

# Decentralised Evaluation

## **World Food Programme (WFP) McGovern-Dole (MGD) International Food for Education and Child Nutrition Program (FFE 699-2013/036-00-B) in Liberia.**

Covering September 2013-September 2016

## Annexes Final Evaluation Report

August 2017

WFP Liberia

Evaluation manager: Evans Binyason, Aaron Sleh

Prepared by

Kate Godden, Team Leader

Margaret Ferris Morris, Senior Evaluator

Sophie Dunn, Senior Evaluator

Dexter Marchant, M&E Expert

Nathan Horst, Data Specialist



# TABLE OF CONTENTS

## Annexes

Annex 1: Evaluation Terms of Reference.....	3
Annex 2: Evaluation matrix .....	19
Annex 3: Evaluation mission timeline .....	25
Annex 4: Evaluation methodology .....	28
Annex 5: List of evaluation key informants .....	33
Annex 6: WFP McGovern Dole data collection instruments .....	35
Annex 7: Evaluation school sampling criteria .....	43
Annex 8: MGD indicators not measured throughout the programme by WFP or MoE.....	46
Annex 9: Changes in girl's enrolment in primary school from 2005 to 2013 .....	48
Annex 10: Beneficiary Counting .....	49
Annex 11: Additional data tables.....	51
Annex 12: Liberia FY2013-16 Award LOP Performance Results .....	52
Annex 13: McGovern-Dole Outputs.....	62
Annex 14: School site observations.....	65
Annex 15: Documents reviewed.....	67
Annex 16: Strategic Results Frameworks for McGovern Dole and WFP .....	71
Annex 17 Tables of Effectiveness Results.....	73

List of Acronyms

## **Annex 1: Evaluation Terms of Reference**

### **1. Introduction**

1. These Terms of Reference (TOR) are for the final evaluation of the World Food Programme (WFP) McGovern-Dole (MGD) International Food for Education and Child Nutrition Program (FFE 699-2013/036-00-B) in Liberia. This evaluation is commissioned by WFP Liberia Country Office, and will cover the period from September 2013 to September 2016.
2. The TOR was prepared by the WFP Liberia Country Office M&E unit, based upon an initial document review in consultation with stakeholders and following a standard template. The purpose of the TOR is twofold. Firstly, it provides key information to the evaluation team and helps guide them throughout the evaluation process; and secondly, it provides key information to stakeholders about the proposed evaluation.

### **2. Reasons for the Evaluation**

3. The reasons for the evaluation being commissioned are presented below:

#### **2.1. Rationale**

4. This evaluation follows on the baseline head-count of students conducted in the second quarter of 2013/2014 Liberian academic year and subsequent international outcome monitoring missions in 2014 and 2015 and is being commissioned for the following reasons:
5. USDA manages the MGD Food for Education program which is a major funding mechanism for school feeding worldwide. It aims to reduce hunger and improve literacy and primary education and has, more recently, incorporated boosting teachers' attendance and capacity, as well as students' academic performance. The program provides U.S. produced agricultural commodities and financial assistance, and supports capacity development and enhance monitoring and reporting. Sustainability is an important consideration, and the grantees are expected to work to support government and community ownership.
6. MGD is one of the longest standing, important donors supporting WFP School feeding in Liberia since 2009. Most recently, WFP Liberia was awarded a total of US\$ 20 million of support for the period 2013-2015. The grant agreement incorporates 23 specific performance indicators and 31 results indicators against which performance of the programme will be measured. In the evaluation plan, both USDA and WFP commits to conducting a final evaluation to measure performance of the programme for accountability and learning purposes. For this reason, WFP is commissioning an evaluation at the final-point of project implementation.

#### **2.2 Objectives**

7. The main objective of this evaluation is to assess and report on the performance and results achieved of USDA MGD supported WFP School Feeding Programme in Liberia

covering the period between September 2013 and September 2016. The Evaluations will serve the dual and mutually reinforcing objectives of accountability and learning.

- **Accountability** – The evaluation will assess and report on the performance and results of the USDA MGD support to WFP School Feeding Programme in Liberia 2013 to 2016.
- **Learning** – The evaluation will determine the reasons why certain results occurred or not to draw lessons, derive good practices and pointers for learning. It will provide evidence-based findings to inform operational and strategic decision-making. Findings will be actively disseminated and lessons will be incorporated into relevant lesson sharing systems.

## 2.3 Stakeholders and Users

8. A number of stakeholders both inside and outside of WFP have interests in the results of the evaluation and some of these will be asked to play a role in the evaluation process. Table 1 below provides a preliminary stakeholder analysis, which should be deepened by the evaluation team as part of the inception phase.
9. Accountability to affected populations is tied to WFP's commitments to include beneficiaries as key stakeholders in WFP's work. As such, WFP is committed to ensuring gender equality and women's empowerment in the evaluation process, with participation and consultation in the evaluation by women, men, boys and girls from different groups.

**Table 1: Preliminary Stakeholders' analysis**

Stakeholders	Interest in the evaluation and likely uses of evaluation report to this stakeholder
<b>INTERNAL STAKEHOLDERS</b>	
<b>Country Office (CO) Liberia</b>	Responsible for the country level planning and operations implementation, it has a direct stake in the evaluation and an interest in learning from experience to inform decision-making. It is also called upon to account internally as well as to its beneficiaries and partners for performance and results of its operation.
<b>Regional Bureau (RB) Dakar</b>	Responsible for both oversight of COs and technical guidance and support, the RB management has an interest in an independent account of the operational performance as well as in learning from the evaluation findings to apply this learning to other country offices.
<b>WFP HQ</b>	WFP has an interest in the lessons that emerge from evaluations, particularly as they relate to WFP strategies, policies, thematic areas, or delivery modality with wider relevance to WFP programming.
<b>Office of Evaluation (OEV)</b>	OEV has a stake in ensuring that decentralized evaluations deliver quality, useful and credible evaluations. OEV management has an interest in providing decision-makers and stakeholders with independent accountability for results and with learning to inform policy, strategic and programmatic decisions.
<b>WFP Executive Board (EB)</b>	The WFP governing body has an interest in being informed about the effectiveness of WFP operations. This evaluation will not be presented to the EB but its findings may feed into annual syntheses and into corporate learning processes.
<b>EXTERNAL STAKEHOLDERS</b>	

<b>Beneficiaries</b>	As the ultimate recipients of food assistance, beneficiaries have a stake in WFP determining whether its assistance is appropriate and effective. As such, the level of participation in the evaluation of women, men, boys and girls from different groups (e.g. students, Parents and teacher Association members,) will be determined and their respective perspectives will be sought.
<b>Government, National and County Levels</b>	Both county and national Government have a direct interest in knowing whether WFP activities in the country are aligned with its priorities, harmonised with the action of other partners and meet the expected results. The government has the overall ownership of the school feeding programme, and shares the interest in learning lessons for design of future programmes, including the Home Grown School Feeding initiative. The key line Ministries are: Ministry of Education, Ministry of Agriculture and Ministry of Health. County and District Education Officers, School Management Committees (Both PTA and Food Management Committees) are also key as they are involved in programme implementation and policy support.
<b>UN Country Team</b>	The Liberia United Nations Development Assistance Framework (One Programme) should contribute to the realisation of the government developmental objectives stipulated in the Medium-term development Plan (The Agenda for Transformation-AfT). The United Nations Country Team (UNCT) is therefore interested in ensuring that WFP operation is effective in contributing to the UN concerted efforts. WFP implements the programme within a wider UN system of support to government priorities. The partner agencies are interested in learning to what extent WFP interventions are contributing to the overall outcomes committed to the UNDAF particularly UNICEF, FAO and UNDAF thematic working groups., the Education Sector Donors Groups, The World Bank.
<b>NGOs</b> [Mary's Meals, Winrock Liberia, 4 H, Center for Women's Agricultural Program-CWAP]	NGOs are WFP's partners for the implementation of some activities while at the same time having their own interventions. Some NGOs are members of the national school feeding technical committee where coordination and joint monitoring of the overall national programme - of which this project fits within, is done. The results of the evaluation might affect future implementation modalities, strategic orientations and partnerships.
<b>Donors</b> [USDA, Russia, Friends of WFP –US and Private donors]	WFP operations are voluntarily funded by a number of donors. The school feeding programme is a multi-donor initiative in which USDA support complements and supplements other donors. As such, other donors will have an interest in knowing whether their funds have been spent efficiently and if WFP's work has been effective and contributed to their own strategies and programmes.

10. The primary users of this evaluation will be:

- The Liberia country office and its partners in decision-making, notably related to programme implementation and/or design, Country Strategy and partnerships.
- Given the core functions of the Regional Bureau (RB), the RB is expected to use the evaluation findings to provide strategic guidance, programme support, and oversight
- WFP HQ may use evaluations for wider organizational learning and accountability
- OEI may use the evaluation findings, as appropriate, to feed into evaluation syntheses as well as for annual reporting to the Executive Board.

### **3. Context and subject of the Evaluation**

#### **3.1. Context**

11. Liberia is a least developed, low-income, food-deficit country. Among the major underlying causes of poverty and food insecurity, Liberia has the level of access to education, with official statistics showing a Net Enrolment Rate (NER) of only 26.7% in 2014. Meanwhile, although the NER for girls is 26.9% and 26.5% for boys, in several counties, there is significant discrepancy between the numbers of boys and girls that attend school - in River Cess, Grand Cru, River Gee, Gbarpolu, Sinoe and Bong counties over 55% of students are male. The main barriers to education include: poverty; the low education levels of the heads of households; the late age of a child entering school; a high percentage of single-parent households (often female-headed) with low income opportunities; and the long distances to the nearest schools. Gender disparity remains an issue of concern, with girls facing greater obstacles to enrolment and at a greater risk of not completing basic education. Women (65%) are more likely to be illiterate than men (41%). In order to advance Liberia's objective of gender equality, the government adopted a 2011 National Girls Education Policy to overcome barriers to female education.
12. Access to education has deteriorated further since the outbreak of Ebola Viral Disease (EVD) in 2014, which resulted in the closure of all schools in the country. While schools have reopened in all parts of the country, many households have kept their children out of school in order to work and help make ends meet during this period of extreme economic stress, and thus the urgent need for incentives to encourage enrolment and attendance in the recovery phase. The Government has also developed recovery plan aimed at moving the current education level to the desirable form by 2020. The plan recognizes the role of Home Grown School Feeding, but the government is yet to find adequate resources to invest in.
13. School feeding programme has been the largest Social Safety net programme in Liberia. This has been supplemented (out of school environment) by several social-assistance programmes cover on two counties with non-conditional cash transfers for the communities considered the poorest in the country. However, non-conditional social assistance programmes have been greatly short-term with limited sustainable frameworks, mainly because they have relied on funding from development partners. Liberia has just recently (2014) ascended to the social-protection policy aimed to increase access to services for vulnerable populations, school feeding is a major social safety net, seeking to expand school feeding as a national program with appropriate budget supports and measures for improving education and nutritional outcomes for low income households.
14. Though no formal assessment of the nutritional status of school-age children has been conducted in an emergency setting and/or resource-constrained setting such as Liberia, malnutrition among children aged 6 to 59 months, is used as a proxy indicator for the general health and wellbeing of the population. According to the Demographic and Health Survey 2013, malnutrition remains as a problem of public health and socio-economic significance in Liberia, that severely affect educational performance and human capital development of the country. At pre-Ebola outbreak, Global Acute Malnutrition (GAM) levels of Liberia were at 6%. Children who suffer from severe acute malnutrition are at 5 – 20 times higher risk of death than well-nourished children. Severe acute malnutrition can be a direct cause of child death, or it can accelerate case fatality among children suffering from common childhood illnesses as diarrhoea and pneumonia, and even those who have contracted infectious diseases such as Ebola.

15. In addition, indicators for stunting and iron deficiency anaemia in Liberia are unacceptably high according to the WHO standards. A third (33 percent) of Liberian children suffer from chronic malnutrition. Chronic malnutrition can reduce a Liberian child's chance of survival and if survived, they will never reach their intellectual potential as a result of stunted growth and impaired cognitive development, depriving them, and the developing nation, of reaching its optimum development.

### **3.2. Subject of the evaluation**

16. The Government of Liberia, through the Ministry of Education has carried out a school meals programme in food insecure regions of Liberia since 1969 with the objectives of encouraging parents to enrol and keep their children in school, and to encourage pupils to learn. The progress could not be sustained as gains investment in school feeding was disrupted by the 14 years civil war that ended in 2003. The Government and Partners (including WFP) reintroduced school meals in 2009 and by 2016, the number of pupils receiving school meals had grown to nearly 0.3 million in primary schools in Liberia.
17. To pursue greater national ownership and sustainability of the programme, MoE, with support from WFP, has developed the National School Feeding Policy that intends the Government take over-gradually, the school feeding programme, starting with 25% between 2014-2015 academic year; however, this goal is yet to be realized.
18. WFP provides regular hot mid-day meals in public and community primary and pre-primary schools. Primary school pupils receive a lunch of 169 grams comprising cereals, pulses, fortified vegetable oil and iodized salt to provide 30 percent of the recommended daily energy intake. Meals are provided every school day, for a total of 180 days a year. In addition to providing school lunch to schools, WFP is engaged in capacity development activities to enhance the capacity of the government to sustainably expand and manage the school meals programme. The activities include training, equipment support, south to south learning initiatives and policy support among others. Currently, WFP is supporting the piloting of Home Grown School Feeding in one of the counties. Capacity development also include training for school administration in School Health, and nutrition education in primary school. WFP has also supported the government to develop of a number of policy documents including the School Feeding policy, the draft School gardening curriculum and a code of ethics for the management of the school meals. (See Annex 1: The SF Policy, Code of Conduct and draft School Feeding Curriculum).
19. WFP implements its school feeding programme in close collaboration with MOE. An annual joint Plan of Action (JPA) is formulated, and regular meetings at central and local levels organized to coordinate activities. At the county level, WFP works with county-level education officials. School Management Committees have already been established in each school and are in charge of day-to-day implementation of activities of school feeding programme. The activities are monitored as part of WFP's regular monitoring and through joint monitoring missions with MOE.(See Annex 2 Copies of 3 JPAs signed with MOE)
20. McGovern-Dole is one of the longest-standing donors to the SFP in Liberia. It's most recent contribution of US\$20. Million supports the SFP during 2013 to 2015. There has been a number of alterations to the original agreement with **FAS**. Over the implementation period, one of the school feeding partner with the government requested they (Mary's meals) take over feeding in one of the 10 counties (Bomi) that

WFP was feeding. The request was approved and WFP augmented the equivalent of the schools handed over to Mary's Meals in another county (Nimba). While there was reduction in Counties; from 10 to 9; the number of students supported remained unchanged.

21. Notably, during the recent outbreak of the Ebola Crisis in West Africa, all schools were closed for a period of 10 months necessitating WFP (in consultation with MOE and the donor) to donate all the stock balance of food to the emergency response. WFP anticipated that there was going to be shortage of food for school feeding upon resumption of school, as such approached USSAID-FFP with request to step in and fill-in the gap created by the food donated to the emergency. With the reopening of the schools after Ebola crisis, the new MoE administration, further closed the schools to ensure alignment to the standard academic calendar. The fluctuating school calendar, and the slow pace that students took to return to school accumulated sizable quantities of food that needed to be utilized before expiration dates. WFP in consultation with MOE and the donors, therefore further augmented the number of targeted students to be supported to 300,000, a target that remains to present.
22. Through this support, WFP provides school meals, raises awareness on the importance of education, trains stakeholders on appropriate food preparation and storage practices and supports capacity building. The objectives of MGD support include boosting pupils' enrolment, attendance, literacy and attentiveness, reducing short term hunger and guaranteeing access to food for school children. The project also aims to enhance teacher attendance, spread awareness on the benefits of education among the community, engage local organizations and community groups, increase knowledge about safe food preparation and storage and provide equipment for this purpose. Finally, to ensure sustainability, the objectives include building government capacity and improving the policy and regulatory framework in support of child health and nutrition (See Annex 3: log or results framework).

## **4. Evaluation Approach**

### **4.1 Scope**

23. The evaluation concentrate on MGD-supported WFP School feeding activities implemented from 2013 to 2016.
24. The evaluation will cover the 10 counties that have implemented the school feeding programme as result of support from USDA (and USAID-FFP) during the above mentioned period.
25. The final evaluation will use the internationally agreed criteria of relevance, effectiveness, efficiency, sustainability and impact. As per the agreed on evaluation plan, this evaluation will put greater emphasis than the midterm evaluation on the effectiveness, impact and sustainability of the program. The evaluation is focused on accountability (against intended results) and learning (for the continuance of the school feeding in Liberia). The final evaluation will assess the impact of the program against the following objectives:
  - Contribution to feed the future
  - Improved literacy of school –age children
  - Increased capacity of Government institutions
  - Improved policy and regulatory framework
  - Improved quality of literacy instruction



- Increased skills and knowledge of teachers
  - Increased skills and knowledge of school administrators
  - Improved attentiveness of students in supported schools
  - More consistent teacher attendance
  - Reduced short term hunger
  - Increased access to Food (School Feeding)
  - Improved student attendance
  - Increased use of health and dietary practices
  - Increased engagement of local organizations and community groups
  - Increased knowledge of safe food prep and storage practises
  - Increased access to requisite food prep and storage tools and equipment
  - Increased student enrolment.
  - Increased community understanding of education benefits
  - Increased Economic and Cultural incentives (or Decreased Disincentives)
  - Reduced Health Related Absence
  - Improved knowledge of health and Hygiene practise
  - Increased knowledge of nutrition
  - Increased community understanding of benefits of education
26. The evaluation will not cover WFP’s accountability for literacy results but will document the trends in literacy achievement from students in program schools and non-program schools, using available national data in line with WFP’s commitment to the principle of using nationally available data and systems where possible. National reports produced by MOE-IMIS will therefore be used. MOE-IMIS is the Government’s recognized source of numeracy and literacy data.
27. The evaluation will take into consideration that school feeding programme in Liberia is a multi-donor initiative.

## 4.2 Evaluation Criteria and Questions

28. **Evaluation Criteria:** The evaluation will apply the international evaluation criteria of Relevance, Effectiveness, Efficiency, Impact and Sustainability. Gender Equality and the Empowerment of women (GEEW) should be mainstreamed throughout.
29. **Evaluation Questions:** Allied to the evaluation criteria, the evaluation will address the following key questions, which will be further developed by the evaluation team. Below are the key criteria and broad questions to be evaluated.
30. **During the inception phase.** Collectively, the questions aim at highlighting the key lessons and performance of the WFP’s McGovern-Dole International Food for Education and Child Nutrition Program support (2013-2016), which could inform future strategic and operational decisions.

