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MONITORING & EVALUATION PLAN

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Counterpart International

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List of Acronyms

ARED	Associates for Research and Education for Development
ASER	Annual Status of Education Report
DDD	Difference-in difference design
DQS	Data Quality Standard
EGRA	Early Grade Reading Assessment
FAD	Food Assistance Division
GoS	Government of Senegal
LPT	Lecture Pour Tous
LRP	Local and Regional Food Aid Procurement Program
M&E	Monitoring and Evaluation
PMP	Performance Management Plan
SCI	Save the Children
SMC	School Management Committee
UID	Unique Identification
USDA	United States Department of Agriculture

1. Introduction and Program Background

1.1 Introduction

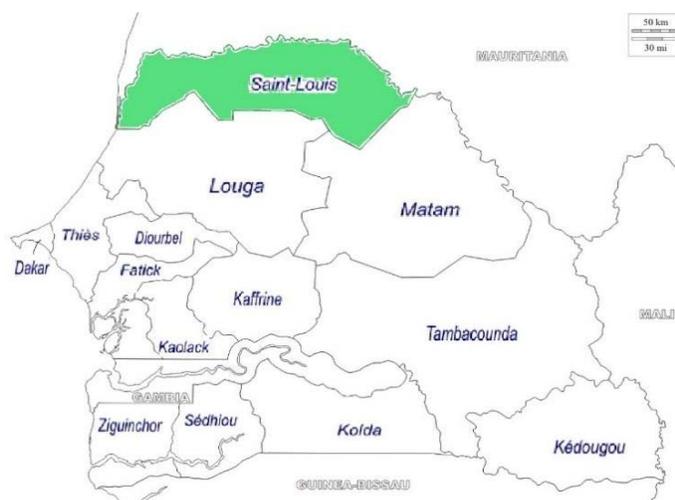
This document presents the Monitoring and Evaluation (M&E) Plan for the U.S. Department of Agriculture (USDA) McGovern-Dole International Food for Education and Child Nutrition program called *Sukaabe Janngo* “Children of Tomorrow”. The program will be implemented by Counterpart International Inc. in Senegal from FY2019 to 2022. This M&E Plan will serve as the framework that will guide Counterpart’s actions to assess and report the project’s progress towards expected outputs and outcomes. The plan is consistent with USDA’s Food Assistance Division (FAD)’s Monitoring and Evaluation Policy.¹

Counterpart will use this M&E plan to ensure that its M&E activities are implemented on time, use rigorous and appropriate methodologies, and address important research questions. The project’s M&E activities will monitor and manage project implementation progress, assess performance, identify and share lessons learned, and contribute to the body of evidence on school feeding, literacy, and health and nutrition.² The stakeholders for these M&E activities are Counterpart, USDA, the Government of Senegal (GoS), and the directors, teachers, students, parents and communities in the 204 primary and 66 pre- schools in which McGovern-Dole will work.

1.2 Program Overview

Counterpart International (Counterpart), along with partners Save the Children (SCI) and Associates for Research and Education for Development (ARED), will implement the McGovern-Dole project for four years in the Saint Louis region of Senegal (see map). The program will work with the same 270 schools Counterpart worked with from 2015 to 2018, continuing progress towards achieving the two McGovern-Dole strategic objectives of 1) improved literacy of school-age children (McGovern-Dole SO1), and 2) increased use of health, nutrition, and dietary practices (McGovern-Dole SO2). These strategic objectives are aligned with the

Figure 1: Saint-Louis Region of Senegal



¹ USDA-FAS (2014). *Monitoring and Evaluation Policy*. Retrieved from: <http://www.fas.usda.gov/sites/default/files/2014-03/evalpol.pdf>

² USDA-FAS. (2018). *Fiscal Year (FY) 2018 Food Assistance Proposal Guidance and Notice of Funding Opportunity McGovern-Dole International Food for Education and Child Nutrition Program*. https://apps.fas.usda.gov/fais/public/files/FY%202018%20McGovern-Dole%20NOFO_FINAL.pdf

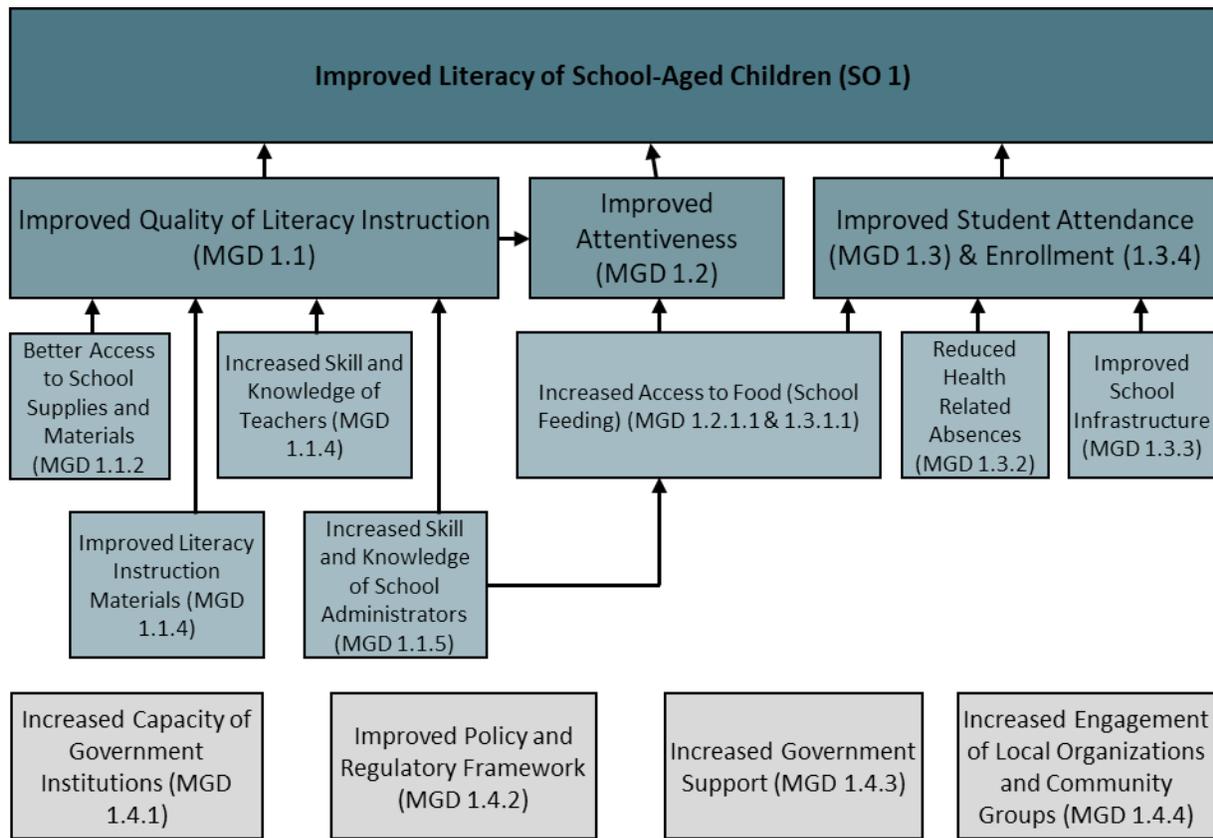
GoS' own reform initiatives. In addition to continuing to work towards achieving these two objectives, the McGovern-Dole project will foster the capacity of national, regional and community-level stakeholders to implement their own graduation and sustainability plans.

