



Terms of Reference

Mid-term and Final Evaluations of the McGovern-Dole International Food for Education and Child Nutrition Program project in Guinea-Bissau (2016 - 2018)

WFP Guinea-Bissau Country Office

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1. Introduction

1. These Terms of Reference (TOR) are for the mid-term and final evaluations of the McGovern-Dole project in Guinea-Bissau. This evaluation is commissioned by WFP Guinea-Bissau Country Office and will cover the period from August 2017 (preparation phase) to July 2019 (final evaluation report).
2. These TOR were prepared by the Monitoring and Evaluation unit of WFP Guinea-Bissau Country Office based upon an initial document review and 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. Thirdly, since the McGovern-Dole agreement (USD \$20 million) covers the period from March 2016 to July 2019, the mid term evaluation results will allow comparison with baseline survey results to measure the progress/ achievement in the proposed indicators.
3. The midterm and final evaluation will meet the criteria in the project's Evaluation Plan and USDA's Monitoring and Evaluation Policy¹.
4. Currently, 758 schools receive school meals and a total of 173,593 children are fed every school day. The final evaluation will be based on a representative sample of schools selected from 8 regions of WFP intervention (Oio, Bafata, Gabu, Cacheu, Quinara , Bolama, Tombali and Biombo), whereas the mid-term evaluation might apply a reduced scope, which will be defined by the team of evaluators during the mid-term inception phase.

2. Reasons for the Evaluation

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

2.1. Rationale

4. The evaluations are being commissioned for the following reasons: Since 2016, WFP and the Government of Guinea-Bissau (GoGB) have been implementing a three-year McGovern-Dole project in Guinea-Bissau. A baseline study conducted before the start of the project provided a situational analysis and allowed WFP to establish indicator baseline information and to verify the targets established in the Project Agreement. These evaluations will allow WFP to monitor the progress of the indicators established based on the results of the baseline study.
5. WFP and its project partners will use the mid-term evaluation to assess progress in implementation and to ensure the project is on track to meeting its goals; assess the relevance of the interventions; provide an early signal of the effectiveness of interventions; document lessons learned and to review the results frameworks and assumptions; assess sustainability efforts to date; and discuss and recommend mid-course corrections, if necessary.
6. WFP will also use the evaluations findings as a platform for an evidence-based policy dialogue and to inform engagement with the Government of Guinea-Bissau

¹ <https://www.fas.usda.gov/sites/default/files/2014-03/evalpol.pdf>

on the development of the national school feeding program and Monitoring and Evaluation system. Following SABER undertaken in 2015, WFP and MoE effort has been oriented to creation of a National School Feeding Programme adopted with an approved School Feeding Law, national budget line, institutional and conceptual capacity from Ministry of Education staff to design and implement the School Feeding Programme with community participation. The evaluations will look into this aspect to come up with information on progress achieved and underline new strategies adapted to political context to proceed with creation of National School Feeding programme.

7. Furthermore, WFP will use the mid-term and final evaluations' findings to create awareness among key school feeding stakeholders about project activities that could be incorporated into Guinea-Bissau's national school meals program for nationwide implementation.
8. Findings and recommendations from the mid-term evaluation would inform and feed into the implementation of the WFP Guinea-Bissau transitional interim Country Strategic Plan (TI-CSP) (January 2018 - June 2019) and the design of the fully fledged Country Strategic Plan (CSP), which is planned to start in July 2019; subsequently, findings and recommendations from the final evaluation would inform the implementation of the CSP during its first years.

2.2. Objectives

9. Evaluations in WFP 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 McGovern-Dole school feeding project.
 - **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

10. 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. The Stakeholders organized around the “Essential Learning Package”, to improve learning condition: ensure potable water, latrines, training of teachers, improved school infrastructure, didactic materials and curricula revision, will be informed on the progress achieved through present evaluation.
11. 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 (GEEW) in the evaluation process, with participation and consultation in the evaluation by women, men, boys

and girls from different groups. Gender equity and women’s empowerment envisaged since the beginning/elaboration of present the project, will be confirmed in the present study namely: the increase of girls enroment in assisted schools, participation of women in food management committees, the impact of training for cooks in the use of local food and diet diversifitation, organization of local food purchase through women’s associations for provision to schools and their empowerment in literacy and income generation.

Table 1: Preliminary Stakeholders’ analysis

Stakeholders	Interest in the evaluation and likely uses of evaluation report to this stakeholder
INTERNAL STAKEHOLDERS	
Country Office (CO) [Guinea-Bissau]	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. The Stakeholders organized around the “Essential Learning Pakage”, to improve learning condition: ensure potable water, latrines, training of teachers, improved schools infrastructures, didactic materials and curricula revision, will be informed on the progress achieved through present evaluation.
Regional Bureau (RB) [Dakar]	Responsible for both oversight of COs and technical guidance and support, the RB management has an interest in an independent/impartial account of the operational performance as well as in learning from the evaluation findings to apply this learning to other country offices. The Regional Evaluation Officers supports CO/RB management to ensure quality, credible and useful decentralized evaluations.
WFP HQ [technical units]	WFP HQ technical units are responsible for issuing and overseeing the rollout of normative guidance on corporate programme themes, activities and modalities, as well as of overarching corporate policies and strategies. They also have an interest in the lessons that emerge from evaluations, as many may have relevance beyond the geographical area of focus. Relevant HQ units should be consulted from the planning phase to ensure that key policy, strategic and programmatic considerations are understood from the onset of the evaluation.
Office of Evaluation (OEV)	OEV has a stake in ensuring that decentralized evaluations deliver quality, credible and useful evaluations respecting provisions for impartiality as well as roles and accountabilities of various decentralised evaluation stakeholders as identified in the evaluation policy.
WFP Executive Board (EB)	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.

EXTERNAL STAKEHOLDERS

Beneficiaries	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 will be determined and their respective perspectives will be sought. The information will be collected from direct and indirect beneficiaries of project: girls and boys, women, men, teachers, Food Management Committees and cooks through individual and focus groups interview aiming to get their point of view for better decision making in the project implementation.
Government	The Government has 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. Issues related to capacity development, handover and sustainability will be of particular interest. Various Ministries are partners in the design and implementation of WFP activities, including, for this specific project, the Ministry of National Education.
UN Country team	The UNCT's harmonized action should contribute to the realisation of the government developmental objectives. It has therefore an interest in ensuring that WFP operation is effective in contributing to the UN concerted efforts. Various agencies are also direct partners of WFP at policy and activity level, including UNICEF and FAO.
NGOs	NGOs are WFP's partners for the implementation of some activities while at the same time having their own interventions. The results of the evaluation might affect future implementation modalities, strategic orientations and partnerships.
Donors: USDA	<p>WFP operations are voluntarily funded by a number of donors. They 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</p> <p>For this evaluation, the main stakeholder is USDA. USDA is the funder of the evaluation. Its role is to review and comment on TORs, participate in a key informant interview with the selected evaluator prior to field data collection, and to review and approve evaluation reports.</p>
Civil society	Community leaders, School Management Committees, Parent Association members, teachers, and cooks are all active stakeholders and will have a direct interest in the results of this evaluation.

