REQUEST FOR PROPOSAL

Issue Date:	January 27, 2026
Subject:	Request for Proposals for Baseline Evaluation of McGovern-Dole International Food for Education and Child Nutrition Project in Benin
RFP Number:	RFP-2026-1130-002
Questions Deadline:	February 6, 2026; 5:00 pm (EST)
Proposal Deadline:	February 16, 2025; 5:00 pm (EST)
Submit proposals to:	mgd.benin@counterpart.org

Counterpart International (hereinafter Counterpart) is seeking proposals to conduct the **Baseline Evaluation for the McGovern-Dole International Food for Education and Child Nutrition project (hereinafter McGovern-Dole),** entitled *Diànà nu kéubi* (*Food Builds the Schoolchild)* as described in this Request for Proposals (RFP). The project is funded by the United States Department of Agriculture (hereinafter USDA).

Firms invited by Counterpart (hereinafter "bidders or Offerors") to submit offers (hereinafter "bids" or "offers") for the services described in the attached supply schedules are under no obligation to do so. The Bidder shall bear all costs associated with the preparation and submission of the Proposal.

This Request for Proposal includes the following sections:

I. Instructions to Offerors
II. Technical Specifications
III. Annexes

All correspondence and/or inquiries regarding this RFP should be requested in accordance with the enclosed Instructions to Proposals (Section I, Clause 10, Clarifications).

The Instructions to Offerors (Section I) shall not form part of the proposals. They are intended to aid Offerors in the preparation of their Proposals. For the purposes of interpretation of Section I, unless otherwise stated, the number of days stated herein shall be consecutive calendar days.

Submission of bids should be completed in accordance with the enclosed instructions to Bidders (Section I, clause 11, Submission of Bids).

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1. Introduction
   RFP No. RFP-2026-1130-002**,** dated **January 27, 2026:** Counterpart hereby invites qualified firms to submit proposals to conduct the Baseline Evaluation of the *Diànà nu kéubi* (*Food Builds the Schoolchild)* project in Benin as detailed in Section II, Technical Specifications.

2. Eligibility Restrictions for Goods and Services Providers
   Offerors will be considered ineligible if they have been suspended, debarred, or otherwise ineligible, as Indicated on either (1) the "List of Parties Excluded from Federal Non-procurement Programs" and/or (2) the "Consolidated Lists of Designated Nationals".

3. Preparation of Proposals
   3.1 Offerors are expected to thoroughly review and comply with all specifications, and all requirements contained in the RFP. Failure to do so shall be at the Offeror's own risk and result in disqualification.
   3.2 All proposals, as well as any correspondence or communication exchanged between the Offeror and Counterpart International, shall be submitted in English.

4. Proposal Content
   Proposals submitted in response to the RFP must consist of the following three components:
   A. Technical Proposal
   B. Cost proposal
   C. References

A. Technical Proposal (Maximum 15 pages):

The Technical proposal will be submitted as single Microsoft World file and must include the following documents:

i. CVs for the following staff:
   a) Lead Evaluator
   b) Associate Evaluator

CVs must demonstrate that the proposed personnel meet the minimum qualifications outlined in Clause 7, Staff Structure, of Section II, Technical Specifications.

ii. Proposed Methodology and Evaluation Structure, The Offeror shall provide a detailed description of the proposed technical approach, including:
   a) Proposed sampling methodology
   b) Proposed evaluation design with a detailed description of tools to be used
   c) Evaluator team composition and structure
   d) Quality control method(s) and tools

iii. Gantt chart with a detailed timeline of activities in weeks with proposed number of days for each stage of the baseline evaluation. It is important to note that the baseline survey must not exceed five months from contract signature to submission of the final report to USDA.

B. **Cost proposal:** The cost proposal shall be submitted in Microsoft Excel format, unlocked and
   with all formulas intact, and must include:

a. A detailed (line-item) cost breakdown and (2) the total price of the services offered in response to this RFP.
b. Unit cost in USD for each deliverable, item description, quantity, and total cost.
c. An acknowledgment that **Counterpart anticipates issuing a firm fixed price (FFP) contract** as a result of this RPP.
d. A statement confirming that **the total proposed budget** should not exceed **USD $**200,000.
e. All logistical costs including transportation, lodging, per diem, and other related expenses must be incorporated into the Offeror's budget, as **Counterpart will not directly reimburse or assume these costs under any circumstances.**

A. References (Maximum 1 page):

The Offeror shall provide **three (3) professional references** in Microsoft Word or PDF format from organizations for which similar services were provided within the last five (5) years.

Each reference entry must include:

- Name and title of the contact person
- Organization
- Email address
- Telephone number
- Brief description of the services provided

Counterpart will directly contact the listed references and will not accept copies of letter of recommendation or third-party certification in lieu of verifiable references.

5. Format and Signing of Proposal

The Offeror shall prepare **one complete proposal** consisting of three distinct parts: 1) Technical Proposal, 2) Cost Proposal, 3) References. Each part must include all required sections and information as outlined in **Clause 4, Proposal Content** of this RFP**.** The proposal must be signed and dated by an individual duly authorized to represent and bind the Offeror to the terms of the proposal, unsigned proposals may be deemed non-responsive and rejected without further consideration.

6. Proposal Validity Period

All proposals must remain valid and open for acceptance for a minimum period of ninety (90) calendar days from the proposal submission deadline indicated on the cover page of this RFP. Counterpart International reserves the right to request an extension of the validity period prior to its expiration.

7. Deadline and Late Proposals

It is the **sole responsibility of the Offeror** to ensure that its complete proposal is received by Counterpart International **on or before the submission deadline** specified on the cover page of this RFP. Proposals received **after the stated deadline** will be considered **late and ineligible for review** and will not be evaluated under any circumstances.

8. Clarification of Bidding Documents

Clarifications of the administrative and technical requirements of this RFP must be submitted in writing no later than the questions deadline indicated on the cover page to mgd.benin@counterpart.org. with the subject line "Clarifications for RFP-2026-1130-002." Questions, and the answers thereto, will be consolidated and returned to all Offerors that submitted questions within five (3) business days of the questions deadline indicated on the cover page. The questions and answers will also be published publicly wherever the RFP is initially published.

9. Submission of Proposals

Only electronic submissions will be accepted, please email mgd.benin@counterpart.org and include in the subject line " Baseline Evaluations of *Diànà nu kéubi* (*Food Builds the Schoolchild)* project". Questions and answers will be published publicly. Questions may be submitted, in writing, to mgd.benin@counterpart.org. Counterpart will not accept hard- copy or faxed proposals under any circumstances.

Ensuring successful transmission and receipt of the proposals is the responsibility of the Offeror. It is recommended that no e-mail exceeds the size of 10 MB, inclusive of attachments.

10. Amendment of Bidding Documents

Counterpart may at its discretion, for any reason, whether at its own initiative or in response to a clarification by a Bidder, modify bidding documents by amendment. All prospective Bidders that have received bidding documents will be notified of the amendment by e-mail and such amendments will be binding on them.

11. Modification of proposals

Any Offeror has the right to withdraw, modify, or correct its proposal after it has been delivered to Counterpart, provided the request for such a withdrawal, modification, or correction is received by Counterpart at the email address given above before the deadline. Counterpart may ask any Offeror for clarification of its proposal; nevertheless, no Offeror will be permitted to alter its proposal Price or make any other material modification after the deadline unless the RFP has been amended or the deadline extended.

12. Criteria for Award and Evaluation

Subject to the eligibility requirements in this RFP, Counterpart will award to the Offeror, if any, whose proposal is deemed acceptable and that offers the best value based upon the evaluation criteria in Section II, Technical Specifications, Clause 9, Evaluation Criteria. For a proposal to be deemed acceptable, it must comply with all the terms and conditions of this RFP without material modification. In addition, the successful Offeror must be determined to be responsible. A responsible offeror is one who has technical expertise, management capability, workload capacity, and financial resources to perform the work. Counterpart may, at its option, reject all proposals.

13. Counterpart's Right to Accept Any Bid and to Reject Any or All proposals

Counterpart will reject any proposal that is nonresponsive. Further, Counterpart reserves the right to reject the proposal of any Offeror if, in Counterpart's judgment, the Offeror is not fully qualified to provide the services, or to reject all proposals.

14. Notification of Award

Before the expiration of the period of proposal validity, Counterpart will notify the successful Offeror in writing that its proposal has been accepted.

Upon the successful Offeror acknowledging receipt of the Notification of Award, Counterpart will promptly notify the unsuccessful Offerors that their proposals were rejected. If after notification of award, a Offeror wishes to ascertain the grounds on which its proposal was not selected, it should address its request to Counterpart in writing.

15. Acceptance of Privacy Policy and Terms and Conditions.

By Submitting quotation/proposal to Counterpart International, the company or the individual consents to Counterpart's privacy policy terms and conditions (https://www.counterpart.org/terms-and-conditions/), and provides Counterpart International permission to process the company's or individual's personal data specifically for the performance of, and purposes identified in, this solicitation document and in compliance with Counterpart's legal obligations under applicable United States and European Union laws, data protection and regulations and any other applicable legal requirements. The company/Individual may withdraw their consent at any time by contacting privacy@counterpart.org. If consent is withdrawn, Counterpart reserves the right to accept or reject the offer.

