2009
	Life expectancy at birth	(1995-2000) 47.7 (2007) 56.8		UNDP HDR 2002 UNDP HDR 2009
	People living with HIV/AIDS (%) - Adults	(2001) 6.0 (2007) 3.9		UNAIDS Global AIDS Epidemic Report 2008
	Public expenditures on health (% of government expenditures)	(2006) 4.1		UNDP HDR 2009
Education	Literacy Rate Youth (15-24 years) (%)	(2000) Male: 71 Female: 52		World Bank Quick Query MDG
	Public expenditures on education (% of government expenditures)	(1997) 24.9 (2000-07) 21.5		UNDP HDR 2002 UNDP HDR 2009

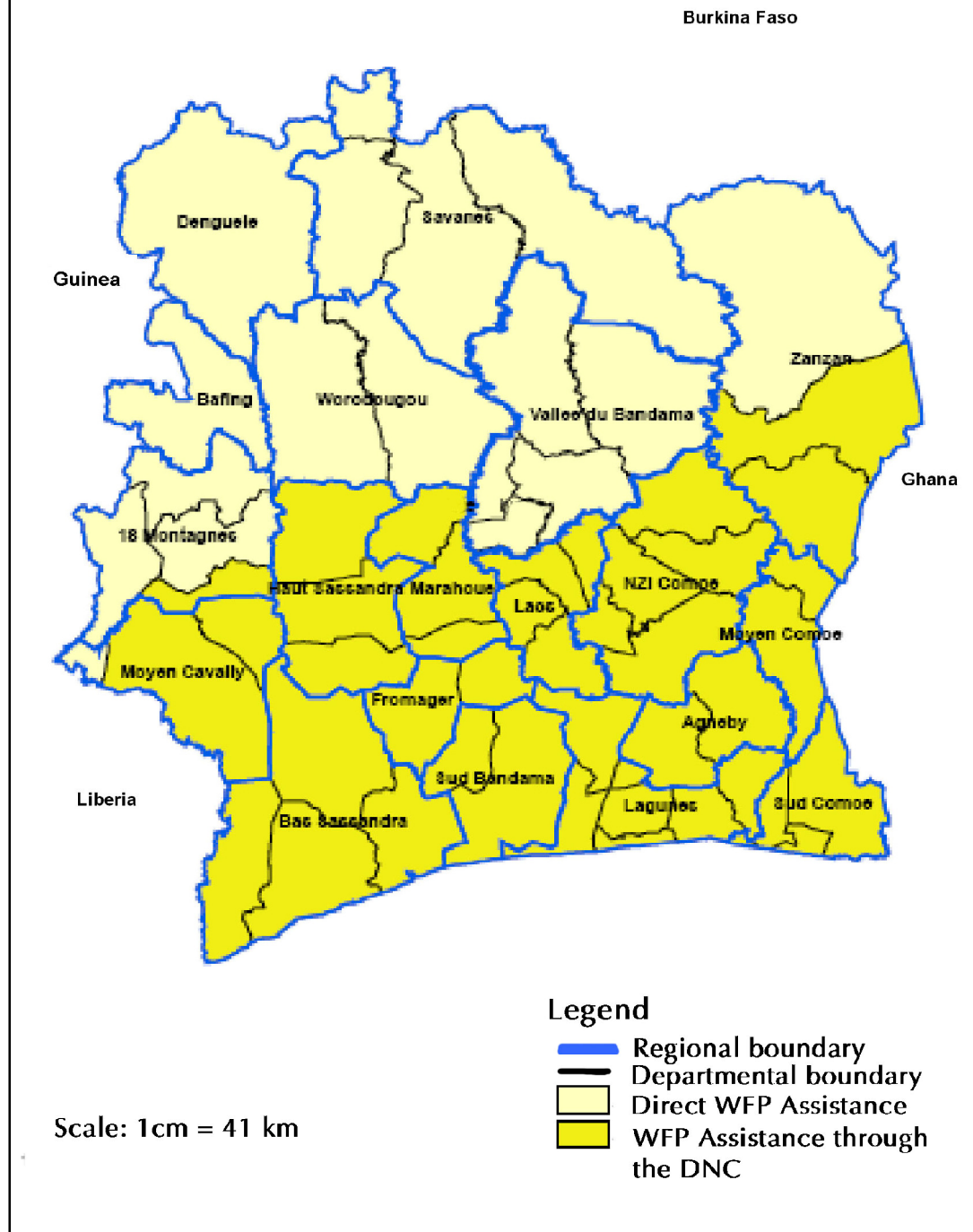
Notes

- All data presented are the latest available
- For sources and definitions see links available in the technical notes

