ADRA

Statement of Work
Mid-Term Evaluation
School Feeding Initiative (SFI) Project

I.   PROJECT BACKGROUND

ADRA began the school feeding initiative (SFI) in 2017 as an emergency response to El Nino droughts in five Southern Africa countries (Madagascar, Malawi, Mozambique, Eswatini (formerly Swaziland) and Zimbabwe). The program began with containers of food (donated by Rise Against Hunger) given to all five countries. In 2020, the project in Mozambique was done as a development project to bring about sustainability to the schools and it started with 19 schools, decrease the number to 11 schools in 2023 and currently in 2024, there are 6 schools that are currently being assisted. The following table provides 11 schools supported in 2023;

No.	School Name	Total No. of Students	
		Boys	Girls
1	EPC 19 de Outubro	405	470
2	EPC de Mavoco	542	425
3	EPC de Mahanhane	203	214
4	EPC 25 de Junho	481	487
5	EPC de Mahubo KM 10	274	278
6	EPC de BP Libombos	85	77
7	EPC de Estevel	287	260
8	EPC de Mahubo KM 20	158	188
9	EPC de Gumbane	778	759
10	EPC de Manzinho	240	222
11	EPC de Matchume	250	248
	Total	**3703**	**3628**

ADRA's goal is to make school feeding sustainable by using school-based gardens and various income generating activities (IGA), which have varied across countries and have included sewing clubs (to make school uniforms), processing activities, such as sunflower oil presses, corn shellers and grinders, broilers (chickens), raising goats, village savings and loan associations (VSLAs) and providing inputs to local farmers and then receiving a portion of the crops produced.

Over the years, ADRA has added indicators for nutrition, enrollment, teacher attendance, water, sanitation and hygiene (commonly referred to as WASH) and child protection. In 2020, ADRA added indicators for the IGAs, but discontinued measuring the IGAs at the end of 2022 as a complete picture of the IGAs was not obtainable from those indicators.

II.   PURPOSE AND OBJECTIVES OF THE MID-TERM EVALUATION:

The primary purpose of the Mid-Term Evaluation is to assess the performance of the project from January 2023 - May 2024 (except Togo: September 2023 - May 2024) including the extent to which the project activities have contributed to the following goal and outcomes:

Goal: Increase access to food in schools and improve school performance.
Outcome 1: Improved nutritional status for school-going children.
Outcome 2: Improved access of all learners to schools.
Outcome 3: Improved learning environment in schools.
Outcome 4: Improved access to clean water, sanitation facilities and a hygienic school environment.
Outcome 5: Improved protection of all learners in schools.

Please refer to the project logframe and PIRS for more details

In addition, the Mid-Term Evaluation aims at identifying and documenting lessons learned, good practices, and innovative ways that contributed to the attainment of the project objectives and what interventions or activities need to be included, modified, or

stopped in future programs. Furthermore, the evaluation is expected to present an objective assessment to inform management decision-making for the future. By identifying what has worked and what has not, it will lay out areas of problems encountered, and recommend follow-up actions. The evaluation provides an opportunity for the project management team to examine the project's performance more closely, learn views on sustainability, and familiarize partners and key stakeholders with the evaluation outcomes.

III. SCOPE OF THE MID-TERM EVALUATION

The Mid-Term Evaluation will assess the activities that are conducted under the SFI project that is being implemented from January 2023 - May 2024.

IV. SUMMARY INFORMATION

Project name	School Feeding Initiative Project
Implementer	ADRA Mozambique
Life of the project	8 years
Active Geographic Regions	Maputo Province - Boane District
Number of Schools Supported	Eleven (11)

V. MID-TERM EVALUATION DESIGN AND METHODOLOGY

The Mid-Term Evaluation will be conducted by an external evaluator and will use a participatory approach in which the evaluator will work closely with ADRA Mozambique project staff including volunteers, partners, and stakeholders. The Mid-Term Evaluation will use a mixed-methods approach of both quantitative and qualitative methods involving in-depth interviews, focus group discussions, and site visits with beneficiaries and key informants (i.e. students, teachers, community members, local government officials, etc.). The evaluation process is conceived in terms of its social-political setting.