12. The primary users of this evaluation will be:

- The WFP Guinea-Bissau Country Office and its partners in decision-making, notably related to programme implementation and/or design, Country Strategy

and partnerships. The evaluation should provide an evidence-based, independent assessment of performance of the school feeding project so that WFP and its project partners can adjust course as necessary for the remainder of the project term.

- 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.
- OEV may use the evaluation findings, as appropriate, to feed into evaluation syntheses as well as for annual reporting to the Executive Board.
- USDA will use evaluation findings to inform planning and implementation of other McGovern-Dole projects.

3. Context and subject of the Evaluation

3.1. Context²

13. Guinea-Bissau is a low-income country with a population of 1.8 million people (50.3 percent of women and 49.7 percent of men) and national territory of 36,125 square kilometres, located on the West African coast. Three-fifths of Bissau-Guineans are under 25 and the annual population growth rate is 2.4 percent.¹ Due to persistent political instability, no elected president has successfully served a full five-year term since independence from Portugal in 1973. It is ranked 178 out of 188 countries in the 2016 Human Development Index.²
14. Despite significant potential in agriculture and fisheries, gross domestic product (GDP) grew only 0.4 percent between 2000 and 2014, underperforming the 1.9 percent average of Sub-Saharan African countries during the same period.³ Forty years of political instability have deeply constrained socio-economic and human development. Since democratic elections in 2014, five Prime Ministers have been nominated, four formed new governments, and three were subsequently dismissed. Each government has brought new ministerial appointments and changes in the cadre of technical policy makers, necessitating reestablishment of working relationships.
15. Women are more likely to be unemployed and have more difficulty in accessing social services than men. In some ethnic groups, customary laws deny women access to land or other resources. Women's access to bank loans and property other than land is restricted because men have authority over most family decision-making. More than two-thirds of the population live below the poverty line.⁴ Half the population age 15 and above are illiterate, with large disparities between men (45 percent) and women (71 percent). Illiteracy among women is associated with lack of parental interest in education, poverty, distance to schools, forced marriage and early pregnancy. Due to the gender bias in access to resources, poverty impacts women more than men. Women are also vulnerable to forced marriage, early pregnancy, and maternal mortality

² Source: [WFP Guinea-Bissau transitional interim Country Strategic Plan \(January 2018 – June 2019\)](#)

16. The primary school completion rate is 62 percent,⁶ reflecting delayed enrolment, a 20 percent repetition rate, and high numbers of drop-outs between years 4 and 5, especially among rural girls. This leads to gender disparity from 1.0 in primary schools – with regional variations – to 0.81 in secondary schools. Among children of school age, 45 percent are out of school (27 percent boys and 51 percent girls). Oio, Bafata and Gabu regions have the lowest education indicators. Net attendance in urban areas is 76 percent in primary schools and 74 percent in secondary schools, in contrast to rural areas where net attendance is 54 percent in primary and secondary schools. Disparities in attendance are also income-related. According to UNESCO, despite progress made in increasing access and reducing gender disparity in primary schools, poor retention rates contribute to completion rates reaching only 62 percent countrywide and even lower in the most vulnerable regions targeted by WFP operations.

3.2. Subject of the evaluation

17. The McGovern-Dole project in Guinea-Bissau (January 2016-December 2018) is using USDA commodities and cash funding, in the total amount of USD 20,000,000. WFP used this contribution to carry out the following activities: provide school meals; provide take home rations; train school management committees, parent associations, Headmasters, and Inspectors; Training: food preparation and storage practices; build/rehabilitate kitchens and storerooms; provide storage and food preparation equipment, tools & eating utensils; distribute deworming medication(s); capacity building: local, regional, and national level; and support monitoring and evaluation system.

18. WFP aimed to incorporate a strong focus on capacity building and long-term sustainability by targeting two of McGovern-Dole's four Foundational Results: Increased Capacity of Government Institutions and Increased Government Support. Activities that aim to contribute to these Foundational Results include: Train Government Staff on Management of a School Feeding Programme in particular women school directors; Establish and Train Government Staff on Monitoring and Evaluation System; and Support Government to Develop School Feeding Pilot Project. The full project results framework is provided in Annex 7.

19. WFP has developed a nutritionally-balanced school meals program. For 2016, daily hot school meals consisted of 120g of rice, 20g of pulses, 10g of fortified vegetable oil, 20g of canned fish and 3g of salt. The ration provided about 35 percent of the daily nutritional food requirements to school children.³ In all targeted schools, take-home rations of rice (4kg/month) had been provided to girls in grades 4-6 who maintained 80% attendance. Studies conducted in Guinea-Bissau showed that 70% of girls and women are illiterate and the drop out level among girls is higher than among boys. Simultaneously, WFP worked to build the capacity of the GoGB and local communities to manage and operate a nationally-owned school feeding program. WFP leveraged its close partnership with the GoGB and local communities to ensure successful project implementation. WFP anticipated assisting approximately 145,000 student beneficiaries in FY16, 160,000 in FY17, and 173,000

³ WFP has mobilized sufficient canned fish from Japan to ensure its inclusion in the daily ration throughout 2016. While WFP will continue to appeal for the provision of fish for 2017 and 2018, at this time it is not guaranteed. Therefore, starting from 2017 the ration will include a higher quantity of pulses (30g) instead of fish.

in FY18. The project is operating in eight regions of the country: Cacheu, Biombo, Oio, Bafata, Gabu, Tombali, Quinara, and Boloma-Bijagos.

20. Currently, the McGovern-Dole funded School feeding project is embedded in the WFP Guinea-Bissau Country Programme 2016-2018 and T-ICSP January 2018 – June 2019. Additional activities covered by the Country Programme are stunting prevention, treatment of moderate acute malnutrition (MAM), HIV/TB care&treatment and Food Assistance for Assets (FFA). Original project document, resource situation updates and the 2016 standard project report (SPR) of the Country Programme can be consulted [here](#).
21. As of January 2018, the project will be transitioned to the WFP Guinea-Bissau Transitional Interim Country Strategic Plan (TI-CSP) (January 2018-June 2019). The approved TI-CSP document can be consulted [here](#).

4. Evaluation Approach

4.1. Scope and Purpose

22. The scope of the mid-term and final evaluations is the entirety of activities covered by the McGovern-Dole project in Guinea-Bissau (2016-2018). The evaluations will be carried out with sample from all eight targeted geographic regions.
23. Specifically, the midterm evaluation will (1) provide an early signal of the project's relevance, effectiveness and efficiency, impact and sustainability; (2) collect performance indicator data; (3) assess whether the project is on track to meet results and targets; (4) review the results frameworks and theory of change; and (5) identify any necessary mid-course corrections.
24. The final evaluation will, in line with the mid-term evaluation, (1) review the project's relevance, effectiveness and efficiency, impact and sustainability and (2) collect performance indicator data. More specifically it will (3) assess whether or not the project achieved its expected results; (4) identify lessons learned; (5) assess project replicability; and (6) assess whether or not midterm evaluation recommendations were implemented.
25. The evaluations will rely on the Baseline Study for baseline data and situational analysis necessary to evaluate the project at interim and at the final stage. WFP envisions that the midterm evaluation will be conducted approximately halfway through project implementation, in 2018, whereas the final evaluation will be conducted during the first half of 2019.