Results and Activities

Improved literacy of school-aged children (Strategic Objective 1) will be achieved through improved quality of literacy instruction, greater student in class concentration through school feeding and increased attendance. This is shown in figure 2 below. Improved literacy will be achieved through improved school supplies and materials, improved literacy instruction materials, increased skill and knowledge of teachers and school administrators. Improved attentiveness will be achieved through increased access to food through school feeding. Improved quality of literacy education is also expected to increase student attentiveness. Improved student attendance and enrollment will result from increased access to food, reduced health absences and improved school infrastructure. SO 2 will contribute to reduced health related absences. Increased enrollment is included here also as this will also improve literacy and may result from school feeding and improved school infrastructure.

Policy results which support the implementation and sustainability of the strategic objective are increased capacity of government institutions, improved policy and regulatory framework, increased government support, and increased engagement of local organizations and community groups.

Figure 2: Results Framework for Improve Literacy of School-Age Children

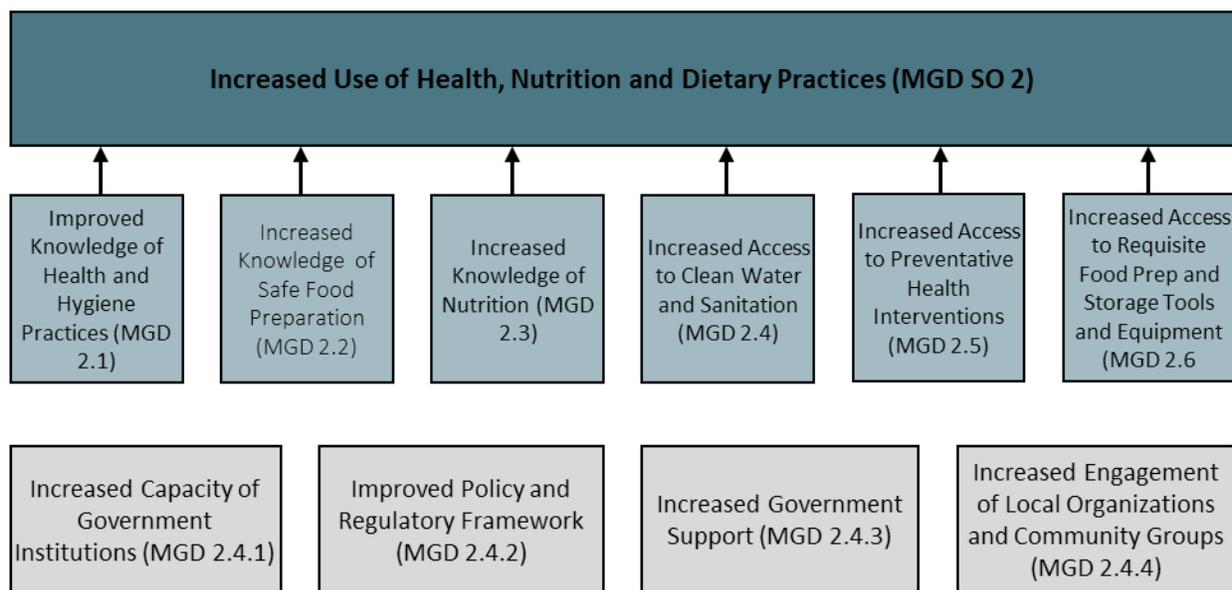


The following are the primary activities that will be undertaken by Counterpart to achieve SO 1. Note that in classroom reading activities will target grades 4 and 5 whereas extra-curricular reading activities will target grades 1-6.

- **Provide school meals:** In preschools and primary schools, breakfast will be provided five days a week for 170 school days. In primary schools, lunch will be provided two days a week.
- **Take home rations:** These will be provided to boys in grades five and six who have attendance records of 90 percent or higher.
- **Training in commodity management:** Counterpart will train master trainers who will then train school management committees (SMCs) on sustainable commodity management, using revised national guidelines. Counterpart will also provide refresher trainings to SMCs.
- **Work with farms to supply food to schools:** Counterpart will continue to support the 20 school farms established previously and work to identify food donations from other farms.
- **Training for cooks and SMCs on food preparation and storage:** Counterpart will train school cooks, SMCs and master trainers on safe and nutritious food preparation and management.
- **Teacher training:** Counterpart will train government master trainers who will train teachers on improved literacy approaches.
- **School administrator training:** Counterpart will also train school directors on literacy, data collection and other topics.
- **Literacy extra-curricular activities:** Counterpart will organize reading clubs at all primary schools.
- **Building and rehabilitating classrooms:** Counterpart will build or repair classrooms for at least 30 schools.
- **Providing furniture and equipment:** Counterpart will provide furniture and equipment for at least 30 schools.
- **Training for government officials:** Government officials will be trained on management and data collection and how to sustain the program.

