

Terms of Reference
USDA McGovern Dole International Food for Education and Child Nutrition Program
(FFE) in Senegal

1. Overall Purpose of the Terms of Reference

Counterpart International has been awarded a \$9 million McGovern Dole International Food for Education and Child Nutrition Program (FFE) program in Northern Senegal (Saint Louis region) by the US Department of Agriculture (USDA). The project will target 20,006 students in 270 schools in the Saint Louis, Podor and Dagana departments in the St. Louis region of Senegal over a period of three years.

In this context, Counterpart is looking to hire an external third party (“the consultant”) to accomplish the following:

- Produce an evaluation plan for submission to USDA, outlining the project’s strategy for conducting a baseline study, a midterm evaluation, and a final evaluation (please see section 3 for more information).
- Conduct the baseline study as outlined in the evaluation plan (please see section 4 for more information).

The consultant shall submit one proposal outlining how each of the deliverables will be completed, as well as the resources (such as time and cost) required.

Following please find the country and project background, Terms of Reference (TOR) for the evaluation plan and TOR for the baseline study.

The project will have a midterm and final evaluation, the TORs for midterm and final evaluations will be advertised separately before each of the evaluations.

2. Country and Project Background

Senegal is a politically and socially stable country; it is one of the most advanced democracies in sub-Saharan countries. Senegal’s population is nearly 14 million inhabitants and the population growth rate is 2.5%¹, the population is predominantly young. The GDP is estimated at \$33.68 billion in 2014² and Senegal debt rate is at 39.7% of GDP³.

Despite the Poverty Reduction Plan (PRP) adopted by Government of Senegal in 2006, poverty level is still high even though it slightly declined from 48.3% in 2005 to 46.7% in 2011⁴.

Counterpart FFE programs follow Government of Senegal education policies. Government of Senegal has a current ongoing education program called Program for Improvement of Quality,

¹ Senegal Emerging Plan 2014, published by the Republic of Senegal in February 2014, page 11

² Central Intelligence Agency World Fact Book

³ Senegal National Strategy for Social and Economic Development Plan 2013-2017, published by the Republic of Senegal in November 2012, page 9

⁴ Report No: 73478-SN, World Bank, January 18, 2013

Equity and Transparency (PAQUET). Counterpart will contribute to the PAQUET program through the USDA FFE project in Saint-Louis region by providing teacher and school administrator trainings on pedagogy techniques in collaboration with the Ministry of Education and the Departmental Inspector of National Education. A School Feeding Division was created within the Ministry of Education in 2009 and a school feeding policy was developed in 2011. Counterpart contributed to the organization of the workshops with the education stakeholders (through the FFE program in Matam region) that facilitated the development of the school feeding policy. Counterpart also contributed to the design and printing of the school feeding implementation guide book.

Through the FFE project in Saint Louis region, Counterpart will target 23,636 direct beneficiaries and 165,452 indirect beneficiaries in Saint Louis, Podor and Dagana departments of Senegal over the life of the project (three years). Direct beneficiaries include: 20,006 school-aged children; 270 Parent Associations (PAs) or similar “school” governance structure; and 1,200 teachers and school administrators. The project’s beneficiaries (students, schools and teachers) are listed below by geographical distinctions:

		Dagana-department	Podor-department	Saint-Louis-department	Total
Number of Schools	Preschools	23	18	44	85
	Primary schools	73	112	0	185
Number of Students	Boys	4,470	3,395	1,251	9,116
	Girls	4,751	4,830	1,309	10,890
	Total number of students	9,221	8,225	2,560	20,006
Number of Teachers	In preschools	59	55	126	240
	In primary schools	278	618	0	896
	Total number of teachers	337	673	126	1,136

The project will focus on achieving the following objectives (please see attached Annex 1 Project’s Results Framework):

Improve the literacy of school-aged children by:

- Increasing student attendance rates through the provision of daily breakfasts and lunches for school children and supporting income generating projects, school gardens and granaries;
- Increasing skills and knowledge of school administrators and teachers by providing access to certification materials and capacity building for schools and Ministry of Education staff;
- Improving the consistency of teacher attendance through teacher recognition activities and other activities to promote teacher attendance;

- Improving community understanding of the benefits of education through training and exchange visits for members of Parent Associations (PA); and
- Improving Policy and Regulatory Framework by advocating for the mainstreaming of the School Health and Nutrition Guide into the Local Teacher College Curriculum.

