Baseline Survey
Terms of Reference (TOR)

World Vision Angola

USDA McGovern – Dole Food for Education

Award: FFE-654-2024/002-00

ANGEL Project

January 2025

Contents

I. INTRODUCTION

This Terms of Reference (TOR) describes the plans, objectives, deliverables, and expectations for a baseline study for the *Angola Nutrition for Growth, Education, and Learning* (ANGEL) project implemented in the provinces of Benguela, Cunene and Huila, Angola. The project will conduct a baseline study to yield base values for outcome indicators and to provide information to strengthen the activity design, improve targeting, and enrich the understanding of the project context.

The baseline study will be cross sectional in its design, that is, it will collect and analyse data from the targeted beneficiaries (students, teachers, smallholder farmers, health workers, etc.) and its representative subsets at a specific point in time. A Mixed-Methods technique will be adopted and will include a Participant Based Survey (PaBS), Key Informant Interviews (KIIs), Focus Group Discussions (FGDs), observations, photo and video storytelling and document reviews. An external consultant will be responsible for conducting the baseline survey.

The baseline will be used as a comparative study against the final evaluation at the end of the project and as foundational data for the quasi-experimental study, specifically to compare the treatment and comparison groups to assess project performance.

II. BACKGROUND INFORMATION

a) Activity Information

Activity Name	ANGEL Baseline Survey
Implementer(s)	World Vision
Period of Performance	February 25, 2025 – May 30, 2025
Active Geographic Region	Benguela, Cunene and Huila Provinces, Angola

b) Background and Context

The ANGEL McGovern – Dole International Food for Education and Child Nutrition project is an award of the U.S. government through the United States Department of Agriculture (USDA) with World Vision. It is a 5-year program and has an approved budget of $28.6M of which $1.7M is for food. The project aims to improve literacy for of **96,000** children in **82** schools in the provinces of Benguela (municipalities of Ganda and Cubal), Cunene (municipalities of Ombadja, Cahama and Curoca) and Huila (municipalities of Chibia, Humapata, Gambos), Angola.

During the Life of the Program, WV and partners will carry out this school feeding project to improve food security, reduce the incidence of hunger, and improve literacy and primary education, particularly with respect to girls, and maternal, infant, and child nutrition projects, and thereby contribute to more self-reliant, productive societies.

ANGEL will use USDA donated commodities such Corn Soya Blend Plus (CSB+) and Fortified Vegetable Oil. The donated commodities will be supplemented with locally and regionally procured commodities such as cabbage, carrots, and banana.

c) Description of Project Activities

The overall objectives of this FY24 McGovern Dole (MGD) project, ANGEL, are to improve the literacy of primary school children (**MGD SO 1**), increase the use of health and dietary practices (**MGD SO 2**), and improve the effectiveness of food assistance through local and regional procurement (**LRP SO1**). The theory of change posits that:

IF target schools are provided with essential infrastructure, operational capacity, and supply for school feeding, **THEN** nutrient-dense school meals will be provided to primary students **AND THEN** student attendance (MGD 1.3) and attentiveness (MGD 1.2) will increase because there is substantial evidence showing that school feeding leads to increased participation[1]. Furthermore, **IF** teachers are provided with pedagogical training and practice, **THEN** there will be improved quality of literacy instruction (MGD 1.1)[2]. Together, improved literacy instruction (MGD 1.1), attentiveness (MGD 1.2), and attendance (MGD 1.3) will result in improved literacy of school aged children (SO 1)[3].

To establish essential infrastructure for school feeding, the project will build or rehabilitate kitchens *(Activity 01),* warehouses and storerooms *(Activity 03),* and wells and water stations *(Activity 04).* To ensure that schools have sufficient capacities in place to manage the daily operations of school feeding, cooks, teachers, and storekeepers will be trained *(Activity 05)* in food safety, commodity management, and food preparation. To ensure that the school feeding program is appropriately planned, budgeted, and managed at the administrative and municipal levels, school administrators and municipal education personnel will also be targeted with capacity strengthening support *(Activity 05).* Together, these activities will ensure that the school feeding operations in the targeted municipalities will be fully operational in providing school meals and snacks.

To ensure that schools provide high quality literacy instruction and opportunities for learning, the project will provide training on pedagogical skills and literacy instruction *(Activity 15)*, as well as support literacy clubs in schools, which will provide students with opportunities to practice literacy skills in a relaxed, peer-learning environment *(Activity 07).* Also, school leaders will be trained *(Activity 14)* to ensure that the school environment supports literacy promotion.