Source: CFSVA 2009

[illegible]

Distribution of school feeding programmes supported by WFP and the Government in Côte d'Ivoire



Cote D'Ivoire - Education Indicators (Primary School)

	Outcome												Impact		
	Gross Enrolment Rate ⁴⁰			Net Enrolment Rate ⁴¹			Net Attendance ratio ⁴²			Completion Rate ⁴³			Rate of Transition to secondary school ⁴⁴		
	Boys	Girls	Tot	Boys	Girls	Tot	Boys	Girls	Tot	Boys	Girls	Tot	Boys	Girls	Tot
Reference Benchmarks															
(MDGs)				100	100		100	100		100		100			
West Africa Region⁴⁵	103	94	99	77	72	74	63	58	60	69	60	65	64	65	64
Cote D'Ivoire															
National (2000)	83	62	73	63	47	55	61	52	57	51	32	42	41.9	36.3	39.7
National (2008)	83	66	74	62	50	56	60	62	61	57	39	48	49	48	48
<i>Centre</i>							59.5	56.6	58.1						51.7
<i>Centre Nord</i>							53.6	40.7	47.7						73.9
<i>Nord Est</i>							43.5	36.6	40.0						45.6
<i>Centre Est</i>							58.3	53.9	56.1						54.7
<i>Sud (sans Abidjan)</i>							66.5	66.3	66.4						53.6
<i>Sud Ouest</i>							53.7	47.3	50.5						64.8
<i>Centre Ouest</i>							72.9	63.2	68.6						46.1
<i>Ouest</i>							55.9	37.9	47.6						44.9
<i>Nord Ouest</i>							37.6	25.3	31.6						73.1
<i>Nord</i>							31.1	21.7	26.5						68.6
<i>Ville Abidjan</i>							77.1	69.6	73.1						63.8

In schools without school feeding (to be completed)

All schools															
By region															

⁴⁰ World Bank. ED Stats <http://ddp-ext.worldbank.org/ext/DDPQQ/member.do?method=getMembers>

⁴¹ World Bank. ED Stats Year of reference: 2000 & 2003 <http://ddp-ext.worldbank.org/ext/DDPQQ/member.do?method=getMembers>

⁴² UNICEF. SOWC 2009 Special Edition & 2003. Year of reference 2008 and 2001

⁴³ World Bank. ED Stats <http://ddp-ext.worldbank.org/ext/DDPQQ/member.do?method=getMembers>

⁴⁴ EFA 2010 school year ending in 2006 & EFA 2005 year of reference: 2000. Regional average is expressed in median.

⁴⁵ Net Attendance Ratio (Cote D Ivoire is included in the West Africa), for the other indicators it is included in the Sub-Saharan Africa. GER, NER and Completion rate year of reference: 2008