Increase the use of health and dietary practices by:

- Improving school infrastructure and increase access to clean water and sanitation through building of latrines and water station systems;
- Increasing knowledge of safe food preparation and storage practices by conducting training on commodity management, cooking techniques, food safety, and hygiene;
- Increasing access to preventative health interventions by distributing de-worming medication to school children and planting moringa at schools; and
- Increasing access to requisite food preparation and storage tools and equipment by equipping school canteens and kitchens and providing energy saving stoves.

This project will put sustainability efforts front and center with foundational activities such as school gardens, granaries and Income Generating Projects (IGPs) and capacity building for Parent Teacher Associations (PTAs) and Inspection of Education Offices (IEFs).

3. Deliverable 1: Evaluation Plan

Purpose and expectations

For this deliverable, the purpose is to further develop and, where necessary, amend the existing draft evaluation plan of the project with a focus on the methodologies for baseline study, midterm evaluation, and final evaluation. The selected consultant shall examine the draft evaluation plan, elaborate on it, propose modifications, and produce a final version of the evaluation plan to provide comprehensive and coherent evaluation plan for assessing the entire project’s results and impacts. The evaluation plan will consist of a detailed, step-by-step guide for conducting the project’s baseline study, midterm evaluation, and final evaluation and include “a description of required evaluation activities, including proposed design, methodology, timeframe, and management of evaluation activities”⁵.

The consultant will closely work with the project’s staff – field project management, field M&E, HQ project management, and HQ M&E – and seek the involvement of partners/stakeholders to produce an evaluation plan that is adapted to the context of the project: the combination of needs, constraints, resources, and opportunities affecting its implementation and by extension the scope and shape of its baseline study, midterm evaluation, and final evaluation. Concurrently, consultant will follow the guidance outlined in USDA/FAS’s Monitoring and Evaluation Policy (May 2013) when producing the evaluation plan.

The description of each exercise outlined in the evaluation plan, i.e., the baseline study, the midterm evaluation, and the final evaluation, shall include at least the following:

⁵ USDA M&E Policy, 2013, p.9

- Evaluation methodology (e.g. mixed methods, randomized control trials or quasi-experimental design, propensity score matching, etc.) including a rationale behind the choice of the design, for example using the evaluation questions and the type of information sought to explain why such design is used.
- Sampling methodology comprised of sampling frame(s) and how it (they) will be obtained; sampling approach (clusters, SRS, purposive, etc.) and any related calculations and variables (confidence interval, degree of confidence, design effect), as well as the reasoning behind the choice of sampling approach; how the sample(s) will be drawn, and any assumptions made and limitations anticipated.
- Data collection plan including data collection approaches (e.g. longitudinal survey, key information interview, observation, Focus Group Discussion (FGD), case studies, etc.); data sources; related research questions or indicators; brief outlines of each data collection instrument; and expected outputs. For example, if the evaluation will use FGD, the data collection plan should state why a FGD is chosen; who the participants will be; what question(s) or indicator(s) the FGD will serve to inform; and what data is expected from the FGD. The plan should also describe how data collection instruments will be tested and (if needed) amended.
- Data analysis plan describing how data from each data collection activity will be processed (entered, cleaned up, coded, tabulated); how the data will be analyzed (methodology and software); what the expected outputs are and how they will help answer or inform the question(s) or indicator(s). The plan should also outline how, where relevant, information from more than one data collection activity will be combined to answer specific questions.
- Work plan describing steps and milestones with intended timeline, associated resources (e.g. transport, lodging), and resulting outputs (survey completed, data processed, first draft of findings)
- Management and Human Resources outlining who will participate in each exercise, their roles and responsibilities, as well as related management functions. This should include Counterpart staff.
- Budget, following a level of detail commensurate with that of the work plan.