Complementary interventions are necessary to ensure that the strategic objectives can be achieved. For instance, to ensure that student attendance isn't compromised by health-related absences, the project will build and rehabilitate school latrines and handwashing stations *(Activities 02 and 04)* and promote good hygiene and sanitation practices *(Activity 05).* To ensure that parents and the wider community are supportive of children's school attendance, the project will inform and

---

[1] Alderman, Harold & Bundy, Donald. (2012). "School Feeding Programs and Development: Are We Framing the Question Correctly?". The World Bank Research Observer. 27. 10.2307/23262830.

[2] Arancibia, Violeta, Anna Popova, and David Evans. (2016). "Training teachers on the job: What works and how to measure it." World Bank Policy Research working paper 7834.

[3] Elisabetta Aurino, Aulo Gelli, Clement Adamba, Isaac Osei-Akoto and Harold Alderman. (2023). "Food for Thought? Experimental Evidence on the Learning Impacts of a Large-Scale School Feeding Program." *Journal of Human Resources,* January 2023, 58 (1) 74-111.

engage the community *(Activity 05).* To ensure that school meals maximize cost efficiencies, nutrient density, and sustainability, the project will create linkages *(Activity 06)* between producer organizations and commodity suppliers to create a local supply of bananas, cabbage, and carrots to supplement school meals. To ensure that Pregnant and Lactating Women (PLW) and children under 2 years of age (CU2) in the school catchment areas are not malnourished, thereby compromising the cognitive capacities of future students, the project will provide take-home rations of (CSB+ and Fortified Vegetable Oil. Lastly, to ensure that children under 5 years of age (CU5) in the community are healthy, vitamin A and Albendazole (a deworming medication) will be administered *(Activity 16).*

III. STUDY OBJECTIVES & ILLUSTRATIVE QUESTIONS

The purpose of the baseline survey is to establish benchmarks for project performance indicators against which project success will be measured. The baseline measurements will be used to calculate change in these indicators and undertake a statistical test of differences in the indicators at completion of the project. The focus will be on changes in the indicators pre- and post-implementation but no conclusions about attribution or causation of change.

Specifically, the baseline will serve the following purposes:

- Determine the baseline values for the project outcome and impact indicators before implementation commences;

- Validate and strengthen project targeting and implementation approach;

- Describe the vulnerability context of the targeted community in relation to socio-economic, natural/environmental, drought shocks trends and seasonality;

- Generate key recommendations to guide the project implementation process.

- Gather non-indicator data to describe the prevailing conditions of the target communities or population.

- Gather relevant information about the target population that can be used to improve targeting and sub-activity design before implementation begins.

The baseline study will seek to answer the following questions/topics:

- General status of targeted households – Source of food, number of household members, main income sources;

- The status/availability of community assets and their utilization;

- What is the current status of the key performance indicators for the MGD programming in the different sectoral/ thematic areas?

- What are the opportunities for implementing or strengthening Local and Regional Procurement in MGD (ANGEL) programming?

- Do the baseline findings indicate a need to rearrange ANGEL priorities, implementation approaches or activity sustainability timing?

- To what extent are the identified grade three (3) school-age children have reading fluency and reading comprehension skills? The study will employ the Early Grade Reading Assessment (EGRA) measure reading fluency and reading comprehension.

IV. STUDY METHODS & LIMITATIONS

The baseline study will use a **Mixed-Methods approach** and will include a PaBS or Questionnaire, KIIs, FGDs, and observations as outlined in the Evaluation Plan (EP), and photo and video storytelling and document reviews where possible.

a) Indicators Included in the Study

Project's indicators (included in the Performance Monitoring Plan – PMP) on nutrition and literacy outcomes among primary school-age children in the provinces of Benguela, Cunene and Huila will be measured to establish baseline values.

The indicators below are outcome indicators to be collected at baseline:

Indicator Number	Indicators Included in the Baseline Survey	Data Collection Method
MGD #1	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	Literacy test of a representative sample of students
Custom #1	Percent of teachers in target schools who demonstrate improved literacy instruction as identified by supervisors, mentors, and coaches	Literacy test of a representative sample of students
Custom #2	Average teachers' attendance rate in USDA supported schools	Student data from school/teacher attendance records
Custom #3	Percent of students who report engagement with literacy materials	Data will be collected from school children attending schools
Custom #6	Percent of students in classroom identified as attentive by their teachers during class/instruction	Survey conducted in all project schools and all teachers asked questions related to the attentiveness of students.
Custom #7	Percent of students in target schools who indicate that they are not "hungry" during the school day	Questionnaire (student survey)
MGD #2	Average student attendance rate in USDA supported classrooms/schools	Student data from school/teacher attendance records
Custom #11	Percent of students who miss less than ten (10) school days per year due to illness	School records, or real-time headcounts
Custom #12	Percent of parents in target schools who can name at least three benefits of primary education (collected through a survey)	Data will be collected from parents and guardians of

