

Terms of Reference

FINAL EVALUATION of

WFP Haiti's Food for Education and Child

Nutrition Program (2016-2019)

USDA McGovern Dole Grant

FFE-521-2015-020-00 and

FFE-521-2016/016-00

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WFP Haiti’s Food for Education and Child Nutrition Program (2016-2019)

USDA McGovern Dole Grant FFE-521-2015-020-00, FFE-521-2016/016-00

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1. Introduction

1. These Terms of Reference (ToR) are for the final evaluation of WFP Haiti's Food for Education and Child Nutrition Programme 2016-2019 (USDA McGovern Dole (MGD) Grant FFE-521-2015-020-00 and FFE-521-2016/016-00) in Haiti. This WFP's categorized activity evaluation is commissioned by WFP Haiti and will take place from January 2019 (inception phase) to September 2019 (finalization of dissemination activities).
2. The ToR was prepared by the Monitoring and Evaluation Unit of WFP Haiti Country Office, supported by the Regional Bureau in Panama, based upon the programme's evaluation plan, initial document review and consultation with stakeholders and following a standard template. The purpose of the ToR is twofold: first, to provide key information to the evaluation team and helps guide them throughout the evaluation process; second, to provide key information to stakeholders about the proposed evaluation. The final evaluation will meet the WFP's policy and guidance (DEQAS) and the United States Department of Agriculture's (USDA) Monitoring and Evaluation Policy.
3. Since the beginning of the 2016-2017 and the 2017-2019 grants (FY15 and FY16 grant), the Programme has supported more than 190,000 primary students across almost 600 schools in the departments of North, North-East, Center, West and Artibonite with daily school meals to improve educational outcomes and ensure regular attendance. The programme also currently undertakes activities related to literacy promotion with 42 schools in the West and Center, and water and sanitation support (WASH) in 110 schools in all departments. Another pillar of the programme is the support given to strengthen government capacities. The programme targets boys and girls, who in WFP schools have similar attendance, retention and pass rates.
4. The scope of the final evaluation will be all departments in which WFP implements the MGD School Meals Programme. Although it is expected that data and insight collected from other departments and programmes is also considered.

2. Reasons for the evaluations

2.1. Rationale

5. Since 2016, WFP and the Government of Haiti have been implementing a one and a two-year McGovern-Dole school meals project. The purpose of this evaluation is to assess whether the project has achieved the expected results as outlined in the results framework and identify any other outcomes the project has had beyond this framework. The evaluation should provide lessons learned and recommendations for USDA, program participants and other key stakeholders for future food assistance and capacity building programs, in the context of a potential new USDA or other grants.
6. WFP and its project partners will use the final evaluation to assess the programme's implementation and achievements; the relevance of the intervention; as well as its alignment to the National School Feeding Policy (PSNAS); and discuss and recommend improvement actions when necessary.
7. WFP will also use the evaluation findings as a platform to engage discussions with the Ministry of Education (MoE) and the School Feeding Agency (PNCS) on central and departmental level on the alignment of the USDA McGovern Dole programme with the

national school feeding policy, the government's effort to strengthen social protection and the reinforcement of the national school feeding program and monitoring and evaluation system. Following the Systems Approach for Better Education Results) SABER workshop undertaken in 2015, WFP and MoE efforts have been oriented towards the formulation, adoption and implementation of a National School Feeding Policy and an Operations Manual. The National Policy defines the general orientations of the National School feeding programmes while the Manual sets the targets/indicators, the specific roles of various stakeholders, including communities and the implementation procedures of the Programme. The evaluation will look into this aspect to come up with information on progress achieved and underline new strategies to better align the USDA McGovern Dole programme to the National School Feeding Policy and Operations Manual.

8. Furthermore, WFP will use the final evaluation's findings to create awareness among key school feeding stakeholders about project activities that could be used to review and prepare Haiti's national school meals operation manual for nationwide implementation.
9. Findings and recommendations from the final evaluation would inform and feed into the implementation of the WFP Haiti Country Strategic Plan (CSP), which is planned to start in July 2019. To serve this purpose the evaluation should inform on all 3-school feeding related activities (further detail provided in Annex 10, draft CSP Logframe extract).

2.2. Objectives

10. The evaluations will serve the dual and mutually reinforcing objectives of accountability and learning.
 - Accountability.- The final evaluation will assess on the performance and results of the Programme 2016-2019.
 - Learning.- The evaluation will determine the reasons why certain results occurred, to draw lessons and derive good practices for learning. It will also provide evidence-based findings to inform operational and strategic decision-making for future similar or alternate programmes. Findings will be actively disseminated and lessons will be incorporated into relevant information-sharing systems.

2.3. Stakeholders and users

11. Several stakeholders both inside and outside of WFP have interests in the results of the evaluation and some of them will be asked to play a role in the evaluation process either as part of the evaluation reference group or as key informants. Table 1 below provides a preliminary stakeholder analysis, which should be deepened by the evaluation team as part of the inception phase, this includes especially identifying potential additional stakeholders (Refer to Annex 3 on Stakeholders' expected relevance to the evaluation process).
12. Accountability to affected populations is tied to WFP's commitments to include beneficiaries as key stakeholders in WFP's work. As such, specific debriefing content and participatory dynamics to support WFP's tailored sessions to inform beneficiaries representatives and implementing partners on relevant evaluation findings, recommendations and lessons should be developed by the evaluation team as part of the evaluation's communication strategy. Key groups identified as relevant parties are School Directors, Students both in the programme as well as the older students or from other

schools excluded from the programme, teachers, cooks, canteen management and supervisory committee, parents, the wider community and local authorities. A special attention should be given to special communication needs of women and girls.

13. 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 of the present the project, will be confirmed in the present study namely: the long-term effect of girls enrollment and regular attendance in assisted schools, participation of women in food management committees, the long-term effect of nutrition training for cooks, and the potential to integrate local food purchases from women’s associations for provision to schools and their empowerment in literacy and income generation into the programme.

Table 1: Preliminary stakeholders’ analysis¹

Stakeholders	Interest in the evaluation and likely use of evaluation reports for this stakeholder
WFP STAKEHOLDERS	
Country Office (CO) Haiti	Responsible for the country level planning and programme implementation, WFP Haiti has a direct stake in the evaluations 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, partners and donors for performance and results of its programme. Key to WFP is to better understand the different school feeding models, currently in use in Haiti and learn from the experience of other countries, to ensure future projects are designed around the key beneficiaries, addressing their needs and supporting them in a sustainable manner.
Regional Bureau (RB) Panama	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.
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 decentralized 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 programmes. These evaluations will not be presented to the Board, but their findings may feed into thematic and/or regional syntheses and corporate learning processes.
OTHER STAKEHOLDERS	
Beneficiaries	As the ultimate recipients of food assistance, beneficiaries have a stake in WFP determining whether its assistance is appropriate and effective. Consequently, school directors, students both in the programme as well as the older students or from other schools excluded from the programme, teachers, cooks, canteen management and supervisory committee, parents, the wider community and local authorities are considered key stakeholders. The level of consultation of and debriefing to women and

¹ This Table refers to direct or indirect evaluation results users or intended users. Regarding consultations along the evaluation process, see stakeholders’ relevance categorization in Annex 3.

	men, boys and girls in the evaluation through the most appropriate social research technique and their perspectives will be primarily sought. Data should be disaggregated by sex and age when possible. Specific notice should be taken for vulnerable groups e.g. handicapped children and potentially more vulnerable girls.
Government	The Government has a direct interest in knowing whether WFP activities in the country are aligned with its priorities, harmonized with the action of other partners and meet the expected results. Issues related to capacity development, handover and sustainability will be of interest. Various Ministries are partners in the design and implementation of WFP activities, including, for this specific project, the Ministry of Education and PNCS.
NGO, implementing partners	WFP Haiti partners with well-established local Haitian and international NGOs to implement its activities. The results of the evaluation might affect future implementation modalities, strategic orientations and partnerships. WFP reviews its partnerships regularly and excludes partners where necessary. In the last years BND has been a strategic partner in the general implementation, while CRS is a sub-grantee focusing on literacy and World Vision on water and sanitation.
Main donor, USDA	For this evaluation, the main stakeholder is USDA. USDA funds WFP's school feeding programme through a McGovern Dole Grant (FY 15 for school year 2016-2017 and FY 16 for school year 2017-2018 and 2018-2019) and so has a strong interest in knowing whether their funds have been spent efficiently and if WFP's work has been effective and contributed to the strategies and programmes of USDA and MGD. USDA is also funding this evaluation. Its role is to review, comment and approve the TORs and the Inception and Final evaluation reports after the ERG approval; in addition, it participates in a key informant interviews with the selected evaluator prior to field data collection.
Other School Feeding implementors	WFP Haiti is implementing a school feeding programme in other departments of Haiti with the support of other donors, mainly Canada and France. The programme is very similar in terms of provision of a daily meal but has a strong local procurement component. While these donors are not stakeholders in the implementation in the abovementioned development corridors they are a stakeholder for the advancement of national policies and often face similar challenges in the day to day implementation. World bank was a major implementor of a school feeding programme in Haiti although they have recently scaled down. Their experiences could be valuable for future programmes and the evaluation could inform their future strategy. The World bank model provided a local 5-day standardized menu via two main implementing partners.
UN Country Team	Other UN actors in the education sector such as UNICEF and actors related to promoting food security and local production such as FAO can potentially provide useful information and insight.

14. The primary users of the final evaluation will be:

- The WFP Haiti 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 and in line with the national school feeding policy for the future programme cycles.

- USDA will use evaluation findings to inform planning and implementation of the Haiti and other McGovern-Dole projects.
- 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 Head Quarters (HQ) may use evaluations for wider organizational learning and accountability.
- The Office of Evaluation (OEV) 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 evaluations

3.1. Context

15. Since the 1980s, Haiti's average annual economic growth has remained below its demographic expansion, contributing to the nation's ranking among the Least Developed Countries and the poorest nation in the Americas. The combination of inconsistent gross domestic product (GDP) growth, notably due to an underperforming agriculture sector, as well as sharp contractions following natural disasters, have seen poverty affect as many as 59 % of Haitians, while 24 % lived in extreme poverty. Moreover, economic growth appears to have most benefited the richest quintile of the population who owns over 64 % of national wealth – with a Gini of 0.61, Haiti is the second most unequal country in the world. Women are disproportionately affected by this inequality, as they are more likely to be unemployed or employed in the informal sector and their wages are 32 % lower than men's.
16. Widespread poverty, economic inequality and governance issues also contribute to overall political instability. In the wake of the cancelled 2015 run-off presidential elections, an interim presidency was installed; new elections were organized in 2016 but were postponed due to population protests and Hurricane Matthew. The elections took place on 20 November 2016; Jovenel Moise was declared the winner with 55.6 % of the vote and a reported turnout of 21 %. Since then, the upward price adjustments of petroleum products in 2018, as well as allegations of misuse of Venezuela-sponsored Petrocaribe funds by previous administrations, contributed to rising social instability which culminated in riots and civil unrest the 6-9 July 2018, leading to the resignation of the Prime Minister, Jack Guy Lafontant, on 14 July 2018. Reinstating a new Prime Minister has been a difficult task for the Government. In this context, the departure of the UN mission for the stabilization of Haiti (MINUSTAH) and the expected closure of the UN mission for justice support in Haiti (MINUJUSTH) in 2019 could increase security risks, jeopardize private investments and economic growth, while augmenting political instability.
17. Haiti still faces multiple challenges in relation to representation of women in public office and gender-based violence. Women seeking political office face considerable obstacles, including patriarchal attitudes toward leadership, lack of financial support, and threats of violence and intimidation. However, some progress has been made. In 2012, the Parliament passed an amendment instituting a 30 percent quota for women in all elected and appointed positions at the national level, and the 2015 Electoral Decree added the same quota for local councils and political candidates. Haiti's long-term economic and democratic development rely on prioritizing the protection and empowerment of women.