4. Deliverable 2: Baseline Study

Purpose and expectations

USDA requests that baseline information be collected by the project within 6 (six) months of project award date, in order to set accurate and realistic targets and to enable the project to monitor progress and performance throughout the project. Counterpart expects this baseline study to be fully integrated in the body of information that the project will use for performance monitoring and evaluation, and for learning. The baseline study will: a) provide baseline information for monitoring indicators according to PMP; and b) provide baseline for evaluation activities, and measuring impact. The baseline will also obtain information on specific contextual factors that may slow or accelerate the changes that the program expects to make, and to use that information to make recommendations to the project on its design.

Counterpart expects that to complete the baseline study, the selected evaluation consultant will work together with a local consulting firm, the selected consultant will lead the baseline study. Counterpart will provide its recommendations on the selection of the local consulting firm to the international evaluation consultant.

The baseline will collect data for all indicators. For complete list of indicators, please refer to Annex 2, Indicators. The consultant should provide values for every indicator in Annex 1. Below is an example of the indicators:

- Percent increase in average teacher attendance rates compared to baseline
- 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
- Percent of school-age children receiving a minimum acceptable diet at the school level
- Percent of target school administrators who achieve a threshold improvement between pre-and-post training of trainer tests
- Number of school administrators and officials in target schools who demonstrate use of new techniques or tools as a result of USDA assistance

The principal focus of the baseline study should be the outcome indicators, for example indicators focused on dietary diversity, teacher attendance, or literacy testing. At baseline, many indicators will have a default value of zero (such as number of trainings) and they should not be the main focus of the baseline data collection.

Counterpart expects the baseline study to provide information on contextual factors that may slow or accelerate the changes that the program expects to make. This information should enable project staff to validate the design of the project and, if needed, recalibrate its interventions.

The contextual factors should focus on, among others, governance at the school level, barriers to school attendance, perceived nutritional and health needs of the beneficiaries, as well as teachers' needs in capacity building. The potential for sustainability of the school feeding program should also be a main focus of the baseline study.

The baseline study should also pay close attention to gender dynamics to ensure that considerations related to gender that are relevant to the program's expected goals are taken into account into the analysis and factored into any recommendations made to the program.

Anticipated methodology and approach

Counterpart anticipates that the baseline study will be use mixed methods of data collection and analysis. Even though the final approach for the baseline study will be outlined and detailed in the evaluation plan (deliverable 1), Counterpart anticipates it will include the following:

1. Collect secondary data from: Counterpart Field Office in Senegal; Senegal Government Education Inspections at the regional and district levels and School Canteen Divisions; and the database from the latest General Population and Habitat Survey. Through secondary data collection the study should obtain information on the demographic

characteristics of the populations living in the targeted zones, and to have a sampling frame.

2. Collect primary data from the following sources: Students; PA (Parents Association) members; headmasters and teachers; staff from Education Inspections at the regional and district levels. Primary data should be collected using surveys, key informant interviews, and focus group discussions.

One way to approach sampling would be to randomly select clusters (schools) from the sampling frame and survey all respondents within the schools (note: in the case of students the study will select secondary clusters – classrooms – within the schools and survey students within them). The study should aim for a 95% confidence level and a 5% margin of error and should consider a design effect and non-responses in the calculation of the sample size. In addition, to ensure representativeness in terms of specific characteristics (e.g. region, gender) the study should factor in elements of purposive sampling into its sampling methodology. However, other sampling methodologies should be considered as well, especially when not dealing with surveys.

Outline of the baseline report

The Baseline report should follow the outline below. All elements should appear clearly in the report.

1. Cover page
2. Table of contents
3. Executive summary including major findings, conclusions and recommendations
4. Objectives of the baseline study
5. Research orientation and main questions
6. Methodology used, data sources, data limitations, and chronology of baseline study implementation
7. Findings
8. Conclusions (conclusions must be derived from the findings)
9. Recommendations (recommendations must be based on the conclusions)
10. Report annexes: 1) Performance Indicators and current values, 2) List of data sources with list of associated data collection tools, 3) data collection tools.