For Schools within WFP Operations

Outcome Indicator Data from Standard Project Reports (SPRs)								
	Absolute Enrolment ⁴⁶		Attendance rate		Completion Rate		Transition to secondary school	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
EMOP 10244.0								
SPR 200247								
SPR 2003	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
SPR 2004	N/A	N/A	97.31 ⁴⁸	98.20 ⁴⁹	N/A	N/A	N/A	N/A
EMOP 10244.1								
SPR 2003	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
SPR 2004	N/A	N/A	98.20 ⁵⁰	97.31 ⁵¹	N/A	N/A	N/A	N/A
SPR 2005	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
DEV 3358.2								
SPR 2001	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
SPR 2002	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
SPR 2003	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
SPR 2004	N/A	N/A	98.2 ⁵²	97.3 ⁵³	N/A	N/A	N/A	N/A
PRRO 10372.0								
SPR 2005	574,938 ⁵⁴		N/A	N/A	N/A	N/A	N/A	N/A
SPR 2006	580,686 ⁵⁵		94.4	92.7	N/A	N/A	N/A	N/A
SPR 2007	213.00 ⁵⁶		96.30	95.70	N/A	N/A	N/A	N/A
PRRO 10672.0								
SPR 2007	106.000 ⁵⁷	86.000 ⁵⁸	96.30	95.70	N/A	N/A	N/A	N/A
SPR 2008	209.000 ⁵⁹		97.90	97.60	N/A	N/A	N/A	N/A
SPR 2009	N/A	N/A	97.60	97.40	N/A	N/A	N/A	N/A
DEV 10759.0								
SPR 2009	N/A	N/A	97.40	97.30	N/A	N/A	N/A	N/A

N/A = not available

⁴⁶ Absolute Enrolment: total number of children enrolled in all WFP-assisted primary schools

⁴⁷ SF not yet launched

⁴⁸ percentage of school days that have been attended by boys in WFP-assisted primary schools

⁴⁹ percentage of school days that have been attended by girls in WFP-assisted primary schools

⁵⁰ percentage of school days that have been attended by boys in WFP-assisted primary schools

⁵¹ percentage of school days that have been attended by girls in WFP-assisted primary schools

⁵² percentage of school days that have been attended by boys in WFP-assisted primary schools

⁵³ percentage of school days that have been attended by girls in WFP-assisted primary schools

⁵⁴ Absolute enrolment of children enrolled in all WFP-assisted primary schools-total (No)-

⁵⁵ Absolute enrolment of children enrolled in all WFP-assisted primary schools-total (No)-

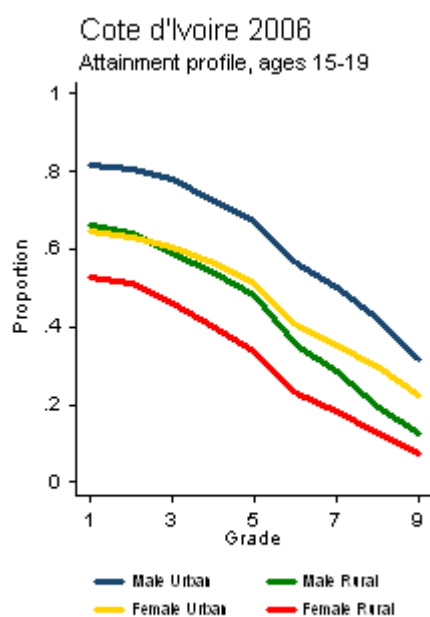
⁵⁶ Median or average number of children enrolled in all WFP-assisted primary schools

⁵⁷ Median or average number of boys enrolled in all WFP-assisted primary schools

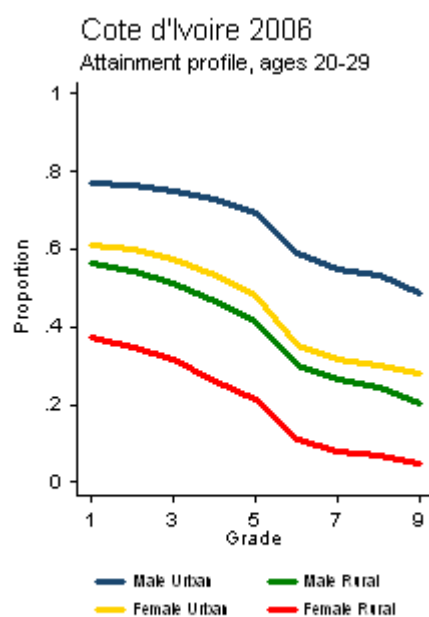
⁵⁸ Median or average number of girls enrolled in all WFP-assisted primary schools

⁵⁹ Median or average number of children enrolled in all WFP-assisted primary schools