Increased use of health, nutrition and dietary practices (Strategic Objective 2) will be achieved through improved knowledge of health and hygiene practices, increased knowledge of safe food preparation, increased knowledge of nutrition, increased access to water and sanitation, increased access to preventative health interventions and increased access to food preparation and storage tools and equipment. The effectiveness and sustainability of these results are supported by the same policy results as for SO 1. This causal logic is shown in the results framework in figure 3 below.

Figure 3: Results Framework for Increased Use of Health, Nutrition and Dietary Practices



In addition to the related activities described under SO 1 above, the following activities will support the achievement of SO 2.

- **Provide latrines and water stations:** Counterpart will build or rehabilitate up to 20 latrines and water station systems and train students on their proper use. Mobile hand washing stations will also be provided.
- **Maintain or replace canteen equipment:** Canteen equipment including energy efficient stoves and pots was provided in the previous program. Counterpart will replace equipment if needed.
- **Train teachers on good health and nutrition practices:** Government master trainers will be trained by Counterpart on these practices and provide training to teachers annually.
- **Distribute deworming medicine, vitamins and minerals:** Counterpart will support the GoS' existing initiatives to ensure children, cooks and teachers are dewormed.

Beneficiaries

McGovern-Dole will work in 270 schools, including 204 primary schools and 66 pre-schools. In total, 66,000 students are expected to be enrolled in McGovern-Dole-supported schools throughout the life of the project with nearly all receiving meals and deworming medicine through McGovern-Dole. The project will also improve infrastructure at up to 50 schools, including repairing or replacing old class rooms and installing new latrines and hand washing facilities.

2. Learning Agenda

McGovern-Dole's M&E plan aims to maximize learning with the twin objectives of improving project performance and adding to national and global knowledge on what works and does not work in school feeding, literacy, health and nutrition. The following are the core components of

Counterpart's learning agenda for McGovern-Dole that will contribute towards improving the effectiveness of the project through learning-based implementation improvements.

2.1 Learning Culture

Counterpart will continue to build a learning culture among all involved in implementing McGovern-Dole, including home office and field staff, implementing partner, GoS at all levels, the community and other stakeholders. To do this - Counterpart - starting with its leadership - will seek out truthful feedback on how well project implementation is proceeding and what changes might make implementation more successful. Project supervisors will have an open-door policy encouraging staff or stakeholders to informally address any concerns or ideas they have about the project. In meetings, leadership will actively encourage contributions from all participants and take the lead in providing critical feedback on project implementation.

A learning culture alone is not sufficient however to improve project performance. Coupled with this learning culture will be a flexible project implementation strategy that aims to quickly adapt project interventions to new knowledge of what is working and what is not working, as well as changes in the implementing environment.

2.2 Learning Activities

The key learning activities that are part of the learning agenda are described below.

- The McGovern-Dole Consortium will host a sustainability conference within the first several months of the project. This will bring together government, NGO and donor stakeholders to discuss how McGovern-Dole's work can be sustained after the project ends and to set a sustainability learning agenda.
- The baseline study will provide baseline data to be used for the mid-term, final and impact evaluations and will also inform the methodology and design of subsequent learning activities including the midterm and final performance reports and the impact evaluation.
- McGovern-Dole's quarterly, semi-annual and annual monitoring activities will serve the dual purpose of accountability and learning. Management will use the results to make adjustments to improve implementation performance, including through periodic pause and reflect sessions.
- The McGovern-Dole Consortium will hold separate biannual meetings with its sub-recipients, steering committee members and technical advisory team. The steering committee will be formed of high-level ministry officials and will aim at coordinating project activities with other government and NGO initiatives. The technical team will be made up of government officials from regional and national level ministries and focus on learning and knowledge sharing.
- Annual work planning will bring project implementers and partners together to plan for the next year. This will be an occasion to share what went well and what did not go as well in the previous year, and to plan interventions accordingly for the coming year. The results of these work planning events will be documented and shared with evaluators.
- The Mid-term evaluation will combine results from the above learning activities with quantitative and qualitative data collection to produce actionable learning and make constructive and contextualized recommendations for the second half of the project.

Counterpart will work collaboratively with the independent evaluators to make sure that they have all needed information on project interventions to properly analyze findings.

- The Final performance evaluation will build off the midterm evaluation to assess how well McGovern-Dole did in meeting its performance objectives. It will assess the extent to which Counterpart implemented the evaluation’s recommendations and adapted interventions accordingly. The final evaluation will document lessons learned and produce recommendations to inform future McGovern-Dole programming.
- The impact evaluation will feature a rigorous quasi-experimental design and provide empirical answers to questions about McGovern-Dole programming effectiveness in Senegal and contribute to the scientific body of knowledge on the effectiveness of similar interventions worldwide.
- Finally, a report and guidelines on school feeding sustainability will be produced in coordination with the Local and Regional Food Aid Procurement Program (LRP), a sister project that will also be implemented by Counterpart in Senegal. This study will contain practical guidelines that will help the schools, the GoS, USDA and other stakeholders to increase the sustainability of school feeding interventions. Results will be disseminated through a conference bringing together local, national and international stakeholders.

2.3 Research Questions

The research questions for McGovern-Dole Senegal draws from the Learning Agenda put forth in the McGovern-Dole funding solicitation.³ This learning agenda was developed in consultation with researchers, academics, policy-makers, and practitioners with expertise in implementing school meal, health, nutrition, and education interventions. The USDA learning agenda lays out questions based on gaps in the current knowledge about school feeding, education and health and nutrition. In addition, we add other research questions that will yield important learning about McGovern-Dole.