Schools are an important place where girls can start learning to take responsibility. It was observed that often girls are not systematically considered as e.g. Class President or School Representative.

18. Gender based violence is another major challenge. One in three Haitian women, ages 15 to 49, has experienced physical and/or sexual violence. Moreover, poor legal protection, fear of reprisals and the social stigma attached to be a victim of sexual violence contributes to under-reporting. Among girls, ages 13 to 17 who reported sexual abuse, school was the second most common place for unwanted touching. Working with educators and children in schools from an early age is therefore key to ensure the school is a safe space for girls.
19. Further gender analysis is planned by WFP Haiti in 2019, through a gender specialist that will support the school feeding team in 2019. It will be important for the evaluation team to work in close collaboration with this expert and the implementing gender officer.
20. Another recurring issue that impacts educational outcomes for children, is a necessity to work at least once a week either inside or outside the house. Based on a UNICEF definition 50% of children between 5- and 14-years work, in two of the implementation areas of the MGD Programme (North-East and Center) even 64%. According to a study conducted in 2006 (EMMUS IV), 87% of all children between 5 and 17 years had done work in the week before the survey. This affects girls and boys differently as women and men, traditionally engage in different tasks.
21. For several decades, the recurring problems faced by the education system have been a major obstacle to its development and to the provision of quality educational services. Pointed out by all the strategic and operational documents of the Ministry of Education, these problems mainly relate to the governance of the sector, the access and the provision of education, the internal and external efficiency of the system.
22. In greater detail, the key factors are: (i) the shortage and inequitable distribution of the predominantly private school system; (ii) the poor quality of the provision of education and the weakness of the internal efficiency resulting in very low rates of academic achievement and relatively high rates of repetition and drop-out; (iii) the weakness of the education system governance which prevents the Ministry of Education (MENFP) from effectively performing its major roles of regulating, planning and guiding. The massive destruction of school and administrative infrastructures, the material and human losses caused by the devastating earthquake and hurricane have magnified the situation with the risk of an increase in the number of school-age children outside of the system. (Approximately 500,000).
23. According to the latest school census (2011), only 20 % of the provision of education comes from the public sector; the remaining being in the hands of the non-public sector most of the time managed without regulation and operating below minimum quality standards. Despite its proven importance, access to activities targeting young children (0-5 years) remains very limited (67 % of gross enrollment rate for pre-school 3-5 years, MENFP 2011). Poor quality is reflected by average repetition rates of 15 % and drop-out rates around 13 %. Combined with late entry, these factors increase the proportion of over-age children in primary school (65 %). It is noted that the pass rate in 5th grade of primary school is low (25 %). This alarming situation is largely due to the high proportion of unskilled teachers (more than 65 %), unfavorable learning conditions, and the non-application of norms and standards that can guarantee a quality education.

24. Among the children most affected by limited access and lack of quality are those in rural areas, low-income families in slums of large urban centers, children separated from their families (residential centers, children in domestic service, children living in the streets), children with disabilities and displaced children.
25. The social shocks of recent global crises have led to increased demand for school feeding programs in low-income countries. These programs are part of the response to social shocks but are also a sustainable financial investment in human capital as part of the long-term global efforts to achieve Education for All (EFA/EPT) and social protection for the poor.

3.2. Subject of the evaluation

26. The first year McGovern-Dole school feeding project was implemented for school year 2016-2017. It was possible to support almost 190,000 primary students instead of the agreed 176,700. Given the number of students per school varies 595 schools instead of the agreed 650 were supported (FY15).

Activities under FY15 include school meals distribution of a daily hot meal, which consists of 120 grams of bulgur wheat, 30 grams of green peas, 10 grams of vegetable oil, and 3 grams of iodized salt per child. This activity was continued without change for FY16.

Distribution of a daily bag of roasted peanuts (28g) was done in all schools in 2017. Micronutrient powders (MNP) were added to meals in 2 development corridors. One bag of 8 g per 20 children.

Key other activities, as agreed upon in the original proposal were Government Capacity Building, distribution of fuel-efficient stoves, cooking and eating utensils, and various trainings to improve school meals management and quality.

27. Following this one-year project, WFP began to implement the current programme (September 2017 to June 2019). During the school year 2017-2018 and 2018-2019, it was intended that the MGD programme would support around 100,000 students across around 380 primary schools in the three United States Government (USG) development corridors in Haiti: The Cap Haitian corridor; the Saint Marc corridor; and the Port-au-Prince corridor.

This two-year project is broader in programmatic scope than the 2016-2017 programme, as it includes, in addition to the activities already mentioned above, activities contributing to improved literacy, health and hygiene. At the same time the delivery of roasted peanuts and MNPs was discontinued in 2017.

Both projects are targeting the same beneficiaries, except for those children who have started school during the new period and the beneficiaries that were excluded due to the reduction in size.

28. Currently the McGovern-Dole funded school feeding project is embedded in the WFP Haiti Transitional Interim Country Strategic Plan (T-ICSP) January 2018 – June 2019. Additional activities covered by the Country Programme are emergency preparedness, nutrition, resilience and support to smallholder farmers.
29. Overall the McGovern Dole grant for the three -year programme is USD 24 million (10 Mio for FY15 and 14 Mio for FY16).

30. To achieve the McGovern-Dole project objectives and results, the following activities are being implemented over the course of 3 years (FY15 and FY16):

SO, 1: Improved Literacy of School-Aged Children: a) Provide School Meals; b) Provide Storage and Food Preparation Equipment, Tools and Eating Utensils; c) Capacity Strengthening Strategy: Building the foundations of a National School Feeding Programme; d) Provide Creole/French literacy kit and school supplies (added for FY16); e) Provide training/materials to teachers and administrators on literacy and professional teaching modules (added for FY16)

SO2: Increased Use of Health and Dietary Practices: a) Training on Good health and nutrition practices at the school level; b) Training on Supply Chain, Warehouse and Commodity Management for local Cooperating Partners and Government of Haiti (GoH); c) Training on food preparation and storage practices; d) Provide Storage and Food Preparation Equipment, Tools and Eating Utensils; e) Capacity Strengthening Strategy: Building the foundations of a National School Feeding Programme; f) Distribute water purification tablets and soap to schools (added for FY16).

31. The key activity from 2016-2019 is the provision of a daily hot meal to school children between 5-12. This activity is complemented by various trainings on safe food preparation, storage practices and good health and nutrition as well as school feeding management and supervision. In addition, essential items for food storage, preparation and consumption are provided. Targeted activities included WASH and Literacy. Further details on the activities implemented are provided in Annex 10.

32. With the support of other donors WFP is implementing a similar school feeding programme across most of the rest of Haiti (excluding South department). Key difference is that the other programmes have a strong local procurement component, either centrally (major part of the project) or through decentralized home-grown school feeding (30,000 boys and girls). These programmes also focus on smallholder farmer capacity building, training and access to markets. They do not include literacy, which is unique to MGD.

33. For these programmes extensive information will be provided in the document library (Annex 4). It is expected that the evaluation team thoroughly reviews this material, meets with key stakeholders and if necessary conducts focus groups in the respective programme areas, to ensure the differences between the programmes can be fully taken into consideration and form an integral part of the evaluation report.

4. Evaluation approach

4.1. Scope

34. The scope of the final activity evaluation is the entirety of activities covered by the McGovern-Dole programme in Haiti (FY 15 and FY 16). The programme started in September 2016 with the goal of supporting school feeding in the three United States Government (USD) development corridors of Cap Haitian, Port-au Prince and Saint Marc and is scheduled to end in June 2019. It is important to note that the WASH and Literacy activities as well as the MNP study were not implemented across all schools. This will need to be taken into consideration for the sampling of these schools.

4.2. Evaluation criteria and questions

35. The evaluation will address the following key questions allied to the evaluation of relevance, effectiveness, efficiency and sustainability criteria (See Table 2). Collectively, the primary evaluation questions aim at highlighting the key lessons and performance of the Programme, which could inform future strategic and operational decisions on school feeding framed by the CSP.
36. The evaluation questions will be further reviewed and developed by the evaluation team during the inception phase.² If not enough explicitly included in the ToR, Gender Equality and empowerment of women should be mainstreamed throughout the questions and sub-questions. It will be important to include gender specific results identified so far and adjust the evaluation questions where necessary to accommodate that. Data collected will require disaggregation by gender where possible. Stakeholder interviews should ensure the gender point of view is considered and relevant stakeholders who can inform on this are included.
37. WFP is operating in the complex environment of having to ensure an effective and efficient management of the school feeding programme on the school level, while also assisting the schools that welcome the most vulnerable (usually national schools). It will be key for the evaluation to inform on how to best reconcile these two goals and ideally further refine the geographic targeting.

Table 2: Criteria and evaluation questions

Evaluation Questions	Criteria
1) To what extent is the programme relevant considering, the needs of school children and their families, national government’s education and school feeding policies and strategies? And how can the programme ensure to identify those most in need through a collaborative approach?	Relevance
2) To what extent has (and has not) the programme resulted in the expected outputs and outcomes ³ ? How and why were the observed results achieved? To what extent internal/external factors explain those results? Is there any difference on school feeding outcomes based on gender differences, differences of school types (Public, Private), location (urban, rural) or model (Traditional, Homegrown), complementary activities (e.g. literacy, WASH, school gardens)? Are there opportunities to add/strengthen a feasible nutrition sensitive approach in any of those models?	Effectiveness and Efficiency
3) To what extent are the key institutions (national, provincial/district and local stakeholders; international and national implementing partners and NGOs; international donors and multilateral agencies working on school feeding in Haiti) and governance structures able to effectively	Effectiveness, Efficiency, Sustainability

² As such, primary evaluation questions should be broken down through an operationalization process, from relevant sub-questions (for instance: Has the use of health and dietary practices increased? If so, how and why? How and why is this affecting girls and boys?) to indicators and variables to be considered during the design of the most appropriate social research techniques. This process should be captured into the Evaluation Matrix for each evaluation question/criteria.