Criteria	Evaluation Questions
Relevance	Areas for analysis will include the extent to which the objectives, targeting, choice of activities and of transfer modalities:

	<ul style="list-style-type: none"> <li>▪ Were appropriate to the needs of the target population;</li> <li>▪ Were aligned with relevant stated national policies, including sector policies and strategies and seek complementarity with the interventions of relevant humanitarian and development partners</li> <li>▪ Were aligned with WFP strategies, policies and normative guidance</li> <li>▪ Were aligned with partner UN agency and donor policies and priorities?</li> </ul>
Effectiveness	<ul style="list-style-type: none"> <li>▪ Has the SFP achieved its stated objectives; outputs, and outcomes?</li> <li>▪ What were the major factors (Both internal and external) influencing the achievement or non-achievement of the outputs, outcomes/objectives of the intervention?</li> <li>▪ Why and how did the operation produce the observed results? The evaluation should generate insights into the main internal and external factors that caused the observed changes and affected how results were achieved. The inquiry is likely to focus, amongst others,,: <ul style="list-style-type: none"> <li>➤ Internally (factors within WFP's control): the processes, systems and tools in place to support the operation design, implementation, monitoring/evaluation and reporting; the governance structure and institutional arrangements (including issues related to staffing, capacity and technical backstopping from RB/HQ); the partnership and coordination arrangements;</li> <li>➤ Externally (factors outside WFP's control): the external operating environment; the funding climate; external incentives and pressures; etc.</li> </ul> </li> </ul>
Efficiency	<ul style="list-style-type: none"> <li>▪ Were activities cost-efficient?</li> <li>▪ Were the activities implemented in the most efficient way compared to alternatives?</li> <li>▪ What were the external and internal factors influencing efficiency of the program (attainment of the planned outputs, cost factors, logistics and pipeline performance)?</li> </ul>
Impact	<ul style="list-style-type: none"> <li>▪ What were the short- and medium term effects of the programme on beneficiaries' lives?</li> <li>▪ Are assisted schools moving in the right direction of improving education outcomes and sustaining school feeding?</li> <li>▪ Did any negative effects occur for beneficiaries?</li> <li>▪ What were the gender-specific impacts, especially regarding enrolment and attendance?</li> <li>▪ What are the main drivers of positive impacts? (Partnerships, capacity, ownership, etc.)</li> <li>▪ What were the intended and unintended impacts of the program</li> </ul>
Sustainability	<ul style="list-style-type: none"> <li>▪ To what extent is the country taking ownership of the programme? (e.g. demonstrated commitment and contribution to the programme);</li> </ul>

	<ul style="list-style-type: none"> <li>What is the national readiness to implement the programme? E.g. demonstrated capacity at central and sub-national levels to manage the programme?</li> </ul>
--	---

### 4.3 Data Availability

31. The following are the main sources of data.

- Baseline and head-count reports
- WFP strategic Results framework
- Liberia Country Programme 200395 (2013-2017) project document and log frame
- School feeding handbook
- WFP School feeding policy
- 2013 to 2015 Standard Project Reports (SPRs).
- M&E monthly monitoring reports
- Concept note for Home Grown School Feeding
- USDA commitment letter for Agreement FFE-615-2013/036-00-B and various amendments
- Government of Limeira Education related policies and strategies
- WFP and MOE JPA (2013-16)
- IMIS and MOE annual reports

32. Concerning the quality of data and information, the evaluation team should:

- Assess data availability and reliability as part of the inception phase expanding on the information provided in section 4.3. This assessment will inform the data collection
- Systematically check accuracy, consistency and validity of collected data and information and acknowledge any limitations/caveats in drawing conclusions using the data.

### 4.4 Methodology

33. The methodology will be designed by the evaluation team during the inception phase. It should:

- Employ the relevant evaluation criteria above [relevance, efficiency, effectiveness, impact and sustainability]
- Demonstrate impartiality and lack of biases by relying on a cross-section of information sources (stakeholder groups, including beneficiaries, etc.) The selection of field visit sites will also need to demonstrate impartiality.
- Using mixed methods (quantitative, qualitative, participatory etc.) to ensure triangulation of information through a variety of means.
- Apply an evaluation matrix geared towards addressing the key evaluation questions taking into account the data availability challenges, the budget and timing constraints;
- Ensure through the use of mixed methods that women, girls, men and boys from different stakeholders groups participate and that their different voices are heard and used;
- Mainstream gender equality and women's empowerment, as above;

34. The evaluation team is expected to elaborate appropriate sampling methods for collecting primary quantitative and qualitative data. The evaluation team will draw a statistically representative sample from the sample frame consisting of the total number of schools 1230 spread across 10 counties (Bomi, Grant Bassa, Gbarpolu, River Cess, Sinoe, River Gee, Nimba, Grande Gedeh, Maryland, Grand Kru) (See table on programme coverage and Annex 4..).
35. The Evaluation will take a programme theory approach based on the results framework. In its execution, the evaluation will draw on the existing body of documented data as far as possible.
36. The evaluation will use mixed methods and triangulate information from different methods and sources to enhance the reliability of findings. In particular, the evaluation will combine qualitative and quantitative approaches to collect field-level data and information from the 10 Counties. Separate questionnaires will be applied to the different primary sources of information, focusing on infrastructure, staff, enrolment and attendance, exam scores, completion rates and community involvement in the programme.
37. The qualitative component of the evaluation will use participatory methods where relevant to highlight lessons learned and case studies representative of the interventions. In particular, the methodology will involve focus group discussions with head teachers, school management committee members, education officials, pupils and key informants drawn from education stakeholders. This component will employ relevant interview schedules as a key data collection method which will be collated to provide general impressions of the programme.
38. Fieldwork will be based on a follow-up to the baseline, head count and outcome monitoring. Where possible and relevant, before/after comparison will be done through design of comparable sampling strategy.
39. The following mechanisms for independence and impartiality will be employed: use of an Evaluation Committee and an Evaluation Reference Group and referring to the Technical Note on Independence and Impartiality for guidance

#### **4.5 Quality Assurance**

40. WFP's Decentralized Evaluation Quality Assurance System (DEQAS) defines the quality standards expected from this evaluation and sets out processes with in-built steps for Quality Assurance, Templates for evaluation products and Checklists for their review. DEQAS is closely aligned to the WFP's evaluation quality assurance system (EQAS) and is based on the UNEG norms and standards and good practice of the international evaluation community and aims to ensure that the evaluation process and products conform to best practice.
41. DEQAS will be systematically applied to this evaluation. The WFP Evaluation Manager will be responsible for ensuring that the evaluation progresses as per the DEQAS Step by Step Process Guide and for conducting a rigorous quality control of the evaluation products ahead of their finalization.
42. WFP has developed a set of Quality Assurance Checklists for its decentralized evaluations. This includes Checklists for feedback on quality for each of the evaluation products. The relevant Checklist will be applied at each stage, to ensure the quality of the evaluation process and outputs.
43. In addition, to enhance the quality and credibility of this evaluation, an external reviewer directly managed by WFP's Office of Evaluation in Headquarter will provide:

- a) systematic feedback on the quality of the draft inception and evaluation reports; and
  - b) Recommendations on how to improve the quality of the evaluation.
44. This quality assurance process does not interfere with the views and independence of the evaluation team, but ensures the report provides the necessary evidence in a clear and convincing way and draws its conclusions on that basis.
45. The evaluation team will be required to ensure the quality of data (validity, consistency and accuracy) throughout the analytical and reporting phases. The evaluation team should be assured of the accessibility of all relevant documentation within the provisions of the directive on disclosure of information. This is available in WFP's Directive (#CP2010/001) on Information Disclosure.
46. All final evaluation reports will be subjected to a post hoc quality assessment by an independent entity through a process that is managed by OEV. The overall rating category of the reports will be made public alongside the evaluation reports.

## 5. Phases and Deliverables

47. The evaluation will proceed through the 5 following phases. The evaluation schedule annex provides a detailed breakdown of the proposed timeline for each phase over the full timeframe. A summary of the deliverables and deadlines for each phase are as follows:

**Figure 1: Summary Process Map**



48. **Preparation phase (September –October 2016 Feb-Mar):** The evaluation manager will conduct background research and consultation to frame the evaluation; prepare the TOR; select the evaluation team and contract the company for the management and conduct of the evaluation. The TOR will be shared with USDA for comments and or inputs.
49. **Inception phase (October 2016 March):** This phase aims to prepare the evaluation team for the evaluation phase by ensuring that it has a good grasp of the expectations for the evaluation and a clear plan for conducting it. The inception phase will include a desk review of secondary data and initial interaction with the main stakeholders. The inception report will be shared with USDA for comments and or inputs.
50. **Evaluation phase (November- December 2016 April-May):** The fieldwork will span over a period of two months and will include visits to project sites and primary and secondary data collection from local stakeholders. A debriefing session will be held upon completion of the field work.
51. **Reporting phase (January 2017 June):** The evaluation team will analyse the data collected during the desk review and the field work, conduct additional

consultations with stakeholders, as required, and draft the evaluation report. The draft evaluation report will be submitted to the evaluation manager for quality assurance. Stakeholders will be invited to provide comments, which will be recorded in a matrix by the evaluation manager and provided to the evaluation team for their consideration before report finalisation.

- 52. Follow-up and dissemination phase July-Aug:** The final evaluation report will be shared with the relevant stakeholders. The management responsible will respond to the evaluation recommendations by providing actions that will be taken to address each recommendation and estimated timelines for taking those actions. The evaluation report will also be subject to external post-hoc quality review to report independently on the quality, credibility and utility of the evaluation in line with evaluation norms and standards. The final evaluation report will be published on the WFP public website. Findings will be disseminated and lessons will be incorporated into other relevant lesson sharing systems.

## **6. Organization of the Evaluation**

### **6.1 Evaluation Conduct**

53. The evaluation team will conduct the evaluation under the direction of its team leader and in close communication with the independent evaluation manager appointed by WFP to manage the evaluation. The team will be hired following agreement with WFP on its composition and in line with the evaluation schedule in Annex 2.
54. The team members will not have been involved in the design or implementation of the subject of evaluation or have any other conflicts of interest. Further, they will act impartially and respect the code of conduct of the evaluation profession.

### **6.2 Team composition and competencies**

55. The Team Leader should be a senior evaluator with at least 10 years of experience in evaluation with demonstrated expertise in managing multidisciplinary and mixed quantitative and qualitative method evaluations, complemented with good understanding of School Meals programmes and additional significant experience in other development and management positions.
56. The Team leader will also have expertise in designing methodology and data collection tools and demonstrated experience in leading similar evaluations. She/he will also have leadership and communication skills, including a track record of excellent writing and presentation skills. Her/his primary responsibilities will be: i) defining the evaluation approach and methodology; ii) guiding and managing the team; iii) leading the evaluation mission and representing the evaluation team; iv) drafting and revising, as required, the inception report, the end of field work i.e ( exit)debriefing presentation and evaluation report in line with EQAS.
57. The team must include strong demonstrated knowledge of qualitative and quantitative data and statistical analysis. It should include both women and men and at least one team member should be familiar with WFP's FFE work and with USDA M&E Policy.

58. The team will be multi-disciplinary and include members who together include an appropriate balance of expertise and practical knowledge in the following areas:

- Education
- Nutrition
- Food security
- Gender
- Capacity development

59. All team members should have strong analytical and communication skills, evaluation experience and familiarity with Liberia or the Mano River Region Africa.

60. The team members will bring together a complementary combination of the technical expertise required and have a track record of written work on similar assignments.

61. Team members will: i) contribute to the methodology in their area of expertise based on a document review; ii) conduct field work; iii) participate in team meetings and meetings with stakeholders; iv) contribute to the drafting and revision of the evaluation products in their technical area(s).

62. All members of the evaluation team will abide by the Code of Conduct for evaluators (Attached to individual contracts), ensuring they maintain impartiality and professionalism

### **6.3 Security Considerations**

63. Security clearance: where required is to be obtained from WFP Liberia office.

- As an 'independent supplier' of evaluation services to WFP, the evaluation company is responsible for ensuring the security of all persons contracted, including adequate arrangements for evacuation for medical or situational reasons. The consultants contracted by the evaluation company do not fall under the UN Department of Safety & Security (UNDSS) system for UN personnel. Consultants hired independently are covered by the UN Department of Safety & Security (UNDSS) system for UN personnel which cover WFP staff and consultants contracted directly by WFP.
- Independent consultants must obtain UNDSS security clearance for travelling to be obtained from designated duty station and complete the UN system's Basic and Advance Security in the Field courses in advance, print out their certificates and take them with them.<sup>1</sup>

64. However, to avoid any security incidents, the Evaluation Manager is requested to ensure that:

- The WFP CO registers the team members with the Security Officer on arrival in country and arranges a security briefing for them to gain an understanding of the security situation on the ground.
- The team members observe applicable UN security rules and regulations.

---

<sup>1</sup> Field Courses: Basic <https://dss.un.org/bsitf/>; Advanced <http://dss.un.org/asitf>

- The WFP CO registers the team members with the Security Officer on arrival in country and arranges a security briefing for them to gain an understanding of the security situation on the ground.
- The team members observe applicable UN security rules and regulations – e.g. curfews etc.

## 7. Roles and Responsibilities of Stakeholders

### 65. The Liberia Country Office:

- a- The Liberia country Office management (**Deputy Country Director**) will take responsibility to:
  - Ensure an independent Evaluation Manager for the evaluation:
  - Compose the internal evaluation committee and the external evaluation reference group
  - Approve the final TOR, inception and evaluation reports.
  - Ensure the independence and impartiality of the evaluation at all stages, including establishment of an Evaluation Committee and of a Reference Group
  - Participate in discussions with the evaluation team on the evaluation design and the evaluation subject, its performance and results with the Evaluation Manager and the evaluation team
  - Organise and participate in two separate debriefings, one internal and one with external stakeholders
  - Oversee dissemination and follow-up processes, including the preparation of a Management Response to the evaluation recommendations

### b. Evaluation Manager:

- Manages the evaluation process through all phases including drafting this TOR
- Ensure quality assurance mechanisms are operational
- Consolidate and share comments on draft TOR, inception and evaluation reports with the evaluation team
- Ensures expected use of quality assurance mechanisms (checklists, quality support etc.)
- Ensure that the team has access to all documentation and information necessary to the evaluation; facilitate the team's contacts with local stakeholders; set up meetings, field visits; provide logistic support during the fieldwork; and arrange for interpretation, if required.
- Organise security briefings for the evaluation team and provide any materials as required
- Chairs the External Reference Group meetings

- c. **An Internal Evaluation Committee** has been formed as part of ensuring the independence and impartiality of the evaluation. The membership includes M&E officer, evaluation manager, technical unit in charge of school feeding programme, Head of Programmes), One staff each from finance and logistics unit. The key roles and



responsibilities of this team, includes providing input to evaluation process and commenting on evaluation products.

66. **An External Evaluation Reference group** has also been formed, with representation from USDA/FAS/FFP Ministry of Education, Mary's Meals' WFP Country office and Regional Bureau and will review the evaluation products as further safeguard against bias and influence (See annex 5; External reference Group TOR)

67. The **Regional Bureau**: The RB management will be responsible to:

- Assign focal point for the evaluation.
- Participate in discussions with the evaluation team on the evaluation design and on the operation, its performance and results. In particular, the RB should participate in the evaluation debriefing and discussions with the evaluation manager and team, as required.
- Provide comments on the TORs, inception report and the evaluation report.

68. **Headquarters**: Some HQ divisions might, as relevant, be asked to discuss WFP strategies, policies or systems in their area of responsibility and to comment on the evaluation TOR and report.

69. **Other Stakeholders** (Government, NGOs, and UN agencies) will be identified for interviews by the evaluation team in addition to the list provided by WFP which will be based on the preliminary stakeholder analysis detailed in table 1. Government and USDA and other partners will provide inputs into the draft evaluation report before its finalized.

70. **The Office of Evaluation (OEV)**: OEV will advise the Evaluation Manager and provide support to the evaluation process where appropriate. It is responsible to provide access to independent quality support mechanisms reviewing draft inception and evaluation reports from an evaluation perspective. It also ensures a help desk function upon request from the Regional Bureaus.

## 8. Communication and budget

### 8.1 Communication

71. To enhance the learning from this evaluation, the evaluation team should place emphasis on transparent and open communication with key stakeholders. These may for example take place by ensuring a clear agreement on channels and frequency of communication with and between key stakeholders.

72. Communication with evaluation team and stakeholders should go through the Evaluation manager.

73. As part of the international standards for evaluation, WFP requires that all evaluations are made publicly available. Following the approval of the final evaluation report, dissemination will be broad and workshops will be conducted both internally and with partners, looking at the recommendations and the way forward. Specifically;

- WFP Liberia Country Office will organize an internal workshop to discuss evaluation findings and recommendations, where the consultant will present the key findings;

- WFP in collaboration with the Ministry of Education, a workshop targeting relevant external audiences, where the consultant will present the key findings.
- WFP will discuss the report with USDA and disseminate the findings and recommendations in various ways, including through discussions with WFP senior management and staff as well as with the key partners including the Ministry of Education, non-governmental partners and UN agencies.

## **8.2 Budget**

- d. **Budget:** The evaluation will go through a tender, using WFP Procurement procedures and therefore the budget will be proposed by applicants.