Below we present research questions divided into six categories. The source of these questions (USDA or Counterpart) is noted in parenthesis. The schedule showing which study or evaluation will answer which questions is included in Annex 1.

McGovern-Dole project level performance

1. Have program outputs and outcome targets from the PMP been achieved? Why or why not? (Counterpart)
2. How can/could project performance be improved? (Counterpart)

School feeding and nutrition

1. What demands on directors and teachers time does school feeding make? Do these added responsibilities compromise their ability to fulfil their other responsibilities?
2. What is the effect of school feeding on attendance, enrollment and attention? (Counterpart)
3. How effective are take home rations at increasing attendance among boys in 5th and 6th grades? (Counterpart)

³ USDA-FAS. 2018. “Fiscal Year (FY) 2018 Food Assistance Proposal Guidance and Notice of Funding Opportunity: McGovern-Dole International Food for Education and Child Nutrition Program.”

4. What are the shares of the total recommended per student feeding schedule are McGovern-Dole schools from non-USG sources (disaggregated by source)? (Counterpart)

Education and Literacy

1. What effect does school feeding during preschool have on those student's literacy in the first few years of primary school? (Counterpart)
2. How effective are reading-oriented extracurricular activities in improving literacy? (Counterpart)
3. How effective are teacher trainings? (Counterpart)

Health

1. What is the effect of deworming medicine on student attendance? (Counterpart)
2. What is the effect of latrine quality on student attendance, especially for girls? (Counterpart and USDA)
3. How closely are students following handwashing recommendations? Are they practicing at home too? (Counterpart)

Agriculture

1. What is the most effective modality for generating local agriculture contributions for school feeding programs? E.g. a community run school farm or several farmers in the community who make partial contributions from their own crops?

Methodological

1. What is the best way to measure the three undefined McGovern-Dole outcome indicators (McGovern-Dole 1.1, 1.2 and 1.3.2)?
2. How reliable is school and government-collected attendance and enrollment data? How can the accuracy be improved?
3. How appropriate are/were Counterpart's criteria for transitioning schools? Did they accurately predict schools' ability to sustainably manage school feeding? (Counterpart)

School Feeding Sustainability Study

Demand

1. What school feeding schedules can be used with a reduced supply of food that can maintain most of the nutritional, attendance and concentration benefits of McGovern-Doles full feeding schedule? (Counterpart)
2. What school feeding recipes can be used with a reduced supply of food that can maintain most of the nutritional, attendance and concentration benefits of McGovern-Doles full feeding schedule? (Counterpart)
3. How much food or resources for food needs to be procured per student for a school to provide for these minimum recommended recipes and feeding schedules? (Counterpart)

Supply

4. What portion of this minimum school feeding diet are schools currently able to fulfil independent of USDA? What are the shares by different non-USDA sources? (Counterpart)
5. How likely and under what conditions are shares from the following sources likely to increase, decrease or stay the same? (Counterpart)
 - a. Community contributions
 - b. Government contributions
 - c. Charitable contributions
 - d. School farms
 - e. Other
6. What is the relative cost effectiveness of these different food sources (see previous question) for school feeding? (USDA) (LRP)
7. How reliable is the supply of commodities procured by SMC cooperatives? Are SMC cooperatives able to diversify in case of a bad harvest or price hike? (Counterpart) (LRP)
8. What is the capacity of producer organizations to meet current and possible future demand from McGovern-Dole schools? (Counterpart) (LRP)
 - a. Production
 - b. Logistics/transport

Capacity and management

9. How likely and under what conditions are cooks and SMC and SMC cooperative members to continue to contribute their time to ensure successful implementation of school feeding programs? (Counterpart)
10. What is SMC and SMC cooperative capacity to manage commodity procurement and storage? (Counterpart) (LRP)
 - a. Human/management
 - b. Infrastructure
11. What community-level systems of governance and management are required for the successful implementation and sustainability of school meal programs? (USDA)

Government

12. What types of incentives (and in which contexts) are the most effective at securing local or national government investment into school meal programs? What are the barriers and challenges in securing investment? (USDA)
13. What is government capacity to manage school feeding at regional and national levels? (Counterpart)
14. What commitment has the government shown on school feeding? (e.g. do they have a school feeding policy, clearly defined roles for managing school feeding, plans to expand school feeding budget) (Counterpart)

3. Monitoring Plan

3.1 Learning

As discussed above, Counterpart will continue to encourage a learning-oriented culture among all McGovern-Dole program staff and partners. This means encouraging those engaged in the program to think critically about what is working and not working and why, and to feel encouraged to share these views. This critical approach is not only the responsibility of the M&E team but of the entire program team.

3.2 Indicators

Counterpart will collect and use monitoring data to measure and manage McGovern-Dole's progress toward its intended results. Counterpart will use relevant output and outcome indicators selected from the latest 2018 McGovern-Dole Standard Indicators as well as custom indicators to monitor performance.⁴ Attachment 1 contains the Performance Management Plan (PMP). The PMP describes the performance indicators in detail including their definition and purpose, data sources, method of data collection, and analysis and report for each indicator.

3.3 Data collection, management and analysis

Data will be collected by Counterpart staff, project stakeholders such as school directors, and project partners working under the direct supervision of Counterpart Field M&E staff. Counterpart's M&E team will work with subrecipients SCI and ARED to develop tailored paper-based forms to record data as necessary, including student attendance and canteen inventory. The forms will be reviewed and revised based on experience with the previous McGovern-Dole in Senegal. Data collection tools will be shared with partners and stakeholders involved in data collection activities for inputs and suggestions so that they are easy to use, and capture required information. Counterpart's M&E team will work to build the capacity and harmonize the approach of partners and stakeholders to collect high quality and timely data. The M&E team will also conduct periodic audits on data to ensure quality.