³ As mentioned, outcomes are related to nutrition (in general and through nutrition supplements), education (attendance, absence, repetition/pass, drop out and/or literacy performance) and WASH-related behaviour changes at schools, and technical assistance to Government entities.

As such primary evaluation question will require an operationalization process from relevant sub-questions (for instance: Has the use of health and dietary practices increased? If so, how and why? How and why is this affecting girls and boys?) to indicators and variables to be included in the most appropriate social research techniques. The whole process should be represented into the Evaluation Matrix.

deliver, implement, sustain and scale up school meal interventions in the long-term? What can be highlighted as key success factors for a nationwide implementation of this programme? What would need to be in place to allow for a full transition to the government of Haiti? Are there other possible exit strategies for WFP that could be considered?	
4) To what extent is the level of community involvement and participation in schools (General Community, Parents especially via PTAs, SFCs, director, cooks, etc.) contributing to the project school feeding results and sustainability? Particularly, what is the level of involvement and participation of women and girls and what are the reasons behind it? Is there any difference of involvement based on differences of school types (Public, Private), location (urban, rural) or model (Traditional, Homegrown)? What are potential levers to increase this involvement?	Effectiveness, Efficiency, Sustainability
5) What are the differences and advantages and disadvantages between the MGD model and other approaches, focusing on nutritional and educational outcomes and community engagement? How could the Theory of Change be adapted to increase effectiveness, sustainability, efficiency and long-term effects?	Effectiveness, Sustainability
6) To what degree factors for sustainability (financial, political, cultural, gender, environment, neutrino, risk of fraud...) were considered and which ones are reinforcing the interventions sustainability and future transition to the Government, especially identifying key stakeholders and milestones? To what extent, and which government capacities have been strengthened so far? As part of this analysis: Is WFP's capacity to support key line ministries enough to effectively facilitate national ownership ? Are the key ministries willing and able to take back the responsibility for school feeding within the originally agreed timeline or what would a more ideal timeline be? What would the cost be for GoH and what could different budget options be?	Sustainability, Effectiveness
7) Does the programme have the potential to create sustainable income generation opportunities for communities?	Sustainability

4.3. Data availability

38. Due to the short duration and given the discussions on the FY16 Grant were already ongoing it was decided to only conduct a baseline study for FY15 in late 2016 and do the End line after the full 3 year implementation of both FY15 and FY16 in 2019.

39. The baseline study conducted between December 2016 and January 2017 focused on indicators that could be measured before project implementation. Some indicators could not be measured because their definition is linked to the implementation of project activities. Baseline values for each indicator measured against its corresponding targets, as per the project document, were summarized in the final baseline evaluation report and informed all indicators requested in the MGD Results Framework. The baseline on the other hand, did not dedicate enough resources to qualitative data collection and did not go beyond the PMP. While the qualitative indicators largely confirmed the already available data, it did not answer the key question of why the indicators are the way they are and how the programme can address this, if it is identified as an issue. This is expected from the final evaluation.

40. Information on the challenges in the political and learning (e.g. lack of funds, learning material, qualified teachers) landscape of Haiti's National Schools should be ideally gathered through stakeholder interviews and site visits. And documents should be included if stakeholders indicate relevant reports. The identification of key stakeholders might be a challenge in some cases, and a certain independence of the evaluation team is expected.
41. It is expected the evaluation team will use the following specific sources of information:
- Semiannual project reports;
 - Baseline survey;
 - Project databases inserted monthly into COMET (WFP Programme Management System) and other systems;
 - The project baseline survey; WFP annual Standard Project Reports (SPR) and other data collected periodically by the project team, including partners.
 - Trimestral cooperating partner reports
 - Monthly monitoring data
 - The 2017 review of the Canada Programme
 - All other documents mentioned in the ToR, Annex 4 and the overall document library
42. These documents contain quantitative and qualitative information that will assist the evaluators. Potentially 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. Data quality differs though depending on the School District. In the past this has been challenging in Haiti, but WFP Haiti is working on improving relationships with Decentralized Government entities and enhance collaboration. For primary data collection at school level during the field work, May 2019 will be the last month possible as June due to exams not all children will be available in the schools.
43. The evaluation will entail qualitative and quantitative primary data collection that the evaluation team will be responsible for. In Annex 4 is a preliminary list of background data and/or information available for the evaluation team. It is expected that the team will expand this at inception phase, especially to consider context specific factors such as funding of schools and school materials, political considerations and differences between school types and regions.
44. 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, there are two sets of indicators (corporate and specific, developed after McGovern-Dole funding). Most of these indicators are being collected monthly, while some are collected on a yearly basis. All indicators can be easily updated during the evaluation phase if necessary. It is expected that the evaluators review the currently used questionnaires for this purpose and those used for the baseline to ensure, indicators are comparable. Overall since the beginning of the project the key indicators have stayed stable and around or above WFP corporate targets. The WFP Annual Reports (SPRs) for the DEV 200150 are publicly available on the WFP website (www.wfp.org).
45. During the inception phase, the evaluation team will determine whether gaps exist in data availability and quality. The team will especially check if there is gender related data

available from other sources than WFP, in how far the planned WFP gender analysis for 2019 can contribute or if there is a need to conduct a gender sensitive evaluation.

46. Due to the multiple obligations of the WFP M&E staff, on-site data collection will have to be done by the evaluation team. This requires that the team has at least 2 French and Créole Speakers, ideally one man and one woman to discuss gender specific subjects in a gender sensitive approach, as the WFP team can give only limited support.
47. The evaluation team responsible for the baseline assessment warned about the availability and usability of certain data sets, the incoming evaluation team will therefore need to assess the usability in cases where it is necessary to use historical data. Following the recommendations of the baseline team, WFP and its partners have improved data collection tools to provide the level of granularity required by the donor and to answer most of the evaluation's questions. For instance, school records now provide attendance information per individual child and teacher, records are revised monthly and are subject to random checks. However, during the inception phase, the evaluation team will be responsible for controlling the quality and reliability of data sets and formulate alternative strategies to fill potential data gaps.
48. The evaluation team is expected to explore key questions 5, 6 and 7 largely through qualitative data (although some quantitative data on gender parity is also expected). Key question 6 will require an analysis of similar experiences in the country.
49. 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 the ToR. 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

50. The final evaluation will assess: (i) the programme's relevance, effectiveness, efficiency, sustainability and possible long-term contribution; (ii) whether or not the project achieved its expected results; (iii) identify recommendations and lessons learned as per the agreed PMP and additional topics identified during the inception phase. This is not an impact evaluation, but it is expected that the evaluation will assess to what degree and why the outcomes have changed between the baseline and end line data collection rounds.
51. The evaluation will rely on the Baseline Study for baseline data whenever possible, secondary data and primary data collection when necessary. Extensive data collection has taken place over the total duration of the programme, this data will be shared via the document library (Annex 4) and it is expected that the evaluation team works in close collaboration with the M&E team to avoid duplications in quantitative data collection if the quality and amount of data allow.
52. Other key studies to include will be those done on literacy, nutrition and MNPs for the MGD grant and those on HGSF, the 2017 Canada review and the WFP lessons learned and reviews of other school feeding programmes. Finally, the past global evaluation of the Haiti

Development (DEV) Project 200150 conducted in 2014 should be taken into consideration (Annex 4).

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

- Confirm and define specific evaluation questions that are answered, and record and operationalize them in the WFP Evaluation Matrix, considering the data availability challenges, the budget and timing constraints.
- Make references to the relevant evaluation criteria listed in section 4.2.
- Ensure comparability to the data collected as part of the baseline study and during regular monitoring.
- 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 to ensure a comprehensive design, and the reasons for the changes in indicators should be explained. This can include triangulation of information through a variety of means, or different evaluation questions being answered through different methods and types of data. The use of mixed methods should be documented in the inception report. A key method should be stakeholder interviews and focus groups, if resources for quantitative data collection are not needed due to the amount and quality of available data. Other qualitative data collection mechanisms should ideally already be mentioned in the tender, to assess the level of innovation and understanding of the evaluation team;
- Contain a sampling strategy, including the sampling method, sample size calculations, and power calculations. Ideally this should be random sampling coupled with a more targeted approach in cases where only a limited number of schools fulfil the requirements (WASH interventions), back-up sampling if data is not available and integrate schools already sampled for the baseline
- Ensure using mixed methods that women, girls, men and boys from different stakeholder’s groups participate and that their different voices are heard and used;
- Mainstream gender equality and women’s empowerment, as above; while findings and conclusions are expected to contain gender analysis and to address GEEW in the approach and recommendations.
- Ensure the methodology and evaluation implementation are ethical and conform to the UNEG Ethical Guidelines for Evaluation.

54. The evaluation will also take into consideration the national school feeding programme priorities, especially where they go beyond the MGD indicator framework (e.g. local sourcing) and indicators from the MENFP Operation Manual. And try to inform on these as far as possible.

55. The evaluation team must assess the quality of the baseline data and design during inception, to see at what extent it can be used as part of the final evaluation. experimental/quasi experimental in answering the effectiveness-related evaluation questions above.

56. Sub-questions related to outcomes on literacy will be answered using data collected through the early grade reading assessment (EGRA) standard test. Sub-questions related to health and dietary practices are likely to be based on data collected through school and

student surveys, direct observation and key informant interviews as well as review of relevant other reports especially studies related to nutrition.

57. WFP anticipates that the consultants will likely include carrying out key informant interviews and focus group discussions. However, bidding companies should also propose a wider variety of methods as relevant to the evaluation questions and the availability of data.
58. The qualitative data collection methods will gather information on gender equality, capacity strengthening and changes in the institutional context. It will include key informant interviews with relevant stakeholders, including: WFP staff, USDA (on the local, regional and Washington level if possible), Regional Directors and representatives of the Ministry of Education (MENFP) and National School Feeding Agency (PNCS). Additionally, community leaders, School Management Committees, Parent Association members, teachers, and cooks will be targeted for focus group discussions.
59. 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/or not taken as well as the associated rationale. The compositions of the EC and the ERG are provided in the Annexes section.
60. One of the risks associated to the methodology includes a potential difference in the methodological approach used by the service provider for this final evaluation and the one used for the baseline exercise. To mitigate this risk, an in-depth review of the methodological approach and dataset for the baseline study will be needed during the inception phase. The team should identify other potential risks of the approach and mitigation measures. The inception report will be carefully reviewed by WFP and stakeholders to ensure methodology and approach are sound.

4.5. Quality assurance and assessment

61. 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.
62. DEQAS will be systematically applied to these evaluations. The WFP Evaluation Manager will be responsible to ensure that the evaluation progresses as per the DEQAS Process Guide and for conducting a rigorous quality control of the evaluations products ahead of their finalization.
63. 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 decide 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.