SECTION II – TECHNICAL SPECIFICATIONS

1. Background

The *Diànà nu kéubi* (Food Builds the Schoolchild) project is funded by the U.S. Department of Agriculture (USDA) under the McGovern-Dole International Food for Education and Child Nutrition Program (McGovern-Dole) and will be implemented over a six-year period from 2025 to 2031, with a total award value of USD **40,000,000.** Counterpart International, as a trusted steward of USDA funding and a leader in designing innovative, sustainable, and operationally efficient school feeding projects, is excited to support USDA in the final phase of transitioning 168 recently supported McGovern-Dole schools to the Government of Benin (GoB), while also supporting the National Agency for Food and Nutrition (ANAN) to achieve school feeding in 100% of primary schools nationwide.

We will support ANAN to extend school feeding to an additional 105 schools in northern Benin and will transition all 273 schools during the life of the project to ANAN. *Diànà nu kéubi* will increase parental participation and strengthen school management at canteens; improve local procurement systems; and optimize GoB's National Integrated School Feeding Program (PNASI) process and systems.

Our consortium is uniquely equipped to accelerate the GoB's ability to achieve their nationwide school feeding and education goals. Counterpart's decades-long McGovern-Dole experience across West Africa and World Education's 30-year track record in Benin, including deep literacy expertise, will be critical for fast tracking results. This consortium is further complemented by SIA N'SON, our Beninese partner who will play a fundamental role in providing impactful last mile canteen management, literacy, and health support. Together, we collectively maintain a strong working relationship with the GoB, a longstanding physical presence in northern Benin, and a track record in education, agriculture, health, nutrition, and community-led development.

Partner Overview

Partner	Expertise
World Education	Proven leader in literacy, teacher training, and community mobilization with decades of experience designing and implementing education activities under USDA projects across West Africa. Will lead activities focused on teacher professional development, community engagement, and literacy materials.
SIA N'SON	Beninese NGO with a soundtrack record managing USG awards and implementer of PNASI in northern Benin. Deep community trust and presence in hard-to-reach areas, making them an ideal partner for managing school canteen operations and accelerating GoB-led implementation.

Program Overview

Benin remains a comparatively stable democracy with steady growth yet ranks 166/191 on the HDI and faces persistent rural poverty. Agriculture employs 70% of the population; northern departments (Alibori, Borgou) are agrarian with low productivity and constrained market linkages. In education, French-only instruction and high out-of-school rates depress learning especially where most children enter school speaking Bariba, Dendi, Peulh, or Mokole.

The Government of Benin's National Integrated School Feeding Program (PNASI), implemented by ANAN, has expanded school feeding from 31% (2017–18) to 75% (2023–24) of public primary schools, reaching 1.4M learners and purchasing 27,000 MT of local foods to date. A 2025 national

school-feeding law aims to secure financing and raise local procurement to 70%. Despite progress, prior McGovern-Dole support (168 schools in Alibori/Borgou) operated largely outside PNASI standards and systems, with limited transition planning and weak technical assistance to ANAN. *Diànà nu kéubi*, led by Counterpart with World Education (JSI) and SIA N'SON, directly addresses these gaps by: aligning fully to PNASI/ANAN standards and systems; providing 165 school-day meals and integrated WASH/learning supports; delivering targeted technical assistance to ANAN/Ministry of Pre- and Primary School (MEMP) at national and sub-national levels; executing a phased transition of the 168 legacy schools and expanding to 105 additional schools in underserved communes (75 fully managed; 30 supported alongside ANAN); and formalizing MoUs and community roles (Parent Associations (APEs), Mothers' Students Associations (AMEs), School Feeding Committees (CGCSIs)) to strengthen governance and sustainability. Implementation begins September 2026, with progressive handovers in Y4 - Y6 to achieve full government management.

Results and activities:
The *Diànà nu kéubi* project aligns fully with the USDA McGovern-Dole framework to ensure coherence, accountability, and measurable results. Strategic Objective 1 (Improved Literacy) focuses on strengthening reading instruction, teacher capacity, and community engagement through reliable daily meals that improve attendance and learning. Strategic Objective 2 (Improved Health, Nutrition, and Dietary Practices) promotes nutrition education, gender-sensitive hygiene practices, and WASH infrastructure to enhance child health and cognitive performance. The local and regional procurement (LRP) component advances USDA priorities for efficient local procurement by strengthening supply chains, producer linkages, and school gardens that improve meal diversity and sustainability.

Beginning in Year 1 (September 2026), school feeding will reach 273 schools including 168 legacy USDA schools and 105 newly identified schools in N'Dali, Parakou, and Tchaourou. The project will integrate literacy, nutrition, and WASH activities while providing targeted technical assistance to the Government of Benin to achieve full PNASI coverage. Through this integrated approach, *Diànà nu kéubi* will strengthen national and community systems to sustain school feeding and improve education, health, and nutrition outcomes.

Table 1. Activity with Anticipated Results

Activity	Anticipated Results	Associated Standard Indicators
Activity 1	The provision of a nutritious and culturally appropriate food basket, consisting of predominantly U.S.-provided supplemented with LRP commodities for 165 school days to improve enrollment, combat malnutrition, and provide the required energy to encourage participation in the classroom.	MGD: 2, 9, 14, 15, 16, 17, 18 LRP: 5, 6
Activity 2	Schools have improved infrastructure, particularly kitchens and storerooms, for implementing school feeding programs, while improved WASH systems at schools, particularly access to safe water, allow for the safe and hygienic preparation of school meals, support a more conducive environment for learning, and contribute to student's overall health and attendance.	MGD: 2, 8, 11, 12. 27, 28 LRP: 9
Activity 3	Strengthened community ownership and governance of school feeding and education programs through structured capacity building and multiyear planning with APEs and CGSCIs.	MGD: 13 LRP: 13

Activity 4	Improved parental understanding and support for education, increased student enrollment, and sustained community engagement through annual campaigns and literacy events.	MGD: 1, 2, 3, 9
Activity 5	Improved student literacy outcomes and classroom instruction through government-aligned teacher training, EGRA monitoring, and strengthened instructional leadership.	MGD: 1, 4, 5, 6, 7
Activity 6	Operationalized national roadmap for school feeding scale-up through institutional capacity building, policy reform, and coordination platforms.	MGD: 10, 11, 12
Activity 7	Improved health and hygiene practices among students and families through nutrition education, supplement distribution, and school-based WASH.	MGD: 14, 15, 18, 23, 24, 25, 26, 29
Activity 8	Mitigate commodity loss and improved food safety through standardized training for cooks and committees in USDA/PNASI-aligned food handling, storage, and oversight procedures.	MGD: 20, 22
Activity 9	Improved quality, timeliness, and sustainability of school feeding procurement through strengthened local supply chains.	LRP: 3, 4, 5, 6, 8, 9, 10, 11, 12, 14, 15
Activity 10	Increased availability of fresh ingredients and income generation through school gardens	LRP: 8, 11, 12, 14, 15
Cross Cutting Indicators	MGD: 30, 31, 32 LRP: 1, 2, 16	

Beneficiary Overview:

With a current population of 14.78 million and population growth rate of 2.5%, Benin's population is expected to reach 16.6 million by 2030. Benin has a very youthful population with approximately 65% of the population under the age of 25.[1] There are a total 1,893,605 primary school students in the public education system in Benin enrolled in 7,570 schools across the country. In the northern department of Borgou, there are 233,305 primary students (50% boys and 50% girls), enrolled in 902 public schools, while in Alibori there are an estimated 141,899 (54% boys and 46% girls) enrolled in 603 public schools. In Alibori 77% (462 of 603) of the primary public schools are located in rural areas, whereas in Borgou 59% (370 of 532) of the primary public schools are rural areas. There is a large disparity of male and female teachers, with 73% and 80% of all public-school primary teachers are male in Borgou and Alibori respectively.

Evaluation Approach and Methodologies (Non-Experimental Longitudinal Design)
Counterpart International will support an integrated evaluation of *Diànà nu kéubi (*Food Builds the Schoolchild) (2025–2031) in the Alibori and Borgou regions of Benin. The baseline study will be implemented by a competitively procured Independent Evaluator (IE) to ensure methodological rigor, independence, and full alignment with U.S. Department of Agriculture (USDA) requirements for McGovern-Dole International Food for Education and Child Nutrition programs.

The baseline is diagnostic and formative in nature; it will establish benchmark values for the Results Framework and Performance Indicator Table (PIT/PMP), validate the project's Theory of Change (ToC) and key assumptions, and document contextual conditions that may affect implementation and results over the life of project.

[1] https://www.ifad.org/en/w/countries/benin

Consistent with the Evaluation Plan, the evaluation portfolio (baseline, midterm, and final) will use a mixed-method, non-experimental longitudinal (panel) design. The primary analytic emphasis is on measuring change over time within the same sampled schools and stakeholder groups at baseline, midterm, and final. Because *Diànà nu kéubi* supports system-wide improvements particularly through government capacity strengthening (e.g., ANAN, MEMP, INFRE, commune structures), national school feeding expansion (PNASI), and teacher support mechanisms, spillover effects across communes and departments are expected. For this reason, the evaluation does not rely on a counterfactual design for causal attribution and does not constitute an impact evaluation. Where non-project schools are included, they will be used for descriptive benchmarking and contextual interpretation only, with all reporting clearly distinguishing benchmarking from attribution. It will adhere to the OECD-DAC evaluation criteria (relevance, coherence, effectiveness, efficiency, sustainability, and impact) and will apply a mixed-methods, non-experimental longitudinal (panel) design, in line with the Evaluation Plan, to establish baseline benchmarks, validate the ToC, and support longitudinal learning across evaluation rounds.