Excluding the annexes, the report should not exceed 30 pages and should be written in Times New Roman font size 12.

The report should be submitted in English and French.

5. Evaluation Criteria

The proposal will be assessed using the following criteria:

- Understanding of the TOR;
- Clarity and style of the proposal;
- Soundness of the technical approach;
- Practicality of the methodologies proposed;

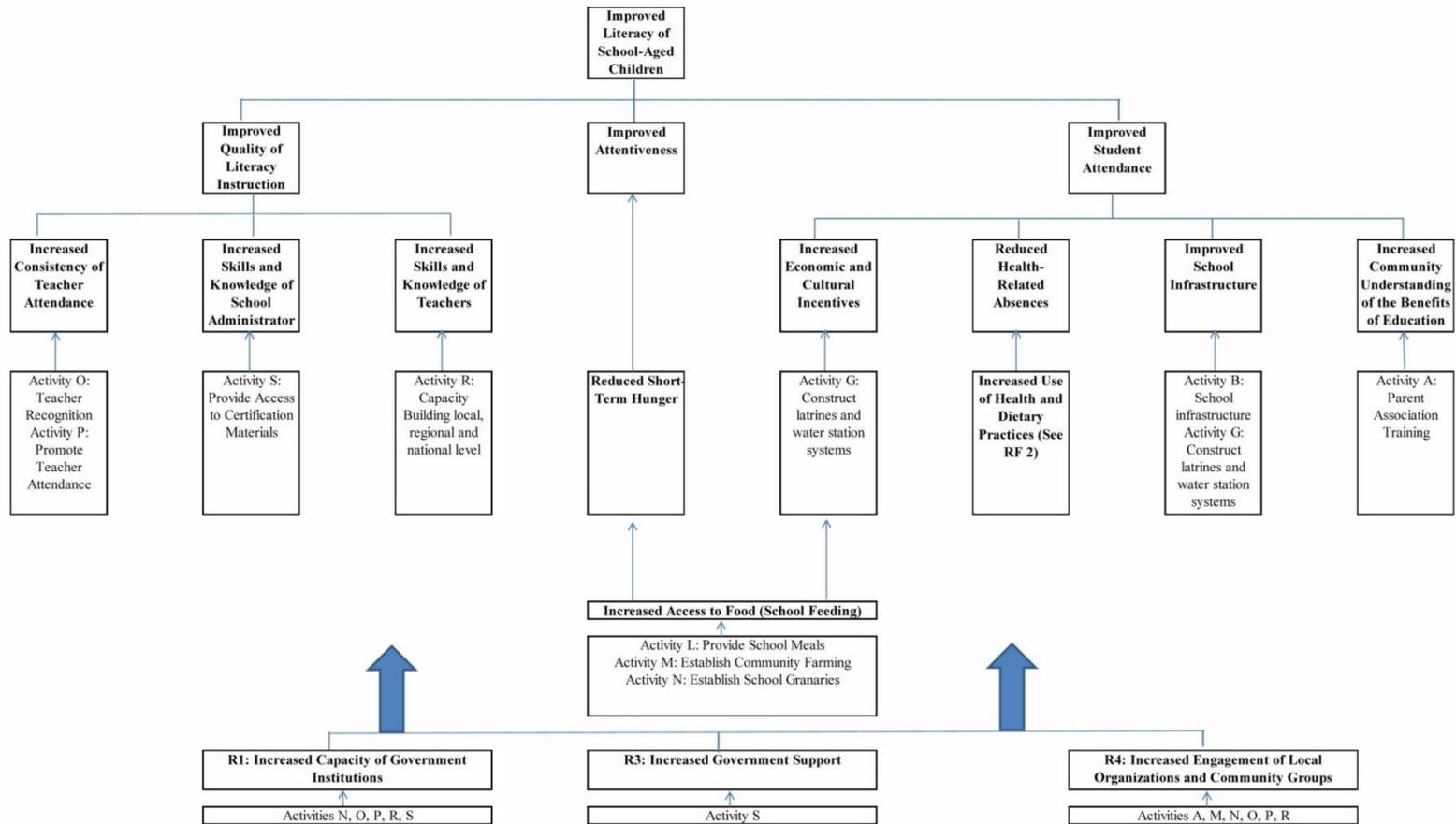
- Timeframe;
- Cost;
- Evaluation consultant qualifications:
 - A minimum of 5 years of experience in conducting quantitative and qualitative impact and performance evaluations in similar complex international development programs.
 - Experience in conducting research and evaluation of USG international development programs. Preference will be given to those who have experience in USDA McGovern-Dole Food for Education programs.
 - Experience in designing or evaluating education, literacy and school feeding programs.
 - Experience in designing, using and analyzing international literacy assessments such as EGRA, ASER.
 - Experience in qualitative evaluation techniques such as key informant interviews, focus group discussions, observations, and case studies.
 - Experience in quantitative data collection, statistics/econometrics such as randomized control trials, propensity score matching, regression discontinuity, sample size selection, design effects, questionnaire design, etc.
 - Experience in West Africa, particularly Senegal.
 - Ability to communicate, read, and write fluently in English and French and other languages as appropriate.