64. 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.
65. To enhance the quality and credibility of these evaluations, an outsourced quality support (QS) service directly managed by WFP’s Office of Evaluation in Headquarter 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.
66. The evaluation manager will review the feedback and recommendations from QS and share with the team leader, who is expected to use them to finalize 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 finalizing the report.
67. This quality assurance process as outlined 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.
68. 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.
69. 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



70. The final evaluation process will proceed through five phases. Annex 5 provides more details related to timeline of activities and deliverables. And Annex 9 provides more details

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

on each phase and expected products. The timeline for fieldwork and reporting will be confirmed during inception phase.

71. **Preparation phase** (June-December 2018): Preparation of the evaluation and contracting of the evaluation company
72. **Inception phase** (January – April 2019): Desk review and inception field mission by the evaluation team to prepare the inception report detailing how the team intends to conduct the evaluation.
73. **Data Collection phase** (April – May 2019): The fieldwork will span over 4 to 5 weeks including visits to project sites (schools) and primary and secondary data collection from local stakeholders and be followed by debriefing sessions presenting preliminary findings and conclusions.
74. **Reporting phase** (April-June 2019): Data analysis and additional consultations with stakeholders will allow the evaluation team to produce a draft of the final evaluation report. The final approved version will form the basis of the WFP management response to the evaluation.
75. **Follow-up and dissemination phase** (from July 2019 up to September 2019): The CO Management will respond to the evaluation recommendations via the CO's Management Responses. The final evaluation report will be published and communicated with all key stakeholders.
76. Both the evaluation report and the evaluation summary brief should include charts, graphs and general data-viz tools and infographics to visualize the data in a clear, easy to read format, accessible to stakeholders from the community level to the government level. The results and summary reports will be shared with project stakeholders.
77. 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 while respecting the timeline as far as possible.
78. 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.

6. Organization of the evaluation

6.1. Evaluation conduct and Ethics

79. The evaluation team will conduct the evaluation under the direction of its team leader and in close communication with Claudia Schwarze, WFP Haiti Evaluation Manager. The team will be hired following agreement with WFP on its composition.
80. 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](#).

81. The evaluation team should also guarantee the right to provide information in confidence and make participants aware of the scope and limits of confidentiality, while ensuring that sensitive information cannot be traced to its source (right to confidentiality).
82. Evaluators shall act to minimize risks and harms to, and burdens on, those participating in the evaluation, without compromising the integrity of the evaluation findings (avoidance of harm).
83. Data collection must to ensure that all participants are fully informed about the nature and purpose of the evaluation and their involvement. Only participants who have given informed written or verbal consent should be involved. Noting that this evaluation includes possible contact with children, women and other vulnerable groups, recruitment process should assess suitability of all persons involved to work with these groups.
84. The evaluation team is expected to provide a detailed plan on how the above ethical principles⁴ will be ensured throughout the evaluation process. This should be reflected in the inception report.

6.2. Team composition and competencies

85. The evaluation team is expected to include three to four members, including the team leader and at least one national/resident consultant. At least one team member should be female, ideally this should a Haitian national and créole speaker to ensure sensitive GEEW related topics can be discussed in a safe space with beneficiaries and stakeholders. 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.
86. 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; WASH; Institutional capacity development;
 - Gender expertise / good knowledge of gender issues;
 - Sound knowledge of the Haitian or a comparable context;
 - Familiarity with the USDA Monitoring & Evaluation (M&E) policy;
 - All team members should have strong analytical and communication skills, evaluation experience and, to the extent possible, familiarity with Haiti and/or western Africa development context;
 - Oral and written language requirements include proficiency in English and French for at least the team leader, and at least one team member speaking Créole. French across all team members would be an asset.
87. The Team leader should be a senior evaluator with at least 15 years of experience in research and/or evaluation with demonstrated expertise in managing mixed method impact evaluations. S/he will have technical expertise in one of the technical areas listed

⁴ (a) Respect for dignity and diversity; (b) Fair representation; (c) Compliance with codes and ethics of research involving young children or vulnerable groups); (d) Redress; (e) Confidentiality; and (f) Avoidance of harm.

above as well as expertise in designing methodology and data collection tools and demonstrated experience in leading similar evaluations. S/he will also have leadership, analytical and communication skills, including a track record of excellent English and French writing and presentation skills.

88. 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.
89. 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. Team members should ideally have a minimum of 5 years of experience.
90. 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

91. **Security clearance** where required is to be obtained. 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.
92. However, to avoid any security incidents, the WFP Haiti Evaluation Manager is requested to facilitate 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

93. The WFP Haiti country office:

- a) **The WFP Haiti Country Director** (DCD as alternate) will take responsibility to:
 - Assign an internal Evaluation Manager for the evaluation not directly involved in the implementation of the project: Claudia Schwarze, M&E Officer.
 - Compose the internal Evaluation Committee and the Evaluation Reference Group (see below).
 - 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 and debriefings on the evaluation design and subject (Inception report phase), its performance and results (Evaluation report phase) with the Evaluation Manager and the evaluation team.
 - Oversee dissemination and follow-up processes, including the preparation of a Management Response to the evaluation recommendations.
- b) The external **Evaluation Manager** must be provided by the firm and will work closely with the WFP's internal one on the following tasks:
- 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).
 - Ensures that the team has access to all documentation and information necessary to the evaluations; facilitates the team's contacts with local stakeholders; sets up meetings, field visits; and provides logistic support during the fieldwork.
 - Organizes 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 Ronal Tran Ba Huy, CD; Ilaria Martinatto, Head of Programme; Viviana Sandoval, Head of School Feeding; Claudia Schwarze, M&E Officer; Ivan Touza, 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 (Annex 6).
94. **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 of the ToR and the inception and final evaluation products Evaluation Reports and will approve these products; 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.
95. An **Evaluation Reference Group** will be formed, as appropriate, with representation from the Government (MENFP, PNCS) other school feeding actors (e.g. World bank) and USDA. The ERG members will review and comment on the draft evaluation products and act as key informants to further safeguard against bias and influence (Annex 7).
96. The **Regional Bureau**: The RB 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 Ivan Touza 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.

97. 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 dissemination

98. 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. This will be achieved by ensuring a clear agreement on channels and frequency of communication with and between key stakeholders. All communication between the evaluation team and stakeholders should go through or include the evaluation manager.

99. As part of the international standards for evaluation, WFP requires that all evaluations are made publicly available. Following the final approval of the evaluation report, findings and recommendations shall be shared in various ways, including through discussions with WFP senior management and staff (primarily to enhance strategic and operational aspects) as well as with key partners including USDA, concerned Government entities, as well as NGOs as implementing partners, and relevant UN agencies. WFP will publish both the reports and the management response. 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.

9. Budget

100. For this evaluation, the budget will be based on procurement through Long-term Agreements. Rates may be guided by pre-agreed rates and should consider costs for an external evaluation manager's support in managing the decentralized evaluation. The evaluation budget is planned under the Mc-Govern-Dole contribution. The total budget for this contract will not exceed USD 210,000. The evaluation budget should include costs associated with international and national travels, daily subsistence and other direct costs.

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Please send any queries to [OMP Procurement](#) at omp.procurement@wfp.org.

10. List of Annexes

Annex 1 Map



Annex 2a WFP Haiti – MGD School Feeding’s Performance Monitoring Plan (PMP)

Performance Indicator and Activity output indicator	Indicator Definition and Unit of Measurement	Data Source	Method / Approach of Data Collection or Calculation	Links to the following:	
				Result	Activity
Result: MGD SO1 Improved Literacy of School-Age Children					
1. Number of individuals benefiting directly from USDA-funded interventions. (Output Indicator: Standard; Responsible Organization: WFP)	This indicator measures the number of individuals directly participating in USDA-funded interventions. These individuals must come into direct contact with project interventions (i.e. goods and services). Unit of measure: individuals Data will be disaggregated by gender, new and continuing	WFP and Cooperating Partner (CP) reports, school	WFP review and analysis of reports	SO 1	1,2,3,4,5,6,7,8
2. Number of individuals benefiting indirectly from USDA-funded interventions (Output Indicator: Standard; Responsible Organization: WFP)	This indicator measures the number of individuals indirectly benefiting from USDA-funded interventions. These individuals will not come into direct contact with project interventions but will benefit tangentially. Indirect beneficiaries assumed for this project are siblings of children receiving school meals and parents of children who are not direct beneficiaries through PTA training Unit of measure: individuals	WFP and CP reports, school	WFP review and analysis of project records	SO 1	1,2,3,4,5,6,7,8
3. Percent of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text (Output Indicator: Standard; Responsible Organization: WFP)	This indicator measures the percent of boys and girls who by the end of two grades of primary schooling demonstrate improved reading comprehension in comparison to non-intervention schools at the same grade level Unit of measure: percent Data will be disaggregated by gender.	CP ; schools report/test	CP annual report through EGRA score	SO 1	1,2,3,4,5,6,7,8
Result: MGD 1.1 Improved Quality of Literacy Instruction					
4. Number of teachers/educators/teaching assistants in target schools who demonstrate use of new and quality teaching techniques or tools (Output Indicator: Standard; Organization: WFP)	WFP’s sub-recipient literacy partner will provide Ann ALE early grade reading and writing materials before the beginning of the school year. These materials will be utilized for trainings of teachers that will implement Ann ALE in select MGD public schools. This indicator measures the number of teachers/educators/teaching assistants who are using improved techniques and tools in their classrooms because of USDA assistance <i>Unit of measure: Number</i> <i>Data will be disaggregated by gender</i>	CP and MoE report/test	CP and MoE analysis report Observation form will be completed by CP education staff in the teachers’ classroom	MGD 1.1/1.1.3	6