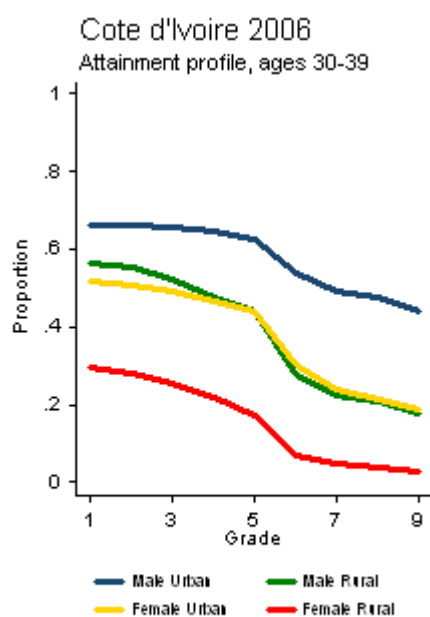
Cote d'Ivoire - Attainment Profiles of Age Cohorts



Based on analysis of data from MIC33
econ.worldbank.org/projects/edattain



Based on analysis of data from MIC33
econ.worldbank.org/projects/edattain



Based on analysis of data from MIC33
econ.worldbank.org/projects/edattain

Annex 4 2001-2010 Directed Multilateral Contributions to Côte D'Ivoire

Project	Donor	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	Grand Total
33582	Austria		254,750									254,750
	USA		267,143									267,143
	Private Donors			2,500								2,500
	Multilateral	1,136,912	1,276,670		86,400		641					2,500,623
100613	France						57,252					57,252
	UN CERF Common Funds and Agencies							500,000	582,454			1,082,454
102440	Denmark			8,511								8,511
	Germany		991,080									991,080
	Italy		198,216									198,216
	Japan		600,000									600,000
	Luxembourg		104,384									104,384
	Norway			488,325								488,325
	Switzerland		735,571	47,967								783,538
	Multilateral			982,129								982,129
102441	Canada				321,059							321,059
	European Commission				2,406,739							2,406,739
	Japan				1,834,863							1,834,863
	Private Donors				35,922							35,922
	Multilateral				124,400							124,400

103720	Austria	7,362						7,362
	Canada	1,715,343	1,315,790					3,031,133
	European Commission	2,412,545	2,442,211	666,666				5,521,422
	France	2,513,462	1,604,446					4,117,908
	Japan	3,711,659		1,818,181				5,529,840
	Luxembourg		3,345					3,345
	Switzerland	26,073						26,073
	USA	7,687,870	4,609,746	313,082				12,610,698
	Private Donors	63,001		160,489				223,490
	Multilateral	3,974,350						3,974,350
106720	African Dev Bank				500,000			500,000
	Czech Republic					29,220		29,220
	European Commission		70,351					70,351
	Greece				73,747			73,747
	Japan				3,000,000	3,000,000		6,000,000
	Netherlands				624,000			624,000
	Republic of Korea				200,000	400,000		600,000
	Switzerland				458,715	430,663		889,378
	UN CERF							
	Common Funds and Agencies				500,272	4,727,860	400,000	5,628,132
	USA						6,247,900	6,247,900
	Private Donors				1,095,000			1,095,000

	Multilateral	4,613,847 10,870,862 1,177,281										16,661,990
107200	UN CERF Common Funds and Agencies USA Multilateral	21,050 190,260 1,158										21,050 190,260 1,158
107590	Private Donors Multilateral	164,073 541,919										164,073 541,919
Grand Total		1,136,912	4,427,814	1,529,432	4,809,384	22,111,665	10,103,782	8,572,537	22,343,948	12,392,215	0	87,427,688