The consultants are expected to be astute with their written presentation as this involves the lives of many whose welfare could be affected either positively or negatively. The team will ensure that relevant partners and stakeholders actively participate to ensure high quality, credibility, and effectiveness of the exercise.

In line with this statement of work, the consultant will take the primary responsibility for the design of the survey and evaluation methodology. This will comprise the process of determining the appropriate sampling methodology, and sample size, as well as the site selection, development of the evaluation tool(s), and scheduling a detailed timetable for information collection, analysis, and reporting. Collection methods must include a combination of primary sources from interviewing beneficiaries (i.e. students, teachers, etc.), partners and stakeholders (i.e. local government authorities such as education, agriculture, and/or health departments), general observations, and gathering information from secondary sources including the project's monitoring and reporting system.

VI.   EVALUATION QUESTIONS

The overall objective of the Mid-Term Evaluation is to assess the results that the project has achieved during implementation. The key evaluation questions whose answers should be provided as deliverables to the evaluation report are the following:

1. **Outcomes:**
   a. Did the project achieve its intended outcomes?
   b. Were there any important unintended outcomes, positive or negative?
   c. What were the main reasons that determined whether the intended outcomes were or were not achieved, whether positive or negative unintended outcomes?
2. **Relevance:**
   a. To what extent did the project interventions meet the needs of the project beneficiaries?
   b. Was the project designed in the most appropriate way considering economic, cultural, and political context in the project target areas? Were there workarounds developed to meet project targets?
3. **Effectiveness:**

a. Have project resources (inputs) resulted in expected results?

b. Did activities reach high levels of quality in implementation?

c. Which activities should be stopped, started, or continued?

d. What changes can be made in the future to enhance the effectiveness?

4. **Efficiency**:

    a. To what extent did the project implement its activities as planned, including the timely delivery of project services? Were there workarounds used to implement activities?

    b. Have program management, financial, technical, and logistical systems been set up and functioning efficiently?

    c. Were there any verifiable instances of inefficiently using resources?

5. **Sustainability**:

    a. To what extent the project has contributed to sustainable school feeding (either from income-generating activities, school-based gardens, or any other method used) and what is the satisfaction level?

    b. How much income does each IGA make and does it cover costs?

    c. What is the likelihood that the benefits of the project will endure over time after the completion of the project?

    d. Has the project planned for the continuation of project activities, developed local ownership for the project, and developed sustainable partnerships, including school development committees?

    e. How much do programs rely on volunteerism versus incentives (such as food or stipends for cooks)?

    f. How sustainable were the outcomes of the project?

    g. Do the schools have the resources (both food and income) to continue feeding students when ADRA International withdraws funding?

    h. What are the main factors that affect, either positively or negatively, the sustainability of project outcomes?

    i. What are the recommended measures for its further improvement?

    j. Which exit strategies were incorporated into the project's design?

    k. Were such strategies implemented and to what extent did they contribute to sustainability?

l. How much retraining of SDCs will be required in the future and are there mechanisms to facilitate training?

m. Is there a fund to repair any machinery used by the project?

n. What is sustainable in the school feeding initiative?

o. Were there any surprising outcomes or unintended consequences?

p. What can be learned from both sustainability successes and failures?

q. Can any best practices for sustainability be identified from project implementation?

It is expected that the evaluation will provide best practices, lessons learned, success stories, areas of improvement, and recommendations for the duration of the project, plus future programs. Lessons learned should be clearly linked to the findings and include guidance for future use in similar contexts or sectors. ADRA's "Generating Lessons Learned Guidance" should be used to extract and capture useful lessons learned from the project. Recommendations should include coherent and actionable insights that can be followed through for the duration of the project as well as for future programs.