Data will be sent to Counterpart's field M&E Officer after collection for cleaning. The M&E Officer will use an Excel template to store and analyze the data. The Excel template will automatically calculate totals, means and disaggregations as required for each indicator, and present them in an easy-to-interpret layout. This database will provide Counterpart staff with rapid access to standardized data for analysis, management, and reporting.

3.4 Data quality

Data collection for the required USDA standard indicators will adhere to the collection protocols described in the Food Assistance Indicators and Definitions.⁵ Counterpart's M&E team will abide by the five data quality standards (DQS): 1) Accuracy, 2) Validity, 3) Reliability, 4)

⁴ USDA-FAS. (2018). Food Assistance Indicators and Definitions.

⁵ Ibid.

Timeliness and 5) Integrity.⁶ Table 1 provides a brief description of each standard. These standards will be used to inform the design of the data collection tools and protocols. Counterpart will engage in the following activities to ensure data quality.

Table 1: Data Quality Standards

Accuracy	Data are correct. Deviations in data can be explained or are predictable. Measurement error is kept to a minimum and within acceptable margins.
Validity	Data measure the result or outcome it is intended to measure.
Reliability	Data collected over time are comparable. Trends are meaningful and allow for measurements of progress over time. Data collection methods and analyses are consistent over time.
Timeliness	Data are collected in a timely manner to inform management decision making and strategic planning. The expectation is that data are reported semi-annually.
Integrity	Data quality is routinely monitored. Data quality assessments are integrated into data collection processes and procedures to ensure data are not erroneously reported or intentionally altered.

Training. All staff and stakeholders involved in data collection, aggregation, and calculation will be trained by Counterpart M&E team in order to comply with the DQS. Field Facilitators will be trained on monitoring and school activity supervision during their orientation training and will receive a three-day refresher training annually. These trainings will cover definitions of indicator and purposes of indicators, data collection methods and tools, frequency of data collection and DQS. In addition, government stakeholders, school directors and SMC members will receive training on data collection based on the data they will be required to collect.

Monthly Visits. Counterpart’s M&E team will conduct monthly visits during data collection activities by stakeholders and partners to check that the data is collected and recorded appropriately and correct any issues. Facilitators, who will complete monthly reports, will be encouraged to indicate any difficulties they encounter and share any doubts about their use of the data collection methods during data collection. Counterpart’s M&E staff will pay close attention to any irregularities in the accuracy and consistency of the data received. Inconsistent data will be immediately investigated to determine if there were data collection errors or if the data simply reveal unusual trends. During the monthly M&E team data collection meetings, any difficulties or issues in compiling data and/or using the tools will be discussed, recorded, and corrected if possible and flagged as erroneous. Counterpart will document, and inform USDA of, all cases related to data quality issues and any corrective action taken.

Data validation. In order to validate the quality of data collected by stakeholders such as school directors, Counterpart’s M&E team will conduct periodic independent validation exercises. These validation exercises will be regularly scheduled but also initiated as needed. For example,

⁶ United States Department of Agriculture. (2014). *Monitoring and Evaluation Policy*. Washington DC: Food Assistance Division, Office of Capacity Building, Foreign Agricultural Service. Retrieved from: <http://www.fas.usda.gov/sites/default/files/2014-03/evalpol.pdf>

the Counterpart team may independently count school attendance and compare with records provided by school directors.

Unique Identifiers (UID). Beneficiary schools and students will be assigned UIDs. The UIDs will help keep consistent records over time, minimize data entry errors, and facilitate the merging of different data files across and strengthen the accuracy of the analysis. For example, keeping track of school administrators and officials trained or certified using IDs will minimize data entry error from reading sign-in sheets with self-hand-written participants’ names.

Dual Data Entry. Counterpart will use customized Excel templates to enter the data and perform dual data entry to minimize the possibility of entry errors. These templates will contain formulas for aggregation, disaggregation and other analysis

3.5 Reporting

Counterpart will report on performance semi-annually to USDA. Reporting will be carried out as specified for each indicator in the PMP. Data will be ready and available for reporting to USDA/FAS when required by each indicator and provided in semi-annual performance reports. Where relevant, the reports will discuss how the information obtained during monitoring was used for project management. Partners will report to Counterpart quarterly.

3.6 Management

Counterpart’s M&E team will be led by the Program Evaluation and Learning Manager, who will be based in Dakar. The Program Evaluation and Learning Manager will manage the field-based M&E officer, who will be in Saint Louis. S/he will also be responsible for coordinating with Counterpart’s partner organizations with regard to their M&E responsibilities as well as managing the independent baseline, midterm, final and impact evaluations. The M&E Officer will supervise the data analysts who are responsible for data entry and will also train Lead Facilitators who in turn will train Field Facilitators. Field Facilitators will be responsible for collection of school and community level data. At Counterpart HQ office, the HQ M&E Specialist will act as a technical resource. Table 2 below describes the roles and responsibilities of those involved in M&E.

Table 2: Roles and Responsibilities of M&E Stakeholders

Stakeholder	Roles and Responsibilities
<i>International Level</i>	
USDA FAS M&E	Provide guidance, check the quality of the process, verify alignment of the M&E activities to the McGovern-Dole learning agenda; participate in bi-monthly M&E calls
Counterpart Team HQ	Provide technical supervision and monitor the functionality of the M&E activities; provide guidance in hiring the external evaluators; provide best practices in M&E from other projects and programs worldwide; participate in the bi-monthly M&E calls; review and validate M&E reports before submission to USDA FAS
<i>National Level</i>	
Chief of Party	Manage the impact and performance evaluation processes; hire evaluation firms and coordinate evaluation preparation; review and validate evaluation reports; review and validate progress reports; prepare annual work plans.
Senior Program Officer	Manages all program aspects and logistics related to commodities and school feeding; Receives all reports on foodstuff analyses and will bring recommendations for adaptation of