6. Application process

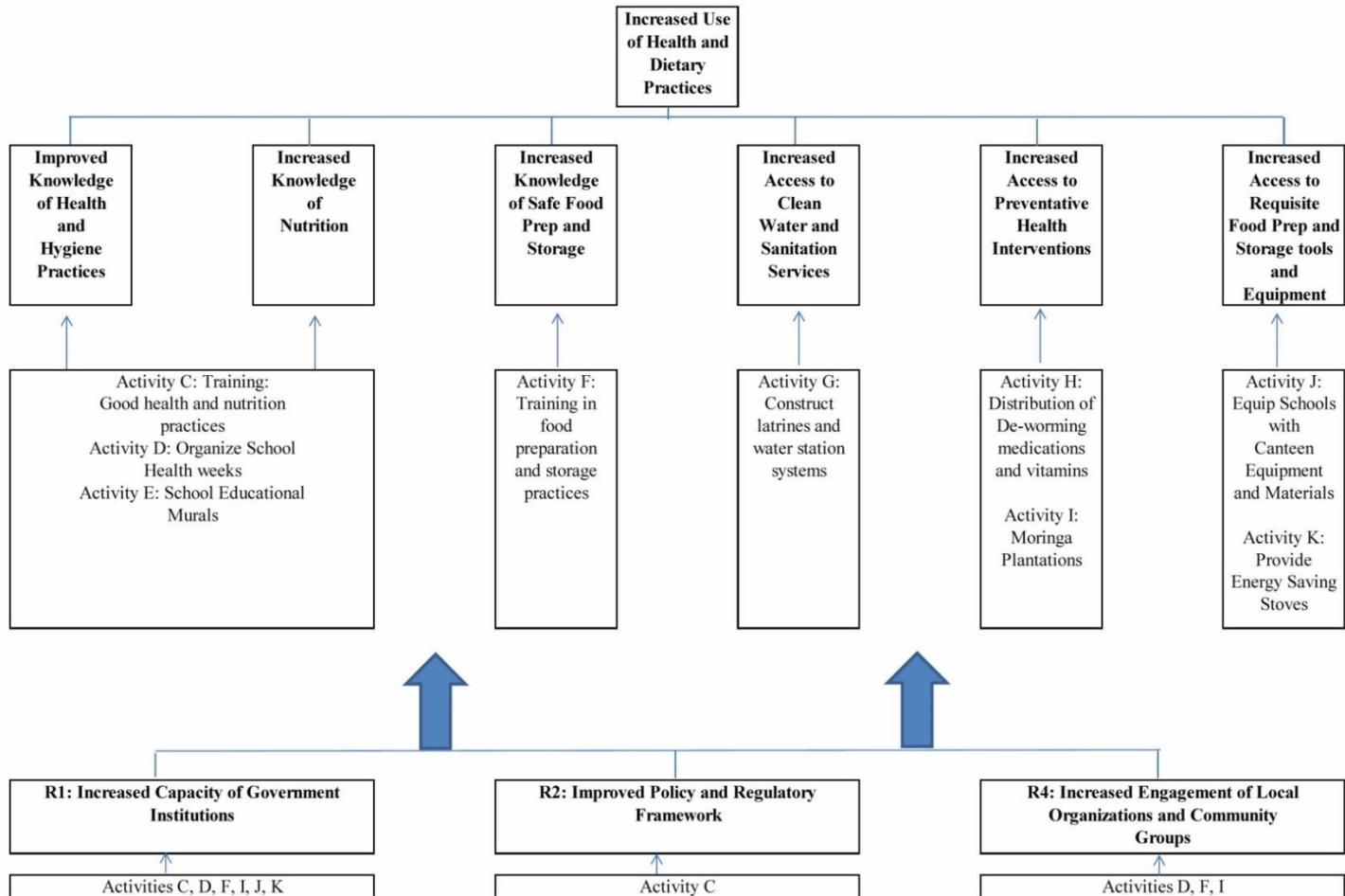
Interested individuals or companies are invited to submit a full technical and financial proposal outlining how each of the deliverables will be completed, resumes of the team members along with a description of past experiences outlined under Required Evaluation Consultant Qualifications above. The proposals must be submitted **no later than August 28, 2015 at 5:30 p.m. to ffecounterpartsenegal@counterpart.org**.