## Annex 2: Evaluation matrix

Evaluation Matrix						
Key Question 1: How relevant is the operation?						
No	Sub-questions	Measure/Indicator	Main Sources of Information	Data Collection Methods	Data Analysis Methods	Evidence quality
1.1	How appropriate is the programme to the needs of the target population	<b>1.1.1: Relevance of the objectives of the operation regarding the context and needs identified</b> <b>1.1.2: Relevance of activities and methods of implementation.</b> <b>1.1.3: Appropriateness of beneficiary targeting, coverage and consideration of gender</b>	Project proposal document Selection criteria document (if different from proposal)	Literature r/v	Comparison	Design responsive to 'real life' context
1.2	Is it aligned with relevant national policies?	<b>1.2.1: Coherence of the operation with Government policies and strategies in education, nutrition and child welfare.</b>	MoL policy documents MoL officials	Literature r/v KIIs	Qualitative Assessment	
1.3	Were aligned to WFP strategies, policies and normative guidance?	<b>1.3.1 Coherence of the operation with WFP country-level strategic plans</b> <b>Is relevant data disaggregated by gender?</b>	2015 Gender Policy, 2015 Building Resilience for Food Security & Nutrition, 2013 School Feeding Policy, 2013 WFP's Role in Peacebuilding in Transition Settings, 2012 Nutrition policy (specifically regarding	Literature r/v KIIs	Comparison	

			stunting prevention and treatment of MAM), 2012 Humanitarian Protection Policy, 2012 WFP's Role in Humanitarian Assistance System, 2010 HIV and AIDS Policy, 2008 Policy on Vouchers and Cash Transfer			
1.4	Were aligned to partner UN agency, donor policies and priorities?	<b>1.4.1 Coherence of the operation with other humanitarian interventions:</b> SUN, UNICEF, UNDAF, INGOs operating SFP	Other strategy/policy documents, strategic frameworks	Literature r/v	Comparison	
<b>Key Question 2: How effective is the operation?</b>						
<b>No.</b>	<b>Sub-questions</b>	<b>Measure/Indicator</b>	<b>Main Sources of Information</b>	<b>Data Collection Methods</b>	<b>Data Analysis Methods</b>	<b>Evidence quality</b>
2.1	Has the SFP achieved its stated objectives; outputs, and outcomes?	<b>2.1.1 To what extent did SF contribute to school enrolment and school retention of boy and girls?</b>  <b>2.1.1.2 Retention Rate</b> <b>2.1.1.3 Enrolment rate</b>  <b>2.1.2 Number and % planned of students receiving WFP assistance per month. Gender Parity Index.</b>	MOE annual enrolment over LOP for SFP schools          WFP Reports Implementing Agencies documentation	MOE and sample school records          MOE and school records	Trends   Compare target and actual      Compare data sources   Analysis	Random sample school logs, headcounts       Random sample school logs   Triangulation of data

		<b>2.1.3 Quantity of WFP food distributed as percentage of planned by food type.</b>	WFP reports, IP reports School administration logs	Project Reports, KIIs		
2.2	What were the major factors (internal & external) influencing the achievement or non-achievement of the outputs, outcomes/objectives of the intervention?		Semi-structured questionnaires WFP, MOE, IPs	KII, FDG	Factor (s) Analysis	Triangulation of data Design responsive to 'real life' context
2.3	Why and how did the operation produce the observed results? -Internally: the processes, systems and tools in place to support the operation design, implementation, monitoring/evaluation and reporting; the governance structure and institutional arrangements (including issues related to staffing, capacity and technical backstopping from HQ); the partnership and coordination arrangements; -Externally: the operating environment; the funding climate; external incentives and pressures;		Project monitoring reports KII FGDs	Report review	Factor (s) Analysis	Triangulation of data Design responsive to real life context
<b>Key Question 3: How efficient has the operation been?</b>						
<b>No.</b>	<b>Sub-questions</b>	<b>Measure/Indicator</b>	<b>Main Sources of Information</b>	<b>Data Collection Methods</b>	<b>Data Analysis Methods</b>	<b>Evidence quality</b>
3.1	Were activities cost-efficient?	<b>3.1.1 Which activities are most cost-efficient?</b> <b>3.1.2 Were economies of scale achieved?</b>	Project Documents, Proposal, KIIs	Document review	Comparison	Consistency in data. Triangulation.
3.2	Were activities implemented in the most efficient way compared to alternatives?	<b>3.2.1 Who implemented the programme?</b>	WFP, IPs	KII	Qualitative Assessment	
3.3	What were the internal and external	<b>3.3.1 Were there pipeline</b>	WFP, IP, Schools	KII, FGDs	Distill major	triangulate

	factors influencing efficiency of the program (attainment of outputs/costs/logistics/pipeline performance)	<b>stoppages?</b> <b>3.3.2 What was the impact of the Ebola epidemic?</b>			factors	data
<b>Key Question 4: What are the short-term results and the impact of the programme?</b>						
<b>No.</b>	<b>Sub-questions</b>	<b>Measure/Indicator</b>	<b>Main Sources of Information</b>	<b>Data Collection Methods</b>	<b>Data Analysis Methods</b>	<b>Evidence quality</b>
4.1	What were the short and medium-term effects on beneficiaries' lives?	<b>4.1 Improved knowledge of health and hygiene practice</b> <b>4.1.1 increased knowledge of safe food prep and storage practices</b> <b>4.1.2 Improved health and dietary practices</b> <b>4.1.3 Improved attentiveness of students</b>	School officials, PTAs, students, IPs, WFP	SSI FGDs	Distil major factors	triangulate data
4.2	Are trends in the right direction – education outcomes, sustainability?	<b>4.2. Increased economic and cultural incentives (or decreased incentives)</b>	School officials, PTAs	SSI FGDs	Distil major factors	triangulate data
4.3	Are there negative effects for beneficiaries?	<b>4.3. Increased economic and cultural incentives (or decreased incentives)</b>	School officials, PTAs, students	SSI FGDs	Distil major factors	triangulate data, observations
4.4	Are there gender-specific effects regarding enrolment and attendance?	<b>4.4.1 % female enrolment/total students enrolled by grade</b> <b>4.4.2 % female attendance/total students enrolled by grade</b> <b>4.4.3 Gender Parity ratio (education statistics)</b>	School logs, MOE reports	Literature r/v	Gender Comparison data	Data quality check
4.5	What are the drivers of positive impacts? (partnership, capacity, ownership)	Capacity building at system, community and school levels. Partnership behaviour, local ownership	School officials, PTAs, MOE, students, IPs, WFP	SSI FGDs	Distil major factors	triangulate data, observations
4.6	What were the intended and unintended	Increase in school enrolment	School officials, PTAs,	SSI	Distil major	triangulate

	impacts of the programme?	and attendance Reduction in hunger and food insecurity <b>4.6.1 Promotion rate</b> <b>4.6.2 Drop-out Rate</b>	MOE, students, IPs, WFP, community groups	FGDs MOE, School records	factors	data, observations
<b>Key Question 5: How sustainable is the programme</b>						
<b>No.</b>	<b>Sub-questions</b>	<b>Measure/Indicator</b>	<b>Main Sources of Information</b>	<b>Data Collection Methods</b>	<b>Data Analysis Methods</b>	<b>Evidence quality</b>
5.1	To what extent is Liberia taking ownership of the programme? (commitment, contribution, practices)	<b>How much has the MoE invested in the programme?</b> Staff – established/new recruits on payroll, capacity, Money for capital investment – stores, water tools for school gardens, etc.  <b>What proportion of community groups have supported their own SF?</b>	Policy documents  School officials, PTAs, MOE, students, community groups	KIIs Literature r/v policy documents	Index	triangulate of KII data
5.2	What is the ‘national readiness’ to implement the programme? (central, sub-national)	<b>5.2 Increased capacity of government institutions</b> What activities are being taken to transfer responsibilities to government agencies? <b>5.2.1 Changes in government funding or hunger solution tools in national plans of action</b> <b>5.2.3 Increased skills and knowledge of school administrators</b> <b>5.2.4 More consistent</b>	School officials, PTAs, MOE, students, IPs, WFP, community groups	Synthesis of findings from KIIs and FGDs.	Index of key factors	Relevance and utility of findings to policy and clear logic

		<b>teacher attendance</b> <b>5.2.5 Increased</b> <b>engagement of local</b> <b>organizations and</b> <b>community</b>				
--	--	---	--	--	--	--

Based on: Linda G. Morra Imas and Ray C. Rist, 2009. *The Road to Results*. The World Bank, Washington.



### Annex 3: Evaluation mission timeline

Date	Meetings held	Personnel
<b>Inception</b>		
7 <sup>th</sup> February	Inception call	Evans Binyason, Michael Musili, Johnson Kolubah, Ben Kitson
17 <sup>th</sup> February	Second call with CO	Evans Binyason, Michael Musili, Johnson Kolubah, Ben Kitson
22 <sup>nd</sup>	Consultants travel to Monrovia	
23 <sup>rd</sup> February	M&E unit, WFP	EB, BK, OT, JL, RS, HM, IW, KG, MFM, DM
	Senior management team, WFP	MM, Tewolde Baraki, EB, BK,
	School feeding unit, WFP	JK, J Micheal Vawah, Amos Ballayan,
	Q&A services Director	Alpha Simpson
24 <sup>th</sup> February	UN security services School feeding co-ordinator MoE School Feeding Unit	Johnson Kolubah Christian Howbott, Director SF Unit Victoria Kilby, Monitor S. Manneh Rogers, Regional Coordinator
25 <sup>th</sup> February	Q&A enumerator training	
<b>Field Work</b>		
26 <sup>th</sup> February	Travel to Cestuscity, Team 1 Kate Godden	DFP – James W Karley DEO – Arts Colston M Dorgbain, acting CEO CC Laurence D Zeegay
	Travel to Zwedru Team 2 Margie Ferris Morris	WFP Suboffice Coordinator - Johnny Ndorbor, Andrew Garlo
	Travel to Harper Team 3 Dexter Marchant	CEO – Havin T Swen Bledi F. Nemeh
27 <sup>th</sup> February	Field work River Cess  MOE Regional Co-Ordinator (CC), Grand Bassa	JL Travers primary school, Upper Timbo primary school, Yah Pah primary school Edward Gbessagee
	Field work Zwedru, Grand Gedeh	Zwedru Kindergarten, Alphonso Gaye Community School WFP Suboffice DFP's (two monitors)
	District Coordinator 's Office Zwedru, Grand Gedeh	DEOs - Anderson Yeeyea, Harison Karoweah DFPs - Eldorado Mehn, Tsaiah Gaye, Edwar, Kyne CC monitor- Botha Kromah
	Field work Sinoe	DEP – Agnes Bryant PTA chairman – Malayee Cheyard
28 <sup>th</sup> February	WFP Programme Assistant Superintendent of Schools, LAC School System Field work Grand Bassa	Gabriel Eric Tarnue Moses Sawaye Buugbohn PS Prentiss Community School Estate #4 Elementary School
	Field Work Grand Gedah	Boetown Elementary school CEO - Statistician
	Travel to Saclepea, Nimba County	WFP SubOffice Coordinator- Ms. Caroline Caranda; and Cyril Zaway Assistant Coordinator
1 <sup>st</sup> March	DFP CEO Grand Bassa Field work Grand Bassa	Paul W Karr Edwin G Kwakpee Owensgrove Public School Shining Light Private School James B Travers Private School

	Field work in Nimba County	Gbanquoi School, Karyea Elementary School. Johnny Volker Extension, Zotah Elementary School WFP SubOffice Coordinator- Ms. Caroline Caranda; and Cyril Zaway, Assistant WFP Coordinator
	Field work Grand Kru	Acting CC – Gabriel C. Jobo Jr. CC - James H. Tugbe DFP
2 <sup>nd</sup> March	WFP Country Director Mary's Meal Country Director CEO Gbarpolu	Bienvenu Djossa, EB, MM, JK Emmanuel T R Kailie Danwolo Catakaw
	Field work, Nimba County	Beadatua Elementary School, BeePlay School, J. Volker Elementary School CC- G. Markson Pewue DEO - Saclepea-I DFPs -Saclepea-I
	Team 3 travel	
3 <sup>rd</sup> March	CC DFP Field work Gbarpolu	Wesley Korvah Darkenal SB Gbato Gbargay public school Farwhentas public school
	Field work Grand Gedeh	St. Valentine School, Boapea Elementary, Cornerstone Elementary DEO - Acting DEO - CEO - Stanley Tozo
	Field work, Maryland	DEO Grand Cess - Nicholas ND. Wleh Acting CEO - Elizabeth Daluy Head of Sub Office - Theresa Flomo Nyeka CEO - David V. Boakai, Waterson Nimely - Principal
4 <sup>th</sup> March	DFP Field work Gbarpolu	Robert Izeki Hilton Duodee public school
	Team 2 - Travel	
	Field work River Gee	CEO - Harry Doe CC - Rev. Moses Swen
<b>Monrovia</b>		
5 <sup>th</sup> March	Field work debriefing day	
6 <sup>th</sup> March	MoA, Director of Extension Services MoA, Programme School Gardens Plant Pathologist (ex Rivercess CCAg) National Co-Ordinator Social Protection WFP VAM Unit WFP Nutritionist	Edward B Perry Oliver Boye Teekpeh Gertie K. Solunteh Gabriel Fernandez Emmanuel Anderson Leela Zaizay
7 <sup>th</sup> March	MoE Assistant Minister MoE School Feeding Unit Co-ordinator	Hon. Augustine Kuleh Christian Howbott
	Field work, Bomi county	CEO - Seo Davies DEO Office - James Doe
8 <sup>th</sup> March	WHO EVD Enumerator consolidation workshop	Dr Peter Clements ET and enumerators
9 <sup>th</sup> March	WFP Logistics Officer guided visit to WFP warehousing at docks M&E unit introduction to SPRING	Etienne Saint-Jean Evans Binyason
10 <sup>th</sup> March	Debriefing workshop with CO	

	Consultants travel to home base	
<b>Reporting</b>		
5 <sup>th</sup> April	Telephone call with FAO Home Gardens	Jesse Yuan
15 <sup>th</sup> April	UNICEF WASH specialist	James Conrad Massaquoi
27 <sup>th</sup> April	Conclusions & Recommendations discussions.	CO ET

## Annex 4: Evaluation methodology

Source: Evaluation Mission - Inception Report, updated

This evaluation overlaid the MGD indicators for FFE onto the WFP DEQAS evaluation matrix to cover the interests of both parties. Contact was made with the McGovern Dole representative in Accra and a telephone interview followed to ensure their requirements for the evaluation were gathered.

**Timing.** The inception phase of the evaluation commenced with the first conference call between the Liberia country office, the evaluation team and the evaluation manager from KonTerra on 7th February. This was followed up with a further conference call on 17th February that determined that the inception report will be submitted 21st February to the CO.

The evaluation was divided into different phases:

- The **inception phase** was planned for early January 2017 but was delayed and the inception phase was short (between 6-22<sup>nd</sup> February). The experienced evaluation team gained significant knowledge of the context of the intervention, the programme and stakeholders, and developed the evaluation matrix, organization and work plan within the time frame. However, it wasn't possible to fully read, appraise and reflect on the broader documents needing consideration during the evaluation in part due to the short time frame and in part due to the staggered arrival of project documents. It was agreed with the CO to submit the inception report on the 21<sup>st</sup> February with comments to be received in country.
- The **field phase**, was 21<sup>st</sup> February-10th March in Liberia. Interviews and meetings commenced in Monrovia alongside final preparations for the field visit. Data collection enumerators (from Q&A Services) were met assessed and trained (25<sup>th</sup> February) on the toolkit.

Schools were randomly selected using systematic sampling from the Counties after receipt lists of schools served by WFP, see Table below. Old and new schools were separately sampled to ensure both were represented in each county with a ratio of 2 old to 1 new school<sup>2</sup>. Primary information was gathered from the stakeholders during the field mission, gaps in secondary information analysis initiated during the inception phase filled to the extent possible and preliminary findings and emerging recommendations discussed and validated together with WFP and partners.

Feedback from IODParc on the Inception Report was received 8<sup>th</sup> March and the revised report was submitted to the CO 20<sup>th</sup> March. The Inception Report was approved on 27<sup>th</sup> March.

- The **final report writing phase**, commenced 27<sup>th</sup> March. The draft report was submitted for Q&A on 12<sup>th</sup> May and comments were received back from IODParc on 8<sup>th</sup> June. The final report will be submitted by 5<sup>th</sup> July 2017.

The major evaluation questions from the TOR are based on the internationally recognized criteria of relevance, efficiency, effectiveness, impact and sustainability and special consideration was given to gender issues.

The evaluation followed a mixed methods approach based quantitative and qualitative tools.

---

<sup>2</sup> New schools were late introductions into SF, around April 2016, specifically to use up food stockpiled after the EVD epidemic.

At inception it was envisaged that the team would have access to the national education monitoring information system but once in Monrovia it was discovered that the system is in its infancy and key information for this evaluation was not being gathered. In response the team gathered statistics on enrolment, attendance and also conducted head counts on grades 2 & 4 in the sampled schools.

Methods used include

- literature and document review; Annex
- collection of key education indicators (attendance, enrollment) from schools
- interviews with key stakeholders including Ministry of Education in Monrovia and field staff, school principals, and other school officials; Annex
- focus group discussions (FGDs) with parents, teachers, and students; and
- visits to schools, school gardens, and warehouses to allow direct observation.

To ensure data integrity and factual accuracy throughout the review process, team members regularly compared notes, triangulated and analysed data and discussed the information collected.

The evaluation took into consideration the ethical collection and use of data. Interviews were carried out in accordance with 2008 Ethical Guidelines for Evaluation of the United Nations Evaluation Group (UNEG), notably to ensure that key informants understood that their participation was voluntary and that confidentiality would be respected. In addition, steps were taken to ensure that men, women, boys and girls felt they were in a safe space where they could freely express their views and concerns without fear of reprisal. Consent to interview children was sought from the School Principal

The evaluation questions and sub-questions defined in the TOR are:

### **Question 1: How appropriate/relevant is the operation?**

- Were appropriate measures taken at project design stage to meet the needs of the target populations over the period of the operation?
- Is the programme design aligned with relevant national policies?
- Is the programme aligned to WFP and UN-wide system strategies, policies (including gender) and normative guidance? The team will analyse if and how GEEW objectives and mainstreaming principles were included in the intervention design and other system-wide commitments to gender equality and empowerment.

### **Question 2: How effective is the operation?**

- Has the SF programme achieved its stated objectives, outputs and outcomes?
- What were the major factors (internal & external) influencing the achievement or non-achievement of the outputs, outcomes/objectives of the intervention?
- Why and how did the operation produce the observed results?
  - internally: the processes, systems and tools in place to support the operation design, implementation, monitoring/evaluation and reporting; the governance structure and institutional arrangements (including issues related to staffing, capacity and technical backstopping from HQ); the partnership and coordination arrangements
  - externally: the operating environment; the funding climate; external incentives & pressures;

### Question 3: How efficient has the operation been?

- Were activities cost-efficient?
- Were activities implemented in the most efficient way compared to alternatives?
- What were the internal and external factors influencing efficiency of the program (attainment of outputs/costs/logistics/pipeline performance)

### Question 4: What are the short-term results and the impact of the programme?

- What were the short and medium-term effects on beneficiaries' lives?
- Are assisted schools moving in the right direction of improving education outcomes and sustaining school feeding?
- Are there negative effects for beneficiaries?
- What are the gender-specific effects regarding enrolment and attendance?
- What are the drivers of positive impacts? (partnership, capacity, ownership)
- What were the intended and unintended impacts of the programme?

