

## **Terms of Reference**

**for**

### **Baseline and Endline Evaluation of WFP'S USDA McGovern - Dole International Food for Education and Child Nutrition Programme's Support in Haiti, Sept. 2020 to Sept. 2023**

*Grant fiscal years 2020 to 2023*

**WFP Haiti Country Office**

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## 1. Introduction

1. These Terms of Reference (TOR) are for activity evaluation of the World Food Programme (WFP)'s United States Department of Agriculture (USDA) McGovern-Dole International Food for Education and Child Nutrition Programme's support in North, Northeast and Grand-Anse Departments in Haiti. The total budget for this project is USD 23 million (over three years). The programme implementation runs from 2020 through 2023.<sup>1</sup> The TOR therefore covers the two different operational evaluations that will be generated under this FY19 programmatic grant cycle, including the baseline and final evaluation. The baseline, which will provide a situational analysis, is scheduled for 2020 and the final evaluation, which will provide an evidence-based, independent assessment of the performance of the programme, in 2022 before the project closes. In this TOR, the entire piece of work, i.e. baseline and final activity evaluation, will be referred to as 'evaluation'. This evaluation is commissioned by WFP Haiti Country office (CO). The Baseline exercise will cover the period from May to December 2020. Timeline and work modalities might be adjusted depending on how the Covid-19 crisis and associated travel restrictions evolve in the country.
2. These TOR were prepared by WFP Haiti CO, based upon an initial document review and consultation with stakeholders and following a standard template. The purpose of the TOR is twofold. Firstly, it provides key information to the evaluation team and helps guide them throughout the evaluation process to ensure the design of the two evaluations, a baseline and end line, are coherently within the overarching programme evaluation and are relevant to the overall school feeding strategy and country-specific school feeding issues in Haiti; and secondly, it provides key information to stakeholders about the proposed evaluation.

## 2. Reasons for the Evaluation

### 2.1. Rationale

3. The Haiti Country Strategic Plan (CSP) implemented from 2019 to 2023 has 4 Strategic outcomes. The activity 3 of the Strategic outcome 2 is related to school meals programme, to which the McGovern-Dole evaluation will contribute to in terms of for programmatic learning and CSP's implementation decision-making.
4. USDA is one of the long-standing key donors to WFP's school feeding programme in Haiti. USDA has awarded WFP Haiti a total of US\$ 23 million of support for the fiscal years (FY) 2020-2023. The grant agreement incorporates specific USDA standard performance and results indicators against which performance of the programme will be measured (Annex 3 & 4). In the evaluation plan agreed with USDA, WFP commits to conducting a baseline study, a Systems Approach for Better Education Results (SABER) assessment in the second year of implementation, and a final project evaluation incorporating a learning agenda throughout the evaluation process. This TOR covers the Baseline Evaluation and Final Evaluation.

### 2.2. Objectives

5. The baseline will provide a situational analysis at the start of the activities, confirming indicators and establishing baseline values and targets for all performance indicators. The baseline will lay the foundation for regular, ongoing monitoring to measure activity outputs and performance indicators for lower-level results. This will enable assessment of progress on implementation,

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<sup>1</sup> In Year 1 100,000 children in 400 schools across the 3 departments will receive a school meal with a gradual reduction of student beneficiaries over the three year period. In year 2 and year 3, 5,000 and 10,000 student beneficiaries will be graduate from the USDA McGovern Dole programme to the home grown school feeding programme.

assess any early signs of effectiveness and document any lessons learned. A final activity evaluation will be conducted to provide an evidence-based, independent assessment of performance of the programme and influencing factors, the project's success for accountability, and to identify recommendations and lessons learned both for future programme cycles and Haiti's Country Strategic Plan (CSP) 2019-2023 overall school feeding-related activities. The evaluation will include three questions that form part of USDA's learning agenda (see Section 4.2. Evaluation questions and criteria).