4.2. Evaluation Criteria and Questions

26. **Evaluation Criteria** The evaluation will apply the international evaluation criteria of relevance, effectiveness and efficiency, impact and sustainability.⁴ Gender Equality and empowerment of women should be mainstreamed throughout.
27. **Evaluation Questions** Allied to the evaluation criteria, the evaluation will address the following key questions, which will be further developed by the evaluation team during the inception phase. Collectively, the questions aim at highlighting the key

⁴ For more detail see: <http://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm> and <http://www.alnap.org/what-we-do/evaluation/cha>

lessons and performance of the McGovern-Dole funded school feeding project, which could inform future strategic and operational decisions.

28. Gender equality and women’s empowerment will be mainstreamed throughout the evaluation questions and sub-questions with consideration of how the perspectives of men, women, boys and girls will be sought in the evaluation process. Data collected will require disaggregation by gender as relevant.

29. Key criteria and questions are outlined in Table 2 below. Key evaluation questions may need to be re-visited for the final evaluation.

Table 2: Criteria and evaluation questions

Criteria	Evaluation Questions
Relevance	<ul style="list-style-type: none"> ▪ Is the project’s strategy relevant to the beneficiaries’ needs? ▪ Is the project aligned with national government’s education and school feeding policies and strategies? ▪ Does the project complement other donor-funded and government initiatives?
Effectiveness and Efficiency	<ul style="list-style-type: none"> ▪ What is the progress of project implementation – is the project on track to carry out all and activities as planned? ▪ To what degree have (and have not) the interventions resulted in the expected results and outcomes? In particular, to what extent did providing THR result in increased attendance and enrollment of girl students? ▪ Is hunger reduced? ▪ How can the theory of change be altered to increase efficiency and effectiveness? Did assistance reach the right beneficiaries in the right quantity and quality at the right time?
Impact	<ul style="list-style-type: none"> ▪ To what degree has the project made progress toward the results in the project-level framework? ▪ Have there been any unintended outcomes, either positive or negative? ▪ What internal and external factors affect the project’s achievement of intended results?
Sustainability	<ul style="list-style-type: none"> ▪ Is the school meals program sustainable, including a strategy for sustainability; sound policy; stable funding; quality program design; institutional arrangements; local production and sourcing; partnership and coordination; community participation and ownership? ▪ What substantive progress has the government made toward developing a nationally owned school feeding program? ▪ How are local communities involved in and contributing toward school feeding? ▪ What needs remain in order to achieve a full handover and nationally-owned school feeding program?

4.3. Data Availability

30. During the process, the evaluation team may rely on the following specific sources of information about the project:

- ✓ semiannual project reports;
- ✓ Baseline survey;
- ✓ Project databases inserted monthly into the COMET and ANDS systems;
- ✓ The project baseline survey; WFP annual Standard Project Reports (SPR) and other data collected periodically by the project team, including partners.

31. These documents contain quantitative and qualitative information that will assist the evaluators in the analysis of the evolution of the project during this half-period

of implementation. Some data and/or information can also be obtained through the decentralized services (Regional Directors) of the Ministry of Education, which contains data on schools that are not assisted by the WFP and which can be used for the comparison of some indicators.

32. The project was initially developed with its corporate indicators from WFP results framework, but with McGovern-Dole funding, other specific indicators were incorporated. So at this time, we have two sets of indicators (corporate and specific, developed after McGovern-Dole funding). Most of these indicators are being collected periodically, except for one or two (corporate) ones, but can be easily raised in an evaluation process, by designing questionnaires with this objective.
33. During the inception phase of the md-term and final evaluations, the evaluation team will determine whether gaps exist in data availability.
34. Despite frequent rotation of the M&E staff, most of the data is collected by the specific Project team in English, except for some in Portuguese.
35. All of this would involve a combination of skills and experience on the part of the assessment team, which could provide solutions to these adjacent situations.
36. The school feeding baseline survey design was based on a quasi-experimental approach to measuring programme impact. This design was necessary as the current school feeding programme is not randomly assigned to schools and students throughout Guinea-Bissau. Such a design identifies an intervention group (in this case, schools in which WFP supports a school feeding programme) and a comparison group which theoretically serves to demonstrate the outcomes where the school feeding programme is not implemented.
37. The baseline survey was a representative, two-stage cluster survey (with structured questionnaires). The quantitative survey collected key data from schools, students, and local households in the school community. Questions developed for the baseline survey will be used at the end of program implementation as a follow up to provide evidence of change from program inception to program conclusion.
38. **Sampling:** DGIPASE and WFP first sampled 50 WFP schools using the probability-proportional-to-size technique (see Annex II). DGIPASE then selected a comparison group of 50 schools that shared similar education and socioeconomic indicators but which were not supported by WFP. In most cases, the comparison schools sampled were from the same sector as the WFP school (and usually were its nearest neighbor). From each school, enumerators also randomly sampled ten students from the Grade 4 enrollment roster; these children were administered the student-level questionnaire. The enumerators then travelled to these students' home to administer the household-level questionnaire. For consistency purposes, the baseline survey was conducted in the six regions where WFP was supporting the GoGB with school feeding operations in June 2016: Oio, Bafata, Cacheu, Biombo, Quinara, and Gabu.
39. Concerning the quality of data and information, the evaluation team should:
 - a. 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.

- b. 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

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

- Employ the relevant evaluation criteria listed in section 4.2.
- 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.
- Contain a sampling strategy, including the sampling method, sample size calculations, and power calculations.
- Ensure comparability to the baseline evaluation, although a reduced scope might be applied for the mid-term evaluation, depending on the methodological approach that will be defined in the mid-term inception report.
- 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 stakeholder groups participate and that their different voices are heard and used;
- Mainstream gender equality and women's empowerment, as above;

41. The evaluation team must assess the quality of the baseline data and design during inception, to see whether it can be used to design and implement a high quality impact evaluation for the final evaluation. This would include ensuring that the midline is (i) not conducted during Ramadan, carnival, or cashew harvest seasons, and (ii) ensuring that questionnaires on take home rations make it clear as to what take home rations are, so respondents can answer accurately.⁵

42. For the mid-line evaluation, all the evaluation criteria must be used to answer the key evaluation questions, but a full impact evaluation design will not be needed. If an impact evaluation design for the final evaluation is not feasible, another high-quality evaluation design must be proposed by the evaluation team.

43. In particular, the mid-term evaluation will draw on the existing body of documented data, including the McGovern-Dole baseline and, as much as possible, regular program implementation assessments. A quantitative survey similar to the baseline study will be conducted. It will utilize survey instruments designed to collect key project data from schools, students, and local households in the school community. Ideally, the survey will be administered according to the design stipulated during the baseline study. The analysis of the collected data will be mainly descriptive, to capture key trends (cross tables, simple frequencies, etc.). In addition – at a

⁵ Lessons learned from the conduct of the baseline study.

minimum – t-tests will be performed to compare the treatment and comparison groups based on the criteria provided for selecting controls.