	program implementation as needed, based on lessons learned; Serves as the focal point for foodstuff audits and coordinates design of distribution plans with and responsible parties at each school; Prepares and submits timely reports to Counterpart HQ and USDA.
Program Evaluation and Learning Manager	Coordinate with partners on MEL systems; participate in sector-focused learning and knowledge sharing events; manage and coordinate the performance monitoring and update performance indicators table; develop evaluations scope of work; manage learning events preparation and organization; prepare progress reports and M&E dashboards; coordinate data collection in all activities and components; work with evaluation teams for field data collection.
Program Technical Staff (also regional)	Provide information on their activities as per the tools for data collection; participate in updating performance indicators under their components and activities; provide technical and financial progress reports on their activities as per approved work plans.
MEN Departments	Provide information and statistics in the education sector and other sectors working in the education field; participate in the program learning events; contribute to the preparation of evaluations scope of work; coordinate inspectors and teachers work in the M&E system.
<i>Regional Level</i>	
Program Manager	Coordinate development and execution of program team plan of work, including comprehensive needs assessments, establishment of programming priorities, and program planning, implementation and evaluation; Ensure that performance planning, performance feedback, coaching and performance management are consistently implemented by all programmatic staff supervisors; Create an inspiring team environment with an open communication culture
M&E Officer	Prepare data for progress reports and M&E dashboards; coordinate data collection in all activities and components; support training and management of facilitators; provide capacity building and support to local stakeholders engaged in data collection; work with evaluation teams for field data collection.
Lead Facilitators	Responsible for training facilitators in duties including: the coordination, monitor and supervision the implementation of activities in the beneficiary schools of the project; Ensure the collection and transmission of reports from schools and other sites in his area of responsibility; Perform monthly physical inventory at school store level; Perform the first review of the data collected and ensure their validity and reliability.
Field Facilitators	Collect data on the targeted communities and schools; provide information for progress reports; monitor and update performance indicators at the regional level; provide information on capacity building at the regional level
School directors	Update information daily on school feeding and attendance and provide to Field Facilitators monthly.
Local government and orgs	Participate in the learning events; provide information and feedback on M&E data collected at their level; participate in the discussion in the preparation and implementation of the various evaluations and special studies.

4. Evaluation Plan

4.1 Overview

McGovern-Dole will feature five studies: a baseline study, midterm evaluation, final evaluation, impact evaluation and a school feeding sustainability study. All except the last of these studies will be conducted exclusively by an independent third party. Together the studies will answer the questions in the learning agenda.

The baseline studies and impact studies will both feature control groups, allowing for a rigorous quasi experimental impact assessment. The midterm and final performance evaluations will not include the control group and will have a more qualitative focus. The school feeding

sustainability study will also have a qualitative focus and will utilize data from the midterm evaluation survey.

4.2 Baseline – Q1 2019

The baseline study, to be carried out in second quarter of 2019, will produce quantitative data used to compare progress on the midterm, final and impact evaluations.

The survey conducted for the baseline study will have treatment and control groups. Treatment schools will be those in which McGovern-Dole is working whereas control schools will be schools in Saint Louis where McGovern-Dole is not working but which are as similar as possible to McGovern-Dole schools. These control schools will be selected using the same criteria that were used for choosing McGovern-Dole schools in 2015. These criteria including a minimum number of students, accessibility, existence of space for food storage and a school community that was willing to contribute. More details on the survey are found in section 4.7.

The baseline study has two methodologically-oriented objectives that will improve the quality of the evaluations that follow.

- The baseline study will create and apply a sound approach to measuring three difficult to measure USDA McGovern-Dole outcomes (McGovern-Dole 1.1, 1.2 and 1.3.2).
- The baseline study will also assess the rigor of school and government collected attendance and enrollment data and if necessary make recommendations for McGovern-Dole can help to improve the accuracy of this data.

The baseline deliverable will be a report presenting findings and making methodological recommendations for implementing the subsequent three evaluations. The second deliverable will be the cleaned data sets to be used for subsequent analysis.

4.3 Midterm Evaluation – Q1 2021

The midterm evaluation will be carried two years into McGovern-Dole and will assess progress to date as well as make recommendations for improvement in the second half of the program. The midterm will use mixed methods including a survey of McGovern-Dole schools and extensive qualitative research. Like the baseline, the sample will use a two-stage cluster approach with schools as the first cluster and students as the second cluster. The expected sample size is approximately 800 primary school students in McGovern-Dole schools and should mirror as much as possible the sample of McGovern-Dole schools at baseline.

Qualitative fieldwork will include key informant interviews and focus group discussions with students, teachers, directors, SMCs members, cooks, government, McGovern-Dole staff and partners, and others. Through this qualitative research, the midterm evaluation will produce context-rich findings and recommendations.

4.4 Final Evaluation – Q1 2023

The final evaluation will take place in the final months of McGovern-Dole and will utilize similar methodology as the midterm. However, the focus will be on making recommendations for the design of similar programs based on learning through McGovern-Dole. It will also focus on how likely it is that the key McGovern-Dole interventions especially the school feeding