6. The baseline and end line evaluations will serve the dual and mutually reinforcing objectives of accountability and learning.
  - **Accountability:** The evaluations will assess and report on the performance and results of the programme to help WFP to present high quality and credible evidence to its donors, as well as government entities, partners and public in general by making the evaluation results public available.
  - **Learning:** The evaluation will determine the reasons why certain results occurred or not, to draw conclusions and recommendations, derive good practices and pointers for learning at programme level but also contributing to CSP's school feeding-related activities. Therefore, it will provide evidence to inform operational and strategic decision-making. It will contribute to USDA and WFP learning agendas. Findings will be actively disseminated, and lessons will be incorporated into relevant lesson sharing systems.
7. For these reasons, both accountability and learning have equal weight.

### 2.3. Stakeholders and Users

8. Several stakeholders, both inside and outside of WFP, have interests in the results of the baseline, and final evaluation. Some of these actors will be asked to play a role in the process. Annex 2 provides a preliminary stakeholder analysis, which should be deepened by the evaluation team as part of the inception phase.
9. Accountability to affected populations is tied to WFP's commitments to include beneficiaries as key stakeholders in WFP's work. As such, WFP is committed to ensuring Gender Equality and the Empowerment of Women (GEEW) in the evaluation process, with participation and consultation in the evaluation by women, men, boys and girls from different groups.
10. The primary users of the baseline and the final evaluation will be:
  - The WFP Haiti CO 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. USDA will also, as the funder of the evaluation, use findings and lessons learned to inform program funding, design, and implementation decisions.
  - 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.
- The findings will also feed into annual corporate reporting and donor reporting.

### 3. Context and subject of the Evaluation

#### 3.1. Context

11. Since the 1980s, Haiti's average annual economic growth has remained below its demographic expansion, contributing to the nation's ranking amongst the Least Developed Countries (LDC) 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% live 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 Index of 0.61, Haiti is the second most unequal country in the world in terms of distribution of income, with women disproportionately affected by this inequality. Women are more likely to be unemployed or employed in the informal sector and their wages are 32% lower than men's.
12. 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.
13. 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 for positions such as Class President or School Representative.
14. 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.

15. 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 one of the implementation areas of the MGD Programme (North-East) even 64%. According to a study conducted in 2006 (EMMUS IV), 87% of all children between 5 and 17 years had done some kind of work in the week before the survey. This affects girls and boys differently as women and men, traditionally engage in different tasks.
16. 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 National Education and Professional Training (MENFP), 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. 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 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-aged children outside of the system (approximately 500,000).
17. 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 enrolment rate for pre-school 3-5 years, MENFP 2011). Poor quality is reflected in particular 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%), unfavourable learning conditions, and the non-application of norms and standards that can guarantee a quality education.
18. 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 centres, children separated from their families (residential centres, children in domestic service, children living in the streets), children with disabilities and displaced children.
19. 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.
20. The Government's vision is to provide the 2.8 million students in primary schools with school meals and the Government selected local purchase and home-grown school feeding (HGSF) as the preferred modality for a national school feeding program. WFP, together with the Government of Haiti/PNCS, the World Bank, USAID and NGOs, reached 28 percent of students, or 789,500, students with school meals in 2017/18. USDA McGovern-Dole and Canada are the largest contributors to the school feeding program in Haiti. The Government of Canada

provided \$US 42 million for a four-year program (2018 – 2022) to provide 180,000 preschool and primary school children with school meals, while strengthening the capacity of the Government, and piloting and expanding home grown school feeding. France and Japan also provide funding for HGSEF.