VII. DELIVERABLES AND REPORTING REQUIREMENTS

The consultant should complete a draft of the work plan and send it to ADRA Mozambique for review who will then send it to ADRA International for review, feedback, and approval. The work plan will include (1) the anticipated schedule and logistical arrangements; and (2) a list of the members of the external evaluator, delineated by roles and responsibilities. Once approved and contract signed the consultant will submit their evaluation design which will include: (1) a detailed evaluation design matrix that links the Evaluation Questions in the SOW to data sources, methods, and the data analysis plan; (2) draft questionnaires and other data collection instruments or their main features; (3) the list of potential interviewees and sites to be visited and proposed selection criteria and/or sampling plan (must include calculations and a justification of sample size, plans as to how the sampling frame will be developed, and the sampling methodology); (4) known limitations to the evaluation design; and (5) a dissemination plan.

The draft evaluation report should be consistent with the guidance provided in Section *X: Report Format.* The report will address each of the questions identified in the SOW and any other issues the team considers to having a bearing on the objectives of the evaluation. The submission date for the draft evaluation report will be determined in the evaluation work plan. Once the initial draft evaluation report is submitted, ADRA Mozambique will send comments and feedback to the consultant after five business days of receiving the draft report. The external consultant will then be asked to submit a revised final draft report after three days. ADRA Mozambique and ADRA International will review and send comments on this final draft report within 10 business days of its submission. The external evaluator will be asked to take no more than three business days to respond/incorporate the final comments from ADRA International and submit the final report. All project data and records (detailed work plan, evaluation interview tools for FGD and Key informant interviews, database(s), draft evaluation report, final report) will be submitted to ADRA Mozambique in full and should be in electronic form in English in an easily readable format, organized and documented for use by those not fully familiar with the intervention or evaluation. Before submitting the narrative report draft, ADRA Mozambique will request the external evaluator to submit the quantitative results after analysis to review and recommend additions/modifications to the qualitative data collection tools, and to include the outcome indicator results in reporting.

In the preparation of the final report, the external evaluator is expected to provide the reader with accurate sources of information and conclusions. All evaluation statements must be backed by existing data and information. When this is not the case, the evaluation team is required to state the rationale for its observations and conclusions. If some of the questions do not apply, the team must explain the reason(s).

Key deliverables:

- Work Plan
- Final Mid-Term Evaluation Report
- Final Evaluation Tools
- All datasets (raw and cleaned)

    o The consultant must hand over all collected data to ADRA after reporting. The consultant is required to delete/shred any data on their devices/premises once the reports are finalized to ensure compliance with the data protection policy.

- Evaluation Findings Presentation to ADRA

VIII. COMPOSITION OF THE EXTERNAL EVALUATOR

The external evaluator will be composed of an external consultant (team leader) who will be responsible for leading the exercise and enumerators. The team leader is expected to have strong technical expertise relating to education, nutrition, WASH, agriculture, and livelihoods. The team leader is also expected to have strong evaluation experience in evaluation design, management, and implementation; experience in cross-cutting program priorities, such as gender equality and women's empowerment; local language; and experience in the cultural and political context of the targeted areas, in particular. Additionally, the consultant (and team) will be required to follow ADRA's data protection policies and guidelines and will take a "do no harm" approach in the evaluation process. All team members will be required to provide a signed statement attesting to a lack of conflict of interest or describing any existing conflict of interest.

IX. EVALUATION SCHEDULE

The team should send the final report no later than August 30, 2024.

Proposed Activities	Responsible Person(s)	Anticipated time (Days/dates)
Meeting of External Consultant with ADRA Mozambique	Team Leader	(1 day)
Literature Review (All documents, quarterly reports, ITT, baseline report or needs assessment (if available), and datasets will be provided by ADRA.**)**	Team Leader	(3 days)
Preparation of the work plan, evaluation design, and data collection tools	Team Leader	(5 days)

ADRA Review of work plan, evaluation design, and data collection tools	ADRA CO, International	(4 days)
Travel and preparations for data collection	Team Leader	(2 days)
Data Collection	Team Leader, Enumerators	(10 days)
Data Analysis	Team Leader	(5 days)
Report Writing	Team Leader	(9 days)
ADRA review of draft report	ADRA CO	(5 days)
Incorporate ADRA comments to report	Team Leader	(3 days)
ADRA to conduct final review	ADRA International	(10 days)
Incorporate ADRA comments to report	Team Leader	(3 days)
Submit Final Report to ADRA with all data and records	Team Leader	August 30, 2024

X. REPORT FORMAT

The Evaluation Report will be written using the following outline:

Title Page

The title page will include the ADRA logo, state the project name and ADRA Country Office, names and titles of consultant(s), and the date and name of the document. A photograph of a field visit can be included.