44. The qualitative data collection methods will include key informant interviews with relevant stakeholders, including: USDA (both the regional Agricultural Attaché, the Washington-based program analyst, and the Washington-based Monitoring and Evaluation staff), Representatives, Regional Directors and inspectors of the Ministry of National Education (MEN), General Direction for Information, Planification and Assessment of the Education System (DGIPASE), UNICEF, and FAO. Additionally, community leaders, School Management Committees, Parent Association members, teachers, and cooks will be targeted for focus group discussions.
45. The following mechanisms for independence and impartiality will be employed: an external service provider will be hired to conduct the evaluation; WFP has appointed a dedicated evaluation manager to manage the evaluation process internally; an internal WFP Evaluation Committee (EC), led by CO management, will make key decisions on the evaluation; an Evaluation Reference Group (ERG) (including WFP and external stakeholders) will be set up to steer the evaluation process and further strengthen the independence of the evaluation. All feedback generated by these groups will be shared with the service provider. The service provider will be required to critically review the submissions and provide feedback on actions taken/not taken as well as the associated rationale. The compositions of the EC and the ERG are provided in the Annexes section.
46. One of the risks associated to the methodology includes a potential difference in the methodological approach used by the service provider for the mid-term evaluation and the one used for the baseline exercise. To mitigate this risk, an in-depth review of the methodological approach for the baseline study will be needed during the inception phase. The inception report will be carefully reviewed by WFP and stakeholders to ensure methodology and approach are sound.

4.5. Quality Assurance and Quality Assessment

47. 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.
48. 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 Process Guide](#) and for conducting a rigorous quality control of the evaluation products ahead of their finalization.
49. In particular, the DEQAS is also consistent with the principles and criteria outlined in the USDA's Food Assistance Division's Monitoring & Evaluation Policy. The evaluation team will make arrangements to ensure data used in the evaluation report is checked for accuracy and reliability, and the report will clearly indicate limitations to the conclusions that can be drawn from the evidence.

50. 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.
51. To enhance the quality and credibility of this evaluation, an outsourced quality support (QS) service directly managed by WFP's Office of Evaluation in Headquarters provides review of the draft inception and evaluation report (in addition to the same provided on draft TOR), and provide:
 - a. systematic feedback from an evaluation perspective, on the quality of the draft inception and evaluation report;
 - b. recommendations on how to improve the quality of the final inception/evaluation report.
52. The evaluation manager will review the feedback and recommendations from QS and share with the team leader, who is expected to use them to finalise the inception/ evaluation report. To ensure transparency and credibility of the process in line with the [UNEG norms and standards](#)^[1], a rationale should be provided for any recommendations that the team does not consider when finalising the report.
53. This quality assurance process as outline above 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.
54. 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.
55. 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

56. The evaluation will proceed through the following phases. The deliverables and deadlines for each phase are as follows:

Figure 1: Summary Process Map

^[1] [UNEG](#) Norm #7 states "that transparency is an essential element that establishes trust and builds confidence, enhances stakeholder ownership and increases public accountability"



57. The evaluation process (combined for mid-term and final evaluations) will proceed through nine phases. Annex 2 provides details of the activities and the related timeline of activities and deliverables. The timeline for fieldwork and reporting will be confirmed during inception phases.

58. **Preparation phase** (August-January 2017): The CO 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.

59. **Mid-term evaluation Inception phase** (April-June 2018): 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.

Deliverable: Inception Report (IR). The Inception Report details how the team intends to conduct the evaluation with an emphasis on methodological and planning aspects. It will present an analysis of the context and of the operation, the evaluation methodology articulated around a deepened evaluability and gender-sensitive stakeholders’ analysis; an evaluation matrix; and the sampling technique and data collection tools. It will also present the division of tasks amongst team members as well as a detailed schedule for stakeholders’ consultation.

The draft IR will be submitted to the QS service for comments; a revised version will then be shared with the Evaluation Reference Group for comments before being submitted to the Evaluation Committee for approval. Stakeholders’ comments will be recorded in a matrix by the evaluation manager and provided to the evaluation team for their consideration before finalisation of the IR. For more details, refer to the content guide for the IR.

60. **Mid-term Evaluation Data Collection phase** (June-July 2018): The fieldwork will span over one month and will include visits to schools and primary and secondary data collection from local stakeholders. Two debriefing sessions will be held upon completion of the field work. The first one will involve the Country Office (relevant RB and HQ colleagues will be invited to participate through a teleconference) and the second one will be held with external stakeholders. Data collection needs to start after end of Ramadan (mid-June 2018).

Deliverable: Exit debriefing presentation. An exit debriefing presentation of preliminary findings and conclusions (PowerPoint presentation) will be prepared to support the de-briefings.

61. **Mid-term Evaluation Reporting phase** (July-September 2018): 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. It will be submitted to the evaluation manager for quality assurance.

Deliverable: Evaluation report (ER). The evaluation report will present the findings, conclusions and recommendations of the evaluation in a concise report of 40 pages maximum, not including annexes. Findings should be evidence-based and relevant to the evaluation questions. Data will be disaggregated by sex and the evaluation findings and conclusions will highlight differences in performance and results of the operation for different beneficiary groups as appropriate. There should be a logical flow from findings to conclusions and from conclusions to recommendations. Recommendations will be limited in number, actionable and targeted to the relevant users. These will form the basis of the WFP management response to the evaluation.

The draft ER will be submitted to the QS service for comments; a revised version will then be shared with the Evaluation Reference Group for comments before being submitted to the Evaluation Committee for approval. Stakeholders' comments will be recorded in a matrix by the evaluation manager and provided to the evaluation team for their consideration before finalisation of the ER. The draft ER must be submitted to USDA within 60 days of fieldwork completion. For more details, refer to the content guide for the ER.

62. Mid-term Evaluation Follow-up and dissemination phase (from August 2018): The CO management 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 RB will support WFP's management response to the evaluation as appropriate, including following up with country offices on status of implementation of the actions. OEV will also subject the evaluation report to an external post-hoc quality assessment 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.

63. Final evaluation Inception phase (January-March, 2019): 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.

Deliverable: Inception Report (IR). The Inception Report details how the team intends to conduct the evaluation with an emphasis on methodological and planning aspects. It will present an analysis of the context and of the operation, the evaluation methodology articulated around a deepened evaluability and gender-sensitive stakeholders' analysis; an evaluation matrix; and the sampling technique and data collection tools. It will also present the division of tasks amongst team members as well as a detailed schedule for stakeholders' consultation.

The draft IR will be submitted to the QS service for comments; a revised version will then be shared with the Evaluation Reference Group for comments before being submitted to the Evaluation Committee for approval. Stakeholders' comments will be recorded in a matrix by the evaluation manager and provided to the evaluation team for their consideration before finalisation of the IR. For more details, refer to the content guide for the IR.

64. Final Evaluation Data Collection phase (March-April 2019): The fieldwork will span over one month and will include visits to project sites (schools) and primary and secondary data collection from local stakeholders. Two debriefing sessions will be held upon completion of the field work. The first one will involve the Country Office (relevant RB and HQ colleagues will be invited to participate through a teleconference) and the second one will be held with external stakeholders. Data collection needs to be completed before Ramadan starts (May 5, 2019).

Deliverable: Exit debriefing presentation. An exit debriefing presentation of preliminary findings and conclusions (PowerPoint presentation) will be prepared to support the de-briefings.