Baseline Evaluation of *Diànà nu kéubi* (Food Builds the Schoolchild) (2025-2031) - The Baseline Evaluation will be conducted prior to the start of implementation to establish benchmark data and test the project's ToC. The results will provide a reference point for measuring progress over time and inform the design of future evaluations (midterm and final).

Methodology: To align with McGovern-Dole objectives on literacy and the use of health, nutrition, and dietary practices, the IE will apply a mixed-methods approach integrating quantitative and qualitative data collection. Quantitative data will include the Early Grade Reading Assessment (EGRA) for Grades 2–3, structured surveys with students, teachers, school directors, and relevant government stakeholders, and administrative records such as enrollment, attendance, and school feeding operational data. Qualitative data will include key informant interviews and in-depth interviews with national, department, and commune-level institutions and school leadership, focus group discussions with parents/caregivers and school governance structures (APEs/CGCSIs), and structured classroom and facility observations to document baseline instructional practices, learning environment conditions, WASH functionality, and school feeding operations

Data will be collected electronically wherever feasible and managed through the project's monitoring and tracking systems to support quality assurance, documentation, and timely analysis. A concurrent triangulation approach will be used: quantitative and qualitative data will be collected in parallel, analyzed separately, and integrated to validate findings, explain observed patterns, and strengthen interpretation of baseline conditions and future measurement priorities.

Evaluation Design

To ensure methodological rigor and representativeness, Counterpart will implement a stratified random sampling approach across seven communes in the Alibori and Borgou departments. The sampling design draws from the most recent MEMP data and aligns with USDA evaluation standards, enabling representative baseline measurement and longitudinal tracking over time.

A total of 168 schools will be included in the evaluation sample: 84 project-supported schools that have benefit from USDA assistance and 84 comparison schools that have either not previously received school feeding support or are currently receiving daily school meal through the Government of Benin's under PNASI. The use of comparison schools supports descriptive and contextual analysis and does not imply causal attribution of impacts.

The baseline study will apply a non-experimental, longitudinal design in line with the approved Evaluation Plan. Given the system-wide nature of the intervention and expected spillover effects across

communes, the evaluation will rely on panel data collected at baseline, midterm, and final stages to measure changes over time within project schools. A small sample of non-project schools may be included at baseline for descriptive benchmarking purposes only and will not be used for causal attribution. Mixed quantitative and qualitative methods will be used to triangulate findings and support contribution analysis. Each sampled school will contribute a fixed number of students estimated at 20 per school, based on average Grade 2 enrollment figures to yield an approximate student sample size of 3,360.

Stratification factors include department, commune, and program management structure (i.e., schools supported by the Diànà nu kéubi project, schools supported under PNASI, and schools with no school feeding program) to reflect geographic and operational variation. Schools with no school feeding program are included in the stratification framework for contextual representation only and are not eligible for selection as control schools. Control schools are selected from PNASI-supported institutions with similar profiles to ensure comparability in student demographics, infrastructure, and community engagement. Stratification will be based on geographic location with schools sampled in proportion to their prevalence in the total population of schools in the region. In the first stage, schools will be randomly selected within each stratum. In the second stage, students, teachers, principals, SMC members, parents, community members, and cooks will be sampled from the selected schools.

Using an intra-cluster correlation (ICC) of 0.50 and the standard 80% power and significance level of 5%, we estimate a student sample size of 3,360 students (1,680 project and 1,680 comparison students), which will be sampled across 168 schools. The ICC assumption is based on comparable school-based literacy evaluations conducted in West Africa. This sample size provides sufficient statistical power (80%) to detect a minimum effect size of 0.20 standard deviations at the 95% confidence level. Smaller samples will be taken from each school for other stakeholder groups (e.g., teachers, principal, and cooks). We will continue to use this sample size and approach during the midterm and final evaluation to maintain a basis for historical comparison. The final sampling plan and sample sizes will be validated in coordination with USDA, ANAN, MEMP, and INFRE.

This baseline evaluation does not constitute an impact evaluation and will not estimate causal effects of project interventions. Project performance and effectiveness will be assessed, where appropriate, during the midterm and final evaluations using longitudinal evidence and contribution analysis.

Table 2. School Feeding Coverage by Commune

Department	Commune	# of Public Primary Schools	PNASI Covered Schools	USDA Supported Schools
Alibori	Banikoara	210	89	**60**
Borgou	Bembèrèkè	111	58	54
	Nikki	125	101	21
	Sinendé	55	22	33
	N'Dali	93	77	15
	Parakou	154	35	30
	Tchaourou	190	159	30
	Commodity support and selection with ANAN			30
			Sub-Total	**213**
Total		**938**	**541**	**273**

"These 30 schools are included within the total of 273 USDA supported schools and will be jointly selected with ANAN during early implementation to align commodity support with PNASI coverage and transition planning. They do not constitute on additional or separate group of schools"

This approach supports learning objectives and assessment of project contribution by enabling robust analysis across regions and demographic groups, while maximizing resource efficiency and field feasibility. Final school and student sample sizes may be slightly adjusted based on actual enrollment and operational constraints during data collection.

Table 3. Anticipated Sample Sizes by Commune

Department	Commune	Estimated Population Size in 2026			Sample Size					
					Project Schools		Comparison Schools		Total	
		Schools	Students	Student %	Schools	Students	Schools	Students	Schools	Students
Alibori	Banikoara	60	12,124	17%	16	323	16	323	32	645
Borgou	Bembèrèkè	54	13,223	19%	18	352	18	352	35	703
	Nikki	21	4,908	7%	7	131	7	131	13	261
	Sinendé	33	11,523	16%	15	307	15	307	31	613
	N'Dali	15	4,097	6%	5	109	5	109	11	218
	Parakou	30	9,162	13%	12	244	12	244	24	487
	Tchaourou	30	8,119	11%	11	216	11	216	22	432
	ANAN support*	30	8,298	12%	-	-	-	-	-	-
Total		**273**	**71,454**		**84**	**1,680**	**84**	**1,680**	**168**	**3,360**

"The 'Share of Total Project-Supported Students (%)' reflects the proportion of students in each commune relative to the total estimated enrollment across all project-supported schools in 2026. This proportion was used to guide proportional sampling of treatment and comparison schools and students for the evaluation."

Table 4. Anticipated Sample Sizes by Respondent Group

Respondent Group	Proposed Sample Size
Schools	168 schools (84 project and 84 comparison schools)
Students	3,360 students participating in the EGRA (84 project schools and 84 comparison schools); 10 girls and 10 boys per sampled school from Grade 2 (CP) and Grade 3 (CE1)
Principals	84 persons; 1 per sampled school (project schools only)
Teachers	168 persons; 1 male, 1 female per sampled school from Grade 2 and Grade 3 (project schools only)
CGCSI members	168 persons; 1 male, 1 female per sampled school (project schools only)
Cooks and Canteen Volunteers	168 persons; 1 male, 1 female per sampled school (project schools only)
GoB: Commune/Department officials	14 persons; 2 per Commune (2 x 7 Communes)
GoB: Department Officials	6 persons; 3 per Department (3 x 2 Departments)
GoB: National level	3-5 persons (ANAN, MEMP, and INFRE), based on availability

EGRA: A different sample of children will be randomly selected and tested during each survey round with a focus on Grades 2 and 3. The same proportion of children will be selected from each grade at each round, and the sample will be stratified by sex. The project will assess learning gains and variations in literacy outcomes between the samples of children across the treatment schools. This will establish baseline literacy levels and variability across schools, informing instructional planning, risk mitigation, and interpretation of learning trajectories at later evaluation stages.

Disseminate: The evaluation team will share the preliminary results of the baseline study and hold a workshop with USDA and GoB to receive feedback. The workshop will help the evaluators verify that they have captured the context and nuances of the situation before project activities begin. The final report will be submitted to USDA for final approval. We will then organize a dissemination event with USDA, project partners national, department and commune-level government, academia and civil society actors to present our baseline report and findings.

Data Collection: Data collection methods will measure the progression of knowledge, attitudes, and practices related to the various behaviour changes in the project's ToC. They will focus on evolving incentives for household decision making regarding school attendance, teacher perceptions of the "value added" of new techniques, uptake of hygiene practices, etc. Counterpart envisions the use of electronic data collection as much as possible to mitigate risks of missing data, faulty data entry, transcription, etc. and allow for more timely feedback.

Tools: The baseline study will utilize the following tools to meet the stated objective:

Table 5: Summary of Evaluation Tools

Tool	Respondent	Purpose
Quantitative Tools		
EGRA	Grade 2-3 students	Assess literacy skills at the Grade 2 - 3 level, aligning with National Assessment tools.

Cook survey	Cooks in sampled primary and pre-primary schools	Assess knowledge, attitudes, and practices related to secure food storage, hygienic food preparations, food safety in school meals, and maintenance of school kitchen/canteens.
Teacher survey	Teachers in primary schools	Assess knowledge and practices of literacy instruction and use of other pedagogical methods, such as lesson planning and instruction.
Student survey	Grade 2-3 students	Assess extent of participation in USDA-funded activities, including school meals, benefits from take home rations, in-class participation levels, use of in-class literacy materials, awareness of nutrition and use of WASH facilities.
School checklist	Teacher and/or other principal, observation in primary schools	Assess extent of USDA-funded activities and facilities in place in each sampled school, including for example WASH facilities (e.g., water access, latrines, handwashing stations), literacy materials, canteen provisions (e.g., storeroom, kitchen, eating area, utensils), state of classrooms furniture, and staffing.
Sustainability survey	GoB officials at national, department and commune-level	Examine the structures and processes that can contribute to sustained outputs and outcomes among the target communities, policies and practices that advocate for sustained school feeding and nutrition programs beyond the life of the project.
Qualitative Tools		
FGDs and KIIs	Teachers, Education officials, parents and/or community members	Capture experiences in and benefits from participation in USDA-funded activities. Reach a wide range of respondent groups to capture perspectives not feasible through quantitative methods.
Classroom observations	Grade 1-6 classrooms	Observe improvements in literacy instruction, use of materials and reading behaviors and attentiveness among students.