21. Haiti currently ranks third in the world for extreme weather events according to the 2017 Climate Risk Index. Haiti's susceptibility to natural disasters, such as Hurricane Matthew in 2016 and Hurricanes Irma and Maria in 2017 and Grand'Anse are the more affected department. According to Integrated Food Security Phase Classification analysis, 2018, greatly disrupted harvests throughout a country that imports over 50 percent of its food. In 2018, prolonged drought conditions in the north resulted in poor crop harvests causing increases in rates of malnutrition, according to the Famine Early Warning Systems Network (FEWS.NET). Despite improved rainfalls in 2018, the impacted communities in the north are expected to face elevated levels of food insecurity due to increased food prices and the continued negative impacts of last year's drought.
22. Taking Considering the vulnerability and food insecurity situation in the departments above mentioned, as part of the McGovern-Dole program, from September 2020-to September 2023 WFP Haiti will assist the Government of Haiti in Grand'Anse, Nord and Nord-Est, Sud and to implement a McGovern-Dole-funded school feeding program improve literacy, school attendance and retention; to promote good nutrition and water, sanitation and hygiene (WASH) practices; and to strengthen national capacities and institutions with a view to enabling a school feeding program with lasting impact. Building on the successes of the previous McGovern-Dole project, this proposal provides the opportunity to operationalize and monitor agreed upon results with an emphasis on systematic engagement with the Government and targeted schools and communities, on implementation of the learning agenda, and on sustainability of the country's largest safety net.

### 3.2. Subject of the evaluation

23. The activity 3 of the Strategic outcome 2 of the Haiti CSP is related to school meals programme (Provide nutritious meals and complementary sensitization and training in targeted schools relying on centralized procurement of commodities). This CSP activity is linked with McGovern-Dole Strategic Objectives: SO1: Improved Literacy of School-Aged Children and SO2: Increased Use of Health, Nutrition and Dietary Practices. The two McGovern-Dole Strategic Objectives contribute to Strategic outcome 2 of Haiti CSP that address the chronic elements of food insecurity in Haiti. It complements the government's efforts to guarantee basic education for all children, increasing enrolment and retention rates, as well as pre-empting short-term hunger that negatively impacts their learning abilities. (See Annex 3)
24. WFP's school meals programme contributes directly towards both of the McGovern-Dole program's highest-level Strategic Objectives:
  - SO1: Improved Literacy of School-Aged Children and
  - SO2: Increased Use of Health, Nutrition and Dietary Practices.
25. The programme will run from 2020 to 2023. The **objectives of the programme** are to:
  - Increase school enrolment and retention through the provision of school meals;
  - Improve literacy of school age children and the quality of instruction in classrooms through teacher trainings and a holistic early grade reading (EGR) curriculum;

- Promote good nutrition and water, sanitation, and hygiene (WASH) practices through effective social behaviour change communication (SBCC) and school level interventions; and
  - Strengthen national capacities and institutions with a view of enabling a school feeding program with lasting impact.
26. Proposed project will enable WFP to provide daily meals, alternatingly consisting of fortified rice, black beans, fortified vegetable oil; and soy-fortified bulgur, lentils, and fortified vegetable oil in all USDA priority departments with complementary and comprehensive literacy and nutrition approaches. To achieve the above objectives, the following activities will be undertaken:
- **MGD SO1: Improved Literacy of School-Aged Children** will be achieved through three results streams, MGD 1.1, MGD 1.2, and MGD 1.3. MGD 1.1.1 – More consistent teacher attendance will be achieved through bi-monthly coaching and monitoring visits; MGD 1.1.2 – Better Access to School Supplies will be achieved through providing reading materials and school supplies; MGD 1.1.4/MGD 1.1.5 is the result of Catholic Relief Services (CRS') trainings to teachers and directors. Providing school meals contributes to an increase in access to food (MGD 1.2.1.1/1.3.1.1); will reduce short-term hunger (1.2.1); and acts as an increased economic incentive (MGD 1.3.1). Rehabilitation/Provision of latrines, stoves, handwashing stations, and a community sensitization on the importance of education will increase student enrolment (MGD 1.3.4)
  - **MGD SO2: Increased Use of Health and Dietary Practices** will be achieved through six result streams. Trainings on health and hygiene, as well as on the storage and preparation of food will achieve increased knowledge of health and hygiene practices (MGD 2.1) and increased knowledge of safe food storage and preparation (MGD 2.2). Nutrition week and a comprehensive SBCC package will ensure that there is an increased knowledge of nutrition (MGD 2.3). The provision of water purification tables, as well as the improvement/provision of latrines, boreholes and handwashing stations will increase access to clean water and sanitation services (MGD 2.4). Deworming tablets provided annually. Lastly, the provision of fuel-efficient stoves and non-food items provides increased access to requisite food preparation and storage tools and equipment (MGD 2.6).
  - MGD Foundational Results are critical to the operationalization of a sustainable, nationally owned school meals program and will be achieved through the following:
    - MGD1.4.1/ MGD2.7.1 - MGD1.4.2/ MGD2.7.2: Increased Capacity of Government Institutions & Improved Policy and Regulatory Framework through the training on health, hygiene and school feeding management for government and cooperating partners staff, and a revised SABER assessment.
    - MGD1.4.3/ MGD2.7.3: Increased Government Support through trainings at the department level.
    - MGD1.4.4/ MGD2.7.4: Increased Engagement of Local Organizations and Community Groups through community sensitizations and providing training on food prep and storage.
27. For the two McGovern-Dole Strategic Objectives the implementation starting date will be September 2020, and the end date will be September 2023.