		children attending schools in target areas.
Custom #18	Percent of target schools with access to separate latrines for girls and boys	Data will be collected from school children attending schools
Custom #21	Percentage of target schools obtaining food from farmers groups	School records

b) Quantitative Survey Design

Quantitative method will include a student survey using the EGRA to assess literacy. This assessment will be conducted at baseline, and then repeated annually at the end of the school year in June (integrated with annual surveys and/or midline and endline surveys).

Sample Size Calculation

A sample size for the quantitative survey to collect student-level data (EGRA) has been calculated by AgReach to ensure that findings are sufficiently powered to detect minimum effects.

The calculation is based on the outcome variable of interest, namely the EGRA. Students are divided into three groups by scheduled roll-out of the meals program in the schools, which will achieve 15 schools and 11,387 students in year 1, 41 schools and 31,125 students in year 2, and 82 schools and 62,250 students by year 3.

The first group consists of the students in schools receiving meals beginning in the first year of the program (Treatment 1), and the second group is the set of students in schools receiving meals beginning in the second year of the program (Treatment 2). The comparison group will consist of the students in the schools receiving the meals program beginning from the third year of project to the end of the life of the project. The overall approach for identifying the statistical relationship between the treatment (school feeding program) and the outcome of interest utilizes the staggered roll-out of the program to create a comparison and counterfactual in the data. We will utilize the difference from baseline and the comparison to the control group to identify the effect of the program on educational variables of interest.

To calculate the sample size required to test the statistical difference between means for two subgroups, the following formula was used: $n = (Z_{\alpha/2} + Z_\beta)^2 \times 2 \times (\sigma^2)/d^2$

Where:
- n is the sample size for each group.
- $Z_{\alpha/2}$ is the critical value of the Normal distribution at $\alpha/2$ (for a confidence level of 95%, α is 0.01 and the critical value is 2.575).
- Z_β is the critical value of the Normal distribution at β (for a power of 95%, β is 0.05 and the critical value is 1.96).
- σ^2 is the population variance.
- d is the difference you would like to detect

Based on testing of children in grades 2 and 3 in Nepal and Zambia, we use a baseline value for the EGRA Oral Reading Fluency of 20. A sample size of 713 in each group is sufficient to detect

a 1 unit increase in the mean (difference in means), assuming a population variance of 20, with a power of 95 percent and a significance level of 1 percent (99 percent confidence level). We round up slightly from 713 per group to 750 per group to provide some additional margin.

A total sample size of 2,250 students (750 in each of three groups) for the baseline (and to be repeated at the midline, year 2 and final evaluation surveys) will provide the necessary power to identify the program effects, given these assumptions.

c) Qualitative Inquiry

Qualitative methods will include FGDs with students and parent teacher associations (PTAs) and KIIs with 1) teachers and 2) community members to draw out experiences with school feeding, training and behavior change programming, and perceptions of progress toward objectives. These experiences and perceptions will help to ensure that the survey includes participant, and especially children's voices.

The consultant also has to pay special attention to sampling (see the sampling frame above) in relation to the qualitative data including ensuring:

- All groups and individuals sampled in the FGDs and KII are representative of the different population groups in the target districts.

- Qualitative sampling reflects the different sectors (health and nutrition; education; school meals; agriculture; WASH) within the integrated ANGEL project.

- Sampling is reflective of the contextual realities in the target's provinces and/or districts.

Qualitative data will complement quantitative findings by providing detailed information on the perceptions of project participants and explaining the values produced by the collection of quantitative data.

WV will support in getting a list of contacts to be interviewed in the KIIs. Likewise, the consultant will receive support for the call for participants already registered for the project in the FGDs.

d) Limitations and Mitigation Methods

The following are related to the challenges in the monitoring process and the proposed mitigation measures:

1. **Limitation 1:** Teachers and head teachers/administrators' absenteeism in schools during data collection.

   a) **Mitigation Measure 1:** WV will anticipate the Provincial and District Directorates of Education, Health, Economic Activities and Planning and Infrastructures with the data collection schedule to ensure active participation and collaboration of teachers and school administrators during the process.