Performance Indicator and Activity output indicator	Indicator Definition and Unit of Measurement	Data Source	Method / Approach of Data Collection or Calculation	Links to the following:	
				Result	Activity
5. Number of teachers/educators/teaching assistants trained or certified as a result of USDA assistance (Output Indicator: Standard; Organization: WFP)	WFP's sub-recipient literacy partner will provide Ann ALE early grade reading and writing materials before the beginning of the school year. These materials will be utilized for trainings principals that will implement Ann ALE in select MGD public schools. This indicator measures the number of teachers/educators/teaching assistants trained or certified on improved school management techniques. Unit of measure: individuals	MoE report	MoE analysis report	MGD 1.1/1.3	6
Result: MGD 1.1.2 Better Access to School Supplies & Materials					
6. Number of textbooks and other teaching and learning materials provided as a result of USDA assistance (Output Indicator: Standard; Organization: WFP)	This indicator measures the number of textbooks and other teaching and learning materials provided as a result of the project, this refers to scholastic items such as note books, pens, pencils, markers, paper, and other literacy aides, referred to as the 'school literacy starter kit' <i>Unit of measure: number of books and other training materials</i>	<i>CP and school reports</i>	CP and school analysis report	MGD 1.1.2	3
Result: MGD 1.1.5 Increased Skills and Knowledge of Administrators					
7. Number of school administrators and officials in targeted schools who demonstrate use of new and quality teaching techniques or tools as a result of USDA assistance (Output Indicator: Standard; Organization: WFP)	WFP's sub-recipient literacy partner will provide Ann ALE early grade reading and writing materials before the beginning of the school year. These materials will be utilized for training principals that will implement Ann ALE in select MGD public schools. This indicator measures the total number of school administrators and officials who are adopting improved teaching techniques and tools as a result of USDA assistance. Unit of measure: individuals	CP and MoE report	CP and MoE analysis report School principal weekly form	MGD 1.1.5	6
8. Number of school administrators and officials trained or certified as a result of USDA assistance (Output Indicator: Standard; Organization: WFP)	WFP's sub-recipient literacy partner will provide Ann ALE early grade reading and writing materials before the beginning of the school year. These materials will be utilized for trainings principals that will implement Ann ALE in select MGD public schools. This indicator measures the number of school administrators and officials trained or certified on improved school management techniques. Unit of measure: individuals	MoE report	MoE analysis report	MGD 1.1.5	6
Result: MGD 1.2.1/ 1.3.1.1 Reduced Short-Term Hunger/ Increased Access to Food (School Feeding)					

Performance Indicator and Activity output indicator	Indicator Definition and Unit of Measurement	Data Source	Method / Approach of Data Collection or Calculation	Links to the following:	
				Result	Activity
9. Number of school-aged children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance (Output Indicator: Standard; Organization: WFP)	This indicator measures the total number of students receiving a daily cooked meal per year over the life of the project, as reported by school managers and CPs Unit of measure: individuals Data will be disaggregated by gender, new and continuing.	WFP and Cooperating Partner (CP) reports, school	WFP review and analysis of reports	MGD 1.2.1	4
10. Number of daily school meals (breakfast, snack, lunch) provided as a result of USDA assistance (Output Indicator: Standard; Organization: WFP)	This indicator measures the total number of school meals provided to students in MGD-supported schools, as reported by school managers and cooperating partners. <i>Unit of measure: no. of meals</i>	WFP and Cooperating Partner (CP) reports, school	WFP review and analysis of reports	MGD 1.2.1	4
11. Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance (Output Indicator: Standard; Organization: WFP)	This indicator measures the number of students who consume a daily meal at school. Unit of measure: individuals <i>Data will be disaggregated by new, continuing and gender.</i>	School reports and CP reports	WFP Analysis	MGD 1.2.1	4
Result: MGD 1.3 Improved Student Attendance					
12. Number of students regularly (80%) attending USDA supported classrooms/schools (Performance Indicator: Standard; Organization: WFP)	This indicator measures the number of students in MGD-supported schools who attend classes at least 80 percent of the time that school is in session, as reported by school directors Unit of measure: individuals Data will be disaggregated by gender.	School records	Review of student attendance records maintained by schools collected from a representative sample of schools using a survey questionnaire	MGD 1.3	2,3,4,5,6,
Result: MGD 1.3.2 Reduced Health Related Absences					
13. Percent of students missing less than 20 days a year due to illness (Performance Indicator: Custom; Responsible Organization: WFP)	This indicator measures the percentage of total students that are recorded as absent for more than 20 days in an academic year due to illness. <i>Unit of measure: percent</i> <i>Data will be disaggregated by gender.</i>	Schools records	Review of student attendance records maintained by schools collected from a representative sample of schools using a survey questionnaire	MGD 1.3.2	2,5,7,8,

Performance Indicator and Activity output indicator	Indicator Definition and Unit of Measurement	Data Source	Method / Approach of Data Collection or Calculation	Links to the following:	
				Result	Activity
Result: MGD 1.3.4 Increased Student Enrolment					
14. Number of students enrolled in school receiving USDA assistance (Output Indicator: Standard; Organization: WFP)	This indicator measures the number of students officially registered in MGD-supported primary schools in a given school year. <i>Unit of measure: individuals</i> Data will be disaggregated by gender.	Schools and CP records	WFP review and analysis of student enrolment records	MGD 1.3.4	4
Result: MGD 1.3.5 Increased Community Understanding of Benefits of Education					
15. Number of trainings to PTAs on benefits of education (Output Indicator: Custom; Responsible Organization: WFP)	This indicator measures the number of trainings to PTAs. There will be multiple trainings to each PTA group per school year.	CP report	CP and MoE analysis report	MGD 1.3.5	1
Result: MGD 2.1/2.2 Improved Knowledge of Health and Hygiene Practices/ Increased Knowledge of Safe Food Prep and Storage Practices					
16. Percentage of School Management Committees who can identify at least three improved health and hygiene practices (Outcome Indicator: Custom; Organization: WFP)	This indicator measures the health/nutrition sensitization efficiency. Training materials will be developed and reviewed in partnership with the GoH ministry charged with establishing standards and certifications for these activities. The School Health Unit within the GOH will also be involved in the roll out of the training to ensure sustainability of this intervention after the project ends. Unit of measure: number	WFP Survey	Survey of a sample of members of School Management Committees.	MGD 2.1/2.2	7,8
17. Number of individuals trained in safe food preparation and storage as a result of USDA assistance	This indicator measures the number of cooks trained on safe food preparation and storage practices. Objective is to ensure each cook is trained at least once during the school year. Unit of measure: Number	CP report	CP and MoE analysis report	MGD 2.1/2.2	7,8
18. Number of individuals who demonstrate use of new safe food preparation and storage practices as a result of USDA assistance	This indicator measures the number of cooks who actually use the safe food preparation and storage practices they were trained on. Unit of measure: Number	CP report	CP and MoE analysis report Monitoring and Reporting forms check on storage conditions and food preparation practices employed in kitchens	MGD 2.1/2.2	7,8

Performance Indicator and Activity output indicator	Indicator Definition and Unit of Measurement	Data Source	Method / Approach of Data Collection or Calculation	Links to the following:	
				Result	Activity
Result: MGD 2.3 Increased Knowledge of Nutrition					
19. Number of people trained in child health and nutrition as a result of USDA assistance (Output Indicator: Standard; Organization: WFP)	This indicator measures the number of students indirectly profiting from the trainings on child health and nutrition The training will be conducted by the local partners for PTAs, Administrators, Teachers, Parents etc. it will include general nutrition with a focus on raising awareness on locally available nutritious foods and healthy eating habits; mother and child health and nutrition; sensitization on maintaining health and nutrition during and after natural disasters; water, sanitation and hygiene; and active field screening for acute malnutrition. Unit of measure: number	CP reports	WFP analysis of reports	MGD 2.3	8
20. Number of individuals who demonstrate use of new child health and nutrition practices as a result of USDA assistance (Output Indicator: Standard; Organization: WFP)	This indicator measures the number of students using the new child health and nutrition practices Unit of measure: number	CP reports	WFP analysis of reports	MGD 2.3	8
Result: MGD 2.4 Increased Access to Clean Water and Sanitation Services					
21. Number of schools using an improved water source (Output indicator: Standard; Organization: WFP)	This indicator measures the number of schools using an improved water source. Unit of measure: number	Survey	External survey	MGD 2.4	2
Result: MGD 2.5 Increased Access to Preventative Health Interventions					
22. Number of students receiving deworming medication(s) through the Ministry of Health (Haiti) (Output indicator: Custom; Organization: WFP)	This indicator measures the number of students receiving deworming medication(s). WFP Haiti has an MoU with the Ministry of Health and both entities remain partners in a technical/logistical capacity regarding deworming. Unit of measure: individuals	CP reports	WFP analysis of reports	MGD 2.5	8
Result: MGD 2.6 Increased Access to Requisite Food Prep and Storage Tools and Equipment					
23. Percentage of targeted schools equipped with food preparation	This indicator measures the percentage of schools equipped with food preparation and eating/storage kits.	WFP programme records	WFP analysis of reports	MGD 2.6	5

Performance Indicator and Activity output indicator	Indicator Definition and Unit of Measurement	Data Source	Method / Approach of Data Collection or Calculation	Links to the following:	
				Result	Activity
and eating/storage kits as a result of USDA assistance (Outcome Indicator: Custom; Organization: WFP)	WFP will provide food preparation tools, equipment, eating utensils, and storage equipment to SMCs and cooks. As per WFP practices, WFP will replace damaged non-food-items (NFI) every two years. NFI includes plates, spoons, glasses, pots, plastic buckets, and aprons. Unit of measure: percent				
24. Percentage of targeted schools equipped with fuel efficient stoves as a result of USDA assistance (spec) (Outcome Indicator: Custom; Organization: WFP)	This indicator measures the percentage of schools equipped with fuel efficient stoves. This indicator aims to capture the efforts that are being made to cut down on energy use while cooking, and cutting back on rates of consumption. By using fuel efficient stoves, schools are given a sustainable alternative for the future. Unit of measure: percent	WFP programme records	WFP analysis of reports	MGD 2.6	5
Result: MGD 1.4.1 Increased Capacity of Government Institutions					
25. Number of government staff trained in commodity management and monitoring and evaluation (Outcome Indicator: Custom; Organization: WFP)	This indicator measures the number of government staff trained in commodity management and monitoring and evaluation. The training will be two-fold: the first round of training will be done at the beginning of the year for SMCs. In the second round of training, WFP, working with its sub-recipient partners and trained local authorities, will ensure continuous training at the school level during regular monitoring visits and throughout the school year. The trainings will include topics aimed at improving knowledge on safe food preparation and basic hygiene, storage practices, commodities management, bookkeeping, and food safety. Unit of measure: Number	WFP Project records	Analysis of project records	MGD 1.4.1	1
Result: MGD 1.4.2 Improved Policy and Regulatory Framework					
26. Number of educational policies, regulations, and/or administrative procedures in each of the following stages of development as a result of USDA assistance (Outcome Indicator: Standard; Organization: WFP)	This indicator measures the number of policies/regulations/administrative procedures in the various stages of progress towards an enhanced enabling environment for education. WFP's target for this program is the National School Feeding Policy <i>Unit of measure: no. of policies in process and relevant stage</i>	Government records and WFP project records	Review and analysis of MoE policy and WFP project records	MGD 1.4.2	1
Result: MGD 1.4.3/1.4.4 Increased Government Support/ Increased Engagement of Local Organizations and Community Groups					