Analysis Approach

Quantitative analysis will focus on establishing baseline indicator values and preparing the foundation for longitudinal comparisons at midterm and final. Analyses will include descriptive statistics, disaggregation (e.g., by sex, grade, department/commune, and school characteristics), and multivariable regression models as appropriate to examine associations and contextual correlates of baseline conditions. Longitudinal analyses at later rounds will prioritize within-panel change over time. Qualitative analysis will apply thematic coding aligned with the ToC and OECD-DAC evaluation criteria to identify contextual drivers, implementation readiness, and risks that may influence results. Findings from both streams will be triangulated to validate conclusions, refine learning priorities, and support adaptive management.

Other Tools

The evaluator must propose evaluation tools that will undergo a validation process involving pilot testing with a sample group to ensure cultural relevance and clarity of questions. (e.g., in-depth interviews [IDI], focus group discussions [FGD], key informant interviews [KII], observations, etc.) tools.

Data Entry, Cleaning
The evaluator is responsible for entering into all data collected under this evaluation. This includes double-entry of all survey data. Survey data must be entered into Excel files. Supervisor(s) will conduct thorough data checks and submit to Counterpart a final, clean dataset. The evaluation firm will also prepare and deliver a codebook to accompany the final dataset. Survey data analysis will be carried out using appropriate statistical packages such as R or STATA. Analysis will include means comparisons by sex, grade and department, along with tests of statistical significance.

The evaluation firm will identify and recruit local enumerators for data collection who should have at least a bachelor's degree and experience conducting applied research, surveys, and evaluations. Given the nature of the research, Counterpart has a strong preference for both female and male enumerators. During the data collection training, supervisors will be identified. The evaluation firm will be responsible for developing a data collection manual for review by Counterpart prior to training. The firm will also be responsible for printing all data collection instruments for training, incorporating (and translating) any revisions to instruments following the training and pilots, and printing all instruments for data collection

Dissemination of baseline findings
We will share findings from the baseline study with the Minister of Education at national/regional/departmental levels, and related Ministries levels.

1. Research Questions

The baseline evaluation focuses on establishing reference conditions and validating project design. Accordingly, research questions emphasize context, readiness, baseline status, and plausibility, rather than implementation performance or impact. The main baseline evaluation questions are as follows:

- What are the baseline benchmark values for all project indicators?
- What contextual and operational factors may influence future implementation and uptake of project activities in target schools?

The following points below highlight the areas of particular interest for the baseline evaluation; they are not exhaustive and do not necessarily cover all the objectives of the evaluation. They are intended to guide the evaluator in defining the direction of this evaluation.

Relevance and Coherence

- What is the current education, nutrition, and WASH conditions in target schools prior to project implementation?
- To what extent are the planned project interventions aligned with USDA McGovern-Dole objectives and Government of Benin priorities?
- What key barriers currently affect student attendance, attentiveness, and learning outcomes in target communes?
- What contextual, institutional, and policy factors may influence implementation and expected results?

Baseline Status and Readiness

- What are the baseline literacy levels (Grades 2-3), attendance patterns, and school feeding conditions in target schools?

- What are the baseline levels of health, nutrition, hygiene, and WASH knowledge and practices among students, caregivers, and school personnel?
- What is the baseline capacity of schools, APEs, CGCSIs, communes, and ANAN to manage school feeding infrastructure, and local procurement?
- What are students' baseline reading and comprehension levels (boys and girls) as measured through EGRA?
- What teaching practices and literacy instructional methods are currently used in classrooms?
- What learning and reading materials are currently available in schools?
- What school feeding practices (if any) exist prior to USDA project support?
- What WASH facilities currently exist in schools and what is their functionality?

Efficiency

- What existing systems and resources are currently used to manage school operations and services?
- What contextual or operational constraints may affect future implementation efficiency?
- What institutional arrangements currently exist to support school feeding and education service delivery?
- What risks may affect implementation fidelity, sustainability, and transition to PNASI (e.g., security, staffing, supply chains, infrastructure, governance)?
- Are the assumptions embedded in the ToC supported by baseline evidence?

Sustainability

- What roles do APEs and CGCSIs currently play in school governance and management?
- What is the current level of parental and community engagement in education?
- What institutional capacities currently exist within ANAN and commune authorities to support future transition to PNASI?
- What risks may affect long-term sustainability and government ownership?

Learning and forward-looking questions

- What baseline findings suggest priority areas for early course correction or sequencing of activities?
- What refinements to annual and LOP targets are warranted based on baseline evidence?
- What baseline conditions will serve as reference points for measuring future project impact?
- What contextual factors may influence long-term education and nutrition outcomes in target communes?

In addition to evaluation questions aligned to the OECD DAC highlighted above, the baseline study will ask specific questions such as:

- What percentage of students currently experience learning difficulties?
- What is the current level of parent/caregiver and community support for student learning and reading behaviors?

2. Objectives

Objectives of the Assignment

The baseline evaluation will primarily focus on establishing the points of departure for most project indicators that will inform project implementation and programming with regards to project relevance, efficiency, effectiveness, impact and sustainability.

Baseline Evaluation Tasks:

To carry out the baseline evaluation of the *Diànà nu kéubi* (2025–2031) project, the Evaluator shall undertake the following key tasks in close collaboration with Counterpart International, the U.S. Department of Agriculture (USDA), and the Government of Benin (GoB). The baseline evaluation is fully aligned with the project's Results Framework and Theory of Change. All evaluation questions, indicators, and analytical methods are explicitly mapped to the Strategic Objectives, intermediate Results, and USDA MGD standard indicators to ensure coherence between evaluation findings, performance monitoring and reporting.

- Conduct an inception workshop and structured desk review of project documents to confirm the evaluation scope, results framework and Theory of Change, evaluation questions, assumptions, and implementation context.
- Finalize the evaluation design and methodological approach, including confirmation of the sampling strategy, analytical framework, and identified limitations, in accordance with USDA McGovern-Dole Evaluation Policy and the approved Evaluation Plan.
- Prepare a stakeholder mapping matrix identifying institutions and actors linked to Results Framework implementation (e.g., literacy, school feeding, nutrition, governance, and LRP) documenting roles, responsibilities, and coordination mechanisms relevant to indicator measurement and validations.
- Assess and document contextual factors that may influence project implementation and outcomes.
- Develop, adapt, translate (as needed), pilot, and finalize all quantitative and qualitative data collection tools, including EGRA instruments, surveys, interview guides, observations checklists, and supervision protocols.
- Recruit, train, and supervise enumerators and field supervisors to ensure adherence to ethical standards, data quality requirements, and child safeguarding protocols.
- Implement field-based data collection across sampled schools and stakeholder groups, ensuring full coverage of all indicators and respondent categories outlined in the ToR.
- Conduct data cleaning, validation, and quality assurance, including consistency checks, outlier review, and documentation of any data limitations, to produce a complete and reliable final dataset.
- Calculate, verify, and formally document baseline values for all output and outcome indicators, including non-zero indicators, to establish a reliable reference point for measuring progress over the life of the project.
- Verify indicator alignment with the approved Performance Indicator Table and USDA requirements.
- Prepare and submit a clean, de-identified dataset, accompanying codebook, and data documentation to the project.
- Analysis quantitative and qualitative data to establish baseline values for all project indicators and systematically address the evaluation questions, triangulate findings across data sources, and ensure the validity of results.
- Draft, revise, and finalize the baseline evaluation report that systematically addresses the evaluation objectives and research questions, integrates quantitative and qualitative findings, presents results framework and indicator level baseline values disaggregated by sex, grade, department, commune region, and school level, and provides evidence-based conclusions, and actionable recommendations.

- Present baseline findings and facilitate validation and dissemination workshops with USDA, GoB, and relevant stakeholders.

a. Specific objectives of the evaluation

- The Early Grade Reading Assessment (EGRA) will be used to assess foundational reading skills among Grade 2 and Grade 3 students, in alignment with national assessment frameworks.
- Assess knowledge, attitudes, and practices related to secure food storage, hygienic food preparations, food safety in school meals, and maintenance of school kitchen/canteens.
- Assess knowledge and practice of literacy instruction and use of other pedagogical methods, such as lesson planning and instruction.
- Assess baseline conditions related to student attendance, classroom participation, access to literacy materials, nutrition knowledge, and WASH practices before implementation of project activities.
- Assess existing school infrastructure and resources, including WASH facilities (water access, latrines, handwashing stations), availability of literacy materials, canteen infrastructure (storerooms, kitchens, eating areas, utensils), classroom furniture, and staffing levels prior to project implementation.
- Examine the structures and processes that can contribute to sustained outputs and outcomes among the target communities, policies and practices that advocate for sustained school feeding and nutrition programs beyond the life of the project.
- Capture baseline perspectives, challenges, and community practices related to education, nutrition, and school feeding through FGDs and KIIs with diverse stakeholder groups.
- Conduct classroom observations in Grades 1–6 to document baseline teaching practices, use of learning materials, student reading behaviors, and classroom engagement.
- Validate the project Results Framework and Theory of Change (RF/ToC) to confirm causal pathways, assumptions, and strategic alignment.
- Establish credible baseline values for all output and outcome indicators to serve as reference points for performance monitoring.
- Review and refine annual and Life-of-Project (LOP) targets based on baseline findings and implementation context.
- Provide practical, evidence-based recommendations to inform adaptive management and future project implementation.