28. Over a period of three school years, WFP Haiti will implement a school feeding project providing a daily, hot meal in primary school in Grande-Anse, Nord and Nord-East departments. The Figure below gives a summary of beneficiaries by year and geographic scope. (See Annex 1).

*Figure 1: Targeting beneficiaries, by school year and by geographic scope*

| <b>Departments</b> | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b> |
|--------------------|------------------|------------------|------------------|
| Grand-Anse         | 33,000           | 28,000           | 18,000           |
| Nord               | 35,000           | 35,000           | 35,000           |
| North East         | 32,000           | 32,000           | 32,000           |
| <b>Total</b>       | <b>100,000</b>   | <b>95,000</b>    | <b>85,000</b>    |

29. In Year 1, a total of 100,000 children in 400 schools across the 3 departments will receive a school meal with a gradual reduction of student beneficiaries over the three-year period. In year 2 and year 3, 5,000 and 10,000 student beneficiaries will be graduate from the USDA McGovern Dole programme to the home-grown school feeding programme.
30. In January 2020, Haiti CO will launch a call for expression of interest to identify the suitable cooperating partners for the implementation of school feeding programme in the 3 department (Grand- Anse, Nord, North East).The main activities for these cooperating partners will be: monitoring of schools, provision of trainings to cooks, provision of training materials to schools, elaboration of reports on the implementation of the programme, improving water and sanitation at school level and organization of deworming campaigns.
31. The budget amount for the MGD school feeding activities is USD 22,998,976, covering 3 school years in total. The Figure below gives the budget awarded by school year. See Annex 4 for more details about budget summary and M&E budget.

*Figure 2: Budget awarded by school year*

| School year 2020-2021 | School year 2021-2022 | School year 2022-2023 | <b>Total</b>      |
|-----------------------|-----------------------|-----------------------|-------------------|
| 9,175,174             | 7,073,697             | 6,750,095             | <b>22,998,976</b> |

#### **4. Baseline and Final Evaluation Approach**

##### **4.1 Scope**

32. The baseline data collection is planned to take place during the first and second quarters of 2020 and will provide the situational analysis at the start of the programme that will form the basis for continuous process monitoring, and the final evaluation. The baseline will be guided by the results framework. It will confirm indicator selection and targets and establish baseline values by gender for all the performance indicators in the results framework. As part of the inception phase prior to baseline data collection, the results should be assessed from an evaluation perspective. If appropriate and the need arises, the baseline results will be used to inform revision of project indicators and targets. The agreed-on indicators in the results framework will ensure a comprehensive measurement of performance of this programme. The baseline will cover all the three targeted departments, i.e. North, Northeast and Grand-Anse. It will also establish and validate the evaluation approach, with a robust and detailed methodology, that will form the foundation for the final evaluation. The methodology will

clearly outline a sample design and sample size calculations that incorporate considerations of gender, age and methods of analysis.