### Question 5: How sustainable is the operation?

- To what extent is the country taking ownership of the programme? (e.g. demonstrated commitment and contribution to the programme)
- What is the national readiness to implement the programme? E.g. demonstrated capacity at central and sub-national levels to manage the programme?
- Additionally, the evaluation will address the Objectives as per agreed WFP-USDA/MGD grant terms indicators (excluding literacy) in the WFP-McGovern Dole Terms of Reference.

### Site mapping (For site mapping realized in the field see Annex 7)

An indicative schedule has been produced but this may be subject to change dependent on field based realities, for examples the early heavy rain.

The evaluation team, of 3 technical experts, are to be supported by 6 enumerators from QnA Services a Liberian consultancy group. They will form three teams which will each visit three counties to cover all counties in the programme.

The teams will follow the schedule in Table 4. Team 1 will follow up on activities of Bomi county which have been handed over to 'Marys Meals'.

**Table 1 Team allocation of counties**

Team 1 - Gbarnga sub-office	Team 2- Harper sub-office	Team 3 - Zwedru sub-office
Gbarpolu – 3 schools	Grand Kru – 3 schools	Grand Gedeh – 3 schools
Grand Bassa – 6 schools	Sinoe – 3 schools	Nimba <sup>3</sup> - 9 schools
River Cess – 3 schools	Maryland – 3 schools	

<sup>3</sup> Time permitting pilot of HGSG to be visited

-	River Gee – 2 schools	
---	-----------------------	--

The ET proposes, that when the school lists become available, the schools are stratified into two sets determined by when they joined the programme. The schools can then be systematically sampled to maintain features of randomness and representativeness in the evaluation.

The schools will be selected randomly following consultation with the WFP CO so that the ET learns

- which schools have the GTHR, HGSG and or capacity development inputs
- travel times and distances between schools
- individual school opening hour

The ET will seek whenever possible to ‘piggy back’ on county level teacher trainings/activities to enable a wider scope of consultation.

### **Data collection methods and tools**

A range of qualitative methods will be used to gather information identified as needed in the evaluation matrix. The information gathered will be supported with both secondary quantitative and qualitative data. The WFP baseline data collected in 2014 was used when possible to determine progress.

In line with the TOR gender is featured prominently in the survey questionnaires. Gender representation in activities, in schools, in PTAs, in roles of students with gardens is sought. All data gathered will be collected and disaggregated by gender, with evaluation questions using a gender-sensitive lens. The evaluation will endeavour to have separate key informant interviews and FGDs with girls & boys, women & men to ensure that both genders can talk openly in environments. Otherwise, focus groups and KII will request 50% representation by females. Data will be analyzed by gender response.

A set of questions and sub-questions developed based on the TOR for the evaluation and evidence matrix will be used to develop interview guides, one for community level and another for other stakeholders. Team members will use these tool as a checklist while facilitating a guided discussion based on the knowledge and perspectives of each key informant. It is planned to conduct most of the interviews by use of FGD. Results of interviews and FGD will be organised based on the evidence matrix to facilitate data analysis by the team. Observations during site visits will enable the evaluation team to gather additional data to strengthen analysis.

Literature review and preliminary discussions with WFP CO allowed identification of the site selection criteria. These criteria have been chosen to define a sample of sites covered by the operation as representative as possible of different factors that may influence the implementation of activities, outputs and outcomes.

- Ability to visit schools that are operating and nearby communities where the team can hold key informant interviews and FGD with communities, local officials and staff of WFP, NGOs that provide a perspective on school feeding.
- Presence of community leaders and community members, of both sexes, who are willing to speak openly with evaluation team member(s) and together can provide a representative perspective on the range of component activities over the period covering the operation;
- Concrete examples of implementation of relevant WFP policies, particularly those applying to gender (e.g. examples of equity being promoted or of women’s empowerment); and

- Conducive security environment that facilitates movement and open discussions with evaluation team members.

The team plans to implement the following

- Key informant interviews (KII): Ministry of Education at national/county levels; WFP Head of Sub- or Field Offices and school principals in 9 counties;
- FGD with: community (PTA/PTSAs) and local government representatives, including local government focal points for agriculture, education, health, nutrition.
- Observe the schools - kitchens, stores/warehouse, water source, latrines and lunchtime distribution if possible.
- Gather data on indicators from 36 school offices
- 36 surveys across the following groups:
  - Women's leadership
  - Students
  - Beneficiary mothers/caretakers of children enrolled in GTHR
- 36 FGD/AAP with the following groups:
  - Representatives from the community,
  - Mothers of children enrolled in GTHR when the program was implemented
- Interview other partner/non-partner organizations working on school feeding activities.

There will be participatory debriefing session on preliminary findings and emerging recommendations prior to the team leaving Liberia. This will provide an opportunity for validation and prioritisation of provisional findings and emerging recommendations with the CO. The team may also recommend the participation of selected field-based staff from WFP and partners in this session in Monrovia.

Data will be reviewed after each school to validate information. Any discrepancies will be noted in the evaluators notebooks. Field teams will meet formally for data cleaning after the field work, to cross-reference notes, forms and each other on the information gathered, and in some cases, modify the data. Enumerators will enter data initially in 2 formats, on a PDA where forms have been developed according to the survey sheets, and on paper.



## Annex 5: List of evaluation key informants

Name	Position	Location
<b>World Food Programme</b>		
Bienvenu Djossa	Country Director	Monrovia
Michael Musili	Head of Programmes	Monrovia
Tewolde Baraki	Head of Supply Chain	Monrovia
Johnson Kolubah	Head of School Feeding Unit	Monrovia
Ben Kitson	School Feeding Unit	Monrovia
Marco		Monrovia
Evans Binyason	Monitoring and Evaluation Officer	Monrovia
Orbeto Tamba	Monitoring and Evaluation Unit	Monrovia
Jackson Levee		Monrovia
Rufus Sackie		Monrovia
Havea Magray		Monrovia
Ignatius Weah		Monrovia
Amos Ballayan	Programme Officer Capacity Development	Monrovia
Johnny Ndordor Andrew	WFP Sub-Office Coordinator	Zwedru
Gabriel Eric Tarnue	WFP Programme Assistant	Grand Bassa
Caroline Caranda	WFP Sub-Office Coordinator	Saclepea, Nimba County
Cyril	Assistant Coordinator	Saclepea, Nimba County
Theresa Flomo Nyeka	WFP Sub-Office Coordinator	Maryland County
Emmanuel Anderson	WFP VAM Unit	Monrovia
Leela Zaizay	WFP Nutritionist	Monrovia
Etienne St John	WFP Logistics Officer	Monrovia
<b>Ministry of Education</b>		
Hon. Augustine Kuleh	Deputy Minister, MoE	Monrovia
Christian Harper	Director	School Feeding Unit, Monrovia
JMC		School Feeding Unit, Monrovia
Victoria Kilby	Monitor	School Feeding Unit, Monrovia
Sinanneh Rogers	Regional Coordinator	School Feeding Unit, Monrovia
James W Karley	DFP, Cestu City	District Coordinator's Office, Cestuscity
Arts Colston M Dorgbain	DEO (Acting CEO), Cestu City	District Coordinator's Office, Cestuscity
Laurence D Zeegay	CC, Cestu City	District Coordinator's Office, Cestuscity
Anderson Yeeyea	CEO	District Coordinator's Office, Zwedru, Grand Gedeh
Harison Karoweah	DEO	District Coordinator's Office, Zwedru, Grand Gedeh
Eldorado Mehn	DFP	District Coordinator's Office, Zwedru, Grand Gedeh
Tsaiah Gaye	DFP	District Coordinator's Office, Zwedru, Grand Gedeh
Edwar Kyne	DFP	District Coordinator's Office, Zwedru, Grand Gedeh
G. Markson Pewue	County Coordinator	District Coordinator's Office, Zwedru, Grand Gedeh
Bohra Pkonda	CC Monitor	District Coordinator's Office, Zwedru, Grand Gedeh
Moses Sawaye	Superintendent of Schools	District Coordinator's Office, Grand Bassa

Paul W Karr	DFP	District Coordinator's Office, Grand Bassa
Edwin G Kwakpee	CEO	District Coordinator's Office, Grand Bassa
Danwolo Catakaw	CEO	District Coordinator's Office, Gbarpolu
Wesley Korvah	CC	District Coordinator's Office, Gbarpolu
Darkenal SB Gbato	DFP	District Coordinator's Office, Gbarpolu
Robert Iszyk	DFP	District Coordinator's Office, Gbarpolu
Stanley Tozo	CEO	District Coordinator's Office, Gedeh
Seo Davies	CEO	Bomi County
James Doe	DEO Office	Bomi
Agnes Bryant	DEO	Sinoe
Malayee Cheyard	CEO	Sinoe
Havin T Swen	PTA chairman	Sinoe
Bledi F. Nemeh	Acting CC	Sinoe
Gabriel C. Jobo Jr.	CC	Grand Kru
James H. Tugbe	DFP	Grand Kru
Nicholas ND. Wleh	DEO Grand Cess	Grand Kru
Elizabeth Daluy	Acting CEO	Grand Kru
David V. Boakai	CEO	Maryland County
Waterson Nimely	Principal	Maryland County
Harry Doe	CEO	River Gee
Rev. Moses Swen	CC	River Gee
<b>Other agencies</b>		
Emmanuel T R Kailie	Mary's Meal Country Director	Bomi
Edward B Perry	Director of Extension Services, MoA	Monrovia
Oliver Boye Teekpeh	Programme School Gardens, MoA	Monrovia
Gertie K Sube	Plant Pathologist, MoA	Monrovia
Gabriel Fernandez	National Co-Ordinator Social Protection	Monrovia
Dr Peter Clements	WHO EVD	Monrovia
Jesse Yuan	FAO Home Gardens	Monrovia
James Conrad Massaquoi	UNICEF WASH specialist	Monrovia
Alpha Simpson	Q&A services Director	Monrovia

## **Annex 6: WFP McGovern Dole data collection instruments**

### **SCHOOL VISIT CHECKLIST**

#### **General**

- Briefly tour school grounds
- Visit/view additional school program components (school gardens) and note synergies with other programs (solar, water, latrines)
- Meet students, teachers and school administrators, and conduct FGDs
- Meet local MOE officials, conduct KII (or if traveling with them to sites, conduct interviews in the cars if possible)
- Observe meal distribution, get sample, approximate Kcals
- Review Health, nutrition materials

#### **Discussion checklist for core team members, school staff**

##### **Inputs**

- Check stores for inputs, note kg of each commodity
- Check dates of capacity development activities
- Logistic support
- Pipeline

##### **Outputs**

- Dates of school opening/closing and tie in with schooling
- Dates of school feeding start/stop
- Community inputs - fuel/spices/labour/female empowerment etc

##### **Outcomes**

- Student & teacher attendance
- Staff skills and knowledge - teachers, admin
- Student behaviour
- Perceptions of community
- Positive, negative effects, magnetic effect

<b>Site Visit Guide for Enumerators</b> <b>World Food Program and McGovern Dole Food For Education Evaluation</b>
--

Team # and /or Enumerator Name

1. Name of School
2. District and County of School
3. When did the school start the SF? (month/year)
4. How many months did the school close during the Ebola crisis? (months), did the SF stop at the same time or before?
5. Is the school still part of the SF, if not approximately when did it stop? month/year)

**School Site Observations**

	Check Good	Check Acceptable	Check Poor	Comments /Notes
<b>Condition of School Records</b> Condition of records is considered as good if they are easily available, complete and accurate, readable and if they are kept in an orderly and sustainable way. Condition of records is considered as acceptable if records are available and reasonably organised, readable, accurate but still fall below required standard. Condition of records is considered as poor if they are not readily available, full of mistakes and incomplete, damaged/torn and not readable.				
Are the school records easily available?				
Complete?				
Accurate?				
Readable?				
Kept in an orderly and sustainable way? (not damaged or torn)				
<b>School Garden</b>				
<b>Food Storage</b>				
Food storage is in clean location				
<b>Kitchen Facilities</b>				
Kitchen is clean and orderly				
There is a fuel saving stove (not 3 rocks)	YES		NO	
Did WFP help with the fuel saving stove	YES		NO	
Is there a working water Source on school grounds?	YES		NO	

**Enumerator Guide for Collection of Key Education Indicators**  
**World Food Program and McGovern Dole Food For Education Evaluation**

**Date**

**Enumerator**

**Name of School** \_\_\_\_\_ **District** \_\_\_\_\_ **County** \_\_\_\_\_

**Pupil Status by Gender as of the END of the School Year 2015-2016**

*Indicate, as of the end of the **previous** school year, how many students were promoted, were retained (repeaters), transferred to/from another school and dropped out.*

*Note: for transfers, also include students who transferred to another school during summer break 2016*

*For Attendance and Headcount, select 2 grades in the school that are in session (e.g. 2, 4<sup>th</sup>)*

*Rates for enrolment, attendance, promotion, retention and drop out will be calculated at a later time.*

*Data should be for June 2016 (end of school year 2015-2016)*

	PRIMARY											
Grade	I		II		III		IV		V		VI	
Student Status	M	F	M	F	M	F	M	F	M	F	M	F
Attendance Record Grade_ (2)												
Headcount Grade__ (2)												
Attendance Record Grade_(4)												
Headcount Grade__(4)												
Promoted June 2016												
Retained June 2016												
Transferred to another school June 2015												
Transferred from another school June 2015												
Dropped out June 2016												
Enrolment at registration Aug/Sept 2016												

**FGD Guide for Parents of School Children who are part of the PTA  
World Food Program and McGovern Dole Food For Education Evaluation**

**Evaluation Introductions**

Team # and /or Evaluator Name

1. Name of School
2. District and County of School
3. When did the school start the SFP? \_\_ (month/year)
4. How many months did the school close during the Ebola crisis? (months) \_\_ did school feeding stop at the same time?
5. Is the school still part of the SFP, if not approximately when did it stop? (month/year)

**PTA functionality**

6. How is the PTA functioning? Good/Average/ Poorly
  - a) How often does the PTA meet each month?
  - b) Are there actions taken for the betterment of the school as a result of these meetings?  
YES/NO/SOMETIMES
7. What does the PTA do in your community to help support education? (help with the school garden, provide seeds, condiments or fencing , cook, get firewood and water, etc.)
8. What is the gender proportion on the official PTA committee? (# men \_\_/# women \_\_\_\_, total number in PTA) \_\_
9. Is the PTA involved in nutrition and health promotion activities? YES/NO  
Please provide details about these activities.
10. Are there other community groups that support the schools with SFP? YES/NO
  - a) Who?
  - b) What do they do?

**Economic Incentives**

11. How have the GTHR and school meals impacted hunger in your household?
12. Does the school meal for your child/children save you any money?  
(Count number saying yes \_\_ /Count total number in group \_\_)

**Feeding Outcomes**

13. Have you noticed any differences in your school child/children since the SF started?  
Example responses: less absences from school; better health: better nutrition: health practices; other-?
14. Will your child /children be more likely or less likely to continue in a school where there is not a school feeding program? MORE LIKELY LESS LIKELY
15. What do you see as the most significant change in the school since before the program started and now?
16. What are the weaknesses of the SFP? Any negative impacts?

**Sustainability and Recommendations**

17. What aspects of the SF program do you think will continue if the meals stop?
18. Do you have any suggestions for the SFP if it were to be run again in the future?

<p align="center"><b>Questionnaire FGD Guide for Teachers and School Administrators</b></p> <p align="center"><b>World Food Program and McGovern Dole Food For Education Evaluation</b></p>
---

Evaluation Introductions

Team # and /or Evaluator Name

Number of teachers, administrators, principals in FGD

1. Name of School
2. District and County of School
3. When did the school start the SFP? \_\_\_\_\_(month/year)
4. How many months did the school close during the Ebola crisis? (months)
  - a) did school feeding stop at the same time? YES/NO
5. Is the school still part of the SFP, if not approximately when did it stop? (month/year)
6. How many classes are in the school?
7. What are the activities that have gone on in the school in relation to the SFP program?
8. Did the children receive hot meals every day (except the period when the schools were closed)? YES/NO
9. Were there any other ruptures in the hot meal program? YES/NO
  - a) When?
  - b) For how long?(# weeks)
  - c) Do you know why? \_\_\_\_ YES/NO Explanation
10. Do you think the SFP encourages more school attendance? YES/NO Why?
11. What do you see as the impact of the school meals on students? (more attentive, perform better, like school, other)
12. What do you see as the impact of the take home rations on students? (saves money, encourages girls to come to school, less family hunger, etc.)  
On their families?
13. Does the SFP impact (you) teachers coming to school? YES/NO  
If so how?

**Capacity Strengthening**

14. Did you receive any training to improve skills and your knowledge? YES/ NO
  - a) if Yes, how many trainings ?
  - b) Who conducted the trainings?

**PTA Roles**

15. Was there a PTA/PTSA before the Program began? YES/NO
16. Is there a PTA/PTSA since the SFP started? YES/NO
17. Are the PTA involved in the community? YES/NO

a) What do they do? (Mobilize children to come to school, help with school gardens, etc.)

### **School Gardens**

- 18. Is there a school garden? YES/NO
- 19. Did the 4-H conduct any trainings at your school? Yes/No
- 20. What is done with the produce from the school garden?

### **Nutrition and Hygiene Education**

- 21. Do children receive nutrition, health and hygiene education? YES/NO
- 22. Do they wash their hands before eating the meal? YES/NO
- 23. Do they wash their hands before and after using the latrine? YES/NO
- 24. What evidence, if any, do you see of improved health and dietary practices since the SFP started?

### **Warehouse**

- 25. Describe the food storage(location, who manages.
- 26. Has there been any spoilage or loss of pests? None/some/a lot?
- 27. Ask to see stock records. Are the stock records up-to date, readable, complete?

### **Sustainability**

- 28. What are the weaknesses of the SF?
- 29. What aspects of the program have had a long lasting impact?
- 30. Are there any negative effects of the program?
- 31. How could the SF be improved in the future?