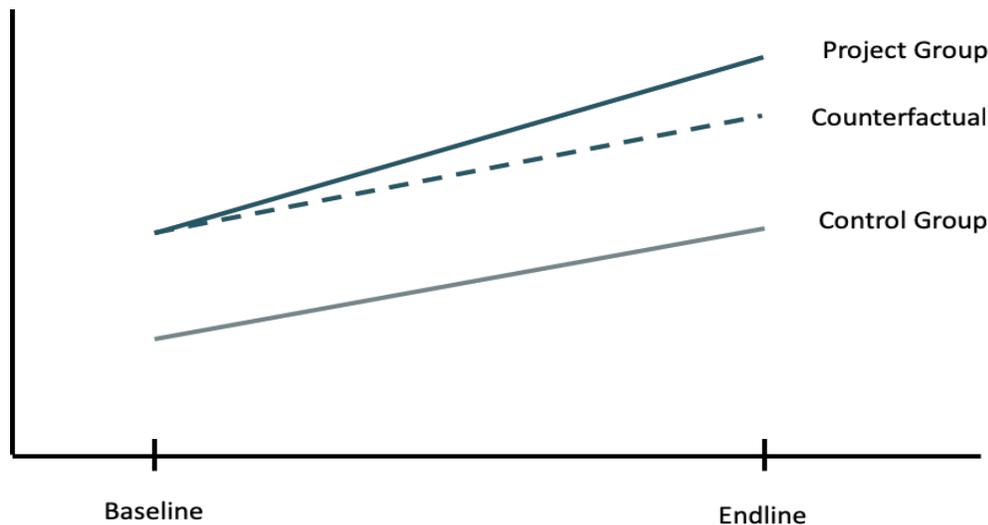
program are to be sustained well beyond the end of the program. The final evaluation will utilize data collected through the same survey that will be conducted for the impact evaluation.

4.5 Impact Evaluation – Q1 2023

The impact evaluation will produce empirical evidence that helps answer the learning agenda questions posed earlier in this document. Since the selection of schools and students cannot be random, impact evaluation will feature a quasi-experimental design. Quasi experimental designs aim to recreate experimental designs using various approaches to identify a counterfactual, or what would have happened without the project.

The quasi experimental approach that will be used for McGovern-Dole will be a difference-in-difference design (DDD). This design utilizes a treatment (McGovern-Dole schools) and control group (non McGovern-Dole schools) with data collected at baseline and then endline. The difference between the treatment group and control group at baseline then subtracted from the difference from the treatment and control groups at endline to provide an estimate of true program impact. This approach controls for preexisting time-invariant differences between treatment and control groups which are not related to the program. Figure 4 below illustrates this design. The counterfactual – or the outcomes that would have occurred in McGovern Dole Schools without the project is represented by the dashed line. The impact is the difference in outcomes at the endline between this counterfactual and the project group.

Figure 4: Difference in difference



However, DDD does not control time variant differences. For example, DDD cannot account for students in treatment schools learning to read between baseline and endline at a faster rate than control group students regardless of McGovern-Dole. To account for the possibility of these time-variant factors, the control group must be selected to be as similar as possible to McGovern-Dole treatment schools. This is discussed in the baseline section. Additionally, regression analysis can be used with DDD to control for time-variant differences.

The impact evaluation will be a quantitative report primarily, informed where appropriate by qualitative findings from the final evaluation.

4.6 School Feeding Sustainability report and guidelines - Q4 2022

In coordination with its sister project LRP, McGovern-Dole will conduct applied research to answer school feeding sustainability questions shown in the learning agenda in section 2. These questions will be refined following the sustainability conference during the first quarter of 2019. McGovern-Dole will conduct research that relates to the use of school food as well as mobilizing community and government contributions. LRP will contribute research on the domestic supply, procurement and storage of commodities. This research will proceed in several stages.

1. A sustainability workshop will be hosted convening key governmental and non-governmental stakeholders. Through this event the School Feeding Sustainability research agenda will be refined and finalized.
2. Counterpart, MEN and school directors in the form of draft feeding guidelines that provide recipe and meal schedule options for different amounts of foods that schools have access to. These recipes and meal schedules will aim to as closely as possible produce the same nutritional and attendance benefits of a full McGovern-Dole meal schedule with a reduced and different supply of food than what McGovern-Dole provides. The quantity of food required to meet these minimum requirements will also be identified. These draft guidelines will then be distributed to schools who will apply them as suitable for their schools as USDA commodity contribution decreases. McGovern-Dole will maintain close communication with schools to monitor their experiences with these schedules and diets. Their experience will be recorded in the final School Feeding Sustainability Report. This step will answer questions 1 and 2.
3. An external consultant or consultants work help to answer questions 3 through 6. Questions 3 and 4 will be answered through the records that McGovern-Dole collects from schools whereas questions 5 and 6 will be answered through qualitative research including KIIs and FGDs.
4. LRP will be responsible for contributing answers to the remaining questions. This is described in more detail in LRP's M&E Plan.
5. Either the McGovern-Dole or LRP consultant will be responsible for synthesizing the research findings into a single report
6. Before the close of McGovern-Dole, a conference will be hosted to share the findings of the report.

4.7 Common methodologies

Surveys

Surveys will be carried out for all four evaluations: baseline, midterm, final and impact. For the baseline and impact evaluations, the surveys will include both treatment (McGovern-Dole schools) and control groups (non-McGovern-Dole schools). For the midterm evaluation, the surveys will only include McGovern-Dole schools. At both treatment and control schools, interviews with students, teachers and directors. Interviews with students and teachers will only be carried out at primary schools whereas interviews with directors will be at both primary and pre-schools. Note that the same survey will be used for final and impact evaluations, carried out at the same time, with the final evaluation only utilizing the McGovern-Dole school data.

Sampling for the student surveys will use a two-stage cluster design with the first stage being school selection and the second students' selection. The total sample size of students for

treatment and control schools combined is expected to be around 1,400. This total sample size will be divided approximately 60:40 between treatment and control groups, as is consistent with best practices. For the midterm and final evaluations which are only at treatment schools, the same two stage sampling design will be used with approximately 800 students interviewed in McGovern-Dole schools. The exact sample sizes will be left to the firm conducting the baseline study. However, all sampling will comply with the 95 percent confidence level, 5 percent margin of error standard. Sample designs for teachers and directors will also meet this 95 percent, 5 percent standard.

Every effort will be made so that the surveys for the four studies will be conducted at the same time of years as the baseline survey. This will simplify comparisons that are school year based (such as literacy) as well as agricultural comparisons that may be affected by seasonality.

Key informant interviews and focus group discussions

Key informant interviews and focus group discussion will be the primary methods for collecting qualitative data. They are most successful when loosely structured with question guides or checklists to ensure key questions are asked across similar respondent types but also plenty of freedom to uncover unanticipated but important information. Candidates for focus group discussions include students, teachers and SMC members whereas school directors, McGovern-Dole staff and government are more appropriate for KIIs.