List of Acronyms

All acronyms should be identified at the beginning of the report.

Executive Summary

The executive summary synthesis should be two to three pages in length and will include: the purpose, background of the project being evaluated, main evaluation questions, methods, findings, conclusions, and recommendations and lessons learned.

Table of Contents

The table of contents should outline each major topic section, annexes, figures, maps, tables, etc.

Body of the evaluation

The body of the evaluation report will include the following in sequential order:

Introduction and background

The introduction and background will include at a minimum: the purpose and background of the project (including project rationale), the goals and objectives of the project, implementation methods, and the purpose of the evaluation.

Evaluation Methodology

The methodology will include at a minimum: a description of information/data collection, sites/beneficiaries selection processes, sampling plan and calculation, and limitations (in particular attention to the limitations associated with the evaluation methodology (e.g., selection bias, recall bias, etc.).

Analysis, Findings, and Discussion

This is where the findings are clearly stated and discussed in detail. The summary of the evaluation, areas of improvement, best practices, lessons learned, and recommendations are based on this section of the document. Graphs and tables are encouraged, however,

Supplementary Issues and Questions (if applicable)

This section will address in sequence the supplementary issues and questions in the evaluation tool(s), if applicable.

Conclusions and Recommendations

This section presents the main conclusions based on this study evaluation. It should outline the areas of improvement, best practices, lessons learned, and recommendations for ADRA, the project staff, and collaborating partners for the duration of the project and future programming. This section must have a logical

connection to the findings and any recommendations made should have clear and actionable guidance.

Annexes:

The annexes must include the evaluation SoW; itinerary for the evaluation visit; any statements of difference regarding significant unresolved differences of opinion by implementers, and/or members of the external evaluator; all questionnaire and interview guides and checklists; any success stories; and maps.

Additional appendices such as signed disclosure of conflict-of-interest forms for all the team members and summary information about external evaluator members, including qualifications, experience, and role on the team should be included as a separate annex.

XI. CITIZENS PRIVACY

General Use of Data

ADRA considers it unethical for any member of the external evaluator to use information gathered from unsuspecting citizens during the evaluation assignment for anything other than the evaluation under study. Should a viable reason present itself for using the information obtained for other purposes, then ADRA must be consulted, and prior permission secured. This must be adhered to, especially when the material is controversial and exclusively involves the private lives of the target population.

Ethical Principles

The consultant and evaluation team should duly consider the standard research and evaluation ethical principles. The assignment is to be carried out according to the industry standard ethical principles, and norms outlined below.

1. *Anonymity and confidentiality:* The survey must respect the rights of individuals who provide information, ensuring their anonymity and confidentiality.
2. *Independence:* The survey should be demonstrably free of bias. To this end, evaluators are recruited for their ability to exercise independent judgment.

3. *Validation of information:* The survey team will be responsible for ensuring the accuracy of the information collected while preparing the reports and will be ultimately responsible for the information presented in the survey report.

4. *Intellectual property:* In handling information sources, the survey team shall respect the intellectual property rights of the institutions and communities that are under review. All materials generated in the conduct of the survey are the property of ADRA and can only be used with written permission.

Distribution of the Evaluation Document

The ultimate responsibility for gathering and disseminating information from all its regional offices around the world lies within ADRA. Therefore, the external evaluator, particularly the hired consultant, is expected to return to ADRA all the data and other information that were used as the basis of the team's final inferences.

No evaluation is final until it is presented to ADRA, discussed with the consultants openly, a clear understanding of all conclusions, and any differing views are reached between the consultant and ADRA as reflected in the final document.

ADRA reserves the right to use or not use the document as produced by the consultant, notwithstanding the editing process after the first draft is presented by the consultant.