3. Ethical considerations and Other Conditions.

The location of schools is in the two 2 departments: Alibori and Borgou, with eight communes (Banikoara, Bembèrèkè, Nikki, Sinendé, N'Dali, Parakou, Tchaourou and ANAN support. Ethical considerations must be considered during the survey:

- Research participants will not be subjected to harm in any way whatsoever.
- Respect for the dignity of research participants will be prioritized.
- Full consent will be obtained from the participants prior to the study.
- Individuals who do not have the legal capacity to provide consent (e.g. children or cognitively impaired adults) will not be interviewed in the survey or otherwise involved in research without the consent of a parent or guardian.
- The protection of the privacy of research participants must be ensured.
- Adequate level of confidentiality of the research data must be ensured.
- Anonymity of individuals and organizations participating in the research must be ensured.
- Any deception or exaggeration about the aims and objectives of the research must be avoided.

- Affiliations in any form, sources of funding, as well as any possible conflicts of interests have to be declared.
- All communication with respect to data collection must be done with honesty and transparency.
- The use of Artificial Intelligence language or evaluation models to support any of the work conducted under this contract must be disclosed prior to use and discussed and approved by Counterpart International.

4. Assignment Duration and Timeline

The total estimated duration of the consultation is approximately five months. The table below presents the main deliverables of the evaluation process with the corresponding deadlines.

Table 6. Assignment and Deliverables Timeline

Deliverable	Estimated Deadline
Pre-Award Phase	
Questions submission deadline	February 6, 2026,
Proposals deadline	February 16, 2026
Selection of firm and contract execution	February 28, 2026,
Field Work Preparation Phase	
Submission of baseline evaluation work plan	March 5, 2026,
Finalized data collection tools and evaluation schedule	
Field Work Phase	
Training of data collectors	April 15, 2026
Pilot survey and revisions (as needed)	
Data collection	
Data Analysis and Reporting Phase	
Data analysis	May 31, 2026,
Debrief Counterpart on preliminary findings	
First draft report (incorporate feedback from Counterpart and USDA as needed)	
Submission of final report (English and French), tools, datasets, and a 5-page brief	June 15, 2026,
Presentation of final report (English and French) with USDA approval	June 30, 2026,

Counterpart must approve all deliverables, and USDA must approve the final evaluation report.

5. Staff Structure

A. Evaluation lead (Counterpart):

The evaluation will be led by the Benin-based project monitoring and evaluation manager. The main tasks and responsibilities of the evaluation lead are to:

- Select the evaluator from the offers received in response to the RFP (a collaboration between the Benin team and HQ).
- Coordinate with all relevant stakeholders the implementation of the evaluation.
- Perform quality control throughout the evaluation process (provide feedback to the evaluation team, comment on drafts of the initial report, and preliminary and final evaluation reports, and approve the final report).
- Organize the meetings of the technical committee for monitoring the evaluation.
- Advise relevant stakeholders on evaluation issues.

- Organize a workshop for the presentation of the evaluation results.

B. Technical team (Counterpart):
The main tasks and responsibilities of the technical monitoring team are as follows:
- Oversee the evaluation process.
- Provide the consulting team with all available documentation on the project.
- Facilitate meetings between the evaluation team and various stakeholders.
- Review all draft deliverables and provide feedback to the evaluation team.
- Ensure that all feedback is incorporated in the final version of the evaluation report.
- Share the final evaluation report.

C. Evaluation team (External evaluator):
The evaluation will be carried out by a team of independent evaluators who will:
- Plan, organize, and execute the data collection.
- Be accountable for the findings, conclusions, and recommendations of the evaluation.
- Report weekly by email to the Evaluation Manager (every Thursday) on the progress of the evaluation process.
- Produce all deliverables on time and ensure high quality. Final report must be submitted in English and French.
- Data collectors should be fluent in Bariba, Dendi, Peulh (Fulfulde), and Mokole. Lead evaluator must be fluent in French and have strong writing skills in English. The lead evaluator must be physically present in Benin during the evaluation until the post-data collection debriefing.

6. Qualifications

Bidders will be evaluated based on their ability to meet the below criteria and to respond to the methodology, core services, and specific tasks. See Section I, 16.2 for baseline criteria and priority rank. Within the technical response, bidders should include information which will allow Counterpart to adequately assess the following qualifications:

- Evaluation Team Lead must have a master's or bachelor's degree in a social science discipline or related field
- Minimum 8 years' experience designing and leading quantitative data collection and analysis in developing countries
- Experience designing and managing surveys
- Ability to research and write at a high level of technical mastery
- Ability to research and conduct interviews with key informants
- Skill with statistical software such as Stata or R.
- Experience working in Benin required
- French speaker required and strong writing skills in English

7. Key Deliverable Requirements

The evaluation team will be expected to submit key deliverables in line with the expectations and requirements outlined below for the Baseline Evaluations workplan.

Table 7. Baseline Evaluation Workplan Requirements

Requirements	Detailed Description
Report Basics	

Report Length	Maximum of 20 pages, excluding the Table of Contents, Acronym List, and Annexes; Times New Roman font size 12.
Language	Must be written in English and French.
Illustrative Workplan Outline	
Table of Contents Acronym List	Provide under the discretion of the evaluation team and in collaboration with Counterpart.
Executive Summary	Include an Executive Summary that provides a brief description of the evaluation purpose, project background, key findings from literature review, proposed evaluation design, and proposed evaluation schedule.
Evaluation Purpose and Research Questions	The purpose of the evaluation must be clearly defined, including why it is necessary, what information is needed, who needs it and how it will be used. Address all evaluation questions in the Terms of Reference which should also take into account unintended consequences.
Project Background	Taken from the Terms of Reference and the Project Implementation Strategy.
Literature Review	Under the discretion of the evaluation team.
Proposed Evaluation Design *1. Proposed Methodology* *2. Draft Sampling Strategy* *3. Proposed List of Respondents/Key Informants* *4. Data Collection Methods* *5. Data Analysis Methods*	Explain proposed evaluation methodology in detail, including evaluation location and target sample population demographics. The report should contain a clear description of the methodology and the involvement of stakeholders in the evaluation. It will detail what data will be collected, how it will be collected and by whom, as well as the possible limitations of the evaluation, etc.
Quality Assurance Plan	Under the discretion of the evaluation team.
Proposed Evaluation Schedule	Provide a summary of the evaluation schedule. A more detailed version of this timeline should be provided as an Annex in the form of a Gantt Chart.
Annexes	Include the following as annexes, at a minimum: • Detailed Gantt Chart (Excel format preferred) • Data Collection Tools • Terms of Reference • Project Background Documents (including results framework, theory of change, critical assumptions, etc.)

Baseline Evaluation Report
The following table outlines requirements for the Final Baseline Evaluation Report:

Table 8. Final Baseline Evaluation Report Requirements

Requirements	Detailed Description
Report Basics	
Report Length	Maximum of 40 pages, excluding the Table of Contents, Acronym List, and Annexes; Times New Roman font size 12.

Language	Must be written in English and French.
Illustrative Report Outline	
Acknowledgements Table of Contents Acronym List	Provide under the discretion of the evaluation team and in collaboration with Counterpart.
Executive Summary	Include an Executive Summary that provides a brief description of the evaluation purpose, target audience, anticipated use of evaluation results, results framework, theory of change, critical assumptions, project implementation strategy, locations, target populations, stakeholder roles, timeline, project budget, project background, evaluation questions, methods, findings, and conclusions; must be written in English and French.
Evaluation Purpose and Research Questions	Address all evaluation questions in the Terms of Reference which should also take into account unintended consequences.
Project Background	Taken from the Terms of Reference and the Project Implementation Strategy.
Evaluation Method *1. Methodology* *2. Sampling Framework* *3. Data Sources* *4. Data Collection Methods* *5. Field Work* *6. Analysis Plan* *7. Strengths and Limitations*	Explain evaluation methodology in detail. The report should contain a clear description of the methodology and the involvement of stakeholders in the evaluation. A summary of the evaluation methodology can be included in the body of the report with a full description provided as an annex. Disclose evaluation limitations (e.g. selection bias, recall bias, etc.).
Findings	The results will be objectively presented with data and evidence. The limitations /gaps in the data as well as the unanticipated results will be also presented and discussed. The reasons for non-realization of certain activities must be identified as much as possible. Finally, the results must be presented with clarity, logic, and consistency. Tables with baseline results, disaggregated by gender, department, and grade. Brief description of each table, including any context or explanation needed to help the reader in interpreting and understanding. Detailed description of findings for methodological research questions and key indicators as described in the Terms of Reference.
Conclusions and Recommendations *1. Summary of Findings* *2. Lessons Learned* *3. Recommendations*	Conclusions should address evaluation objectives and key issues, be evidence-based, and logically linked to the evaluation findings. It will provide an overview of the issues and successes. Provide recommendations, including consultation with stakeholders, and should identify the target group for each recommendation. Support recommendations with specific findings. Provide recommendations that are action-oriented, practical, and specific. Lessons learned are contributions to general knowledge. They must be well supported by the results and conclusions presented.
References	As needed.
Annexes	Include the following as annexes, at a minimum: • Terms of Reference • All evaluation tools (questionnaires, checklists, discussion guides, surveys, etc.). • A list of sources of information (key informants, documents reviewed, other data sources)

	• A 5-page brief that provides a summary of the key takeaways from the final evaluation report Only if applicable, include as an annex Statement(s) of Differences regarding any significant unresolved differences of opinion on the part of funders, implementers, and/or members of the evaluation.