**Questionnaire FGD Guide for Students**  
**World Food Program and McGovern Dole Food For Education Evaluation**

Evaluation introduction

Team # and /or Enumerator Name

*\*Please note total number of students in the focus group*

1. Name of School
2. District and County of School

**Access to food**

3. Did you receive a hot meal every day at school? YES/NO Describe
4. Was anything added to the basic meal (e.g. vegetables, condiments)?  
YES/NO/SOMETIMES  
Are these from the school garden? YES/NO
5. Do any of you get a take home ration? YES # Boys\_\_\_\_YES #Girls
6. Did anyone get vegetables to take-home from the school garden? YES/NO
7. Do you bring some of your school meal home to share with the family?  
YES/NO/SOMETIMES

**Hygiene and Nutrition Practices**

8. Do you have to do anything special before you receive your meal at school?  
YES/NO If YES, what do you do?
9. What things are you learning about nutrition and hygiene? (List 3 things)
10. Since receiving the school hot meal are you more or less absent in school because of illness since the school has had an SFP? MORE/LESS/ABOUT THE SAME

**School Gardens**

11. What is the gender proportion of the Agriculture Youth Club (4-H or AYC)? (# of boys, # of girls, Total # of club members)
12. Can you tell me three crops and/or herbs planted in the garden?

**Outcomes**

13. Do the teachers come to school more frequently than before the SFP program started? YES/NO
14. Do you come to school more frequently than before the SFP started? YES/NO  
Why?
15. What do you like about the SFP?
16. What don't you like about the SFP

**Questionnaire KII Guide for County and Local Ministry of Education line staff  
World Food Program and McGovern Dole Food For Education Evaluation****Evaluation Introductions**

Team # and /or Enumerator Name

Name of District or County

1. Number of Schools covered in the District/County
2. Has the Enrolment rate increased/decreased/stayed about the same overall in your District/County?
3. Has the Pass rate increased/decreased/stayed about the same overall in your District/County?
4. Has the Retention rate increased/decreased/stayed about the same overall in your District/County?
5. Has the Dropout rate increased/decreased/stayed about the same overall in your District/County?
6. Has the Attendance rate increased/decreased/stayed about the same overall in your District/County?
7. Has the Gender ratio increased/decreased/stayed about the same overall in your District/County?
8. Describe your involvement with the SFP ?

**Education Policy**

9. Is the SFP aligned with the GOL Education Sector policies? YES/NO
10. Have any new guidance and/or policies been given to you since the beginning of 2013? YES/NO Describe

**Capacity Development**

11. Did you receive any training related to the management and administration of the district/County schools you cover?
  - a) How many trainings have you received in the last 3 years?
  - b) Do you know who supported the training?

**SF Outcomes**

12. Has the project met the needs of the beneficiaries, if so how?
13. What can you tell us about the teacher absentee rate before the SFP and now?
14. As far as you can evaluate, how have the different kinds of resources (food aid, meals, teacher training, cook training, improved sanitation etc.) contributed to the SFP?
15. Do you feel communities have an increased understanding of education benefits since the SFP started? YES/NO
16. What more needs to be done? Describe
17. Could the same results have been achieved with fewer resources or using alternative

approaches?

### **Annex 7: Evaluation school sampling criteria**

The Schools were randomly selected using systematic sampling from the lists of schools served by WFP in each county. New schools joined the SF in April 2016 specifically to use up surplus food stocks that had accumulated post the EVD epidemic. Old and new schools were separately listed and sampled to ensure both were represented in each county with a ratio of 2 old to 1 new school<sup>4</sup>.

The initial sampling of schools was based on a list of 815 schools and a convenience sample size of 36 schools, or 4.4% of schools, had been determined to be realistic during the Inception Phase. In country, the school list was 1009 schools reducing slightly the percentage of schools sampled to 3.5%.

The team visited all 9 counties in the programme with each team visited between 2-3 schools per day for upto 8 days to reach up to 36 schools, however one team was only able to reach 11 schools because of road conditions and time constraint, hence total schools reached was 35. In addition to schools surveyed, each team held interview meetings with regional/county MoEs and district MoEs.

The schools were selected randomly and so the terrain/distances were unknown. Two selected schools proved to be >4 hours' drive away and were exchanged for the predetermined method for reselection – taking the next school on the list.

In consultation with the Evaluation Manager & Marys Meals the team also visited 2 schools in Bomi county which had been in the programme until 2014 but were handed over to Mary's Meals. Plus, a sample pilot Home Grown School Meals programme school was visited – an overall total of 38 schools were visited.

A random number between 1-30 was taken to start the count and the sampling frame to select the appropriate number of schools in each county was determined and applied. More schools were selected in counties with more WFP schools, see Table 1 Annex 4

---

<sup>4</sup> New schools were late introductions into SF, around April 2016, specifically to use up food stockpiled after the EVD epidemic.

**Table: Sampled schools based on 1009 schools.**

<b>Counties</b>	<b>WFP / MGD Schools</b>	<b>Schools sampled</b>	<b>Team #</b>
GBARPOLU	54	Gbarngay public School. Farwhenta Elem. & Jr.High Sch. Hilton Duodee public Sch.	1
RIVER CESS	51	J.L Travers Elrm.Sch. Upper Timbo Public Sch. Yapah Public Sch.	1
GRAND BASSA	207	Bungbohn Town public School. Estate 4 Town Elem. Prentis C. S.Spivey Owensgove Elem.&Jr.high school. Shining Light academy school. James B.Travers Elem.	1
NIMBA	345	Johnny Voker extension Zotah Kaiyea Beadatuo Public School Beeplay Public School Johnny Voker Elementary school Boapea public school St. Valentine community school Cornerstone Elementary school	2
GRAND GEDEH	76	Boe Town community School Zwedru Kindergarten School G. Alphonso Gaye Community School	2
RIVER GEE	50	Fish Town Demonstration School Bassa Community Elementary School	3
SINOE	26	Seebbeh Elementary school Tubmanville Elementary school Nyanpoh Elementary School	3
MARYLAND	116	Yookudi Elementary school New pleebo ECD/Community school Karluken Demenstration Elementary School	3
GRAND KRU	84	JJ Dickson Elementary School Ylatwen Elementary school Blebo Elementary School	3
<b>Total</b>	<b>1009</b>	<b>35 (3.5% of 1009 schools)</b>	
<b>Bomi County *Marys Meals</b>	<b>Former WFP</b>	<b>2</b>	<b>3</b>
<b>HGSM (Nimba County)</b>	<b>12 pilot</b>	<b>1</b>	<b>2</b>

A set of questions and sub-questions have been developed based on the evaluation matrix to organize results from interviews, discussions and document research. The questions in the table below will provide the framework the team will use to collate and analyse data. Before starting an interview, team members will clarify their commitments to relevant codes of conduct for these interviews, notably its voluntary nature, non-attribution and confidentiality requirements. This interview guide, as the name suggests, is a “guide”, not a questionnaire. While categories of key informants have been pre-identified for each sub-question, it is recognised that they may not be able to answer all the questions. Team members will thus use this tool as a checklist while facilitating a guided discussion based on the knowledge and perspectives of each key informant.

## Annex 8: MGD indicators not measured throughout the programme by WFP or MoE

As noted in the body of the report, WFP/MoE has measured 14 out of the 31 MGD outcome indicators. The ET made some effort to measure the remaining 17 indicators during this evaluation as per the table below, although some indicators remain with no data.

Outcome	Output indicator	WFP/MoE	Evaluation Team
Improved literacy of school –age children	Percent of students who, by the end of two years of school, demonstrate reading comprehension equivalent to their grade level as defined by national standards at USDA supported schools.	No baseline and no follow up.	No literacy tests administered.
	Percent of students (boys) who, by the end of two years of school, demonstrate reading comprehension equivalent to their grade level as defined by national standards at USDA supported schools.	No literacy tests administered.	
	Percent of students (girls) who, by the end of two years of school, demonstrate reading comprehension equivalent to their grade level as defined by national standards at USDA supported schools.	No literacy data collected by MoE/EMIS.	
Improved quality of literacy instruction	Percentage of teachers (or classes) in target schools who demonstrate use of new and quality teaching techniques or tools	No baseline and no follow up.	Not tested
Increased skills and knowledge of teachers	Percentage of teachers (or classes) in target schools who demonstrate use of new and quality teaching techniques or tools	No baseline and no follow up.	Not tested
Improved student attentiveness	Percent of students in target schools who indicate they are attentive or very attentive during class/instruction (student survey)	No baseline and no follow up.	The ET held FGDs with teachers on the benefits of SF.
Improved student attendance	Percentage of students at target schools who attend school for at least 90% of regular school days per year	No follow up after 2014.	<ul style="list-style-type: none"> <li>Head count taken on day of school visit</li> <li>ET question the reliability of documented data in the schools.</li> </ul>
	Percentage of students (boys) at target schools who attend school for at least 90% of regular school days per year		
	Percentage of students (girls) at target schools who attend school for at least 90% of regular school days per year		

Reduced health related absences	Average number of days missed due to illness	No baseline and no follow up.	<ul style="list-style-type: none"> <li>The ET held FGD on the benefits of SF.</li> <li>ET question the reliability of documented data in the schools.</li> </ul>
Improved knowledge of health and hygiene practices	Percent of students in target communities who can identify at least one local source of information on good health and hygiene practices	No baseline	The ET asked students about their knowledge and practices in this area (qualitatively) but children could not identify source of information.
Increased knowledge of nutrition and diet	Percent of students in target communities who can identify at least one local source of information on nutrition and diet	No baseline	
Increased knowledge of safe food preparation and storage practices	Percent of food preparers in target communities who achieve a passing score on a test of safe food preparation and storage	No follow up post-baseline	The ET talked to the food store keepers, cooks and observed the stores, kitchen and environment.
Increased student enrolment	Percentage of primary school-age children in catchment area of target schools who are enrolled in primary school.	No follow up post-baseline	No data collected. No catchment figures.
	Percent increase in boys enrolled in school because of USDA assistance	No follow up after 2014.	Collection of enrolment data in visited schools. Comparison described in narrative.
	Percent increase in girls enrolled in school because of USDA assistance		
Increased community understanding of the benefits of education	Percentage of parents in target communities who are members of the PTA	No follow up after 2014.	Not collected because there were no population catchment figures or school records to identify parents.
Percentage of food preparers who pass a test on safe food preparation and storage	Percentage of food preparers who pass a test on safe food preparation and storage	No testing post-baseline.  No pre- or post-training tests.	The ET talked to the food cooks and observed the kitchen.

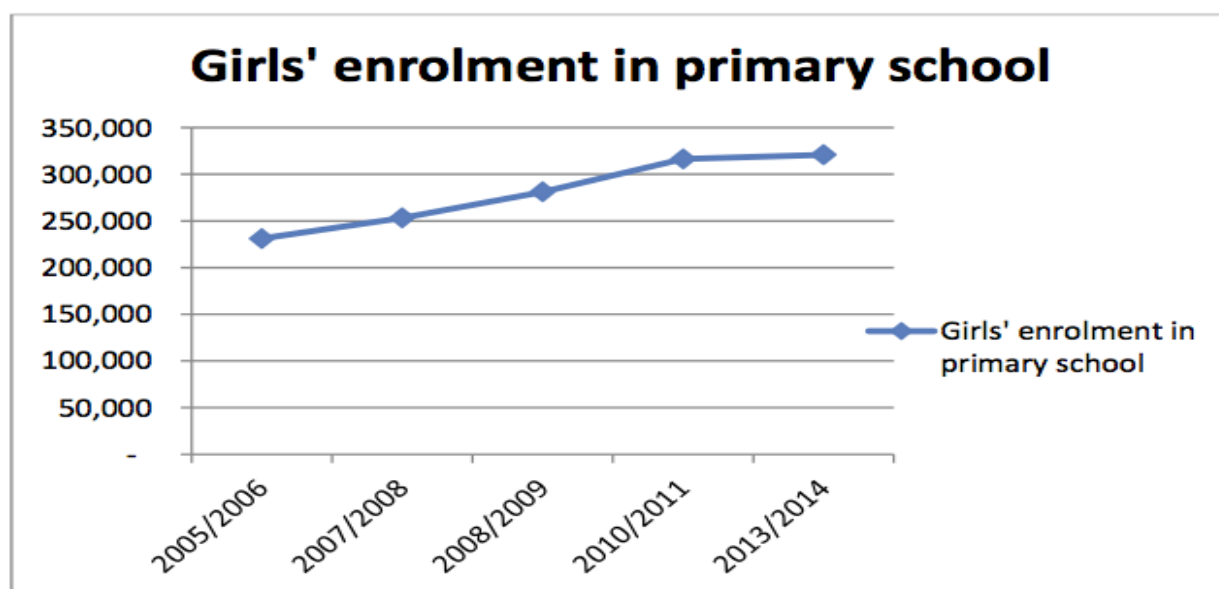
## Annex 9: Changes in girl's enrolment in primary school from 2005 to 2013

Source: Education for All 2015 National Review Report: Liberia

One of the goals of the Government of Liberia's EFA is to ensure that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to, and complete, free and compulsory primary education of high quality.

The table and figure below show the girl's primary school enrolment from 2005/06 school year, to 2013/14.

Year	2005/06		2007/08		2008/09		2010/11		2013/14	
Gender	Female	Total	Female	Total	Female	Total	Female	Total	Female	Total
Enrolment	231,156	488,438	253,303	539,887	281,236	605,236	316,445	674,534	320,969	683,977
Change in enrolment rate	--		9.6% girls 10.5% total		11.0% girls 12.1% total		12.5% girls 11.4% total		1.4% girls 1.4% total	





## Annex 10: Beneficiary Counting

The indicator ‘Number of beneficiaries fed’ is not standalone as it is non-specific and open to interpretation - it doesn’t quantify how many times children are fed in the year nor quantify how much food is received.

The indicator is not specific and the following example shows that 3 very different situations each give a beneficiary count of 10.

- WFP feed 10 children each month for 12 months, the composite count fed = 10.
- WFP feed 10 children for only one month in a year, the composite count fed = 10.
- WFP feed 120 children, 10 different children each month, the composite count fed = 10

So, whilst the indicator can sometimes be accurate, it usually either over- or under-represents the true picture. To mitigate this the ‘number of beneficiaries’ must always be presented alongside the average ‘number of days of feeding’ or other meaningful context. It is acknowledged that counting beneficiaries is not easy and reporting the *actual* number of different beneficiaries fed would require extensive additional data handling and potential tracking of personal identities of beneficiaries. Since this is not typically available to WFP, the use of calculations that approximate beneficiary number is appropriate. However, to maintain transparency the approximation method must be clearly defined and documented. The draft 2016 SPR, created using SPRING, includes a section of data notes and this would be a good space to include detailed descriptions of how various beneficiary calculations have been undertaken by the CO and WFP system administrators. Source: SPRs – including draft 2016 SPR substantially increase data clarity and utility.

The CO state that they follow the WFP corporate methodology for determination of the ‘number of beneficiaries fed’ in the school feeding programme. Whilst a documented methodology could not be provided the following was reported to the team. The CO takes the highest monthly count from the 9 counties over the course of any one year, and this figure is used to indicate as the annual total number of beneficiaries.

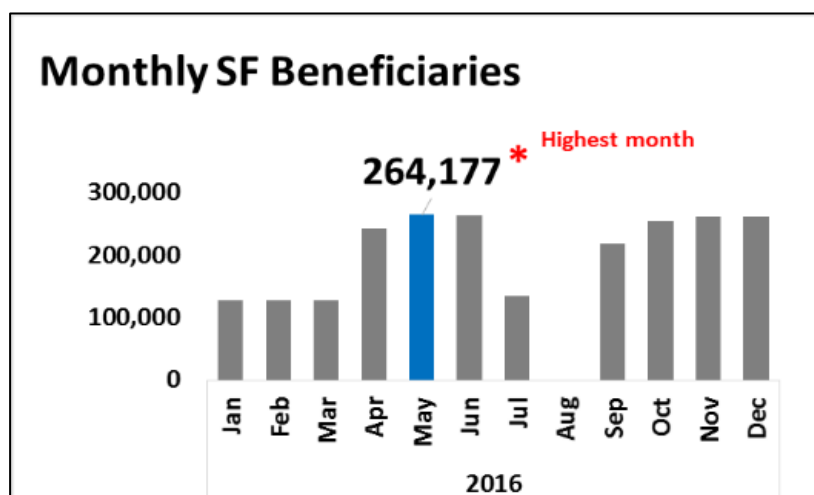
The systematic selection and use of a highest count will lead to overestimation of the true number. In Liberia, the actual number of monthly recipients of SF and GTHR has a wide variability<sup>5</sup> increasing the likelihood of significant levels of overrepresentation. Any further data disaggregation followed by selection of the highest count would increase the distortion. Calculations by the ET demonstrate that disaggregation by sex would increase beneficiary numbers by another 2,096 (using the highest count for each sex, for each county, for each month, over a year). Disaggregating data by school would increase the count further still.

The figures below outline the data quality continuum for different methods of calculating the beneficiary number for 2016.