Annex 1. Project's Results Framework

RF1: Literacy Results Framework Counterpart FFE Senegal



RF2: Increased Use of Health and Dietary Practices Framework Counterpart FFE Senegal



Annex 2. Indicators

PERFORMANCE INDICATORS

Activity	Indicator
Capacity Building at the Local, Regional, and National Level	Number of School Inspector Trainings Held
	Number of decentralized Literacy Training sessions held
	Percent of target school administrators who achieve a threshold improvement between pre- and post- training of trainer tests
	Number of school administrators and officials in target schools who demonstrate use of new techniques or tools as a result of USDA assistance
	Number of school administrators and officials trained or certified as a result of USDA assistance
Promote Teacher Attendance	Number of advocacy workshops held.
School Health Weeks	Number of Schools implementing school health weeks
School Education Murals	Number of schools with educational murals
Equip Schools with Canteen Equipment and Materials	Number of schools equipped with canteen equipment and materials
	Number of trainings in child health and nutrition as a result of USDA assistance
	Number of individuals trained in child health and nutrition as a result of USDA assistance (female)
	Number of individuals trained in child health and nutrition as a result of USDA assistance (male)
School Infrastructure	Number of educational facilities (i.e. school buildings, classrooms, and latrines) rehabilitated/constructed as a result of USDA assistance (classrooms)
	Number of educational facilities (i.e. school buildings, classrooms, and latrines) rehabilitated/constructed as a result of USDA assistance (latrines)
Construct Latrines and Water Station Systems	Number of schools using an improved water source
	Number of schools with improved sanitation facilities
Distribution of De-worming Medications	Number of de-worming medication and multi-vitamin doses distributed

and Vitamins	
	Number of students receiving deworming medication(s)
Moringa Plantations	Number of Moringa plantations developed
	Percent of schools regularly using moringa products in school meals
Energy-Saving Stoves	Number of energy-saving stoves constructed
Provide School Meals	Number of daily school meals (breakfast, snack, lunch) provided to school-age children as a result of USDA assistance
	Number of school-aged children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance (female)
	Number of school-aged children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance (male)
	Number of school-aged children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance (new)
	Number of school-aged children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance (continuing)
	Number of students regularly (80%) attending USDA supported classrooms/schools (female)
	Number of students regularly (80%) attending USDA supported classrooms/schools (male)
	Number of students enrolled in schools receiving USDA assistance (female)
	Number of students enrolled in schools receiving USDA assistance (male)
	Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance (female)
	Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance (male)
	Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance (continuing)
	Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance (new)
	Number of individuals benefiting directly from USDA-funded interventions (female)
	Number of individuals benefiting directly from USDA-funded interventions (male)
	Number of individuals benefiting directly from USDA-funded interventions (new)
	Number of individuals benefiting directly from USDA-funded interventions (continuing)