8. Evaluation Criteria

Offerors proposals should include information which will allow Counterpart to adequately assess the following:

Table 9: Evaluation Criteria

Criterion	Total Possible Points
Evaluation team's previous experience in conducting evaluations and feedback from references	25 points
Proposed overall methodology, including sampling method	25 points
Quality of proposed data collection and entry procedures	10 points
Schedule for delivery of evaluation deliverables	5 points
Quality control methods	10 points
Budget	15 points
Interview with Counterpart team	10 points

When drafting the proposal, the evaluation team must ensure that all the information requested above is included. Failure to submit a complete application will result in the rejection of the proposal.

9. Payment Schedule

Table 10. Payment Schedule

Milestone	Payment %
Inception Report Validation	30% of total
Completion of Data Collection and Field Work with Debriefing	20% of total
Approval of Draft Evaluation Report Submission with all Data	25% of total
Approval of Final Report by USDA	25% of total

SECTION III: ANNEXES

A. Theory of Change

The Theory of Change (ToC) for the *Diànà nu kéubi* (Food Builds the Schoolchild) project is grounded in evidence from Benin and the broader West Africa region demonstrating the positive impact of integrated school feeding, literacy, and WASH interventions on children's education, health, and well-being. In northern Benin, particularly in Alibori and Borgou, food insecurity, limited access to learning materials, language barriers, and inadequate school infrastructure contribute to low attendance and weak learning outcomes among primary school students.

The project aligns with the Government of Benin's National Integrated School Feeding Program (PNASI) and supports the National Agency for Food and Nutrition (ANAN) to strengthen systems for sustainable school feeding. By combining regular nutritious school meals with teacher training, provision of literacy materials in local languages, improved WASH facilities, and strengthened community engagement, the project addresses both demand- and supply-side barriers to education.

Research shows that adequate nutrition improves school attendance, attentiveness, and learning outcomes, while early investments in education contribute to long-term resilience and poverty reduction. In the Benin context, limited availability of textbooks and teaching materials continues to hamper learning, and poor WASH infrastructure disproportionately affects girls' school participation. Through targeted support to schools and communities, the project aims to improve attendance, strengthen classroom instruction, and enhance students' literacy and health outcomes.

Building on this evidence, the *Diànà nu kéubi* ToC posits that when school feeding and literacy interventions are locally owned and government supported, they will lead to improved attendance, better learning outcomes, and increased community investment in education, ultimately contributing to sustainable food security and human capital development in northern Benin.

Cause-and-Effect Linkages the Project's ToC includes multiple causal pathways linking context-specific activities to expected outcomes as outlined in the Results Framework. These pathways are rooted in evidence and local needs identified in the strategic analysis and reflect the project's focus on literacy, health and nutrition, and sustainable local procurement systems.

Overall		
If students receive nutritious, diverse school meals (MGD 1.2.1.1, 1.3.1.1) and have increased access to quality learning and supplementary materials in local languages in a safe and well-governed environment; **AND IF** teachers and school directors are provided with sufficient professional development and adopt new pedagogical practices		
Then students with improved attentiveness (MGD 1.2) and attendance (MGD 1.3) in target schools will enjoy better nutrition, health, and quality education and literacy outcomes through a school feeding program with greater participation and financial support from both communities and government.		
Activity #	**If**	**Then**
MGD SO1: Improved Literacy of	**IF** teachers and school directors are provided with professional development and adopt pedagogical practices that prioritize instruction (MGD 1.1.4/MGD 1.1.5); AND IF children have	**Then** incentivized and motivated teachers (MGD 1.1.1) that deliver quality literacy instruction and prioritize reading and learning both within

School-Age Children	increased access to quality learning and supplementary materials (MGD 1.1.2 /MGD 1.1.3)	and outside the classroom will maximize literacy and learning outcomes for school-aged children.
	If parents and SMCs have an increased understanding on how school feeding and education benefits their children (MGD 1.3.5); AND IF parents are more engaged in improving school infrastructure, participating in school feeding committees, and understanding the importance of reading and learning inside and outside the classroom;	**Then** greater local level support for education and school feeding will contribute to wider national level support for a school feeding law with a dedicated budget.
	If community run school canteens are designed in partnership with the GoS, and provide diversified, nutritious, rotating meals that support local agriculture production;	**Then** children will have the energy to effectively participate and engage in school that supports their cognitive development, and the foundation for a nationally managed school feeding program.
MGD SO2: Increased Use of Health, Nutrition and Dietary Practices	**If** children have access to clean water and sanitation facilities at school (MGD 2.4); AND IF children and communities, particularly pregnant and lactating women, have increased access to information about healthy diets, nutrition, health, and WASH (MGD 2.1/MGD 2.3);	**Then** the adoption of healthy and nutritious practices by learners, women, and the wider community will address malnutrition, support the growth and development of children, and strengthen the overall health and resilience of communities.
LRP SO 1: Improved Effectiveness of Food Assistance through Local and Regional Procurement	**If** producer associations improve productivity through GAP, training, and improved extension services (LRP 1.3.2.1/LRP 1.3.2.2); AND IF market linkages are strengthened between producer associations and schools with the support of private sector partners (LRP 1.3.2.3); AND IF current government processes are optimized (LRP 1.3.2.4);	**Then** farmers will have a more reliable market, schools will have access to timely, sufficient, diverse, culturally accepted and nutritious foods (LRP 1.2.3/1.3.1/1.3.3) that can be sourced locally, contributing to strengthened economies and local Market Systems (LRP 1.3.2)

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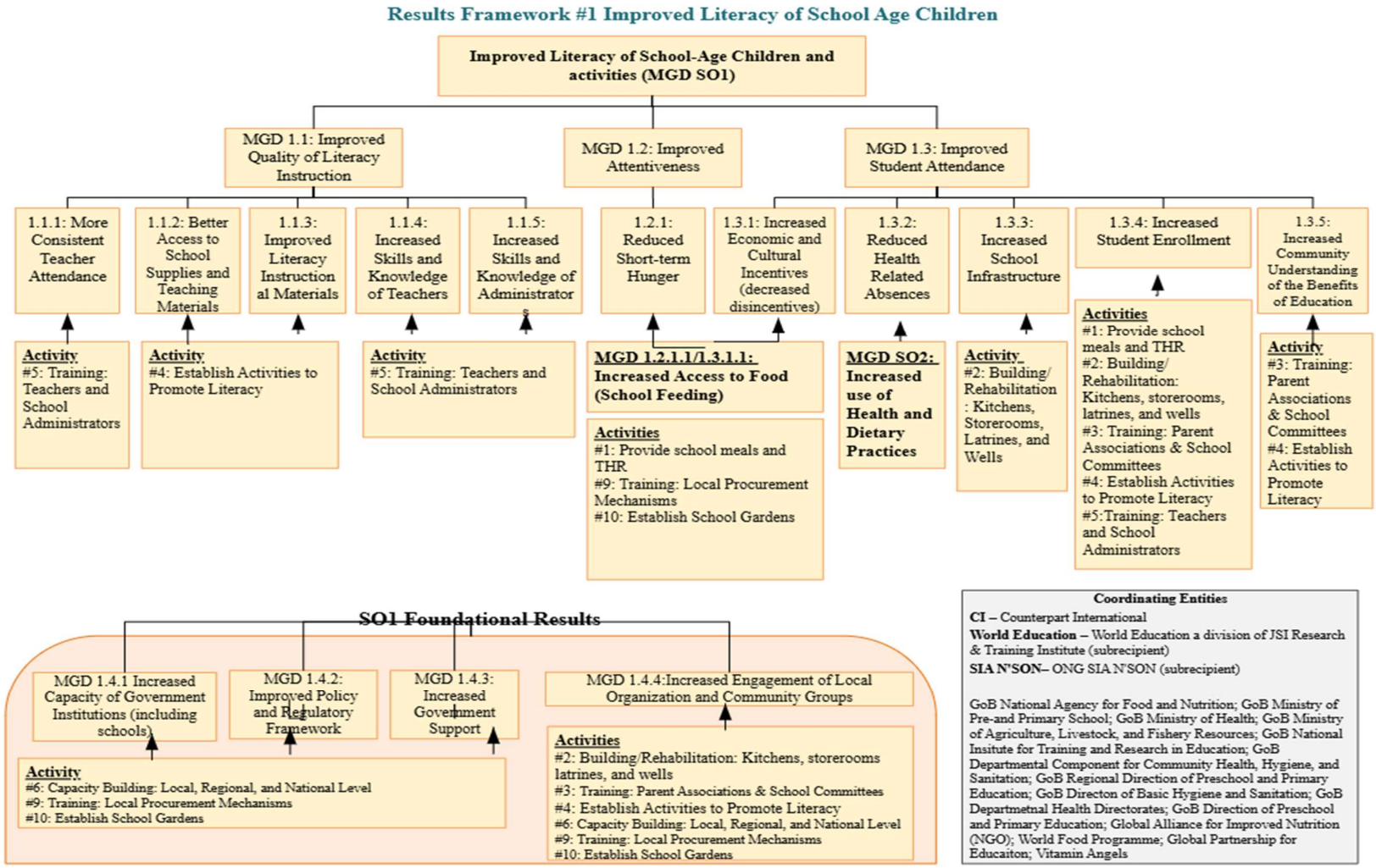
B. Results Framework