2. **Limitation 2:** Access to communities is disrupted due to severe weather such as rains and bad road conditions.

   a) **Mitigation Measure 2:** If WV staff or enumerators are unable to access target communities, virtual mechanisms to continue communication with project

participants will be considered. If feasible, WV will also communicate with municipal authorities or other organizations working in the field to coordinate actions that ensure monitoring activities can be developed.

3. **Limitation 3:** Delays of Government in authorizing EGRA assessment in schools.

   a) **Mitigation Measure 3:** To avoid delays in EGRA assessment the consultant in coordination with WV staff will submit a letter of Baseline survey notification to SDEJT and other district authorities asking for authorization to carry out the survey in advance.

4. **Limitation 4:** Respondent may face challenges understanding survey question due to language difference or low literacy levels.

   a) **Mitigation Measure 4:** Enumerators who are fluent in local language and can explain questions clearly will be selected.

V. DATA SOURCES

Primary data will be collected among the direct participants of the intervention. In addition, local authorities will be included in the KII to better understand the context. Secondary data will also be used such as school records and updated information provided by FEWSNET, market studies, UN agencies and other relevant sources documented in the country to identify trends, have updated with forecasted information, useful for decision making and scenario planning.

Overall, the following are the data collection methods that will be adopted in the study:

1) Review of literature and analysis of relevant documents (as stated above),

2) Literacy assessment for school pupils, utilizing the EGRA tool,

3) Household surveys for participant communities (targeting parents and caregivers),

4) Self-administered questionnaire for teachers and pupils, and

5) KIIs/FGDs.

Questionnaire Development: Structured questionnaires and qualitative guides will be developed in a participatory manner with input from key stakeholders. All data collection instruments will be translated to English, back translated into Portuguese, and field-tested. Data collection instruments with the general community will be translated to the local language.

VI. ANALYSIS PLAN

The consultant is expected to develop the baseline data analysis plan as part of the inception report. Furthermore, the interpretation of the data, and consequently the formulation of conclusions and recommendations, will be carried out by the project consultant and key stakeholders. For outcome indicators, comparisons and tests will be computed to gauge achievement towards set/proposed targets and ascertain levels of significance in justifying the attribution of the USDA interventions.

A well-elaborated data analysis plan will address the following:

- How quantitative data will be gathered in a geo-referenced manner;

- Data quality checks and edits (data cleaning) planned to ensure logical consistency and coherence across records, as well as an indication of the software to be used for the data analysis;

- How qualitative data such as key informant, stakeholder, and beneficiary interviews and/or focus group discussions will be transcribed and analyzed; (whenever possible, data will be disaggregated and analyzed by gender).

- Indicator tabulation plan. Estimates should be produced for each province and for the overall level;

- Sub-groups (e.g., age, sex or other geographic breakdowns), if any, for which the consultant will produce estimators (provided the associated precision levels are sufficient).

Note: Ability to demonstrate a robust/comprehensive methodology is a key consideration for selection.

To facilitate the validation of the data collected, a cross-check by the triangulation technique will be used. This will better support the conclusions through a combination of quantitative and qualitative information and has merit of helping in the rapid understanding of the situation while facilitating timely decisions.

VII. FINDINGS DISSEMINATION

Given the importance of findings from the Baseline study to support the strengthening of the government national school feeding model, special efforts will be made to broadly share findings with partners and stakeholders, including the Ministry of Education and Health. Along with the *final report*, the consultant is expected to produce a summarized *fact sheets* that will be shared with communities, schools and partners to get their reactions to findings. Similar fact sheets will be prepared appropriate for children and disseminated in schools. Finalized reports will be made available in hard copy and summary reports will be produced in Portuguese to provide to local government partners. WV will meet with community leaders to share the results and engage them in discussions on ways to strengthen activities and adopt best practices. USDA will be provided full reports after baseline survey to monitor or assess the progress of the work against set project benchmarks.

VIII. TIMELINE AND DELIVERABLES

The consultant is expected to conduct the Baseline Survey from **February 2025 – May 2025.** Below is an illustrative timeline of the activities to be completed.

Key Baseline Survey Activities	Month/Year
Develop TOR for consultancy	February 28th, 2025
Advertisement	March 28th, 2025
Submission of Inception Report	April 3rd, 2025

Evaluation design & tools finalized (including detailed methodology, analysis plan and budget submitted for review by WVUS/WVA)	April 11th, 2025
Enumerator & supervisors training and field pilot	April 18th, 2025
Data collection, entry and analysis	May 2nd, 2025
Draft report writing, submission and presentation to USDA/WV	May 16th, 2025
Refining and submission of final report	May 20th, 2025
Dissemination of results	May 30th, 2025

a) Required Deliverables

- A **Work Plan** according to each committed product, agreed with the Project Monitoring and Evaluation Manager and the WV MEAL team.