Performance Indicator and Activity output indicator	Indicator Definition and Unit of Measurement	Data Source	Method / Approach of Data Collection or Calculation	Links to the following:	
				Result	Activity
27. Value of new public and private sector investments leveraged as a result of USDA assistance (Performance Indicator: Standard; Organization: WFP)	This indicator measures the value of public or private sector resources intended to complement USDA-funded activities <i>Unit of measure: no. and value of investments</i> <i>Data will be disaggregated by type of investment.</i>	Survey	External survey	MGD 1.4.3/ 1.4.4	1
Result: MGD 1.4.4/2.7.4 Increased Engagement of Local Organizations and Community Groups					
28. Number of Parent-Teacher Associations (PTAs) or similar "school" governance structures supported as a result of USDA assistance (Performance Indicator: Standard; Organization: WFP)	This indicator measures the number of Parent-Teacher-Associations that benefit from the trainings that are strengthening their capacity. <i>Unit of measure: No. of school governance structures</i>	CP reports	Analysis of CP report	MGD 1.4.4/ 2.7.4	1

**WFP-Haiti FY2016 McGovern-Dole
Results Framework # 1**

SO1 Foundational Results

Increased Capacity of Government Institutions (MGD 1.4.1)	Improved Policy and Regulatory Framework (MGD 1.4.2)	Increased Government Support (MGD 1.4.3)	Increased Engagement of Local Organizations and Community Groups (MGD 1.4.4)
A1. Capacity strengthening strategy: Building the Foundations of a National School Feeding Program			
<ul style="list-style-type: none"> ⇒ Develop a set of tools to be used by all school feeding administrators and implementers ⇒ Lead the development of an overall School Feeding Operational Guide-line/Handbook ⇒ Key training activities on selected topics 	<ul style="list-style-type: none"> ⇒ Supporting the finalization of the first national school feeding policy ⇒ Support the dissemination and the implementation of the policy 	<ul style="list-style-type: none"> ⇒ Advocating that GoH includes a budget line dedicated to school feeding in the national budget ⇒ Support GoH in analysing options for increased government funding, building a financial management system, and in developing a resource mobilization strategy ⇒ Support south-south cooperation exchanges 	<ul style="list-style-type: none"> ⇒ Develop and roll-out a community engagement strategy ⇒ Support School Management Committees ⇒ Organize a National Stakeholder Conference to assess the adoption of the school feeding policy and prepare GoH on the path toward a fully owned and managed national school feeding program by 2030
Government of Haiti: DINEPA, FAES/MEF, PNCS, MAST, MARNDR, MDE, MENFP, Brazil, Canada, FAO, France, GSE*, UNICEF, USAID, USDA, WHO			

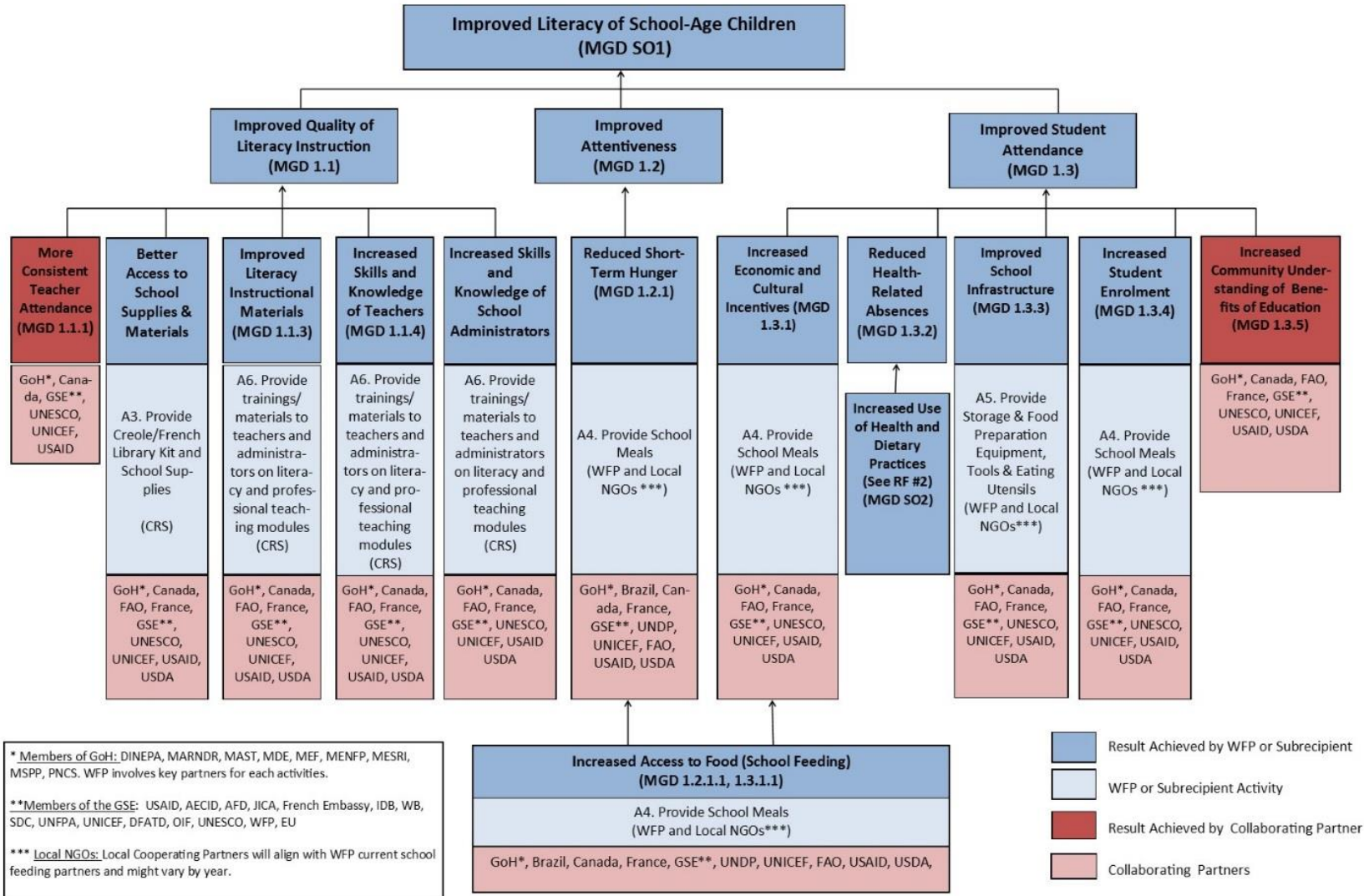
- Result Achieved by WFP or Subrecipient
- WFP or Subrecipient Activity
- Collaborating Partners

WFP-Haiti FY16 MGD is based on key critical assumptions:

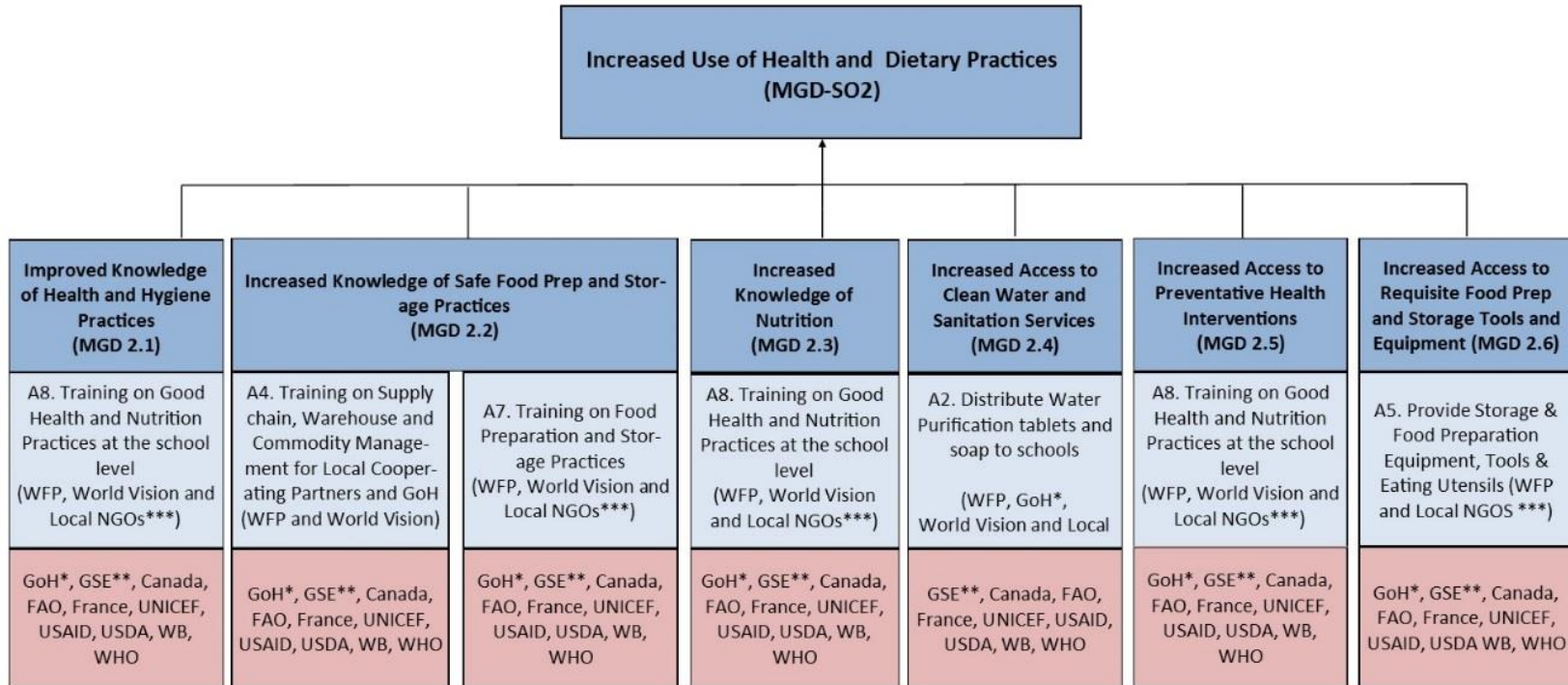
- ⇒ successful outcome of the 2015 election and stable transition of the new government
- ⇒ continued government, in particular the MENFP, support for a national school feeding program;
- ⇒ stability of the food pipeline;
- ⇒ strong donor presence, coordination and cooperation;
- ⇒ adequate GDP growth, controlled inflation, stable currency and adequate flow of remittances .

Annex 2b WFP Haiti Results Framework

WFP-Haiti FY2016 McGovern-Dole Results Framework
Results Framework # 1



**WFP-Haiti FY2016 McGovern-Dole
Results Framework # 2**



*Members of GoH: DINEPA, MARNDR, MAST, MDE, MEF, MENFP, MESRI, MSPP, PNCS. WFP involves key partners for each activities.