---

<sup>5</sup> Figure 1

**Figure 1 Reported monthly school feeding beneficiaries**

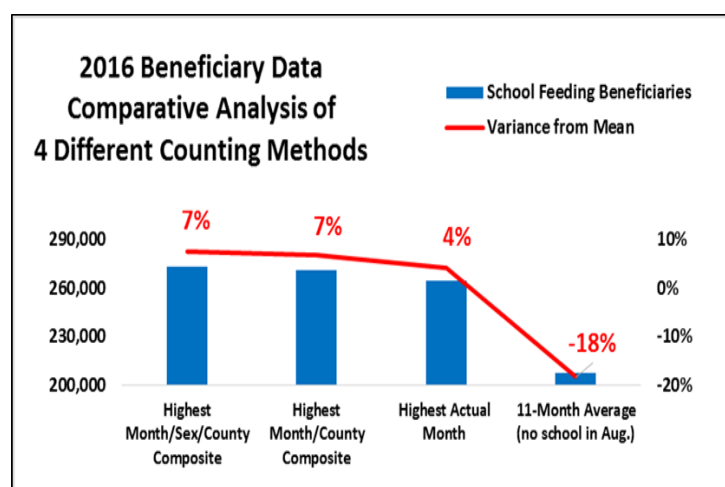


Source: draft 2016 SPR

**Figure 3 Different counting methods and their variation from the mean**

2016 WFP LIBERIA SCHOOL FEEDING BENEFICIARY DATA QUALITY CONTINUUM		
Approaches to Counting	School Feeding Beneficiaries	Variance from Mean
Highest Month/Sex/County Composite	272,708	7%
Highest Month/County Composite	270,612	7%
Highest Actual Month	264,177	4%
11-Month Average (no school in Aug.)	207,250	-18%

**Figure 2 Graph of different counting methods and their variation from the mean**



## Annex 11: Additional data tables

### MGD Output indicator re student recognition

Indicators	Target	Achieved	% Achievement of target
Number of educational, agricultural. Writing and drawing competitions organized	8	1	12.5%

### Number of beneficiaries per county - GTHR

County	Girls Take Home Rations		In-school meal <sup>6</sup>
	Girl Participants	Home Beneficiaries	
Gbarpolu	5,663	388	10,908
Grand Bassa	24,473	1328	55,893 <sup>7</sup>
Grand Gedeh	8,636	536	17,036
Grand Kru	10,157	712	19,383
Maryland	16,734	892	33,927
Nimba	51,414	5484	104,630
Rivercess	5,624	472	11,566
Rivergee	5,451	984	11,760
Sinoe	4,430	460	9,506
<b>Total</b>	<b>132,582</b>	<b>11,256</b>	<b>274,609</b>
			<b>Overall 281,712</b>

<sup>6</sup> Measured as average highest attendance of total meal/month/county

<sup>7</sup> Adjusted from reporting figures post discussion with evaluation team and difference in calculations approaches.

**Annex 12: Liberia FY2013-16 Award LOP Performance Results**

Result	Indicator	Baseline	Final Target	Results						ET & WFP Comments Combined
		April 2014		15/11/13-15/05/14	01/04/14-30/09/14	01/10/14-31/03/15	01/04/15-30/09/15	1/10/15-31/03/16	1/04/16 - 30/09/16	
1. Feed The Future Results	1. Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance	90,720	127,000	118,902	118,902	0	104,008	130,158	273,444	Feeding provided until April 2014, schools closed in June. The number of beneficiaries increased in 2015 due to accumulated food stocks from change of school calendar because of EVD. When schools reopened in March 2015, food was not immediately provided to schools in the first month; the CO had to prepared for food delivery and assess compliance of school
	2. Number of people trained in child health and nutrition as a result of USDA assistance.	0	630	N/A	0	0	1,780	1,700	1,445	During the one year of school closure (or reporting period 4/14-4/15), no training was done in schools.* Note many of these people are the same trained each year, refresher trainings (not unique persons)
2. Improved Literacy of School-Age Children	3. Percent of students who, by the end of two years of school demonstrate reading	N/A	90	Not measured	N/A	N/A	Not measured	N/A	Not measured	This indicator was never tracked, initially it was too early to track near the beginning of the project, then planned, presumably for midterm, but not measured due to EVD.

	comprehension equivalent to their grade level as defined by national standards at USDA supported schools.									
	4. Total number of individuals benefiting directly from USDA-funded interventions	90,720	127,000	118,902	118,902	0	104,008	130,158	273,444	Feeding stopped May 1, 2014 until March 2015 because of EVD. When schools reopened in March 2015, food was not immediately provided to schools in the first month; the CO had to prepare for food delivery and assess compliance of schools with the government protocol (sanitation protocol). In May 2015, beneficiaries figure was adjusted upwards.
	5. Total number of individuals benefiting indirectly from USDA-funded interventions	475,608	468,000	475,608	475,608	N/A	416,032	520,632	1,093,776	Estimated total family size of direct beneficiaries served is based on family size of 4, however the baseline and end target were not. The number of direct beneficiaries was subtracted out of the indirect number. From Oct 2014-March 2015 food distribution was suspended.

6. Percent of students (boys) who, by the end of two years of school demonstrate reading comprehension equivalent to their grade level as defined by national standards at USDA supported schools.	N/A	95	Not measured	Not measured	N/A	Not measured	N/A	Not measured	This indicator was not measured over LOP. There were WFP =explanations of discussions with LISGIS and RB to start tracking this outcome, however, for a variety of reasons, including EVD, it did not come to fruition. Normally this kind of indicator is outside WFP normal tracking.
7. Percent of students (girls) who, by the end of two years of school demonstrate reading comprehension equivalent to their grade level as defined by national standards at USDA supported schools.	N/A	85	Not measured	Not measured	N/A	Not measured	N/A	Not measured	This indicator was not measured over LOP. There were explanations of discussions with LISGIS and RB to start tracking this outcome, however, for a variety of reasons, including EVD, it did not come to fruition. Normally this kind of indicator is outside WFP expertise.

3. Increased Engagement of Local Organizations and Community Groups	8. Percent of schools in target communities with active PTAs	92.4%	75%	92.4%	9240.0%	No assessment	No Assessment	75%	85	WFP has been advocating for PTAs involvement in education activities at schools. The final target was lower than the baseline value because it was set before the baseline, according to WFP/Monrovia. WFP reached 85% of schools for the final period which factors in the large number of scale-up schools where PTA may or may not have already existed.
4. Increased Capacity of Government Institutions	9. Standard operating procedures and tools for management and oversight of school feeding programs by relevant government offices are operational (yes= 1/no= 0);	2	1	2	0	0	1	1	1	No additional SOP was produced. There were two SOPs (from previous grant) one on management of bikes and vehicles and one on disbursement of funds to MOE. They were reviewed and updated. SOPs on school selection, assets management and funds disbursement to MOE remained enforced over the LOP. (1=yes)
5. Improved Policy and Regulatory Framework	10. National school feeding policy is operational (yes=1, no=0)	1	1	1	0	0	1	1	1	The National School Feeding Policy is operational from the partners contribution side. Contribution and full implementation by government has not been fully actualized; WFP continues to support its' implementation.

6. Improved Quality of Literacy Instruction	11. Percentage of teachers (or classes) in target schools who demonstrate use of new and quality teaching techniques or tools	0	75	Not measured	N/A**	N/A	Not measured	N/A	Not measured	WFP states that this activity was outside normal scope of their activities There was discussion with other actors in the sector (MOE, LTTP) for reporting on this indicator, however not measured.
7. Increased Skills and Knowledge of Teachers	12. Percent of teachers (or classes) in target schools who demonstrate use of new and quality teaching techniques or tools	0	75	Not measured	N/A**	N/A	Not measured	N/A	Not measured	This indicator was never tracked, initially it was too early to track near the beginning of the project, then planned, presumable for midterm, but not measured due to EVD. It was outside the scope of WFP.
	13. Number of teachers trained as a result of USDA assistance	0	1,950	1,347	0	0	1,162	1,128	1,000	Additional teachers and record keepers trained during the programme scale up in May 2016. Training plan was interrupted by the Ebola outbreak, impacting the total number trained.
8. Increased Skills and Knowledge of School Administrators	14. Number of school administrators and officials trained as a result of USDA assistance	0	1,300	1,347	0	0	581	564	500	Additional school Administrators trained during the program scale up in May 2016, however no trainings during EVD (4/2014-4/2015)



9. Improved Attentiveness	15. Percent of students in target schools who indicate they are attentive or very attentive during class/instruction (student survey)	No Baseline measurement	85	Not measured	Not measured	N/A	Not measured	N/A	Not measured	WFP did not undertake evaluation of this indicator, due to the challenges for measurement, EVD crisis and cancelation of mid-term.
10. Reduced Short Term Hunger	16. Percent of students in target schools who regularly consume a meal before or during the school day	93	95	93	93	N/A	92	N/A	Not measured	This indicator is based on those students who receive SF, and not statistics from an on-the-spot survey
11. Increased Access to Food (School Feeding)	17. Number of students in target schools consuming daily meals at school	90,720	127,000	118,902	118,902	0	104,008	130,158	273,444	Initial target of 127,000 students was not achieved until the 2015-16 school year when some additional schools were added to the WFP portfolio. In 2016-17 school year, scale-up began.
12. Improved Student Attendance	18. Percent of students at target schools who attend school for at least 90% of regularly scheduled school days (per year)	66.9%	90	66.9%	66.9%	N/A*	Not measured	N/A	Not measured	Baseline figure kept. WFP conducted no further study.

	19. Percent of students (boys) at target schools who attend school for at least 90% of regularly scheduled school days (per year)	66.4%	93	66.4%	66.4%	N/A*	Not measured	N/A	Not measured	Baseline figure kept. WFP conducted no further study.
	20. Percent of students (girls) at target schools who attend school for at least 90% of regularly scheduled school days (per year)	67.9	87	67.9%	67.9%	N/A*	Not measured	N/A	Not measured	Baseline figure kept. WFP conducted no further study.
13. Increased Economic and Cultural Incentives(Or Decreased Disincentives)	21. Percent of students (girls) at target schools who regularly receive take home food rations	23.5	95	23.50%	23.5%	N/A*	31%	33	33	This is lower than expected presumably because several schools nearing or meeting gender parity increased.
14. Reduced Health Related Absences	22. Average number of school days missed by students due to illness	0	7	Not measured	Not measured	N/A*	Not measured	N/A	Not measured	According to WFP, there were initial discussions with the MOE and LTTP as to how to meaningfully track this indicator. Measurement was interrupted by EVD. No Baseline figure was captured.

15. Increased Use of Health and Dietary Practices ( See RF 2)	23. Percent of schools in target communities that store food off the ground	68.8	100	68.80%	68.8%	N/A*	Not measured	N/A	98	Indicator was not measured in the reporting period. Planned baseline was interrupted by the Ebola outbreak. No further study undertaken since baseline.
16. Increased Engagement of Local Organizations and Community Groups	24. Number of public outreach events organized annually by community groups that focus on improved household level health practices	0	2	0	Not measured	N/A*	Not measured	N/A	0	Numerous community outreach activities on household health practices were held during the time of the EVD outbreak, however not as planned MGD activities. WFP conducted no study.
17. Improved Knowledge of Health and Hygiene Practices	25. Percent of students in target communities who can identify at least one local source of information on good health and hygiene practices	0	80	Not measured	Not measured	N/A*	Not measured	N/A	Not measured	This indicator was never tracked.
18. Increased Knowledge of Safe Food Prep and Storage Practices	26. Percent of food preparers at target schools who achieve a passing score on a test of safe food	65	75	Not measured	Not measured	N/A*	Not measured	N/A	Not measured	It does not appear that this indicator was measured during the LOP.

	preparation and storage									
19. Increased Knowledge of Nutrition	27. Percent of students in target communities who can identify at least one local source of information on nutrition and diet	34%	80	Not measured	Not measured	N/A*	Not measured	N/A	Not measured	WFP did not undertake evaluation of this indicator, due to the challenges of on-site measurement.
20. Increased Student Enrollment	28. Percent of primary school-age children in catchment area of target schools who are enrolled in primary school	41	44	Not measured	4100.0%	N/A*	Not measured	N/A	Not measured	Baseline figure maintained so WFP conducted no further study.
	29. Percent increase in boys enrolled in school as a result of USDA assistance	9.6%	11	9.6%	9.6%	N/A*	Not measured	N/A	Not measured	Baseline figure maintained. No further tracking.
	30. Percent increase in girls enrolled in school as a result of USDA assistance	5.9%	12	5.9%	5.9%	N/A*	Not measured	N/A	Not measured	Baseline figure maintained. No further tracking.

21. Increased Community Understanding of Benefits of Education	31. Percent of parents in target communities who are members of PTA	29%	75	29%	29%	N/A*	Not measured	N/A	Not measured	This indicator had been planned to be tracked during mid-project, however EVD prevented meaningful tracking.
--	---	-----	----	-----	-----	------	--------------	-----	--------------	--

## Annex 13: McGovern-Dole Outputs

Activity	Indicator	Target FY 2013	Outputs 15/11/13-15/05/14	Outputs 01/04/14-30/09/14	Actual/Target FY 2013, %	Target for FY 2014	Actual Target FY 2014	Target for FY 2015	Outputs Dec21/Oct 2015 - March 31 2016	Activity Outputs 01/04/16 - 30/09/16	Actual/Target FY 2015 %	Comments Evaluators & WFP
<b>Capacity Building: Local, Regional, National Level</b>	Number of policies adopted in school feeding	1	1	0	0.0	0	N/A	0	0	0	0.0%	The required policy was produced in 2013, under former grant
	Number of needs assessments completed on capacity building	1	0	1	100.0	0	N/A	0	0	0	0.0%	According to WFP Results of the capacity needs assessment were not satisfactory. The CO planned alternative assessment 'System Assessment and Benchmarking for Education Results '(SABER). SABER has been interrupted by the Ebola outbreak and will be resumed with the reopening of the schools, as will be directed by the Government
	Number of code of conducts developed and adopted	1	1	0	0.0	0	N/A	0	0	0	0.0%	Code of conduct already produced prior to this MGD grant
<b>Curriculum Development</b>	Number of national curricula on agriculture, school gardens and nutrition subjects developed	1	0	0	0.0	0	N/A	0	0	0	0.0%	Draft agriculture curriculum pending validation by the Ministry of Education. Curriculum development was ongoing at time of final evaluation, nearing finishing. Finances have been an issue in pre-testing for the MOA
<b>Establish School Gardens</b>	Number of school gardens established	70	128	0	183.0	70	N/A	70	75	82	118.0 %	Activity interrupted due to closure of schools. As such, the activity has been deferred until schools are reopened.
<b>Provide Energy-Saving Stoves</b>	Number of fuel efficient stoves provided	100	0	100	100.0	100	N/A	100	100	0	100.0 %	300 Stoves completed, work had begun in May 2014 and completed by April 2016
<b>Provide School Meals</b>	Number of boy students receiving school meals as a result of USDA assistance	110,000	63,852	63,852	58.0	68,580	N/A	67,310	67,670	142,824	212.0 %	High results reflect partial scale-up of schools and beneficiary counting mechanism

	Number of girl students receiving school meals as a result of USDA assistance	90,000	55,050	55,050	61.0%	58,420	N/A	59,690	62,488	130,620	219.0	High results reflect partial scale-up of schools and beneficiary counting mechanism
	Total quantity of commodities (tons) provided for school meals as a result of USDA assistance	2,890	966.11	N/A	33.4%	2,890	N/A	2,890	595 MT	1,983.16	68.6	These numbers appear incorrect however not all girl and boy students receiving meals every day, explain why the tonnage is lower. See beneficiary counting mechanism notes.
<b>Raising Awareness on the Importance of Education</b>	Number of awareness campaigns	1	1	0	100.0%	1	N/A	1	0	0	0.	Planned to commence in September, but disrupted by EVD Outbreak.
<b>Student Recognition</b>	Number of educational, agricultural, writing and drawing competitions organized	2	1	0	50.0%	3	N/A	3	0	0	0	Planned to commence in September, but disrupted by EVD Outbreak. Planned with the Ministry of Education for May, 2016
<b>Take Home Rations</b>	Number of girls receiving take home rations	6,000	1,520	1,500	25.3%	5,000	N/A	5,000	1,780	3,026	60.5%	Took highest number achieved during period to make calculation
	Number of rations distributed (in MT)	953	89.66 MT	N/A	9.4%	794	N/A	794	181.3 MT	280	35.3%	MT given to USAID//Food for Peace during EMOPS. Took highest number achieved during period to make calculation
<b>Training: Commodity Management</b>	Number of food management committees established	975	570	0	59.8%	0	N/A	0	0	500	500.0%	Food Management Committees established in schools during the scale up
	Number of people trained in commodity management	1,500	597	0	39.8%	1,500	N/A	1,000	1,700	1,000	170.0%	Training conducted for additional schools during the scale up on all project topics. Trainings conducted in clustered schools per district and county. Took highest number achieved during period to make calculation
<b>Training: Food Preparation and Storage Practices</b>	Number of trainings provided in food preparation and storage practices	5	3	0	60.0%	0	N/A	0	1	1	100.0	All trainings were combined in one section in cluster of schools per district and county. Target presumably wasn't set for 2015 when schools were closed.

	Number of people trained in food preparation and storage practices	2,975	1,347	0	45.3%	0	N/A	0	1,700	1,000	1700.0	Training conducted for additional schools during the scale up on all project topics. Trainings conducted in clustered schools per district and county.
<b>Training: Good Health and Nutrition Practices</b>	Number of trainings provided in good health and nutrition practices	9	0	0	0.0%	9	N/A	9	1	1	11.1	Trainings conducted in clustered schools per district and county.
	Number of people trained in good health and nutrition practices	8,000	0	0	0	0	N/A	0	1,700	1,000	1700	Training conducted for additional schools during the scale up on all project topics. Trainings conducted in clustered schools per district and county.
<b>Training: Parent-Teacher Associations</b>	Number of trainings provided in community mobilization	9	3	0	33.3	9	N/A	9	1	1	11.1	Trainings conducted in clustered schools per district and county.
	Number of people trained in community mobilization	5,850	1,347	0	23	0	N/A	0	1,700	1,000	1700.0	Training conducted for additional schools during the scale up on all project topics. Training conducted in clustered schools per district and county.
<b>Training: School Administrators</b>	Number of trainings provided in school feeding management	9	3	0	33.3	9	N/A	9	1	1	11.1	Trainings conducted in clustered schools per district and county. Training conducted for additional schools during the scale up on all project topics
	Number of school administrators trained in school feeding management	2,150	1,347	0	62.7	0	N/A	0	564	1,000	1000.0	Training conducted for additional schools during the scale up on all project topics. Principals trained as well as school administrators.