- **Inception Report** including methodology for the collection, processing, and analysis of the information of the baseline (include data dictionary).

- **Databases** with the indicators calculated according to thresholds oriented and defined by WV and expansion factors of the sample assigned to each microdata.

- **Output tables and graphs** of the processed baseline data captured by the service provider.

- **DRAFT Baseline Report** including executive summary, data analysis, findings, and recommendations/conclusions as well as the following:

    - Data collection instruments (English and all translations)
    - Lists of sites visited with types and numbers of informants at each site
    - Limitations to the study
    - Quantitative and qualitative datasets.

- **Presentation** of the survey findings, conclusions and recommendations to USDA and WV.

- A stand-alone **Brief in English**, 2-3 pages, describing the evaluation design, key findings and other relevant considerations.

- **FINAL Baseline Report in English** approved by USDA.

b) Deadline for submission of proposals

The deadline for delivery will be **March 28, 2025**. Proposals submitted after the stipulated date and time will not be evaluated.

c) Expression of interest

Interested consultants must send a Proposal (15 pages maximum, including appendix) highlighting information indicating that they are qualified to perform the services.

The proposal shall include the following documents:

- Consultants' profile and CVs.

- Relevant Experience, including past performance, project review reports, and 3 references for work performed by the key personnel like the Final Evaluation Report.

- Baseline Evaluation Proposal: please include the process, methodology and timeline your organization proposes to use in addressing the baseline requirements. Please include a description of the study design including sampling, data collection, and data analysis methods to be used as well as address management considerations for producing the required deliverables on schedule.

- Propose a detailed budget, include a breakout of the level of effort, daily rate(s), other direct costs and all applicable indirect cost rates. Daily rates and indirect cost rates not included in your proposal cannot be accepted after the fact.

- Cover letter stating why you are interested to conduct the Baseline Evaluation.

A consultant will be selected in accordance with the procedures set out in World Vision's Procurement guidelines selection and employment of consultants. Applications are invited from those applicants who meet the requirements provided in the Terms of Reference.

IX. STUDY TEAM COMPOSITION

Criteria used for selection of independent consultants will include: 1) financially and legally separate from implementing partners, 2) have staff with demonstrated knowledge, analytical capability, language skills (Portuguese and English) and experience in conducting evaluations of development programs involving agriculture, education, and nutrition in Angola, 3) use acceptable analytical frameworks such as comparison with non-project areas surveys, involvement of stakeholders in the evaluation, and statistical analyses, 4) use local consultants, as appropriate to conduct portions of the evaluation, and 5) provide a detailed outline of the evaluation, major tasks, and specific schedules prior to initiating the evaluation.

Roles and Responsibilities

Evaluator/ Contractor Responsibilities
The contractor will be responsible for logistics and support of the evaluation, including hiring of the evaluation staff, vehicle hire and transportation, translation services, printing, etc. The ANGEL program will provide office space as requested in evaluation target areas. ANGEL program vehicles will NOT be available for use in data collection or transport of evaluation personnel. The ANGEL program will provide the venue and associated costs for briefing and debriefing meetings and the presentation of evaluation results.

Baseline Evaluation Team Composition and Qualification
The Baseline Evaluation team should consist of a team leader plus technical specialists in food security, child health, nutrition and education. No member of the Baseline Evaluation team will have had any responsibility in the design or implementation of the program under evaluation. The team leader must be external to the ANGEL program and all agencies involved in program implementation. To ensure independence as a third-party and avoid disruption in program implementation that could affect the evaluation results, the Baseline Evaluation team must not use ANGEL staff as translators, enumerators or supervisors. During data collection and analysis, the primary role of ANGEL staff members is as informants and observers. They may review and provide comments on data collection tools and instruments before they are finalized. They may

observe some of the Baseline Evaluation process, but they will not collect primary data, or participate in translation, analysis or interpretation of this data.

Team leader qualifications:
- Must possess a post-graduate degree (program evaluation, statistics, anthropology, applied research, organizational development, sociology and/or organizational change)
- Must possess extensive evaluation experience using mixed methods in developing countries.
- Must be knowledgeable in conceptual frameworks.
- Must be experienced in evaluation of food security programs, with strong preference toward USDA MGD programs.
- Must be bilingual in Portuguese and English, with high writing proficiency in English.