Document review

Both the midterm and final evaluations will feature desk reviews of range of documents including but not limited to: evaluations of the previous phase of McGovern-Dole, performance monitoring plan, the baseline report, work plans and work planning reports, and performance reports.

Reading Assessment Tools

The evaluations will use either Annual Status of Education Report (ASER) or Early Grade Reading Assessment (EGRA) methodologies. ASER is a simple reading test that scores a child's ability to read on 12 reading levels. ASER starts children off with an average reading task and then based on their ability complete that task, give them easier or more difficult reading tasks until their reading level is determined. The test was successfully implemented in the field in the previous phase of McGovern-Dole Senegal and may be used again here for all four evaluations (baseline, midterm, final and impact). EGRA is another reading assessment tool that has been used with McGovern-Dole evaluations in other countries.

Data analysis

Survey data analysis will be carried out using an appropriate statistical package such as R or Stata. For the baseline study and the two performance evaluations, the independent evaluators will likely only use means and statistical test to detect statistically significant differences (e.g. between baseline and midterm results). The impact evaluation will likely require econometric analysis.

The literacy analysis will compare average scores at midterm and endline with scores at baseline, by grade. This analysis will also look at the share of students at each grade level reading at or above their expected grade level.

Annex 1: Research Questions

Question	Base-line	Mid-term	Final	Impact	Methods
McGovern-Dole project level performance					
1. Have program outputs and outcome targets been achieved? Why or why not? (Counterpart)	Yes	Yes	Yes	No	Project data, survey, qualitative
2. How can/could project performance be improved?	No	Yes	Yes	No	Project data, survey, qualitative
School feeding and nutrition					
1. What demands on directors and teachers time does school feeding make? Do these added responsibilities compromise their ability to fulfil their other responsibilities?	No	Yes	Yes	No	Qualitative
2. What is the effect of school feeding on attendance, enrollment and attention?	Yes	Yes	Yes	Yes	Project data, survey
3. How effective are take home rations at increasing attendance among boys in 5th and 6th grades?	Yes	Yes	No	Yes	Project data, survey
4. What are the shares of the total recommended per student feeding schedule are McGovern-Dole schools from non-USG sources (disaggregated by source)?	Yes	YEs	Yes	No	Project data
Education and Literacy					
1. What effect does school feeding during preschool have on those student's literacy in the first few years of primary school?	No*	No	No	Yes	Tracking, survey
2. How effective are reading-oriented extracurricular activities in improving literacy?	Yes	Yes	Yes	Yes	Project data, survey, qualitative
3. How effective are teacher trainings?	Yes	Yes	Yes	Yes	Project data, survey, qualitative

Health					
1. What is the effect of deworming medicine on student attendance?	Yes	Yes	Yes	Yes	Project data, Survey
2. What is the effect of latrine quality on student attendance, especially for girls?	Yes	No	No	Yes	Project data, survey, qualitative
3. How closely are students following handwashing recommendations? Are they practicing at home too?	Yes	Yes	Yes	Yes	Project data, survey, qualitative
Agriculture					
1. What is the most effective modality for generating local agriculture contributions for school feeding programs? E.g. a community run school farm or several farmers in the community who make partial contributions from their own crops?	No	Yes	Yes	No	Project data, survey, qualitative
Methodology					
1. What is the best way to measure the three undefined McGovern-Dole outcome indicators (McGovern-Dole 1.1, 1.2 and 1.3.2)?	Yes	No	No	No	Desk research, survey
2. How reliable is school and government-collected attendance and enrollment data? How can the accuracy be improved?	Yes	No	No	No	Project data, survey, qualitative
3. How appropriate are/were Counterpart's criteria for transitioning schools? Did they accurately predict schools' ability to sustainably manage school feeding?	No	Yes	Yes	No	Project data, qualitative
School Feeding Sustainability Study					
1. What school feeding schedules and recipes can be used with a reduced supply of food that can maintain most of the nutritional, attendance and concentration benefits of McGovern-Doles full feeding schedule?					Counterpart, MEN and school collaborative research
2. How much food or resources for food					Counterpart

needs to be procured per student for a school to provide for these minimum recommended recipes and feeding schedules?					research
3. What portion of this minimum school feeding diet are schools currently able to fulfil independent of USDA? What are the shares by different non-USDA sources?					Project data
4. How likely and under what conditions are shares from the following sources likely to increase, decrease or stay the same? a. Community contributions b. Government contributions c. Charitable contributions d. School farms e. Other					Qualitative
5. How likely and under what conditions are cooks and directors to continue to contribute their time to ensure successful implementation of school feeding programs?					Qualitative
6. How reliable is the supply of commodities procured by SMC cooperatives? Are SMC cooperatives able to diversify in case of a bad harvest or price hike? (LRP)					Qualitative
7. What is the capacity of producer organizations to meet current and possible future demand from McGovern-Dole schools? (LRP) a. Production b. Logistics/transport					Qualitative
8. How likely and under what conditions are cooks and SMC and SMC cooperative members to continue to contribute their time to ensure successful implementation of school feeding programs?					Qualitative
9. What is SMC and SMC cooperative capacity to manage commodity procurement and storage? (LRP) a. Human/management b Infrastructure					Qualitative
10. What community-level systems of governance and management are required for the successful implementation and					Qualitative

sustainability of school meal programs?					
11. What types of incentives (and in which contexts) are the most effective at securing local or national government investment into school meal programs? What are the barriers and challenges in securing investment?					Qualitative
12. What is government capacity to manage school feeding at regional and national levels?	Yes				Qualitative
13. What commitment has the government shown on school feeding? (e.g. do they have a school feeding policy, clearly defined roles for managing school feeding, plans to expand school feeding budget)	Yes				Qualitative