65. Final Evaluation Reporting phase (May-July 2019): 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. It will be submitted to the evaluation manager for quality assurance.

Deliverable: Evaluation report (ER). The evaluation report will present the findings, conclusions and recommendations of the evaluation in a concise report of 40 pages maximum. Findings should be evidence-based and relevant to the evaluation questions. Data will be disaggregated by sex and the evaluation findings and conclusions will highlight differences in performance and results of the operation for different beneficiary groups as appropriate. There should be a logical flow from findings to conclusions and from conclusions to recommendations. Recommendations will be limited in number, actionable and targeted to the relevant users. These will form the basis of the WFP management response to the evaluation.

The draft ER will be submitted to the QS service for comments; a revised version will then be shared with the Evaluation Reference Group for comments before being submitted to the Evaluation Committee for approval. Stakeholders' comments will be recorded in a matrix by the evaluation manager and provided to the evaluation team for their consideration before finalisation of the ER. For more details, refer to the content guide for the ER.

66. Final Evaluation Follow-up and dissemination phase (from August 2019): The CO management 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 RB will support WFP's management response to the evaluation as appropriate, including following up with country offices on status of implementation of the actions. OEV will also subject the evaluation report to an external post-hoc quality assessment 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.

Notes on deliverables (mid-term and final evaluations):

67. A full list of expected deliverables is provided below:

- a. Inception, draft, and final evaluation reports (mid-term and final)
- b. Quality Assurance Plan

- c. Raw and clean data sets
- d. Suggested table of contents for evaluation reports:
 - Executive Summary
 - Introduction
 - Background (Program description and purpose of evaluation)
 - Methodology and Implementation
 - Results and Findings
 - Conclusions
 - Recommendations
 - Lessons Learned
 - Annexes
 - I. Table of McGovern-Dole performance indicators with updated values in comparison to baseline values
 - II. List of meetings
 - III. Survey instruments
 - IV. TOR
 - V. Project-Level Results Framework
- e. A final evaluation summary brief, not to exceed 4 pages, that summarizes the main findings of the report. It should include charts, graphs, etc. to visualize the data in a clear, easy to read format, accessible to stakeholders from the community level to the government level. The final results and summary reports will be shared with project stakeholders. (final evaluation only)

68. The inception and evaluation reports shall be written in English and follow the DEQAS templates. The evaluation team is expected to produce written work that is of very high standard, evidence-based, and free of errors. The evaluation company is ultimately responsible for the timeliness and quality of the evaluation products. If the expected standards are not met the evaluation company will, at its own expense, make the necessary amendments to bring the evaluation products to required quality level.

69. The evaluation TOR, evaluation reports and management responses will be public and posted on the WFP External Website (wfp.org/evaluation). The other evaluation products will be kept internal. The CO will translate final evaluation products in Portuguese as relevant, for broader dissemination at country level.

6. Organization of the Evaluation

6.1. Evaluation Conduct

70. The evaluation team will conduct the evaluation under the direction of its team leader and in close communication with the WFP evaluation manager. The team will be hired following agreement with WFP on its composition.

71. The evaluation team 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

72. The evaluation team is expected to include three to four members, including the team leader and at least one national consultant. To the extent possible, the evaluation will be conducted by a gender-balanced, geographically and culturally diverse team with appropriate skills to assess gender dimensions of the subject as specified in the scope, approach and methodology sections of the ToR. At least one team member should have WFP experience.
73. The team will be multi-disciplinary and include members who together include an appropriate balance of expertise and practical knowledge in the following areas:
- **School Feeding** programmes
 - **Food and Nutrition Security**
 - **Institutional capacity development**
 - **Gender** expertise / good knowledge of gender issues
 - Familiarity with the **USDA M&E policy**
 - All team members should have strong analytical and communication skills, evaluation experience and, to the extent possible, familiarity with Guinea-Bissau and/or western Africa development context.
 - Oral and written language requirements include proficiency in English and Portuguese among team members. The inception and evaluation reports will be delivered in English.
74. The Team leader will have technical expertise in one of the technical areas listed above as well as expertise in designing methodology and data collection tools and demonstrated experience in leading similar evaluations. She/he will also have leadership, analytical and communication skills, including a track record of excellent English and Portuguese writing and presentation skills.
75. 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 DEQAS.
76. 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.
77. 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).

6.3. Security Considerations

78. **Security clearance** where required is to be obtained from WFP Guinea-Bissau CO.
- 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.⁶

79. 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 – e.g. curfews etc.

7. Roles and Responsibilities of Stakeholders

80. The WFP Guinea-Bissau CO:

a- The **WFP Guinea-Bissau CO: Management (Director or Deputy Director)** will take responsibility to:

- Assign an Evaluation Manager for the evaluation: **Elber Nosolini**, National Programme Officer.
- Compose the internal evaluation committee and the evaluation reference group (see below).
- Internally 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 (see below and [TN on Independence and Impartiality](#)).
- 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- The **Evaluation Manager**:

- Manages the evaluation process through all phases including drafting this TOR
- Ensures quality assurance mechanisms are operational
- Consolidates and shares comments on draft TOR, inception and evaluation reports with the evaluation team
- Ensures expected use of quality assurance mechanisms (checklists, quality support

⁶ Field Courses: [Basic](#); [Advanced](#)

- Ensures that the team has access to all documentation and information necessary to the evaluation; facilitates the team's contacts with local stakeholders; sets up meetings, field visits; provides logistic support during the fieldwork; and arranges for interpretation, if required.
 - Organises security briefings for the evaluation team and provides any materials as required
- c- An internal **Evaluation Committee** has been formed as part of ensuring the independence and impartiality of the evaluation. This committee will be composed by Chair-Kiyomi Kawaguchi CD; Secretary-Elber Nosolini NPO; School Meals Focal Point (under recruitment); Filippo Pompili, Regional Evaluation Officer. The members of the committee will provide inputs to the evaluation process and comment on evaluation products and make key decisions such as internal approval of evaluation deliverables (Refer to Annex 3 for the list of members).
81. **USDA** will be involved in the evaluation at the following stages: Appropriate members of USDA (Programme analyst and M&E lead) will be consulted for comment and approval of the TOR; serve as a member of the ERG; participate in key informant interviews with selected evaluators prior to field data collection; and participate in stakeholder meetings and presentation of the evaluation findings, as appropriate. As per agreement between USDA and WFP in the context of the McGovern-Dole grant, the final approval of the evaluation main products will be at USDA level.
82. **An Evaluation Reference Group** has been formed, as appropriate, with representation from DGASE, DGPASE, UNICEF and USDA. The ERG members will review and comment on the draft evaluation products and act as key informants in order to further safeguard against bias and influence.
83. **The Regional Bureau:** will take responsibility to:
- Advise the Evaluation Manager and provide support to the evaluation process where appropriate.
 - Participate in discussions with the evaluation team on the evaluation design and on the evaluation subject as relevant, as required.
 - Provide comments on the draft TOR, Inception and Evaluation reports
 - Support the Management Response to the evaluation and track the implementation of the recommendations.
- While the Regional Evaluation Officer, **Filippo Pompili**, will perform most of the above responsibilities, other RB relevant technical staff may participate in the evaluation reference group and/or comment on evaluation products as appropriate.
84. **Relevant WFP Headquarters divisions** will take responsibility to:
- Discuss WFP strategies, policies or systems in their area of responsibility and subject of evaluation.
 - Comment on the evaluation TOR, inception and evaluation reports, as required.
85. **The Office of Evaluation (OEV).** OEV, through the Regional Evaluation Officer, will advise the Evaluation Manager and provide support to the evaluation process when required. It is responsible for providing access to the outsourced quality support service reviewing draft ToR, inception and evaluation reports from an evaluation perspective. It also ensures a help desk function upon request.