## Annex 14: School site observations

	Check Good	Check Acceptable	Check Poor	ET Comments
<b>Condition of School Records</b> Condition of records is considered as good if they are easily available, complete and accurate, readable and if they are kept in an orderly and sustainable way. Condition of records is considered as acceptable if records are available and reasonably organised, readable, accurate but still fall below required standard. Condition of records is considered as poor if they are not readily available, full of mistakes and incomplete, damaged/torn and not readable.				
Are the school records easily available?	10 (29%)	18 (51%)	7 (20%)	In some schools, it took some time to find records.
Complete?	11 (31%)	18 (51%)	6 (17%)	
Accurate?	10 (29%)	18 (51%)	7 (20%)	
Readable?	15 (43%)	18 (51%)	2 (6%)	
Kept in an orderly and sustainable way? (not damaged or torn)	13 (37.2%)	18 (51.4%)	4 (11.4%)	77% of store keepers had been in job > 1yr.
<b>School Garden</b>				
Does the School have a School Garden?	YES=13 (37%)		NO=22 (67%)	WFP did not have a goal for 100% schools with gardens
Condition of School garden	7 (64%)	4 (36%)	0 (0%)	Plants in gardens were potato and cassava leaves, bitterball, pepper, okra, corn, beans
<b>Food Storage</b>				
Food storage is in clean location	20 (57%)	12 (34%)	3 (9%)	Some storage was off school site
Food Stock records are up-to-date, readable and complete?	23 (66%)	8 (23%)	4 (12%)	
<b>Kitchen Facilities</b>				
Kitchen is clean and orderly	13 (37%)	9 (26%)	13 (37%)	Some had no walls,

				roof and only 3 rocks
There is a fuel saving stove (not 3 rocks)	YES = 17 (48%)	NO = 18 (52%)		WFP had a target to make 300 stoves
Condition of fuel saving stove	11 (65%)	4 (23%)	2 (12%)	
<b>Water Source</b>				
Is there a working water source on school grounds?	YES = 25 (71%)	NO= 10 (29%)		It is a condition of WFP SFP to have water source on the property
Quality of Water Source	20 (80%)	5 (20%)	0 (0%)	Water sources are pumps (92%), wells (8%), river (3%)

## Annex 15: Documents reviewed

	Documents reviewed - Titles & dates
<b>Project documents</b>	
TOR	Terms of Reference. Decentralized Final Activity Evaluation of WFP's USDA McGovern -Dole International Food for Education and Child Nutrition Program's Support in Liberia from 2013 to 2016. WFP Liberia Country Office.
Project document (including Logical Framework in Annex)	Draft country Programme Liberia 200395 (2013-2017) Realigned log-frame; 2015
Budget Revisions	Project budget revision for approval of the regional director, CP 200395 B/R No. 2, undated unsigned.
CP budget	Copy of Liberia CP DEV 200395 final budget
Project document awaiting funding	Liberia FY2017 McGovern-Dole Proposal
Other	PRRO; SO; EMOP 200761; 2014 Liberia mid-year 2016 M&E report Transport delivery contract. WFP and local transporter service
<b>WFP Strategic Documents</b>	
Country Strategy Documents	WFP Liberia Country Strategy 2013 – 2017
	WFP Liberia Annual performance plans (2013, 2014, 2015)
HQ	WFP Strategic Plan 2014-2017
	WFP Strategic Plan 2017-2021
<b>Assessment Reports</b>	
Comprehensive Food Security and Vulnerability Assessments	Food Security and Livelihoods Vulnerability Analysis of Liberia Food Security Assessment, May 2015.
	WFP JRFSA: Impact of Ebola on Food Security Situation in Liberia, Nov 2014
	Ministry of Agriculture and WFP (2010) The State of Food and Nutrition Security in Liberia: Comprehensive Food Security and Nutrition Survey. Republic of Liberia, Monrovia. <sup>8</sup>
Interagency emergency food security assessment	Emergency food security assessment 2015
<b>Monitoring &amp; Reporting</b>	
WFP CO M&E Plan	WFP Liberia M&E strategy document (2015-2017)
	WFP (2014) National Capacity index (NCi) – Measuring Change in Capacity for hunger governance in support of projects to strengthen national capacity to end hunger. Complementary Guidelines Series #2. Country Capacity Strengthening Unit.
Donor specific reports	MGD biannual reports <ul style="list-style-type: none"> <li>November 2013- March 2014</li> <li>April 2014-September 2014</li> </ul>

<sup>8</sup> This was the latest food security and nutrition assessment at the time of the SF programme design in 2012.

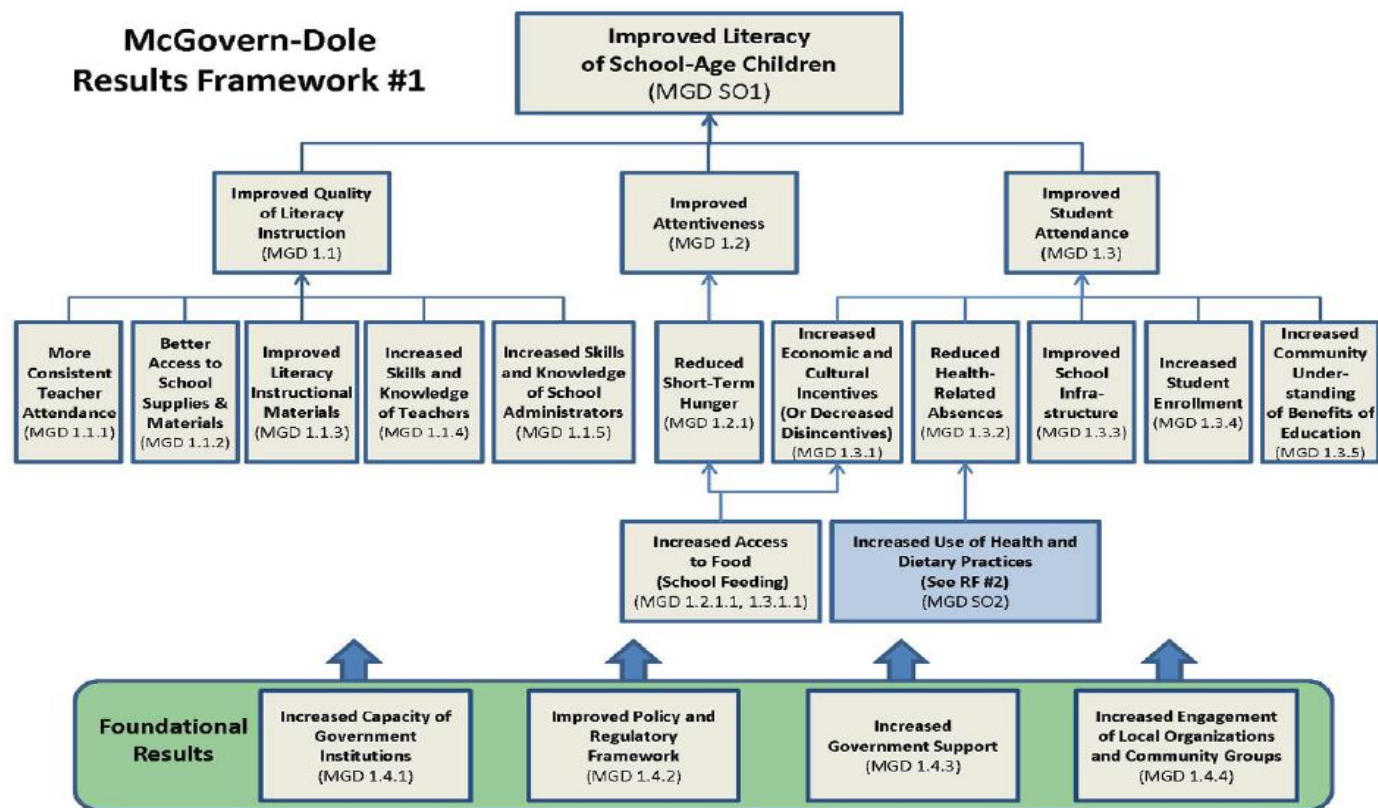
	<ul style="list-style-type: none"> <li>• October 2014 - March 2015</li> <li>• April 2015-September 2015</li> <li>• October 2015- March 2016</li> <li>• April 2016-September 2016</li> </ul>
Standard Project Reports	SPR 2013; 2014; 2015; Draft SPR 2016
Output monitoring reports, various	Actual and Planned beneficiaries by activity and district/ location by year
	Male vs. Female beneficiaries by activity and district/ location by year
Actual and Planned tonnage distributed by activity by year	Figures provided by WFP CO
Commodity type by activity	Commodity type by activity 1
<b>WFP Policy documents</b>	
WFP policies and strategies	WFP Nutrition Policy, 2012 WFP Follow up to Nutrition Policy, May 2012 WFP Updated School Feeding Policy (2013) The State of School Feeding Worldwide, 2013 WFP Gender Policy, 2015 Draft Building Resilience for Food Security & Nutrition, 2015 WFP Role in Peacebuilding in Transition Settings, 2013 Humanitarian Protection Policy, 2012 WFP role in Humanitarian Assistance System 2012 WFP HIV/AIDS policy, 2010 WFP (circa 2008) Home-Grown School Feeding: A Framework To Link School Feeding With Local Agricultural
<b>Partners Policy documents</b>	
Government of Liberia	National School Feeding Policy. GoL and MoE. July 2013 Liberia School Feeding Programme (LSFP) Code of Conduct and Recognition. GoL and MoE. November 2013 National Health and Social Welfare Policy and Plan 2011-2021 National Health Policy and Plan 2017-2011 National Nutrition Policy (2008) National Food Security and Nutrition Strategy 2008 National Gender Policy 2009, MoG&Dev Liberia Poverty Reduction Strategy 2008-2012 Final Report National Development Plans: <ul style="list-style-type: none"> <li>• Vision for Liberia 2030</li> <li>• Education Reform Act, 2011</li> <li>• Agenda for Transformation-Steps towards Liberia rising 2030</li> <li>• The economic stabilization and recovery plan. April 2015</li> </ul>
Ministry of Education	Ministry of Education (2015) Education for All 2015 National Review Report: Liberia. Republic of Liberia, Monrovia Girl's Education Policy, 2006.
Ministry of Agriculture	Global Agriculture and Food Security Programme, 2017 Ministry of Agriculture and WFP (2013) Liberia Comprehensive Food Security and Nutrition Survey. June 2013. Republic of Liberia. Food Security & Nutrition Strategy, 2008 Ministry of Agriculture and WFP (2010) The State of Food and Nutrition Security in Liberia: Comprehensive Food Security and Nutrition Survey. Republic of Liberia, Monrovia
Ministry of Health & Social Welfare	Nutrition Policy 2008 Liberia Demographic and Health Survey, 2013

Field level agreements (FLAs), Memorandum of Understanding	Letter of Understanding between WFP and the government; 2013
Mary's Meals Press Release	Mary's Meals school feeding programme helps children return to class in Ebola-hit Liberia, Monday 23 March, 2015
<b>Education / Ministry of Education</b>	
Education cluster, 2015 GOL MOE GOL MOE 2015 Education Sector MoE Letter of Request	Assessment of the effect of Ebola on education in Liberia Education co-ordination meeting minutes, various dates Emergency Preparedness Plan To WFP to relinquish Bomi to Mary's Meals, Sept 8, 2015
<b>Evaluations/ Reviews</b>	
Evaluations/ reviews of past or on-going operation	PRRO Regional Ebola Response IRD Evaluation of School Feeding 2013
<b>Resource mobilisation</b>	
Resource Situation	Resource situation; Feb 2017
<b>Maps</b>	
Operational Maps	WFP Operational map from SPRs
Food Security Map	Overview of food security, 2015
<b>Other external documents</b>	
One UN	UNDAF One Programme 2013-2017-Liberia United Nations Development Assistance Framework 2013-2017 Liberia <a href="http://www.unliberia.org/doc/undaf20132017.pdf">http://www.unliberia.org/doc/undaf20132017.pdf</a>
	One Programme Costed Action Plan 2013-2017
UNICEF	Country Programme document: 2013-2017 The State of the World's Children 2015. UNICEF UNICEF (2012) <a href="https://www.unicef.org/appeals/files/Liberia_HA2013_26_dec.pdf">https://www.unicef.org/appeals/files/Liberia_HA2013_26_dec.pdf</a>
USAID	FFP Liberia Food Security Country Framework 2010-2014 Country Development Cooperation Strategy; 2013-2017 USAID Commodity Fact Sheets. Online resource: <a href="https://www.usaid.gov/what-we-do/agriculture-and-food-security/food-assistance/resources/bulgur-commodity-fact-sheet">https://www.usaid.gov/what-we-do/agriculture-and-food-security/food-assistance/resources/bulgur-commodity-fact-sheet</a> .
USDA	USDA School feeding objectives 2010-2012 USDA/FAS. Food For Progress and McGovern-Dole Indicators and Definitions. Food Assistance Division Office of Capacity Building and Development. August 2016. USA MGD Strategic Results Frameworks Qualitative assessment of Farm to Market Road Rehabilitation, 2016 FY 2015 Food Aid Proposal Guidance Annex iii Manual for the use of Results Frameworks and Indicators Food For Progress and McGovern-Dole Evaluation Policy

	Food Assistance Division Office of Capacity Building and Development. May 2013. USA
WFP Ghana	Untitled. WFP Presentation at Ghana School Feeding Partners' Conference 16-17 December 2009
Assessments, Surveys and statistics	Liberia CFSNS 2006, 2008, 2010 DHS 2013, Liberia. Liberia Institute of Statistics and Geo-Information Services (LISGIS), Ministry of Health and Social Welfare, National AIDS Control Program, Monrovia, Liberia, ICF International Inc. Rockville, Maryland, USA August 2014 Liberia WHO health and statistics profile, 2015 Liberia SUN report 2015, 2016
Partnership for Child Development (PCD) 2010	Food provision in schools in low and middle income countries: developing an evidence based programme framework
The World Bank	World Development Report 2011: Conflict Security, and Development. Washington, DC. The World Bank (2011) World Development Report – Conflict, security and development. Washington, D.C
The World Bank, WFP and PCD	Global School Feeding Handbook. Lessons from 14 countries. SABER
The World Bank Policy Research Working Paper 4976	Kazianga, H et al Educational and Health Impact of Two School Feeding Schemes: Evidence from a Randomized Trial in Rural Burkina Faso, 2009
Cochrane Database of Systematic Reviews	Kristjansson, B et al School feeding for improving the physical and psychosocial health of disadvantaged students. 2007.
Other references	Bundy, D. et al (2009) Rethinking School Feeding: Social safety nets, child development and the education sector. Directions in Development- Human Development. World Bank and World Food Programme.
	Molinas, L. & Regnault de la Mothe, M. (2009) The multiple impacts of school feeding: a new approach for reaching sustainability. In: WFP (2010) Revolution: From food aid to food assistance: Thematic Areas, Chapter 14, p217-230.
	Department of Health and Human Services (2014) Health and academic achievement. National Centre for Chronic Disease Prevention and Health Promotion. Division of Population Health, CDC, USA;
	Adolphus, K., Lawton, C. & Dye, L (2013) The effects of breakfast on behaviour and academic performance in children and adolescents. <i>Front Hum Neurosci.</i> 2013; 7: 425.
	Grosh, M., del Ninno, C., Tesliuo, E. and Ouerghi, A. (2008) For Protection and Promotion: The design and implementation of Safety Nets, World Bank, Washington D.C
	Global Agriculture and Food Security Program (GAFSP), Multi-sectorial agriculture project: Linking agriculture, nutrition and education through an integrated Home-Grown School Feeding (HGSF). January 2017.

Annex 16: Strategic Results Frameworks for McGovern Dole and WFP  
McGovern Dole Strategic Results Framework

FY 2015 Food Aid Proposal Guidance: Annex III



**A Note on Foundational Results:** These results can feed into one or more higher-level results. Causal relationships sometimes exist between foundational results.



Liberian Logical Framework for Component 1 School Feeding, CP200395.

ANNEX II: LOGICAL FRAMEWORK		
Results	Performance indicators	Assumptions and risks
<b>Component 1: Strengthen social safety nets</b>		
<b>Strategic Objective 4: Reduce chronic hunger and undernutrition</b>		
<b>Outcome 1</b> Increased access to education and human capital development in WFP-assisted schools	<ul style="list-style-type: none"> <li>➤ Enrolment: Average annual rate of change in no. of girls and boys enrolled Baseline: 12%; Target: Increase by 6% annually</li> <li>➤ Attendance rate: no. of school days on which girls and boys attend classes as % of total no. of school days Baseline: 83%; Target: 90%</li> <li>➤ Gender ratio: ratio of girls to boys enrolled in targeted primary schools Baseline: 0.88; Target: 1 for 95% of targeted schools</li> </ul>	<b>Assumptions:</b> Adequate resources allocated for sustainable school feeding Education remains a national policy priority Efficient collaboration with other development partners in education <b>Risk:</b> Insufficient government capacity to manage hand-over
<b>Output 1.1</b> Food and non-food items distributed in sufficient quantity and quality to targeted children and adolescent girls in primary schools	<ul style="list-style-type: none"> <li>➤ Actual no. of women, men, girls and boys receiving WFP food assistance by category, activity, age group, sex and as % of planned Target: 100%</li> <li>➤ Actual tonnage of food distributed by type and as % of planned Target: 100%</li> <li>➤ No. of schools assisted Target: 1,000</li> </ul>	<b>Assumptions:</b> Access remains possible for remote schools Communities and schools are committed to supporting school feeding Sufficient local rice available through P4P <b>Risks:</b> Insufficient funding to secure commodities School feeding commodities are mismanaged or diverted by school authorities
<b>Outcome 2</b> Improved nutritional status of targeted PLW and children aged 6–23 months	<ul style="list-style-type: none"> <li>➤ Prevalence of stunting among children under 2 (height-for-age as %) Baseline CFSNS 2010: 46% for children aged 18–29 months, nationally. Target: below 40% by 2013</li> <li>➤ Recovery rate Target &lt;95%</li> <li>➤ Death rate Target &lt;3%</li> <li>➤ Defaulter rate Target &lt;15%</li> <li>➤ Non-response rate Target &lt;5%</li> </ul>	<b>Assumption:</b> Community health volunteers support community-based supplementary feeding project <b>Risk:</b> Insufficient availability of fortified foodstuffs for nutrition interventions



## Annex 177 Tables of Effectiveness Results

**Table 1: WFP capacity building support to the National Government**

Indicators	Target	Achieved
Number of policies adopted in school feeding	1	1
Number of needs assessment completed on capacity building	1	1
Number of Code of Conducts developed and adopted	1	1
Standard operating Procedures and tools for management and oversight of school feeding programme by relevant government	Yes	Yes
National school feeding policy is operational	Yes	Yes

**Table 2: WFP capacity building of school administrators**

Indicators	Target	Achieved 2013-2016	Achievement of target
Number of school administrators trained through USDA assistance	1,300	2,992	230%
Number of trainings provided in school feeding management	27	5	18.5%
Number of school administrators trained in school feeding management	2,150	2,911	135%