**Members of the GSE: USAID, AECID, AFD, JICA, French Embassy, IDB, WB, SDC, UNFPA, UNICEF, DFATD, OIF, UNESCO, WFP, EU

*** Local NGOs: Local Cooperating Partners will align with WFP current school feeding partners and might vary by year.

Result Achieved by WFP or Subrecipient

WFP or Subrecipient Activity

Collaborating Partners

Annex 3 Stakeholders' expected relevance to the evaluation process

Type	Organisation	Comment	Relevance
Commissioner	WFP Haiti	Key role in the development of the Haitian School Feeding Policy	High
	WFP RB Panama	Advisory and oversight role	Medium
	WFP Rome	Advisory and oversight role	Medium
	WFP Brasilia	The Centre of Excellence can have important inputs on South South cooperation	Low
Government Institution	DDE	Departmental Directors of Education, supervise the School Directors	High
	Ministere d'Education	The Ministry of Education also plays a role in School Feeding in Haiti	Medium
	PNCS	PNCS is the agency that implements School Feeding in Haiti	Medium
	UFAPAL	Organisation to facilitate local purchases	Medium
Donor	USDA	WFP Donor for School Feeding	High
	Canada	WFP Donor for School Feeding	High
	France	WFP Donor for School Feeding	Medium
Local Community	School - Director	Direct Implementers	High
	School Feeding Management Committee	Direct Implementers	High
	School Feeding Supervision Committee	Supervision body	High
	Students	Direct Beneficiaries	High
	Parents & Parents Teacher Associations (PTAs)	Assemblée des Parents, elects the School Feeding Supervision Committee and Contributes to the Programme	High
	School - Teachers	Direct Implementers	Medium
	School - Cooks	Direct Implementers	Medium
	Community and Parents	Pay monthly contributions to keep the programme running	Medium
NGO	BND	BND is one of WFP's major partners —as well as a Worldbank partner— and a direct implementer of School Feeding Programmes	High
	CRS	WFP Implementing Partner for Literacy	High
	Worldvision	WFP Implementing Partner for school feeding and WASH in school feeding	High
	BDE	WFP Implementing Partner	Medium
	AMURT	WFP Implementing Partner	Medium
	FONDEFH	WFP former implementing Partner	Low
	ASEBED	WFP former implementing Partner	Low
	ODRG	WFP former implementing Partner	Low
Multilateral Organization	Worldbank	The Worldbank in Haiti has a large School Feeding Programme	High
UN Agency	UNICEF	UNICEF can give information on Educational Outcomes and Objectives	Medium
	FAO	FAO can potentially support on Home Grown School Feeding initiatives	Low

Annex 4 Preliminary list of data and documentation

- a) Policy and guidance
 - WFP Revised School Meals Policy
 - WFP School Feeding Handbook
 - La Politique et Stratégie Nationales d’Alimentation Scolaire (PSNAS)
 - Le Manuel d’Opération du Programme National de Cantine Scolaire (PNCS)
 - WFP’s SABER-School Feeding manual
 - WFP’s Collection of School Meals Case Studies
 - WFP’s Global School Feeding Sourcebook - Lessons from 14 countries

- b) Programme planning
 - USDA commitment letter for Agreement
 - Evaluation Plan
 - Programme Monitoring Plan

- c) Monitoring data bases and reports
 - Monthly School Report Database
 - Monitoring Database
 - Outcome Data Collection
 - Trimestrial Cooperating Partner Reports
 - School Meals Monitoring Framework and Guidance
 - IPC Mapping Haiti 2018

- d) Base line
 - Baseline report for WFP’s USDA McGovern Dole SF Programme 2016-2019

- e) Reporting
 - 2015, 2016 and 2017 Standard Project Reports (SPRs)
 - WFP SF semi-annual reports to USDA

- f) Special Studies
 - EGRA Report
 - Special Study on Nutrition (a draft should be available towards the end of the inception phase)
 - MNP Reports

- g) Other
 - Review of Canada School Feeding Project
 - Homegrown School Feeding Reports

Annex 5 Tentative Evaluation Schedule

	Phases, Deliverables and Timeline	Who	Dates (tentative)
Phase 1 - Preparation			
	Selection and recruitment of evaluation team	EM	4 th – 5 th week, Jan 2019
Phase 2 - Inception			
	EM and CO briefs the Evaluation team (ET)	EM / ET	4 th – 5 th week, Jan 2019
	Desk review of key project documents; create a data quality assurance plan, including inception field mission (at least 1 week)	ET	4 th -5 th week, Jan & 1 st week Feb, 2019
	Confirm and finalize evaluation questions, design and methodology (including sampling strategy)	ET	2 st week, Feb 2019
	ET submits draft inception report (IR) to EM	ET	3 rd week, Feb 2019
	EM, supported by the REO, reviews the drafted IR and share comments with the ET	EM	4 th week, Feb 2019
	ET revises draft IR based on comments received and submits a second version of the IR to EM	ET	4 th week, Feb 2019
	EM shares a second version of the IR with outsourced quality support service (DE QS)	EM	4 th week, Feb 2019
	ET submits a third version of inception report (IR) to EM	ET	1 st week, Mar 2019
	EM circulates the IR for ERG's comments	EM	1 st – 2 nd week, Mar 2019
	ET submits final revised IR to the EM	ET	3 rd week, Mar 2019
	EM submits the final IR to the internal evaluation committee for approval	EM	3 rd week, Mar 2019
	EM submits the final IR to USDA for approval	EM	4 th week Mar, 2 nd week Apr 2019
	Sharing of final inception report with key stakeholders for information	EM	3 th week, Apr 2019
Phase 3 – Data collection – final evaluation			
	Briefing evaluation team at CO	EM / ET	4 th week, Apr 2019
	Data collection	ET	4 th week Apr, 4 th week May 2019
	In-country Debriefings with CO and key stakeholders	ET	5 th week May 2019
Phase 4 - Analyze data and report – final evaluation			
	ET drafts the evaluation report (ER) and submits it to the EM	ET	1 st -3 rd week, June 2019
	EM, supported by the REO, reviews the drafted ER and share comments with the ET	EM	4 th week, June 2019
	ET revises draft ER based on comments received and submits a second version of the IR to EM	ET	1 st week, Jul 2019
	EM shares a second version of the ER with outsourced quality support service (DE QS)	EM	1 st -2 nd week, Jul 2019
	ET submits a third version of ER to EM	ET	3 rd week, Jul 2019
	EM circulates the ER for ERG's comments	EM	4 th week, Jul 2019
	ET submits final revised ER to the EM	ET	4 th week Jul, 1 st week Aug 2019
	EM submits the final ER to the internal evaluation committee for approval	EM	2 nd week, Aug 2019
	EM submits de final ER to USDA for approval (90 days after completion of fieldwork)	EM	3 rd -4 th week, Aug 2019
	Sharing of final evaluation report with key stakeholders for information	EM	Mid-Sep 2019

	Phases, Deliverables and Timeline	Who	Dates (tentative)
Phase 9 Dissemination and follow-up - final evaluation			
	Prepare a 2-pager brief (English, French and Creole), containing main findings and conclusions/recommendations to help debrief WFP Haiti management/staff, beneficiaries and partners.	ET	Sep 2019
	Coordinate preparation of management response within the CO supported by the Management level	EM	Sep 2019
	Share final evaluation report and management response with OEV for publication	EM	Sep 2019
	Stakeholders and beneficiaries' workshops to discuss evaluation findings, recommendations, and midcourse corrections	WFP Haiti	Sep 2019

EM: Evaluation Manager / ET: Evaluation Team

Annex 6 Membership of the Evaluation Committee

Chair: Ronald Tran Ba Huy, Country Director and representative (DCD Raphael Chuinard as alternate)

Secretary: Claudia Schwarze, M&E Head of Unit (Evaluation manager)

Member: Ilaria Martinatto, Head of Programme

Member: Viviana Sandoval, Head of School Feeding

Member: Damietta Mendez, MGD Focal Point

Member: Ivan Touza, Regional Evaluation Officer, RBP

Annex 7 Membership of the Evaluation Reference Group

Chair: Ronald Tran Ba Huy, Country Director (DCD Raphael Chuinard as alternate), WFP

Secretary: Claudia Schwarze, M&E Head of Unit (Evaluation manager), WFP

Advising Members:

Ivan Touza, Regional Evaluation Officer, RBP, WFP

Rossella Bottone, Regional Monitoring Advisor, RBP, WFP

Viviana Sandoval, Head of School Feeding, WFP

Damietta Mendes, MGD Focal Point, WFP

Nathalie Nelson, Gender Focal Point CO, WFP

Elena Ganan, Gender Focal Point RB, RBP, WFP

Althea Pickering, Partnerships Officer Washington D.C – focal point for USDA, WFP

Anna Inzeo, Partnerships Officer Washington D.C – focal point for USDA, WFP

Orelie Frisner, MNFP School Meals Focal Point, DDE Artibonite

Edeline Joseph, Head of Mission, PNCS Nord Est

Ary Dassas, Head of Monitoring, PNCS Nord

Michelle Routier, Directrice, BND

Lucka Jouthe Beauvil, MGD Programme Manager, CRS

Fritzner Cleo, Agricultural Specialist, USDA Haiti

Mirko G Forni, Head of Education, UNICEF

Yves Jantzen, Head of Education, World bank

Annex 8. Communication Plan for final evaluation – Inception/data collection/reporting/dissemination

When	What	To whom	What level	From whom	How	Why
Planning Mid through late 2018	Tentative time and scope of evaluation	Government counterparts, NGO partners, UN agency partners, donors	Strategic + Operational	-Head of commissioning office OR -Head of subject being evaluated	Email -or during a regular coordination meeting	To confirm the intention to learn/ account for results of the subject
Preparation July/Nov 2018	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 plan, purpose, scope and timing of the evaluation; and their role
Inception Dec 2018/Feb 2019	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 Mar/April 2019	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 May-July 2019	Draft Evaluation report	Key stakeholders Through the Evaluation reference Group; and/or directly	-Management and technical levels	Evaluation manager, on behalf of the evaluation committee	Email	Request for comments 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; and 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

When	What	To whom	What level	From whom	How	Why
Dissemination & Follow-up From July 2019	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 9 Details on Phases and Deliverables

Preparation phase (June-December 2018): 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.

Inception phase (January – April 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 and an inception field mission for at least one to two weeks.

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 finalization of the IR. For more details, refer to the content guide for the IR.

Data Collection phase (April – May 2019): The fieldwork will span over 4 to 5 weeks 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 planned in accordance with the Haitian School Calendar as for example data collection during exam periods is usually not possible.

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

Reporting phase (April-June 2019): The evaluation team will analyses 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. Before completing the first draft of the evaluation report, the evaluation team leader should be conducting a 1-day workshop to share and discuss evaluation findings with key stakeholders.

Deliverables: Evaluation report (ER). The evaluation report will present the findings, conclusions and recommendations of the evaluation in a concise report of 40 pages maximum, plus a 6-pager length Executive Summary and any technical annexes as necessary. 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 the finalization of the ER. Overall the ER will be shared with USDA 90 days after the completion of fieldwork. For more details, refer to the content guide for the ER.

As referred in paragraph 12 regarding APP principle in WFP, specific debriefing content and guidance on participatory dynamics to support WFP's tailored sessions to inform beneficiaries representatives and implementing partners on relevant evaluation findings, recommendations and lessons should be developed by the evaluation team and included in the report's annexes as part of the evaluation's communication strategy.