Annex 5 Logical Framework for School Feeding

SAFETY NET				
INPUT	OUTPUT	TYPE OF OBJECTIVES	OUTCOMES	IMPACTS
MICRO-NUTRIENT FORTIFIED MEALS, SNACKS, TAKE-HOME RATIONS WITH DEWORMING	NUMBER OF CHILDREN FED, RATIONS AND DEWORMING TABLETS DISTRIBUTED, SCHOOLS REACHED	Nutrition	Improved micronutrient status of school children <i>*Indicator: Prevalence of iron deficiency anaemia</i> Improved calorie and protein intake <i>*Indicator: Kcal transferred to schoolchildren</i>	Enhanced nutrition and child health, increased learning, decreased morbidity
		Education	Increased enrolment <i>Indicator: Enrolment: average annual rate of change in number of boys/girls enrolled</i> Increased attendance <i>Indicator: Attendance Rate</i> Increased retention/Decrease in school dropout <i>Indicator: Retention rate/Dropout rate</i> Improved school achievement <i>*Indicator: Promotion rate</i> Short-term hunger alleviated leading to improved child cognition <i>*Indicator: Teachers' perception of children's ability to concentrate and learn in class</i> Completion of basic education <i>Indicator: Pass Rate</i>	Improved learning Increased household human and financial capital Increased lifetime earnings of targeted children Increased access to education for girls and OVCs Decrease in maternal and infant mortality rates Increased awareness on family planning, fewer and healthier children
		Gender	Increased gender equality in education <i>Indicator: Gender ratio: ratio of girls to boys enrolled</i>	Decreased HIV/AIDS prevalence Inter-generational effects - positive influence of more educated parents on children's growth

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**Project specific indicators not currently appearing in the Strategic Results Framework*

SAFETY NET				
INPUT	OUTPUT	TYPE OF OBJECTIVES	OUTCOMES	IMPACTS
MICRO-NUTRIENT FORTIFIED MEALS, SNACKS, TAKE-HOME RATIONS WITH DEWORMING	NUMBER OF HOUSEHOLDS BENEFITING FROM SCHOOL FEEDING	Value Transfer	Increased household income <i>*Indicator: Monetary value of food transferred</i>	Improved food security
			Improved household food consumption <i>Indicator: Household food consumption score</i>	Increased investments in household productive assets Improved health/nutrition status of non-school going children and other household members Decrease in reliance on negative coping mechanisms Decrease in child labour participation
POLICY, PLANNING AND TECHNICAL ADVICE TO GOVERNMENTS	PROVISION OF CAPACITY DEVELOPMENT ASSISTANCE TO COUNTRY ENTITIES INVOLVED IN SCHOOL FEEDING	Capacity Development	Strengthen government capacity to plan for and implement School Feeding <i>*Indicator: Action plan and milestones to reach the 8 school feeding quality standards i) sustainability; ii) sound alignment with national policy frameworks; iii) stable funding and budgeting; iv) needs-based, cost-effective programme design; v) strong institutional and implementation arrangements; vi) local production and sourcing; vii) strong partnerships and inter-sector coordination; viii) strong community participation and ownership</i>	Improved effectiveness of school feeding policies and programmes to reduce hunger
COMPLEMENTARY ACTIVITIES	LOCAL PROCUREMENT	School Feeding as a Platform for Complementary Activities Providing Wider Socio-Economic Benefits	Increased farmer income and marketing opportunities with local procurement and processing for school feeding <i>*Indicator: Food for school feeding purchased locally, as % of food distributed for school feeding in-country</i>	Food assistance transformed into a productive investment in local communities - Improved local economies
	ESSENTIAL PACKAGE		Essential Package interventions at school (safe water, fuel-efficient stoves, woodlots) promoted <i>*Indicator: Proportion of schools with assets in place</i>	Wider socio-economic benefits (reduced fuelwood consumption and carbon footprint, improved school infrastructure, improved education environment)
	SCHOOL INFRASTRUCTURE		School infrastructure (schools, school kitchens, access roads) promoted <i>*Indicator: Proportion of schools with school assets in place</i>	

* Project specific Indicators not currently appearing in the Strategic Results Framework

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Annex 6 – Background Documents

Impact Evaluation of WFP School Feeding Programme in Cote D'Ivoire (1999-2009)

I. Background Information – Context

a) WFP Corporate Strategy & Results Framework *[Ref. ER Section 1.C]*

Current

- WFP. 2009. [Strategic Results framework](#). (WFP/EB.1/2009/5-C). Executive Board Document.
- WFP. 2008. [Strategic Plan 2008 to 2011](#). (WFP/EB.A/2008/5-A/1/Rev.1). Executive Board Document.