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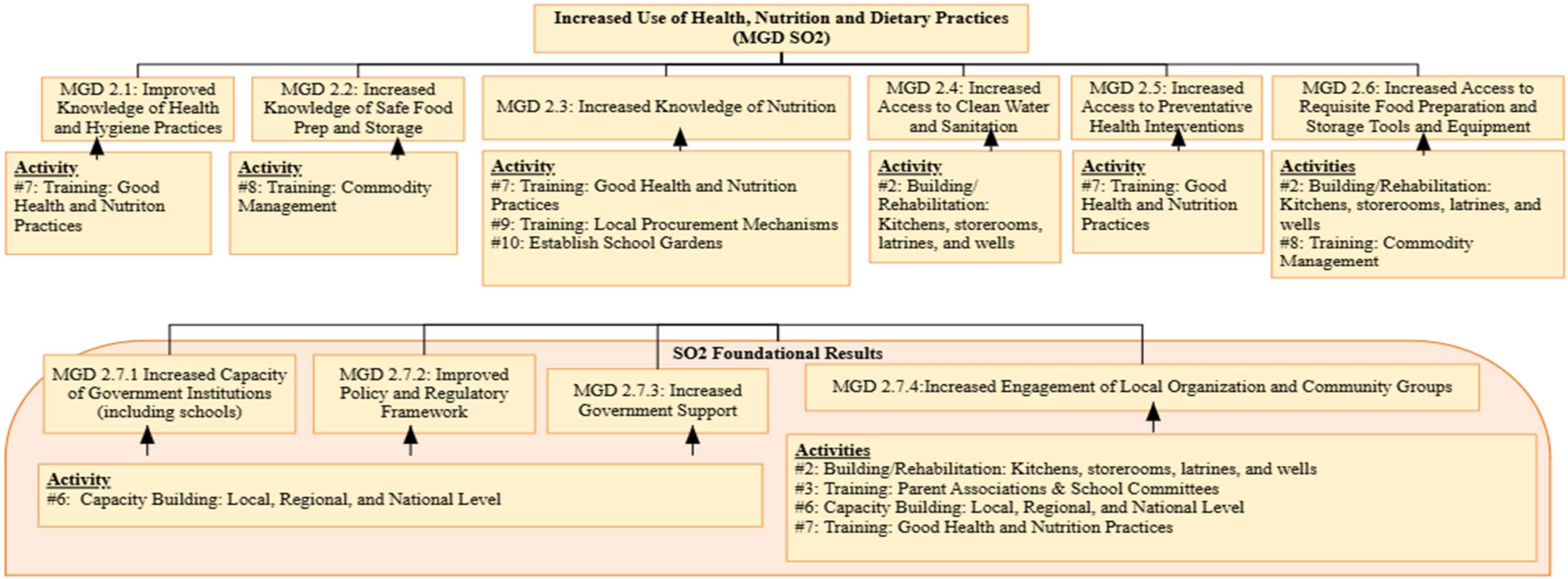
Results Framework #2 Increased Use of Health, Nutrition, and Dietary Practices



Coordinating Entities

CI – Counterpart International
World Education – World Education a division of JSI Research & Training Institute (subrecipient)
SIA N'SON– ONG SIA N'SON (subrecipient)

GoB National Agency for Food and Nutrition; GoB Ministry of Pre-and Primary School; GoB Ministry of Health; GoB Ministry of Agriculture, Livestock, and Fishery Resources; GoB National Insitute for Training and Research in Education; GoB Departmental Component for Community Health, Hygiene, and Sanitation; GoB Regional Direction of Preschool and Primary Education; GoB Directon of Basic Hygiene and Sanitation; GoB Departmetnal Health Directorates; GoB Direction of Preschool and Primary Education; Global Alliance for Improved Nutrition (NGO); World Food Programme; Global Partnership for Educaiton; Vitamin Angels

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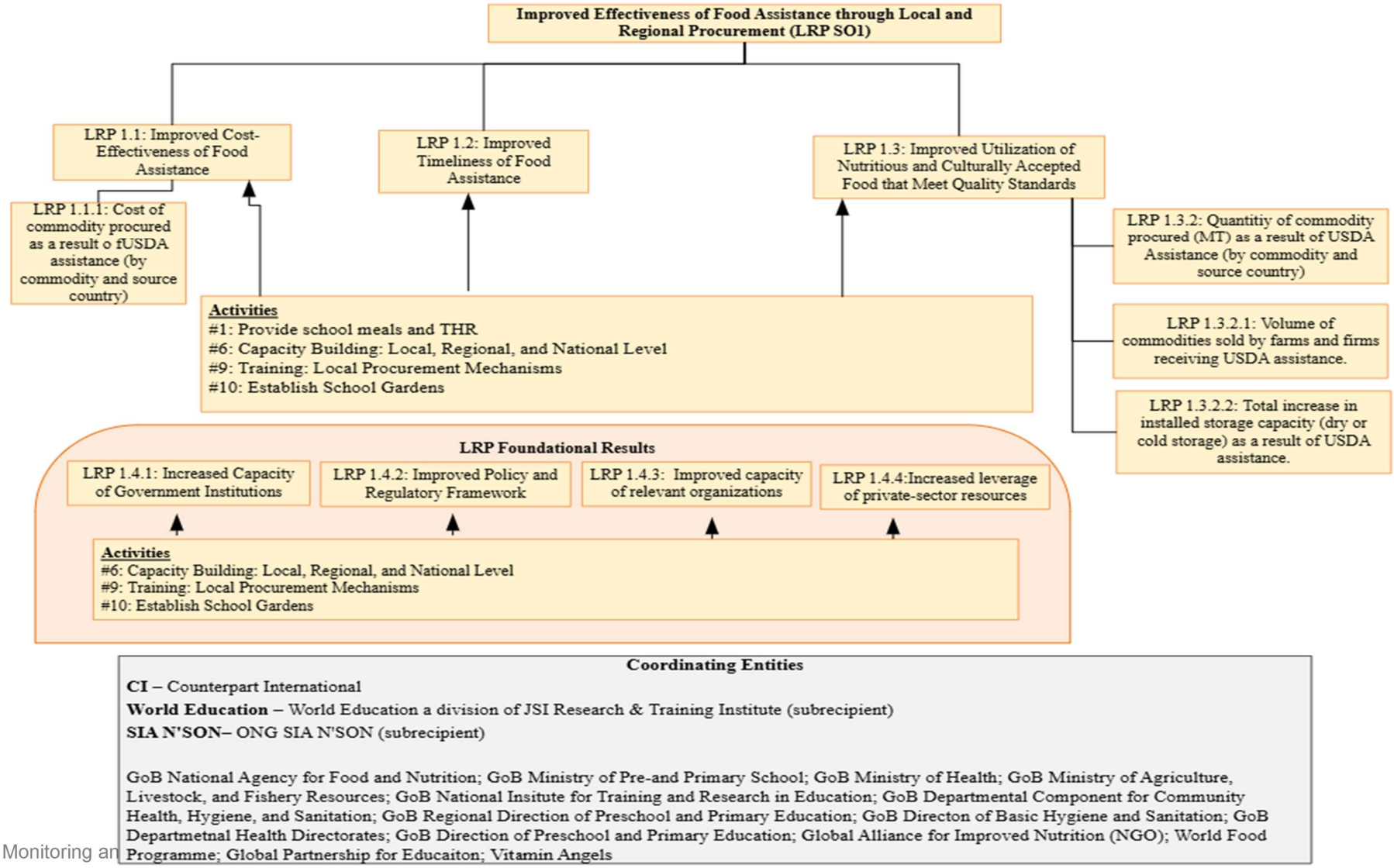
Results Framework #3 Improved Effectiveness of Food Assistance Through Local and Regional Procurement



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GoB National Agency for Food and Nutrition; GoB Ministry of Pre-and Primary School; GoB Ministry of Health; GoB Ministry of Agriculture, Livestock, and Fishery Resources; GoB National Insitute for Training and Research in Education; GoB Departmental Component for Community Health, Hygiene, and Sanitation; GoB Regional Direction of Preschool and Primary Education; GoB Directon of Basic Hygiene and Sanitation; GoB Departmetnal Health Directorates; GoB Direction of Preschool and Primary Education; Global Alliance for Improved Nutrition (NGO); World Food Programme; Global Partnership for Educaiton; Vitamin Angels

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C. Performance Indicators Table