Team Leader responsibilities:
- Organize and lead the overall evaluation
- Ensure a thorough review and analysis of project and secondary data
- Lead the sample selection and outputs for primary data collection
- Ensure adequate triangulation and validation of evidence collected
- Evaluate the project's M&E processes and the integration of project sectors and interventions
- Ensure that 1) final report presentation is logical, well-written, and presented in a way that clearly separated the evidence collected, conclusions, and recommendations in different sections of the report, and 2) all evidence, conclusions and recommendations are based on the evidence presented in the report.
- Liaise with World Vision and USDA at the inception
- It would be preferable and advantageous for the Team Leader to also serve as one of the technical sector team members.

Team member qualifications:
- Must possess substantial application of quantitative and qualitative research skills and analysis in one of the following areas (with all areas covered by the collective team) food security, child health, nutrition, gender and education in developing countries.
- Must have extensive practical experience in one of the following areas (with all areas needing to be covered by the collective team) food security, child health, nutrition, gender and education.
- A postgraduate degree related to one or more of the project's technical sectors is preferable.

Team member responsibilities:
- Lead the collection and analysis of primary and secondary data related to his/her field(s) of expertise
- Document findings, draw conclusions and form recommendations for the sector(s)
- Evaluate the general aspects of the implementation of all interventions related to his/her sector(s)

World Vision responsibilities:

- Conduct a review of and provide timely feedback and approval of all draft deliverables listed above under contractor responsibilities.
- Provide an illustrative list of secondary data, made available to the evaluators at least one month before the start of the qualitative data collection activity.
- Logistical and Administrative Guidance and Support:
- Arrange meetings between the evaluation team and USDA – at the beginning and end of the evaluation process.
- Advise about local protocols and permissions to gain entry to operational areas
- Provide advice related to travel (international travel, local vehicles and drivers for hire)
- Identify local firms with potential to provide technical expertise – including translation
- Provide office space in the ANGEL program areas as needed for meetings, desk work, and presentations.
- World Vision will provide a liaison/contact person who will be in close communication with the consulting team leader to coordinate the development and implementation of the evaluation process.

*Note: World Vision will NOT arrange enumerators and logistics (travel documents, health insurance, laptops, flights, and ground transport) for the evaluation team. Furthermore, World Vision vehicles are not permitted for use in any evaluation activities. This is to ensure the highest level of independence for the consultant in the evaluation.

X. BUDGET AND PAYMENT METHOD

The consultant will present his/her reimbursement / payment proposal, which will be subject to negotiation with the contracting party. Consulting fees should include any expense related to mobilization, food, workshops costs, logistical support and any expense derived from the consultancy process itself.

The proposed payment method is detailed as follows:
- 20% upon approval of the work plan and signing of the contract,
- 40% on submission of the first draft evaluation report,
- 40% upon submission of the final report as approved by the donor.

XI. DATA COLLECTION ETHICS

Informed Consent

Participants in quantitative and qualitative primary data collection will be asked to provide their informed consent before proceeding with data collection. They will be offered an explanation of the data collection exercise, its purpose, the length of time expected to complete it, their ability to opt out of questions, how their data will be used, and how their personally identifiable information (PII) will be protected. They will be provided with an opportunity to ask questions.

Data Security & Personally Identifiable Information

World Vision will ensure and safeguard project participant confidentiality and protect PII, both of hardcopy and digital files. Original hardcopy data files and project records will be stored in a