Once the report is approved, the evaluation team will draft a non-edited 2-pager brief in English, French and Creole in helping the CO with the dissemination of the evaluation results.

Follow-up and dissemination phase (from July 2019): The CO Management will respond to the evaluation recommendations by leading the discussion with concerned CO Units and stakeholders on actions that will be taken to address each recommendation and estimated timelines for taking those actions as part of the CO's Management Responses. The RB will support WFP's Management Response to the evaluation as appropriate, including following up with the CO 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. Stakeholders and beneficiaries' workshops to discuss evaluation findings, recommendations, and midcourse corrections will be organized by the CO at due course.

Notes on deliverables:

A full list of expected deliverables is provided below:

- Inception, draft, and final evaluation report
- Quality Assurance Plan

- Raw and clean data sets
- Suggested table of contents for the evaluation report in English:
 - Executive Summary
 - Introduction
 - Background (Program description and purpose of evaluation)
 - Methodology: scope, methods, implementation and limitations
 - Results and Findings
 - Conclusions
 - Recommendations
 - Lessons Learned
 - Annexes
 - Table of McGovern-Dole performance indicators with updated values in comparison to baseline values
 - Methodology List of interviews and meetings; Survey instruments; (Other research tools)
 - TOR
 - Project-Level Results Framework
 - An independent final evaluation summary brief, not to exceed 2 pages, that summarizes the main findings of the report (in English, French and Créole)

Annex 10 Details on Activities implemented so far

The key activity Provide School Meals is done by WFP in collaboration with partners via the provision of a daily hot meal. The partners ensure that quantity and quality of the school meals are in line with WFP and GoH standards. The partners also train and monitor School Management Committees (SMCs) to ensure that commodities are safely stored and appropriately used for the programme.

WFP Haiti developed guidance material for school cooks regarding safe food handling and hygiene. WFP cooperating partners trained up to 3 cooks per school on nutrition and healthy cooking as well as hygiene on a yearly basis.

The trainings on food preparation, storage practices and good health and nutrition that complement the provision of school meals are conducted on a yearly basis. In October 2018 WFP organized a training of trainers for 102 partner staff, with training material approved by the Ministry of Health. The partner staff will subsequently train school directors in assisted schools.

Storage and Food Preparation Equipment, Tools and Eating Utensils were provided to all schools over the course of the project.

WFP supported the roll-out of the National School Feeding Policy and Strategy, with a dedicated senior technical advisor working directly in the Ministry of Education and providing orientations to the new National School Canteens Programme (PNCS) coordination team on the various school meals modalities implemented by operating partners.

In October 2017, a draft version of the National School Cantine’s Operation Manual was submitted to the Minister of Education for his orientations on the next steps of the validation process.

Whenever possible WFP and its partners conduct monitoring visits jointly with the local representatives of the National School Feeding Agency (PNCS).

For Schoolyear 2018-2019 WFP rolled out a strategy to include all local representatives of the Ministry of Education (MENFP) the Departemental Education Directors (DDE) into the management of school meals and support on disciplinary actions against directors.

Activities related to literacy were implemented in partnership with Catholic Relief Services (CRS) in 42 public schools in Port Au Prince corridor. During the reporting period, the teachers and school directors were trained on the literacy curriculum according to “Ann Ale” and classroom management. Creole and French reading kits (Ann Ale materials, composed of 3 reading materials for first grade and 4 reading materials for second grade) were distributed to 5,791 students in the first and second grade classes, and 1,103 teaching materials were distributed to 112 teachers and 42 school directors. CRS is also conducting studies to evaluate the outcome of the literacy interventions using the EGRA methodology. These studies should for an integral part of the final evaluation.

Distribution of water purification tablets and soaps as well as trainings on Health and Dietary Practices were implemented in partnership with World Vision (WVI). The additional distribution of Water Chlorine purifiers to select schools started in February 2018. They were distributed in 110 schools in the 3 corridors.

In 2017 and until end of February 2018 Micronutrient Powders (MNPs) were used to enrich school meals in 204 selected schools for 63,000 children, in MDG development corridors of Saint Marc and Port-au-Prince. This was part of a pilot project implemented in partnership with Nutrition International (NI) to measure the influence of MNPs on the reduction of micronutrient deficiencies, particularly anemia, in school children in Haiti and to assess their acceptability. The results from this study will be made available for this final evaluation and should be considered.

Additional complementary activities were implemented by various cooperating partners. 128 school gardens were created in Saint Marc Corridor. This complementary activity focused on the distribution and cultivation of moringa plants, in alignment with the national policy for school meals.

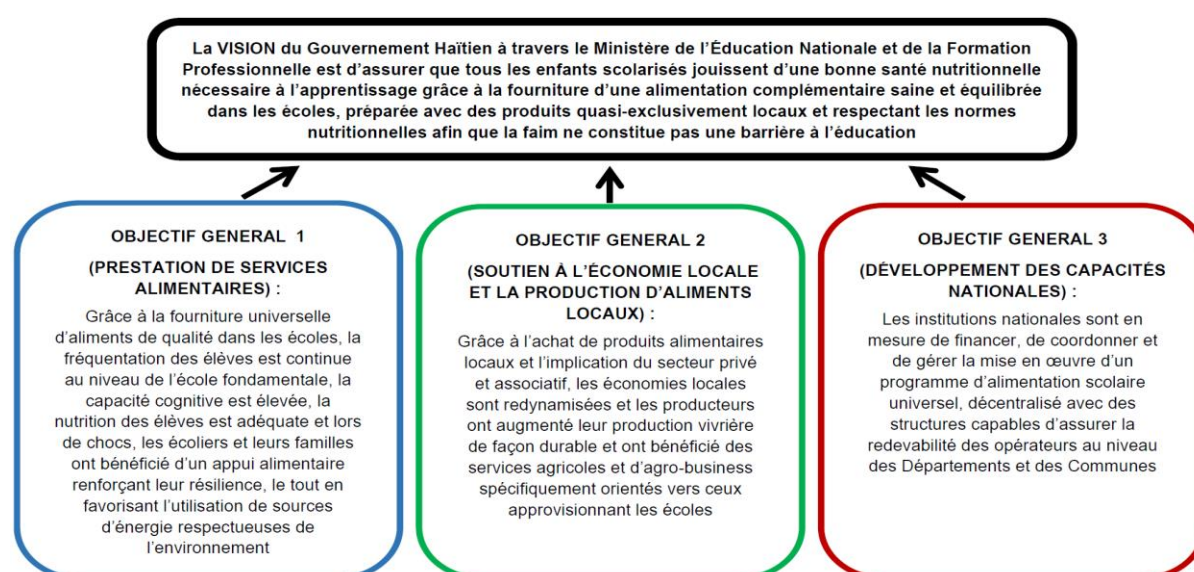
Deworming was undertaken in some schools. WFP is pushing to ensure this is scaled up so that all school meals beneficiaries will benefit from deworming.

WFP Haiti is also currently conducting a special study to assess the feasibility of increasing diversification of rations by complementing the standard McGovern-Dole ration with locally-produced food to better meet the nutritious needs of pre-schoolers (aged 3 to 5) and first to sixth graders (aged 6 to 12). This study also reviews how to improve cultural acceptability of school meals. The study is being conducted between October and December 2018 and is part of the Performance Monitoring Plan (PMP) agreed with McGovern-Dole. Its results should be part of the final evaluation.

Annex 11 Logical Framework Haiti Country Strategic Plan (partial draft)

	WBS Code	Description	WINGS Description	Category	Focus Area	Status
Country	HT02	Haiti (2019 Jul - 2023 Dec) Version 0.1				CO Submitted
Strategic Result 1	HT02.01	Everyone has access to food				draft
Strategic Outcome 01	HT02.01.011	Crisis-affected populations in Haiti are able to meet their basic food and nutrition needs in times of crisis	HHs'	1.1: Maintained/enhanced individual and household access to adequate food	Crisis Response	draft
Activity 1	HT02.01.011.URT1	Provide emergency food assistance and support risk reduction and the recovery of crisis-affected populations.	01 HHs'	URT: Unconditional resource transfers to support access to food	Crisis Response	draft
Strategic Outcome 02	HT02.01.021	Vulnerable populations in Haiti benefit from nutrition-sensitive safety nets to meet their basic needs all year.	Vulnerable people access nutritious food	1.1: Maintained/enhanced individual and household access to adequate food	Root Causes	draft
Activity 2	HT02.01.021.URT1	Design, implement and strengthen nutrition sensitive safety nets for vulnerable populations	02 Nutrition sensitive food assistance	URT: Unconditional resource transfers to support access to food	Root Causes	draft
Activity 3	HT02.01.021.SMP1	Provide nutritious meals and complementary sensitization and training in targeted schools relying on centralized procurement of commodities.	03 Traditional School Meals	SMP: School meal activities	Root Causes	draft
Strategic Result 3	HT02.03	Smallholders have improved food security and nutrition				draft
Strategic Outcome 03	HT02.03.031	Smallholder farmers and their communities in targeted areas in Haiti have improved their livelihoods to increase food security and nutrition by 2023	Increase smallholder production	3.1: Increased smallholder production and sales	Resilience Building	draft
Activity 4	HT02.03.031.SMS1	Develop and improve local production by strengthening smallholder farmers' access to markets.	04 Improved Smallholder Market Access	SMS: Smallholder agricultural market support activities	Resilience Building	draft
Activity 5	HT02.03.031.SMP1	Provide diversified and nutritious meals locally sourced from smallholder farmers, in targeted schools.	05 Home Grown School Feeding	SMP: School meal activities	Resilience Building	draft

Annex 12 GoH School Feeding Priorities



Annex 13 Acronyms

APP – Accountability to Affected Populations

CD – Country Director

CO - Country Office

COMET - WFP Programme Management System

CSP – Country Strategic Plan

DCD – Deputy Country Director

DEQS – Decentralized Evaluation Quality Support

EGRA - Early Grade Reading Assessment

EM- Evaluation Manager

GEEW - Gender Equality and Empowerment of Women

GoH - Government of Haiti

GPD – Gross Domestic Product

HQ – Head Quarters

MENFP – Ministère de l'Education Nationale et de la Formation Professionnelle

MINUSTAH - United Nations Stabilization Mission in Haiti

MINUJUSTH - United Nations Mission for Justice Support in Haiti

M&E - Monitoring & Evaluation

OEV – Office of Evaluation

PMP – Performance Monitoring Plan (PMP)

PNCS – Programme National de Cantines Scolaires

REO – Regional Evaluation Manager

SABER - Systems Approach for Better Education Results

T-ICSP – Interim Transitional Country Strategic Plan

UNICEF – United Nations Children’s Fund

USDA- United States Department of Agriculture

USG - United States Government

VAM - Vulnerability Analysis and Mapping

WFP – World Food Programme