8. Communication and budget

8.1. Communication

86. To ensure a smooth and efficient process and enhance the learning from this evaluation, the evaluation team should place emphasis on transparent and open communication with key stakeholders. These will be achieved by ensuring a clear agreement on channels and frequency of communication with and between key stakeholders.

87. 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, The CO will translate the final TOR and report in Portuguese. Final evaluation products of the evaluation will be disseminated or made available to partners in electronic and print form. See an overview of the Communication and Learning plan in Annex 6.

8.2. Budget

88. For the purpose of this evaluation, the budget will be based on pre-agreed rates with long-term agreement evaluation firms. Firm engagement for the final evaluation is dependent upon satisfactory completion of the midterm evaluation. The evaluation budget is planned under Mc-Govern-Dole contribution.

89. The evaluation budget should include costs associated with international travel and daily subsistence. Local travel will be supported by the Country Office.

Please send any queries to Elber Nosolini , NPO, at elber.nosolini@wfp.org, +245 95 565 17 29].

Annex 1 Map

Annex 2 Evaluation Schedule

Phases, Deliverables and Timeline		Key Dates (tentative)
Phase 1 - Preparation		
	Desk review, draft of TOR and quality assurance (QA) using ToR QC	Sept-Oct 2017
	Sharing of draft ToR with outsourced quality support service (DE QS)	late Oct 2017
	Review draft ToR based on DE QS feedback	early Nov 2017
	Circulation of TOR for review and comments to ERG	mid Nov 2017
	Review draft ToR based on comments received	late Nov 2017
	Submits the final TOR to the internal evaluation committee for approval	Jan 2018
	Sharing final TOR with key stakeholders	Jan 2018
	Selection and recruitment of evaluation team	Feb 2018
Phase 2 - Inception - mid-term evaluation		
	EM and CO briefs the Evaluation team (ET)	Mar 2018
	ET submits draft inception report (IR) to EM	28 May 2018
	EM shares draft IR with outsourced quality support service (DE QS), quality assures it using the quality checklist (QC), and circulates it for ERG's comments	29 May - 8 June 2018
	ET revises draft IR based on comments received from EM, QS and stakeholders	9-13 June Apr 2018
	ET submits final revised IR to the EM	14 June 2018
	EM submits the final IR to the internal evaluation committee for approval	15 June 2018
	Sharing of final inception report with key stakeholders for information	mid-June 2018
Phase 3 – Data collection - mid-term evaluation		
	Briefing evaluation team at CO	18 June 2018
	Data collection	18 June – 9 July 2018
	In-country Debriefing (s)	9 July 2018
Phase 4 - Analyze data and report - mid-term evaluation		
	ET drafts the evaluation report and submits it to the EM	7 Aug 2018
	EM shares the draft ER with outsourced quality support service (DE QS) and quality assures it using the QC	7-13 Aug 2018
	ET revises draft ER based on feedback received by DE QS and EM	13-18 Aug 2018
	ET submits revised ER based on DE QS and EM QA	20 Aug 2018
	EM circulates draft ER for review and comments to ERG	20-27 Aug 2018
	EM consolidates comments and shares them with the ET	27 Aug 2018
	ET revises draft ER based on stakeholder comments received	27 Aug – 5 Sept 2018
	ET submits final revised ER to the EM	5 Sept 2018
	EM submits the final ER to the internal evaluation committee for internal approval	5 Sept 2018
	CO submits final mid-term report for USDA approval	7 Sept 2018
	Sharing of final evaluation report with key stakeholders for information	September 2018
Phase 5 Dissemination and follow-up - mid-term evaluation		
	Prepare management response	September 2018

	Share mid-term evaluation report and management response with OEV for publication	September 2018
	Stakeholder workshop to discuss evaluation findings, recommendations, and midcourse corrections	September-October 2018
Phase 6 - Inception – final evaluation		
	ET submits draft inception report (IR) to EM	15 Jan 2019
	EM shares draft IR with outsourced quality support service (DE QS) and quality assures it using the quality checklist (QC)	16 Jan 2019
	ET revises draft IR based on feedback received by DE QS and EM	23 -25 Jan 2019
	ET submits revised IR based on DE QS and EM QA	25 Jan 2019
	EM circulates draft IR for review and comments to ERG, including USDA	26-10 Feb 2019
	EM consolidates comments	12 Feb 2019
	ET revises draft IR based on stakeholder comments received	12-16 Feb 2019
	ET submits final revised IR to the EM	17 Feb 2019
	EM submits the final IR to the internal evaluation committee for approval	20 Feb 2018
	Sharing of final inception report with key stakeholders for information	March 2018
Phase 7 – Data collection – final evaluation		
	Briefing evaluation team at CO	11 Mar 2019
	Data collection	11 Mar – 18 April 2019
	In-country Debriefing (s)	18 April 2019
Phase 8 - Analyze data and report – final evaluation		
	ET drafts the evaluation report and submits it to the EM	27 May 2019
	EM shares the draft ER with outsourced quality support service (DE QS) and quality assures it using the QC	28 May - 03 Jun 2019
	ET revises draft ER based on feedback received by DE QS and EM	05-10 Jun 2019
	ET submits revised ER based on DE QS and EM QA	10 Jun 2019
	EM circulates draft ER for review and comments to ERG	11-24 Jun 2019
	EM consolidates comments and shares them with the ET	25 Jun 2019
	ET revises draft ER based on stakeholder comments received	26 Jun-08 Jul 2019
	ET submits final revised ER to the EM	09 Jul 2019
	EM submits the final ER to the internal evaluation committee for approval	11 Jul 2019
	CO submits final evaluation report for USDA approval	16 July 2019
	Sharing of final evaluation report with key stakeholders for information	July 2019
Phase 9 Dissemination and follow-up - final evaluation		
	Prepare management response	August 2019
	Share final evaluation report and management response with OEV for publication	August 2019
	Stakeholder workshop to discuss evaluation findings, recommendations, and midcourse corrections	August-September 2019

Annex 3 Membership of the Evaluation Committee

Chair: Kiyomi Kawaguchi, Country Director and representative
Secretary: Elber Nosolini Evaluation manager, NPO
Member: School Meals-Focal Point (under recruitment)
Member: Filippo Pompili, Regional Evaluation Officer, RBD

Annex 4 Membership of the Evaluation Reference Group

Kiyomi Kawaguchi CD

Bob Barad DCD

Elber Nosolini NPO

Jose Cabral – School Feeding Focal Point

Filippo Pompili-REO

Adair Ackley-Partnerships Officer WFP Washington D.C – focal point for USDA

Nutritionist - WFP

Momadou Sow-VAM

Talisma Dias – Gender Focal Point

Bernardete Lopes Correia - DGASE

Mamadu Djassi – DGPASE;