	Number of individuals benefiting indirectly from USDA-funded interventions
	Total quantity of commodities (tons) provided for school meals as a result of USDA assistance
Establish Community Farming for the Support of School Meals	Number of Community Farms established
Establish School Granaries	Number of functional granaries established
Teacher Recognition	Number of Teacher recognition awards distributed
Parent Association Training	Number of PA Training sessions held as a result of USDA assistance
	Number of PA members trained as a result of USDA assistance
	Number of exchange visits
	Number of parents and teachers participating in school exchange visits.
Training in Food Preparation and Storage Practices	Number of people trained in Food Preparation and Storage Practices as a result of USDA assistance
	Number of trainings in Food Preparation and Storage Practices as a result of USDA assistance
Provide Teachers Access to Certification Materials	Number of Schools with access to certification materials as a result of USDA assistance
	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
	Number of teachers/educators/teaching assistants trained or certified as a result of USDA assistance

Result	Indicator
Increased Use of Health and Dietary Practices	Percent of school-age children receiving a minimum acceptable diet at the school level (female)
	Percent of school-age children receiving a minimum acceptable diet at the school level (male)
Reduced Short-Term Hunger	Percent of students in target schools who indicate that they are not hungry during the school day
Improved Literacy of School-Age Children	Number of individuals benefiting indirectly from USDA funded interventions
	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 (female)
	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 (male)
	Number of individuals benefiting directly from USDA-funded interventions (male)
	Number of individuals benefiting directly from USDA-funded interventions (female)
	Number of individuals benefiting directly from USDA-funded interventions (new)
	Number of individuals benefiting directly from USDA-funded interventions (continuing)
Contributions to Feed the Future	Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance (new)
	Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance (continuing)
	Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance (female)
	Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance (male)
	Number of individuals trained in child health and nutrition as a result of USDA assistance (male)
	Number of individuals trained in child health and nutrition as a result of USDA assistance (female)
Increased Access to Requisite Food Prep and Storage Tools and Equipment	Percent of target schools with energy saving stoves
Increased Knowledge of Safe Food Prep and Storage Practices	Percent of beneficiaries (students, cooks) who use appropriate hand washing practices (i.e. with soap, before meals, before food prep, after latrine use, and diaper changing)
Improved Knowledge of Health and Hygiene Practices	Percent of students in target schools who can correctly identify at least 2 ways to prevent intestinal worms
Increased Skills & Knowledge of School Administrators	Percent of target school administrators who achieve a threshold improvement between pre and post training of trainer sets
	Number of school administrators and officials trained or certified as a result of USDA assistance.

	Number of school administrators and officials in target schools who demonstrate use of new techniques or tools as a result of USDA assistance.
Increased Skills & Knowledge of Teachers	Number of teachers/educators/teaching assistants trained or certified as a result of USDA assistance
	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
More consistent Teacher Attendance	Percent increase in average teacher attendance rates compared to baseline
Increased Capacity of Government Institutions	Percent of schools that create and implement one or more granaries or community farms
Increased Engagement of Local Organizations and Community Groups	Number of Parent-Teacher Associations (PTAs) or similar “school” governance structures supported as a result of USDA assistance
	Number of parents and teachers participating in school exchange visits
Increased Government Support	Percent of teachers who received government supported training in pedagogy in the past three months
Improved Student Attendance	Number of students regularly (80%) attending USDA supported classrooms/schools (female)
	Number of students regularly (80%) attending USDA supported classrooms/schools (male)
	Number of students enrolled in schools receiving USDA assistance (male)
	Number of students enrolled in schools receiving USDA assistance (female)