#	Result	Performance Indicator	Baseline	Y1 Target	Y2 Target	Y3 Target	Y4 Target	Y5 Target	Y6 Target	Life Of Project Target
1	MGD SO1	Percent of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text	0%	0%	2%	4%	6%	6%	7%	7%
2	MGD 1.3	Average student attendance rate in USDA supported classrooms/schools	88%	88%	88%	90%	92%	94%	95%	95%
3	MGD 1.1.2	Number of teaching and learning materials provided as a result of USDA assistance	0	91,350	90,855	45,400	22,700	0	0	250,306
4	MGD 1.1.4	Number of teachers/educators/teaching assistants in target schools who demonstrate use of new and quality teaching techniques or tools as a result of USDA assistance	0	0	395	395	395	335	208	395
5	MGD 1.1.4	Number of teachers/educators/teaching assistants trained or certified as a result of USDA assistance	0	0	494	494	494	494	494	494
6	MGD 1.1.5	Number of school administrators and officials in target schools who demonstrate use of new techniques or tools as a result of USDA assistance	0	134	134	134	134	134	0	134
7	MGD 1.1.5	Number of school administrators and officials trained or certified as a result of USDA assistance	0	168	168	168	168	168	0	168
8	MGD 1.3.3/2.4	Number of educational facilities (i.e. school buildings, classrooms, improved water sources, and latrines) rehabilitated/constructed as a result of USDA assistance	0	45	105	105	15	0	0	270
9	MGD 1.3.4	Number of students enrolled in schools receiving USDA assistance	68,293	62,098	63,156	73,032	74,858	63,673	50,668	126,858
10	MGD 1.4.2/2.7.2	Number of policies, regulations, or administrative procedures in each of the following stages of development as a result of USDA assistance	0	0	6	6	6	4	0	6
		Stage 1 – Initial Review	0	0	2	0	0	0	0	0

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		Stage 2 – Public Debate and Consultation	0	0	2	0	0	0	0	0
		Stage 3 – Presented for Legislation	0	0	2	3	0	0	0	0
		Stage 4 – Official Approval	0	0	0	3	6	0	0	2
		Stage 5 – Process Completed	0	0	0	0	0	4	0	4
11	MGD 1.4.3/1.4.4	Value of new USG commitments, and new public and private sector investments leveraged by USDA to support food security and nutrition	$-	$5,000.00	$10,000.00	$10,000.00	$5,000.00	$5,000.00	$-	$35,000.00
12	MGD 1.4.4	Number of public-private partnerships formed as a result of USDA assistance	0	1	1	0	0	0	0	2
13	MGD 1.4.4	Number of Parent-Teacher Associations (PTAs) or similar "school" governance structures supported as a result of USDA assistance	0	0	243	243	243	213	159	243
14	MGD 1.2.1/1.3.1/1.2.1.1/1.3.1.1	Quantity of take-home rations provided (in metric tons) as a result of USDA assistance	0	0	80	80	80	80	0	320
15	MGD 1.2.1/1.3.1/1.2.1.1/1.3.1.1	Number of individuals receiving take-home rations as a result of USDA assistance	0	0	3,000	3,000	3,000	3,000	0	12,000
16	MGD 1.2.1/1.3.1/1.2.1.1/1.3.1.1	Number of daily school meals (breakfast, snack, lunch) provided to school-age children as a result of USDA assistance	0	947,340	10,420,740	12,050,280	12,351,570	10,506,045	8,360,220	54,636,195
17	MGD 1.2.1/1.3.1/1.2.1.1/1.3.1.1/2.5	Number of school-age children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance	68,293	62,098	63,156	73,032	74,858	63,673	50,668	126,858
18	MGD 1.2.1/1.3.1/1.2.1.1/1.3.1.1/2.5	Number of USDA social assistance beneficiaries participating in productive safety nets	0	62,098	63,956	73,832	75,658	64,473	51,264	129,658

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19	MGD SO2	Number of individuals who demonstrate use of new child health and nutrition practices as a result of USDA assistance	0	0	1,008	1,008	1,008	648	0	1,008
20	MGD SO2	Number of individuals who demonstrate use of new safe food preparation and storage practices as a result of USDA assistance	0	0	1,823	911	911	911	0	2,005
21	MGD 2.2	Number of individuals trained in safe food preparation and storage as a result of USDA assistance	0	2,430	2,430	1,215	1,215	1,215	0	2,673
22	MGD 2.3	Number of individuals trained in child health and nutrition as a result of USDA assistance	0	0	1,680	1,680	1,680	1,080	0	1,680
23	MGD 2.3	Number of children under five (0-59 months) reached with nutrition-specific interventions through USDA-supported programs	0	0	400	400	400	400	298	1,200
24	MGD 2.3	Number of children under two (0-23 months) reached with community-level nutrition interventions through USDA-supported programs	0	0	200	200	200	200	149	749
25	MGD 2.3	Number of pregnant women reached with nutrition-specific interventions through USDA-supported programs	0	0	400	400	400	400	298	1,600
26	MGD 2.4	Number of schools using an improved water source	135	150	185	220	225	213	159	225
27	MGD 2.4	Number of schools with improved sanitary facilities	178	193	228	263	268	213	159	268
28	MGD 2.5	Number of students receiving deworming medication(s)	0	-	63,156	73,032	74,858	63,673	0	126,858
29	MGD SO1 and SO2	Number of individuals participating in USDA food security programs	0	65,232	70,584	83,610	82,436	68,101	54,724	140,185
30	MGD SO1 and SO2	Number of individuals benefiting indirectly from USDA-funded interventions	0	299,269	300,340	302,945	302,710	299,843	297,168	314,260
31	MGD SO1 and SO2	Number of schools reached as a result of USDA assistance	0	243	243	273	273	213	159	273

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32	LRP SO1	Number of individuals participating in USDA food security programs	0	65,232	70,584	83,610	82,436	68,101	54,724	140,185
33	LRP SO1	Number of individuals benefiting indirectly from USDA-funded interventions	0	299,269	300,340	302,945	302,710	299,843	297,168	314,260
34	LRP SO1	Number of USDA social assistance beneficiaries participating in productive safety nets	0	62,098	63,956	73,832	75,658	64,473	51,264	129,658
35	LRP 1.1	Cost of transport, storage and handling of commodity procured as a result of USDA assistance (by commodity)	$-	$83,191	$119,709	$113,588	$115,655	$85,805	$-	$517,948
36	LRP 1.1.1	Cost of commodity procured as a result of USDA assistance (by commodity and source country)	$-	$-	$336,846	$409,001	$439,190	$390,547	$324,300	$1,899,883
37	LRP 1.3.2	Quantity of commodity procured (MT) as a result of USDA assistance (by commodity and source country)	0	0	573	663	679	578	460	2,953
38	LRP 1.3.2.1	Value of annual sales of farms and firms receiving USDA assistance	$ 0	$ 0	$ 10,000	$ 15,000	$ 20,000	$ 25,000	$ 30,000	$ 30,000
39	LRP 1.3.2.1	Volume of commodities sold by farms and firms receiving USDA assistance	0	0	100	205	205	310	310	1,130
40	LRP 1.3.2.2	Total increase in installed storage capacity (dry or cold storage) as a result of USDA assistance	0	1,875	4,375	4,375	625	0	0	11,250
41	LRP 1.4.2	Number of policies, regulations, or administrative procedures in each of the following stages of development as a result of USDA assistance	0	0	1	1	1	3	0	3
		Stage 1 – Initial Review	0	0	1	0	0	0	0	0
		Stage 2 – Public Debate and Consultation	0	0	0	1	0	0	0	0
		Stage 3 – Presented for Legislation	0	0	0	0	1	0	0	0
		Stage 4 – Official Approval	0	0	0	0	0	2	0	2
		Stage 5 – Process Completed	0	0	0	0	0	1	0	1

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42	LRP 1.4.3	Number of individuals who have received short-term agricultural sector productivity or food security training as a result of USDA assistance	0	0	3,000	6,150	3,150	0	0	6,765
43	LRP 1.4.3	Number of individuals in the agriculture system who have applied improved management practices or technologies with USDA assistance	0	0	2,250	4,613	2,363	0	0	50,74
44	LRP 1.4.4	Number of public-private partnerships formed as a result of USDA assistance	0	2	3	0	0	0	0	5
45	LRP 1.4.4/1.3.2.3	Value of new USG commitments, and new public and private sector investments leveraged by USDA to support food security and nutrition	$-	$-	$35,000	$5,000	$5,000	$5,000	$5,000	$55,000
46	LRP SO1	Number of schools reached as a result of USDA assistance	0	243	243	273	273	213	159	273
47	Pilot Project-Level Indicator 3	Host Country budget amount allocated [by dedicated line item] to school feeding	5,000,000	5,500,000	6,000,000	6,500,000	7,000,000	7,500,000	8,000,000	8,000,000
48	Pilot Project-Level Indicator 4	Host Country budget amount allocated per child to school feeding	$ 100	$ 120	$ 150	$ 180	$ 200	$ 220	$ 250	$ 250
49	1.1.1.a:	Percentage of teachers who meet the minimum attendance requirement during the school year.	40%	40%	55%	65%	75%	85%	90%	90%
50	1.1.1.b:	Number of school directors trained on teacher attendance monitoring and reinforcement mechanisms	0	0	729	729	729	639	477	729
51	1.1.3.a:	Percentage of teachers reporting improved use of standardized literacy instruction manuals in classroom teaching	40%0	40%	55%	65%	75%	85%	90%	90%
52	1.3.5.a:	Percentage of parents and caregivers who demonstrate increased understanding of the importance of education for children's future (based on survey scores).	30%	30%	55%	65%	70%	75%	80%	80%
53	1.4.1. a	Percentage of government and school actors (ANAN, DDEMP, school directors, APE/CGCSI) who	30%	30%	45%	60%	70%	75%	75%	75%

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		demonstrate improved capacity in school feeding management, monitoring, or governance (based on capacity assessment scores).								
54	2.1. a	Percentage of students who correctly identify at least three key hygiene practices (e.g., handwashing at critical times)	30$	50%	65%	75%	80%	80%	80%	80%
55	2.6. a	Percentage of target schools meeting minimum standards for food storage and meal preparation equipment (e.g., functioning storerooms, improved cookstoves, utensils, safety equipment)	0%	0%	60%	75%	80%	85%	90%	90%

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