Previous

- WFP. 2005. [Strategic Plan 2006 to 2009](#). (WFP/EB.A/2005/5-A/Rev.1). Executive Board Document.

b) WFP Corporate School Feeding Policy & Approach *[Ref. ER Section 1.C]*

School Feeding policy related *(Those in bold are essential reading)*

- **WFP School Feeding web site** <http://www.wfp.org/school-meals> (Useful Publications also still on:
http://one.wfp.org/food_aid/school_feeding/LearnMore_Publications.asp?section=12&sub_section=3)
- **WFP. 2009. [WFP School Feeding Policy 2009](#)**. (WFP/EB.2/2009/4-A). Executive Board Document.
- **WFP and World Bank. 2009. [Rethinking School Feeding, Social Safety Nets and Education Sector](#)**. Washington DC, World Bank.
- **WFP. 2009. [Home-Grown School Feeding](#) – A Framework to link school feeding with local agricultural Production**. Rome, WFP.
- **Del Rosso, M. 2009. [School Feeding Outcomes: what the research tells us](#)**. Rome, WFP.
- WFP. 2009. [Learning from Experience- Good Practises from 45 Years of School Feeding](#). Rome, WFP.
- Gelli, A. 2007. [Food for Education Works](#): Review of FFE Programme & Monitoring, 2002-2006. Rome, WFP.
- WFP. 2006. [Supporting Girl's Education](#) – a Study of the Impact of WFP Food for Education Programmes on School Enrolment. Rome, WFP.
- WFP. [School Feeding Global Atlas](#). Rome, WFP.
- WFP. 2005. [Annual Update on School Feeding](#) (WFP/EB2/2005/4-F). Executive Board Document.
- WFP/WB. 2009. World Food Programme and World Bank Partnership: A new approach to School Feeding. Rome, WFP.

School Feeding guidelines

- WFP. 2004. [School Feeding in an emergency situation](#). Guidelines. Rome, WFP.
- WFP. 2003. [Exit strategy for school feeding: WFP experience](#) (WFP/EB.1/2003/4-C) Executive Board Document.
- WFP. 1999. [School Feeding Handbook](#). Rome, WFP.

- WFP and UNICEF. 2005. [The Essential Package of school based interventions](#). Rome, WFP.
- WFP. 2004. [Improving Food and Nutrition Security through Food for Education Programs in Africa](#). Rome, WFP.

c) *Cote D'Ivoire Country Context* [\[Ref. ER Section 1.B\]](#)

National Development Planning

- Republique de Cote d'Ivoire. 2009. [Strategy for Relaunching Development and Reducing Poverty](#). Cote D'Ivoire.
- Ministry of Planning and Development. 2002. [Interim Poverty Reduction Strategy Paper](#), Cote D'Ivoire.
- IDA, IMF. 2002. [Joint Staff Assessment of the Interim Poverty Reduction Strategy Paper](#), Cote D'Ivoire.
- IDA, IMF. 2009. [Poverty Reduction Strategy Paper- Joint staff Advisory Note](#), Cote D'Ivoire.
- Ministere de l' Economie et des Finances. [Programme D'Appui a la Gouvernance 2009-2013](#). Cote D'Ivoire.
- Ministere du Plan et du Developpement – [Situation du developpement economique et sociale en Cote D'Ivoire](#). Cote D'Ivoire.
- Ministere de l'Education et de la Formation de Base. [Plan National de Developpement du secteur Education/Formation \(PNDEF\) 1998-2010](#). Cote D'Ivoire.
- Ministere de l' Education Nationale. 2001. [Rapport National sur le developpement de l'education en Cote D'Ivoire](#). Cote D'Ivoire.
- Institut National de la Statistique. 2006. [Enquete sur les Indicateurs du Sida](#) 2005, Cote D'Ivoire.
- Ministere de la Sante et de l'Hygiene Publique. [Plan National de Developpement sanitaire 1996-2005](#). Cote d'Ivoire.