Education Specialist – UNICEF

Ada Ihenachor – International Program Specialist, USDA

Traci Johnson – Monitoring and Evaluation Specialist, USDA

Annex 5 Acronyms

DEQS – Decentralized Evaluation Quality Support

EM- Evaluation Manager

CO- Contry Office

CD – Country Director

DCD – Diputy Country Director

NPO – National Programme Officer

SMFP – School Meals Focal Point

REO – Regional Evaluation Manager

VAM - Vulnerability Analysis and Mapping

DGASE – Direcao Geral de Assuntos Sociais e Escolares

DGPASE – Direcao Geral de Planificacao e Estatistica

Unicef – United Nations Children’s Fund

USDA- United States Department of Agriculture

WFP – World Food Programme

Annex 6 Communication Plan for mid-term evaluation (to be replicated for final evaluation – Inception/data collection/reporting/dissemination)

When	What	To whom	What level	From whom	How	Why
Planning Mid through late 2017	Tentative time and scope of evaluation	Government counterparts, NGO partners, UN agency partners, donors	Strategic + Operational	-Head of commissioning officer OR -Head of subject being evaluated	Email -or during a regular coordination meeting	To confirm the intention to learn/ account for results for the subject
Preparation September/Dece mber 2017	Draft TOR	Key stakeholders Through the Evaluation reference Group; and directly to stakeholders not represented in the ERG	Operational/ Technical	Evaluation manager	Email; plus a meeting of the ERG if required	To seek for review and comments on TOR
	Final TOR	Key stakeholders Through the Evaluation reference Group; and/or directly	Strategic + Operational/ Technical	Commissioning office director OR head of subject being evaluated	Email; plus discussions during scheduled coordination meetings as appropriate	Informing stakeholders of the overall plan, purpose, scope and timing of the evaluation; and their role
Inception January/March 2018	Draft Inception report	Key stakeholders Through the Evaluation reference Group; and/or directly	Operational/ technical	Evaluation manager	Email	To seek for review and comments on draft Inception report
	Final Inception Report	Key stakeholders Through the Evaluation reference Group; and/or directly	Strategic + Operational/ Technical	Commissioning office director and/or Head of subject being evaluated	Email; plus discussions during scheduled coordination meetings as appropriate	Informing stakeholders of the detailed plan of the evaluation; and their role including when they will be engaged
Data collection and analysis debrief April 2018	Debriefing power-point	Key stakeholders Through the Evaluation reference Group; and/or directly	Technical/ operational	Evaluation manager And/or the head of subject being evaluated	Email	Invite the stakeholders to the external debriefing meeting, to discuss the preliminary findings
Reporting	Draft	Key stakeholders	-management and	Evaluation manager, on	Email	Request for comments

When	What	To whom	What level	From whom	How	Why
May-July 2018	Evaluation report	Through the Evaluation reference Group; and/or directly	technical levels	behalf of the evaluation committee		on the draft report
	Final evaluation Report	-Key stakeholders Through the Evaluation reference Group; and/or directly -General public	All levels -Community radios -Users of WFP.org -Users of partners websites	-Evaluation manager; plus the head of subject being evaluated -Evaluation manager -Focal point at the partner organizations	Email -Posting report on www.WFP.org -Posting on partners websites	Informing all key stakeholders of the final main product from the evaluation -Making the report available publicly
Dissemination & Follow-up From August 2018	Draft Management Response to the evaluation recommendations	-Key stakeholders Through the Evaluation reference Group; and/or directly	Management and technical level, depending on subject of evaluation and their responsibility in taking the action	Evaluation manager, on behalf of the evaluation committee	-Email, -and/or an organized face-to-face session	-communicate the suggested actions on recommendations and elicit comments, especially on actions required by external stakeholders
	Final Management response	-General public	-Users of WFP.org -Users of partners websites	Evaluation manager -Focal point at the partner organizations	-Posting report on www.WFP.org -Posting on partners websites	-Making the MR available publicly