secured and protected place with access control. The hardcopy data files will be preserved after 5 years of project closing. The M&E team will develop a standard data management and safeguard system that will include access control, backup system, version control, virus protection and other security measures.
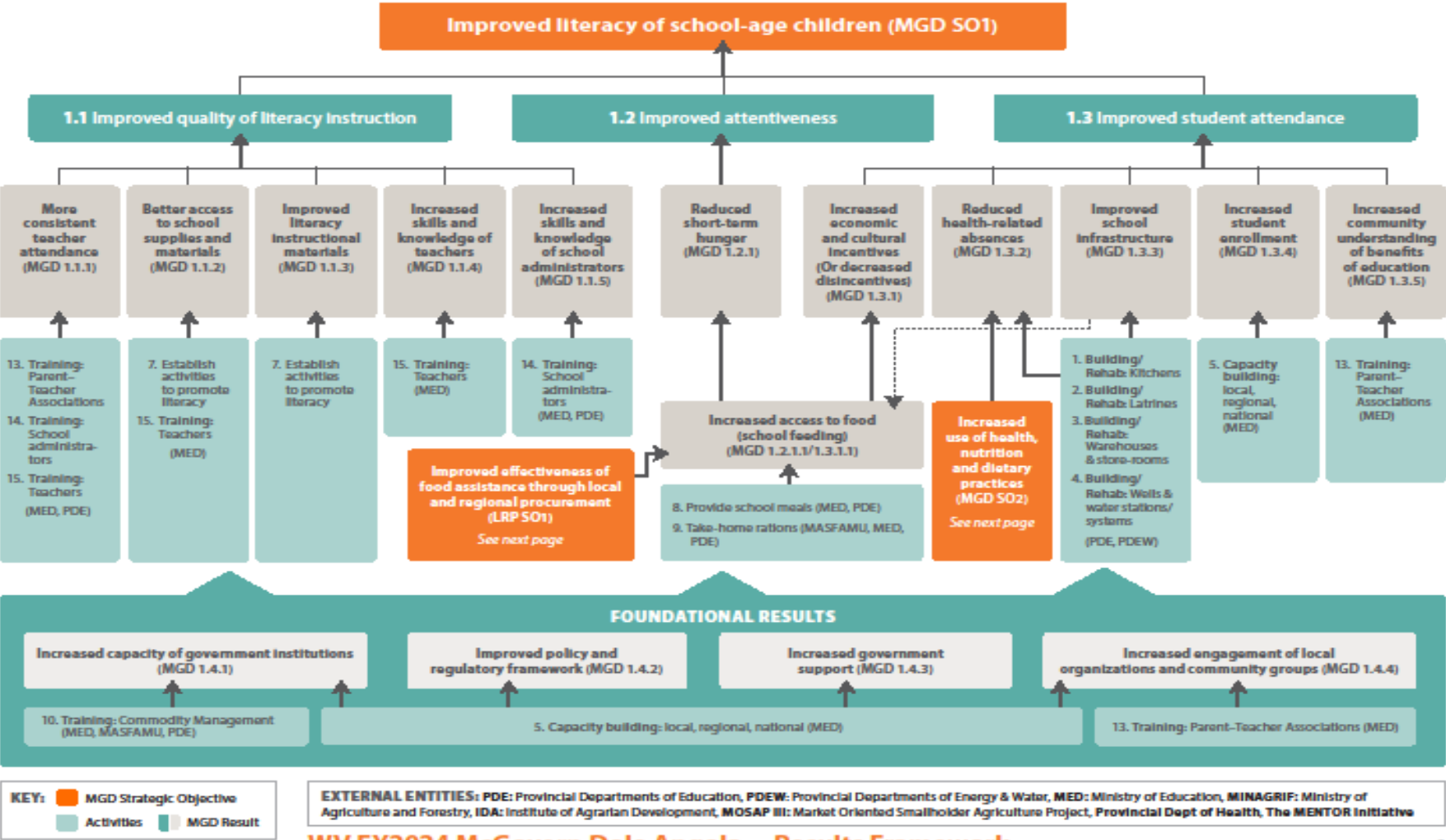
Ethics Training

All MEAL staff and enumerators will be trained in data ethics, including informed consent, data management and security, to mitigate child protection risks, and processes for maintaining participant privacy and confidentiality of PII. WV will establish and follow credible ethical study principles, including:

- **Voluntarism, confidentially and anonymity of participants**: All participants in interviews will be voluntary to not create harm to participants during or after the data gathering, and their anonymity and confidentiality will be protected. Voluntary involvement will be assured by a scripted verbal explanation of the study being conducted. The script will inform respondents that they may choose to not respond to a certain question and may end the survey/study at any time.

- **Do No Harm***:* Project and study themes will be screened for topics and questions that may cause distress to some participants and considerations about the possibility that participating in the survey will be risky given the heavy presence of armed actors and the sensitivity of the topic.

- **Integrity***:* Data from participants will be presented honestly and appropriately, such as the authoritativeness, extent-shared and intensity of opinions across the target population, groups, and organization, and aligning quotes with the study themes intended by the informant. Unexpected or contentious findings should be triangulated with other forms of data to validate findings.

- **Child Protection***:* Enumerators (if any) will be trained on World Vision child protection policy and ethics in data collection with children and most vulnerable participants (see attached) and if a child (under the age of 18) is to be interviewed, an informed consent will be secured from the parent and children, and the interview shall be in the presence of a responsible adult from the child's family, or other trusted person from the community. Children and other participants will be informed that they can report any concerns to World Vision. Enumerators and other members of the evaluation team will be required to report any safeguarding concerns in the process to the Safeguarding focal person. Children will not be exposed to the question of a highly personal, sensitive, potentially distressing, and embarrassing nature, as the enumerators will sign an acknowledgement that they know, understand, and will follow the Safeguarding Management Policy and the behaviour protocol. The signed agreements will be kept on file.