UN, MDB's and Other Donor Assistance Strategies in Cote D'Ivoire

- UNDAF. 2002. [UNDAF de la Cote D'Ivoire 2003-2007](#). Cote d'Ivoire.
- UNDAF. 2008. [UNDAF for Cote D'Ivoire 2009-2013](#). Cote d'Ivoire.
- UNICEF. 2007. [Multiple Indicator Cluster Surveys](#) 2006 + Dataset. Cote D'Ivoire, UNICEF.
- UNICEF. 2000. [Multiple Indicator Cluster Surveys](#) 2000 + Dataset. Cote D'Ivoire, UNICEF.
- African Development Bank . 2009. [Global Country Strategy Note 2009-2010](#). Cote D'Ivoire.
- PNUD. [Plan d'Action du Programme Pays 2009-2013](#). Cote D'Ivoire, PNUD.
- PNUD. 2008. [Programme de Pays pour la Cote D'Ivoire \(2009-2013\)](#). Cote D'Ivoire, PNUD.
- PNUD. 2002. [Programme de Cooperation Cote D'Ivoire \(2003-2007\)](#). Cote D'Ivoire, PNUD.
- PNUD. 2008. [Plan d'Action du Programme Pays 2007-2008](#). Cote D'Ivoire, PNUD.
- IMF/IDA. 2002. [Enhanced Initiative for HIPC- Preliminary document 2002](#). Cote D'Ivoire.

Education

- UNESCO. 2003. Education for All Global Monitoring Report 2003/4 - [The Leap to Equality](#). Cote D'Ivoire.

Food Security

- WFP. 2003. Risk Assessment and Associated Indicators. Vulnerability Analysis & Mapping. Rome, WFP.
- WFP/VAM. 2009. Evaluation approfondie de la securite alimentaire des menages ruraux en Cote D'Ivoire, 2009. Rome, WFP.
- WFP. 2009 [Comprehensive Food Security & Vulnerability Analysis](#). Rome, WFP.

School Feeding

- Direction Nationales des Cantines Scolaires. Experience des Cantines Scolaires en Cote D'Ivoire. Cote D'Ivoire.
- WFP. School Feeding Strategy Meeting. Cape Town, WFP.

Nutrition and Health

- WFP. Improved Nutrition and Health Status of People Affected by HIV/AIDS and Support Rehabilitation of Productive Assets (ppt). Rome, WFP.

d) Various global documents on school feeding

- World Bank and Millennium Development Goals available at:
<http://ddp-ext.worldbank.org/ext/DDPQQ/member.do?method=getMembers&userid=1&queryId=27>
- World Bank and Educational Attainment available at:
<http://iresearch.worldbank.org/edattain/>
- Partnership for Child Development available at: <http://www.schoolsandhealth.org>
- UNESCO. 2008. [Global Education Digest Comparing Education Statistics across the World](#). Canada, UNESCO.
- UNESCO. 2009. [Global Education Digest Comparing Education Statistics across the World](#). Canada, UNESCO.
- UNESCO Stats available at:
<http://stats.uis.unesco.org/unesco/ReportFolders/ReportFolders.aspx>
- UNESCO. 2010. [Education for all: Reaching the Marginalized](#). France, UNESCO.
- UNESCO. 2010. [Education for all: Reaching the Marginalized. Summary](#). France, UNESCO.
- Gelli, A., Meir, U. and Espejo, F. 2007. [Does provision of food in school increase girls' enrollment? Evidence from schools in sub-Saharan Africa](#). Food and Nutrition Bulletin. Vol.28 No. 2, 2007.
- Gelli, A., Al-Shaiba, N. and Espejo, F. 2009. [The costs and cost-efficiency of providing food through schools in areas of high food insecurity](#). Food and Nutrition Bulletin, vol. 30, no. 1, 2009.
- Galloway., Kristjansson, E., Gelli, A., Meir, U., Espejo, F., and Bundy, D. 2009. [School Feedings: Outcomes and Costs](#). Food and Nutrition Bulletin, vol. 30, no. 2. 2009.