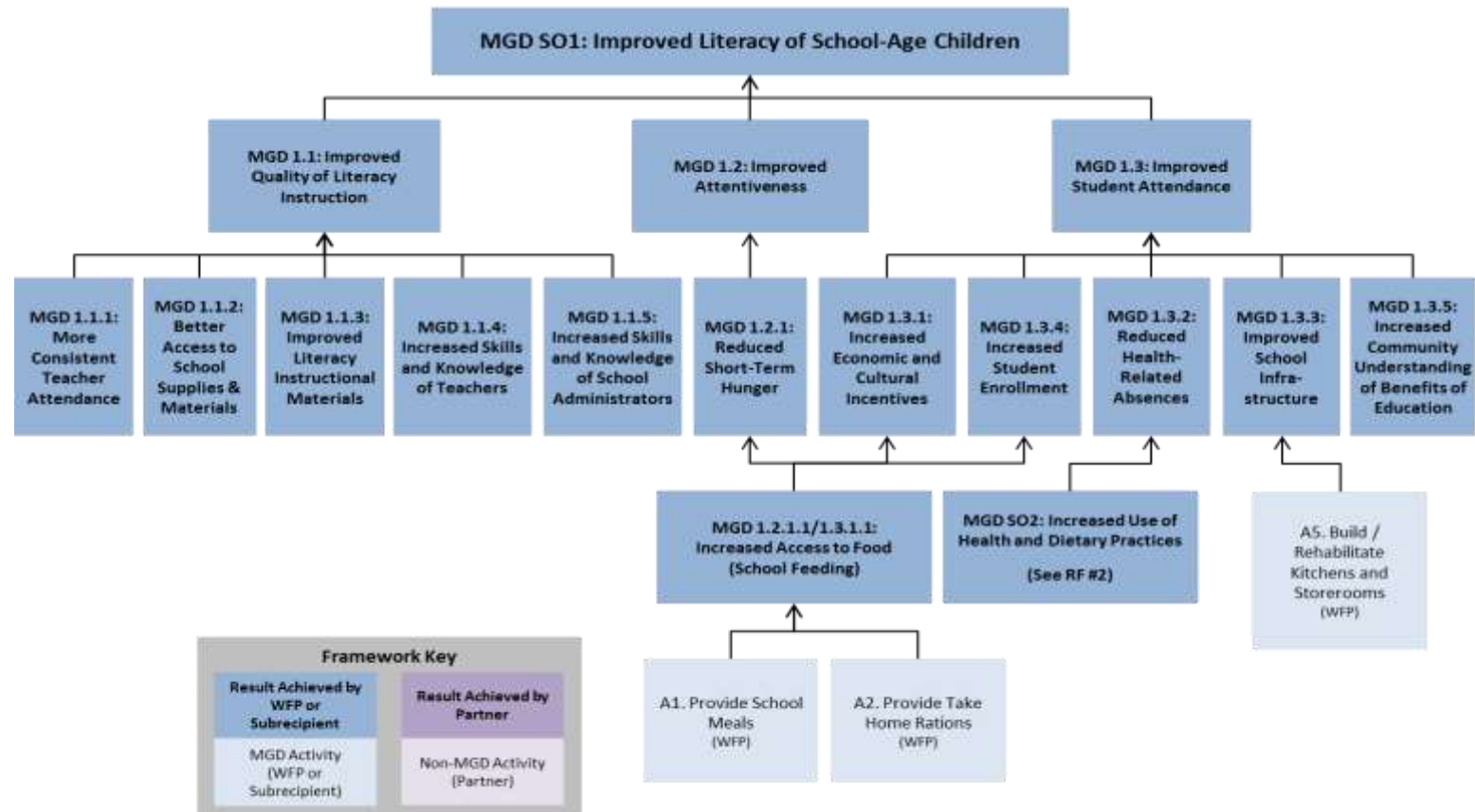
Annex 7

Table II. Preliminary Key Mid-term Evaluation Questions

Focus Area	Key Questions	Data Source
Relevance	<ul style="list-style-type: none"> ▪ Is the project’s strategy relevant to the beneficiaries’ needs? ▪ Is the project aligned with national government’s education and school feeding policies and strategies? ▪ Does the project complement other donor-funded and government initiatives? 	Document review, stakeholder focus groups
Effectiveness	<ul style="list-style-type: none"> ▪ To what degree have (and have not) the interventions resulted in the expected results and outcomes? ▪ Based on the above, what systemic challenges or bottlenecks should be targeted to promote (further) improvements in student literacy, attendance, attentiveness, and student health? ▪ Does evidence or information exist to suggest that hunger has or has not been materially reduced? 	Quantitative surveys, stakeholder focus groups
Efficiency	<ul style="list-style-type: none"> ▪ What is the progress of project implementation – is the project on track to carry out all and activities as planned? ▪ How can the theory of change be altered to increase efficiency and effectiveness? ▪ Did assistance reach the right beneficiaries in the right quantity and quality at the right time? 	Quantitative surveys, stakeholder focus groups
Impact	<ul style="list-style-type: none"> ▪ To what degree has the project made progress toward the results in the project-level framework? ▪ Have there been any unintended outcomes, either positive or negative? ▪ What internal and external factors affect the project’s achievement of intended results? 	Quantitative surveys, stakeholder focus groups
Sustainability	<ul style="list-style-type: none"> ▪ Is the school meals program sustainable, including a strategy for sustainability; sound policy; stable funding; quality program design; institutional arrangements; local production and sourcing; partnership and coordination; community participation and ownership? ▪ What substantive progress has the government made toward developing a nationally owned school feeding program? ▪ How are local communities involved in and contributing toward school feeding? ▪ What needs remain in order to achieve a full handover and nationally-owned school feeding program? 	Quantitative surveys, stakeholder focus groups
General	<ul style="list-style-type: none"> ▪ What are lessons learned from the project up to this point? ▪ Are there any recommendations for mid-course corrections to improve the project’s relevance, efficiency, effectiveness, impact, and/or sustainability? 	Document review, quantitative surveys, stakeholder focus groups

Annex 8 Project results framework


Attachment 1: Project Results Framework (SO1: Literacy)
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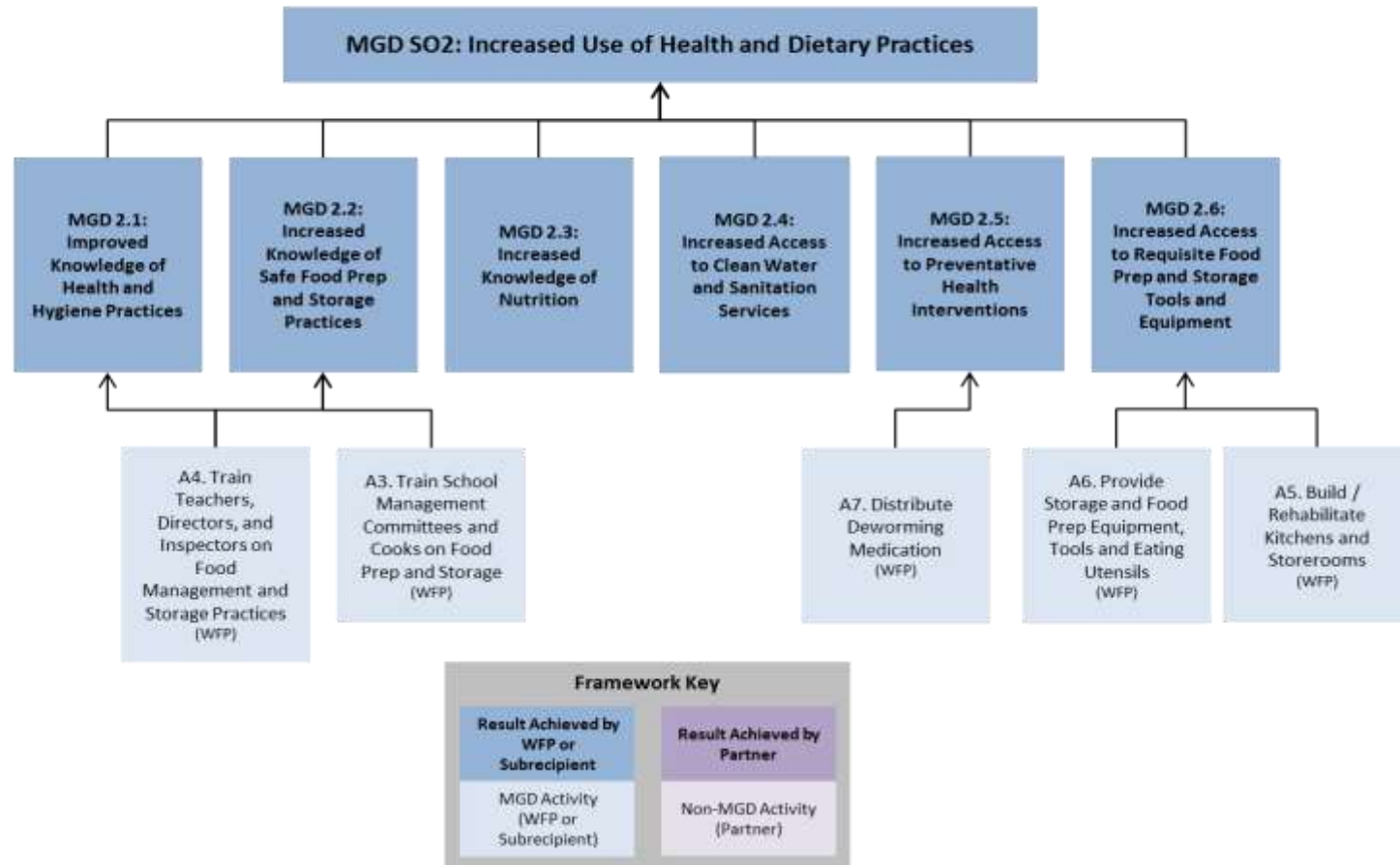


Framework Key	
Result Achieved by WFP or Subrecipient	Result Achieved by Partner
MGD Activity (WFP or Subrecipient)	Non-MGD Activity (Partner)



Attachment 1: Project Results Framework (SO2: Health)

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Attachment 1: Results Framework (Foundational Results)

Guinea-Bissau – FY2016 McGovern Dole Proposal – Page 3/3