**Table 3: WFP capacity building of teachers**

Indicators	Target	Baseline	Achieved 2013-2016	Achievement of target
		April 2014		
Number of teachers trained through USDA assistance	1,950 per year	0	4,637	79% <sup>9</sup>
Number of people trained in child health and nutrition through USDA assistance	630 per year	0	4,925	261% <sup>10</sup>
Percent of teachers in target schools who demonstrate use of new quality teaching techniques and tools (literacy).	75	0	Never measured	

**Table 4: Number of fuel efficient stoves provided to schools**

Indicators	Target	Achieved 2013-2016	Achievement of target
Number fuel efficient stoves provided	100 per year	300	100%

<sup>9</sup> Trained 4,637 people out of a three-year target (not including during closure in 2014 school year) of 5,850 people

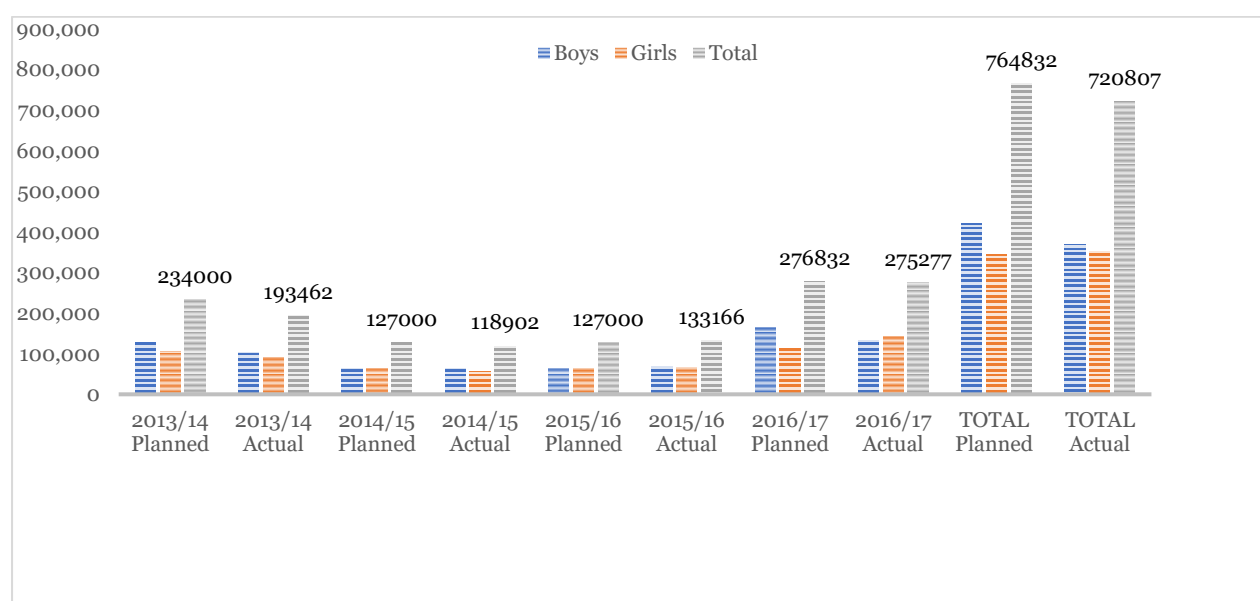
<sup>10</sup> Trained 4,925 people out of a three-year target (not including during closure in 2014 school year) of 1,890 people

**Table 5: WFP capacity building of school storekeepers and cooks**

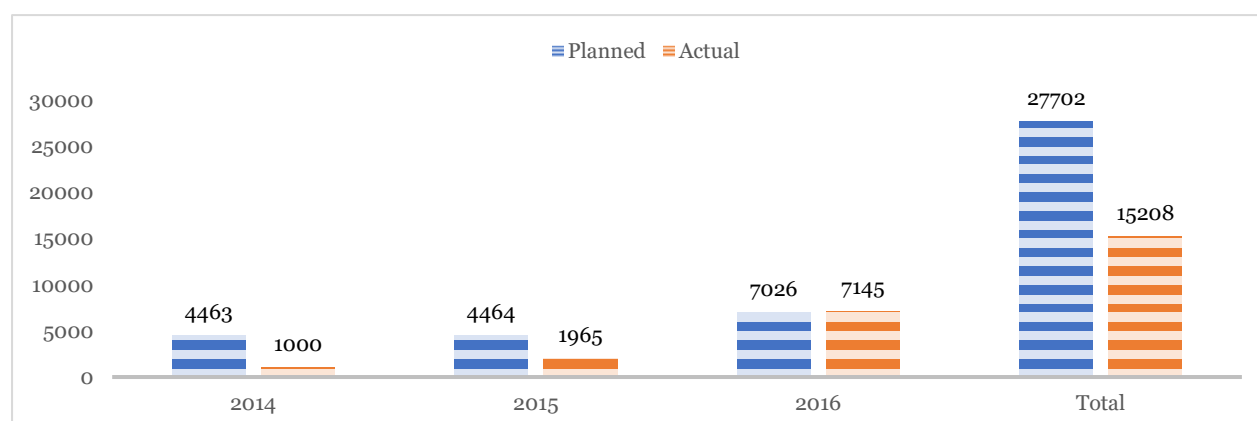
Indicators	Target	Baseline	Achieved 2013-2016	Achievement of target
		April 2014		
Number of people trained in food preparation and storage practices	2,975	0	4,047	136%
Percentage of schools in target communities that store food off the ground	100	68.8	98	98%
Increase knowledge of safe food preparation and storage practices	75	65	No further follow up	

**Table 6: Number of FFE beneficiaries (2013-2016)**

Indicators		Target	Baseline	Achieved 2013-2016	Achievement of target
			April 2014		
Total number of individuals benefiting directly from USDA-funded interventions	In-school meal	764,832	90,720	720,807	94%
	GTHR	18,588	--	8,052	43.3%
Total number of individuals benefiting indirectly from USDA-funded interventions		857,772	90,720	761,067	89%

**Figure 1: Planned vs. actual achievement - in-school meal beneficiaries (2013/14 – 2016/17 school years)**

**Figure 2: Planned vs. actual achievement - provision of food commodities (MT)**



**Table 7: Provision of in-school meals**

Indicators	Target (Total planned)	Achieved 2013-2016	Achievement of target
Number of students in target schools consuming daily meals at school	764,832	720,807	94%
Number of boy students receiving school meals as results of USDA assistance	419,648	369,313	88%
Number of girl students receiving school meals as results of USDA assistance	345,184	351,494	102%
Total quantity of commodities (tons) provided for school meals due to USDA assistance	8,670	3,544	41%

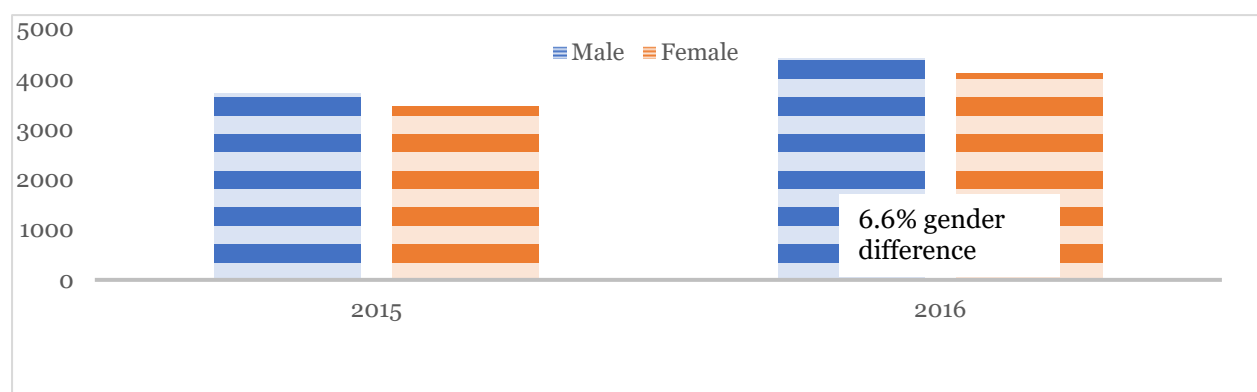
**Table 8: Provision of GTHR**

Indicators	Target	Achieved 2013-2016	Achievement of target
Percent of students (girls) at target schools who regularly receive take home food rations	95	33	35%
Total number of girls receiving Take-Home Ration (GTHR), 2013-2016	18,588	8,052	43.3%
Number of GTHR distributed (in MT)	2,541	551	22%

**Table 9: Number of school gardens established**

Indicators	Target	Achieved 2013-2016	Achievement of target
Number school gardens established	70 per year	285	134%

**Figure 3: Primary School Enrolment Rates (2015 - 2016)**



Source: Data provided by MoE to ET during evaluation mission. Figure based on the 35 schools visited by ET covering 9 counties.

**Table 10: Student enrolment indicators**

Indicators	Target	Baseline	% Achievement of target
		April 2014	
Percent of primary school-age children in catchment area of target schools who are enrolled in primary school	44	41	No further follow up
Percentage increase in boys enrolled in schools through USDA assistance	11	9.6	19%
Percentage increase in girls enrolled in schools through USDA assistance	12	5.9	19%

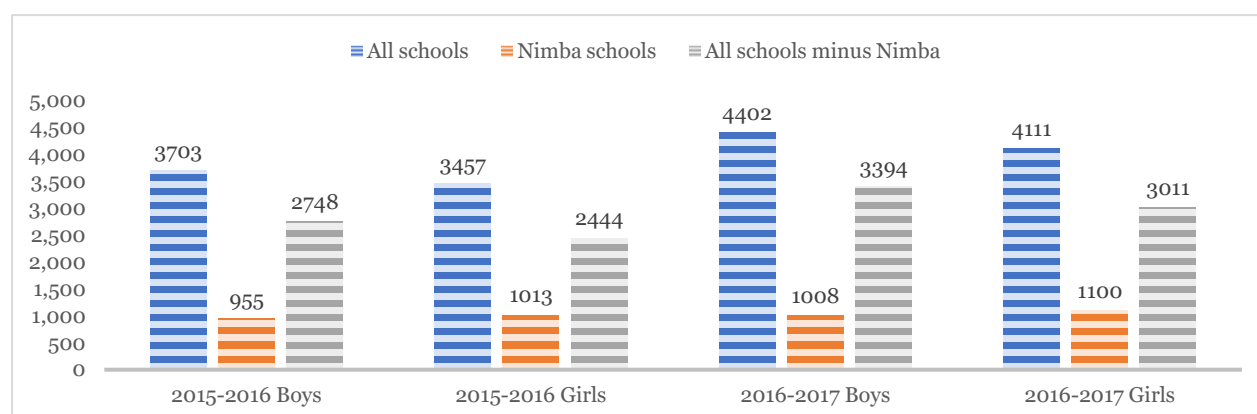
**Table 11: Enrolment statistics during 2015/16 and 2016/17 school years**

	2015/16 school year	2016/17 school year	Totals	% increase	% increase sex disaggregated
Enrolment statistics for all schools n=35					
Boys	3703	4402	8105	18.9%	18.9%
Girls	3457	4111	7568		18.9%
Enrolment statistics for Nimba schools (closed SF programme in December 2016)					
Boys	955	1008	1963	7.6%	5.5%
Girls	1013	1100	2113		8.6%
Enrolment statistics for all schools minus Nimba schools					
Boys	2748	3394	6142	23.4%	23.5%
Girls	2444	3011	5455		23.2%

Source: Enrolment statistics provided by the MoE to the ET (provided by the schools and DEOs)

**Figure 4: Change in enrolment between school years 2015/16 and 2016/17 school**

years



**Table 12: Student attendance – Grades 2 & 4, (2016/2017 school year)**

All schools (n = 31)	Attendance		Headcount		% difference during day	
	Grade 2	Grade 4	Grade 2	Grade 4	Grade 2	Grade 4
Boys	444	457	328	329	15	16
Girls	465	332	377	295	10	6

Schools in Nimba only (n=6)	Attendance		Headcount		% difference during day	
	Grade 2	Grade 4	Grade 2	Grade 4	Grade 2	Grade 4
Boys	102	77	71	51	30	34
Girls	144	79	124	55	14	30

Source: Headcount data collected by ET and compared to attendance records in each school visited

**Table 13: Gender parity indicators**

Indicator	School year			
	2013/14	2014/15	2015/16	2016/17
Gender ratio	0.85 (Jan)	0.84 (April)	n/a	0.47 <sup>11</sup>
Number of girls receiving GTHR	215 schools	1, 586 girls	1, 852 girls	2, 775 girls

**Table 14: WFP training for students on nutrition and health and hygiene practices**

Indicators	Target	Baseline	Latest data	Achievement of target
Number of trainings provided in good health and nutrition practices	27		2	7.5%
Number of people trained in good health and nutrition practices	8,000		2,700	34%
Improve knowledge on health and hygiene practices	75	65	Not followed up	
Increase knowledge of nutrition	—	—	Never measured	

<sup>11</sup> Data from SPR 2016

**Table 15: Parent Teacher Associations**

Indicators	Target	Baseline	Latest data	Achievement of target
		April 2014	April – Sept. 2016	
Percentage of parents in target communities who are members of PTA	75	29	No further follow up	
Percentage of schools in target communities with active PTAs	75	92.4	85	113%
Number of public outreach events organized annually by community groups that focus on improved household level health practices.	2	0	Never measured	
Number of trainings provided in community mobilization	27	--	5	18.5%
Number of people trained in community mobilization	5,850	--	4,047	69%

**Table 16: Food Management Committees**

Indicators	Target	Achieved	Achievement of target
Number of Food Management Committees established	975	1,070	110%
Number of people trained in commodity management	4,000	3,297	82.4%

**Table 17: Community awareness-raising events**

Indicators	Target	Baseline	Achieved	Achievement of target
Number of awareness campaigns	3	--	1	33%

**Table 18: Value of SF support costs provided by WFP and MoE (2013-2016)**

	Support from WFP (USD)	Support from MoE (USD)	Total cost (USD)	% covered by MoE
Sept 2013 -June 14	86,920	130,200	217,120	60.0
July 2014 - Feb 2015	No agreement in place due to school closures (EVD)			
Feb 2015 - June 2016	384,455	88,468	472,923	18.7
July 2016 - June 2017	339,230	78,730	417,960	18.8
<b>TOTAL Cost</b>	<b>810,605</b>	<b>297,398</b>	<b>1,108,003</b>	<b>32.5</b>

Source: WFP-MoE JPAs 2013-2016

**Table 19: Identified sources of food loss**

<b>Factor</b>	<b>Significance of loss</b>
<b>Additional food prepared because of lack of daily attendance information</b>	Significant
<b>Days the cook (or cooks) don't show up to cook</b>	Significant
<b>Lower ration quantity due to additional persons eating the meal<sup>12</sup></b>	Significant in some schools
<b>Losses due to diversion</b>	Unknown scale
<b>Meals missed if a gap between end of stock and new food stock delivery</b>	Minimal to moderate
<b>Losses due to schools paying for 'last mile' delivery if roads impassable</b>	Minimal to moderate
<b>Losses due to spoilage</b>	Minimal
<b>Lower ration quantity due to inaccurate calculations by food store keeper</b>	Minimal

---

<sup>12</sup> Including family, siblings, junior high schools attached to the school student getting fed as well- not controlled, cooks, teachers, administration having a meal, etc.

## List of Acronyms

AfT	Agenda for Transformation
CC	County Coordinator (MoE Position supporting WFP school feeding)
CEDAW	Convention of Elimination of All Forms of Discrimination Against Women
CEO	County Education Office(r)
CFSNS	Comprehensive Food Security and Nutrition Survey
CO	Country Office
CoCR	Code of Conduct and Recognition
CP	Country Programme
DE	Decentralised Evaluation
DEO	District Education Office(r)
DEQAS	Decentralised Evaluation Quality Assurance Standards
DEV	Development Operation
DFP	District Focal Point (MoE Position supporting WFP school feeding)
EB	Executive Board
EFA	Education For All
EM	Evaluation Manager
EMOP	Emergency Operation
ESP	Education Sector Plan
ET	Evaluation Team
EVD	Ebola Viral Disease
FAO	(United Nations) Food and Agriculture Organization
FFE	Food for Education
FFP	Food for Peace
FGD	Focus Group Discussion
FMC	Food Management Committee
GAFSF	Global Agriculture and Food Security Programme
GDP	Gross Domestic Product
GEWE	Gender Equality and Women's Empowerment
GII	Gender Inequality Index
GoL	Government of Liberia
GTHR	Girls Take-Home Ration
HGSMP	Home-Grown School Meals Programme
HQ	Headquarters
JAM	Joint Assessment Mission
JPA	Joint Plan of Action
KII	Key informant interview
LD	Liberian Dollar (currency)
LDHS	Liberia Demographic and Health Survey
LISGIS	Liberia Institute of Statistics and Geo-Information Services
LPERP	Liberia Primary Education Recovery Programme
M&E	Monitoring and Evaluation
MDG	Millennium Development Goal
MGD	McGovern Dole (USDA/FAS)
MM	Mary's Meals, an NGO delivering school feeding
MoA	Ministry of Agriculture
MoE	Ministry of Education
MoGCSP	Ministry of Gender, Children & Social Protection
MoHSW	Ministry of Health and Social Welfare
MoU	Memorandum of Understanding
MT	Metric Tonnes



MTR	Mid-Term Review
NCI	National Capacity Index
NER	National Enrolment Rate
NFI	Non-Food Item
NGO	Non-Government Organisation
NGO	Non-Governmental Organization
OECD/DAC	Organization for Economic Cooperation and Development - Development Assistance Committee
OEV	Office of Evaluation
PRRO	Protracted Relief and Recovery Operation
PTA	Parent Teacher Association
RB	Regional Bureau
RDA	Recommended Dietary Allowance
SABER	Systems Assessment for Better Education Results
SDG	Sustainable Development Goal
SF	School Feeding
SFU	School Feeding Unit
SOP	Standard Operating Procedure
SPR	Standard Project Report
SUN	Scale up Nutrition Movement
TL	Team Leader
ToR	Terms of Reference
ToT	Training of Trainers
UN	United Nations
UNDAF	United Nations Development Assistance Framework
UNEG	United Nations Evaluation Group
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
USD	United States Dollar (currency)
USDA	United States Department of Agriculture
VAM	Vulnerability Analysis and Mapping (Unit in WFP)
WASH	Water, Sanitation & Hygiene
WFP	(United Nations) World Food Programme
WHO	(United Nations) World Health Organization



**World Food Programme**

Office of Evaluation  
[www.wfp.org/evaluation](http://www.wfp.org/evaluation)