II. WFP Cote D'Ivoire Operations with School Feeding Component from 1998 to 2008

[Ref. ER Section 1.C]

a) Emergency Operations – EMOP

- EMOP 10244.0
Project Document, Budget, Budget Revision n.001
- EMOP 10244.1
Project Document, Budget, Budget Revision n. 005/n.006/n.007/n.010/n.011, Notes for the Record

b) Development Programmes – DEV

- DEV 3358.2
Project Document, Budget Revision n. 004
- DEV 10759.0
Project Document, Budget, Resource Updates

c) PRRO

- PRRO 10372.0
Project Document, Budget, Notes for the Record
- PRRO 10672.0

Project Document, Budget, Budget Revision n.002/n.003/n.005, Resource Updates, Notes for the Record

d) Maps

- Cote D'Ivoire Overview
- DEV 10759.0 School Feeding Distribution

III. Performance Data on School Feeding *[Ref. ER Section 1.C]*

a) Standard Projects Reports

- **10244.0**
2002, 2003, 2004
- **10244.1**
2003, 2004, 2005, 2006
- **3358.2**
2001, 2002, 2003, 2004
- **10372.0**
2004, 2005, 2006, 2007, 2008
- **10672.0**
2007, 2008, 2009
- 10759.0
2009

b) Standardized School Feeding Survey (SSFS)

School Feeding Standardized Survey: Primary School 2005

WFP. 2006. Standardized School Feeding Survey. Country Status Report. Cote D'Ivoire, WFP.

c) BGC, 2008. Presentation of cost analysis of school feeding 2008 (draft for discussion only)

d) WFP. The Global School Feeding Report (2002 [2004](#) [2005](#) [2006](#))

IV. Relevant Past Evaluations *[Ref. ER Section 1.C or Section 2]*

a) Of WFP's School Feeding Work

- WFP.1992. Interim Evaluation Summary Report on Project 3358-Primary School Canteen Programme. Rome, WFP.
- WFP.1995. Thematic Evaluation of Long Term School Canteen Projects in West Africa. Rome, WFP.
- WFP.2007. [Thematic Evaluation on school feeding in emergency situation report brief](#). Rome, WFP.
- WFP.2007. [Thematic Evaluation on school feeding in emergency situation full report](#) (OEDE/2007/06). Rome, WFP.
- WFP. 2009. [Final Evaluation Report 'Assistance to Populations Affected by the Côte d'Ivoire Protracted Crisis – PRRO 10672.0](#), full Report. Rome, WFP, ROM/2009/012.
- WFP. 2009. [Summary Evaluation Report Côte d'Ivoire – PRRO 10672.0](#). Rome, WFP, ROM/2009/012.
- WFP. 2009. [Management Response to the recommendations of the Summary Evaluation Report Côte d'Ivoire -PRRO 10672.0](#). Rome, WFP.
Data from this evaluation is also made available.

b) Of Other Agencies' Work in the Sector

- Finan, Tim. 2009. An Assessment of School Feeding Programmes: programming food for development. Report to World Vision International.
- IFPRI. 2008. [How Effective are Food for Education Programs? A critical assessment of the Evidence from Developing Countries](#). USA, IFPRI.
- DFID. 2002. [From Projects to SWAPs: An Evaluation of British Aid to Primary Schooling 1988-2001](#). Evaluation Report 639. UK, DFID.
- World Bank. 2009. Policy Research Working Paper, Impact Evaluation No. 30. [Educational and Health Impacts of Two School Feeding Schemes](#). World Bank.*
- Adelman, S. et All. 2008. [The Impact of Alternative Food for Education Programs on Child Nutrition in Northern Uganda](#).*
- US Department of Agriculture. 2003. [The Global Food for Education Pilot Program](#). US, USDA.*
- IFPRI. 2004. [Impact of Feeding Children in School: Evidence from Bangladesh](#). US, IFPRI.*
- Vermeersch, C. and Kremer, M. 2004. [School Meals, Educational Achievement and School Competition: Evidence from a Randomized Evaluation](#).*

V. Evaluation Quality Assurance Standards – Impact Evaluation

Template Inception Report

Template Evaluation Report

NONIE. 2009. [Impact Evaluation and Development](#)- NONIE Guidance on Impact Evaluation, Washington, NONIE.

* Background reference at discretion of the evaluation teams