- **Confidentiality:** The Consultant undertakes to preserve the confidentiality of any document, information or other material directly related to this assessment and duly classified as confidential and not to share the findings of this assessment without prior written agreement of WV Angola and WVUS
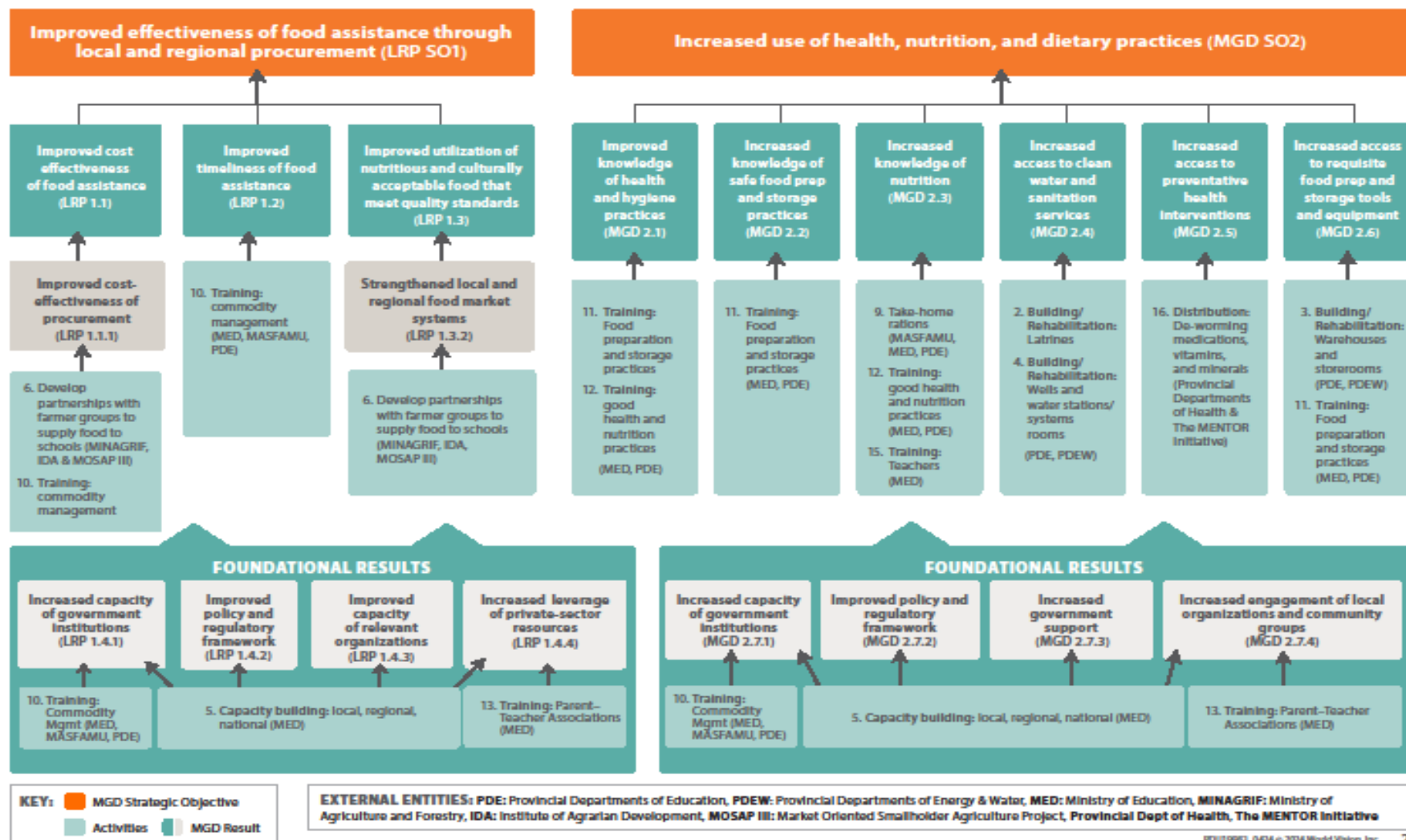
Annex 1: Results Framework

RESULTS FRAMEWORK GRAPHIC

WV FY2024 McGovern Dole Angola – Results Framework

RESULTS FRAMEWORK GRAPHIC

WV FY2024 McGovern Dole Angola – Results Framework