33. The final activity evaluation will cover the programmes activities implemented from 2020-2023 in the three targeted regions. The final evaluation is planned for 2023 before the programme ends. The objective of the final evaluation is to provide an evidence-based, independent assessment of performance of the school feeding project and reasons or influencing factors. Therefore, final evaluation will assess not only results but areas of project design, implementation, management, and enabling factors. The final evaluation will build upon the baseline study and it will seek to provide lessons learned and recommendations for USDA, program participants and other key stakeholders for future food assistance and capacity building programs. In addition, and where possible, the final evaluation will consider looking into aspects relevant to overall CSP's school feeding strategy and country-specific school feeding issues in Haiti.

## 4.2 Evaluation Questions, Criteria and Learning agenda

34. **The baseline** will inform project starting point and implementation and will provide important context necessary for the final evaluation. During the baseline, the focus will be to:
- Confirm performance indicators and targets and establish baseline values and information for regularly monitoring.
  - Form the foundation for the planned final evaluation
  - Provide a situational analysis – based on a desk review of documentation and qualitative interviews. The situational analysis will document what the conditions for implementation are at the baseline and will include (but not be limited to) a description of: the policy and regulatory framework and the institutional set-up to implement the programme. Any key shortcomings or challenges will be identified.
  - Design and justify the methodology for the entire evaluation<sup>2</sup>, ensuring all the data requirements for the final evaluation are covered, refining the evaluation questions and reviewing the indicators to ensure they are relevant to overall schools feeding strategy and country-specific school feeding issues in Haiti.
  - Design a methodology that will incorporate the learning agenda's questions below to ensure any additional data collection required to these is mainstreamed to the M&E processes.
  - Mainstream Gender Equality and Empowerment of Women throughout the evaluation design, data collection, analysis and interpretation phase, in order to inform the programme's strategy and implementation. Assess the monitoring arrangements needs to be done to ensure the programme is sufficiently monitored. The Baseline should inform the monitoring arrangements with partners/WFP and made specific recommendations.
35. USDA is interested in furthering the knowledge base within the school meals literature through the application of USDA's McGovern-Dole **Learning Agenda**. The evaluations will incorporate three learning agenda questions. How and when the questions will be addressed will be discussed and agreed on with the evaluation team during the baseline's inception phase.
- **School meal program implementation:** What community-level systems of governance and management are required for the successful implementation and sustainability of school meal programs?

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<sup>2</sup> Baseline and final evaluation

- **Agriculture evidence gaps:** How can a combination of local procurement during harvest time be supplemented with international food aid to promote locally and/or nationally sustainable school meals program?
- **Government investment:** What types of incentives (and in which contexts) are the most effective at securing local or national government investment into school meal programs? What are the barriers and challenges in securing investment?

36. **The final evaluation’s** objective will be to provide an evidence-based, independent assessment of performance of the programme. Specifically, the final evaluation will:

- answer the evaluation questions and learning agenda questions based on triangulated evidence, and elaborate conclusions and actionable recommendations based on findings;
- take the internationally agreed criteria of relevance, coverage, effectiveness, efficiency, impact and sustainability as a reference for programme’s assessment;<sup>3</sup>
- mainstream gender Equality and the Empowerment of Women (GEEW) throughout the evaluation design, the data recollection, analysis and interpretation phase, and reporting;
- collect data for performance indicator values to measure performance and achievement for strategic objectives and higher-level results;
- assess whether the project has succeeded in achieving McGovern Dole’s two strategic objectives (Improved Literacy and Increased Use of Health and Dietary Practices);
- identify meaningful lessons learned that WFP, USDA, and other relevant stakeholders can apply to future programming;
- where possible look into aspects relevant to overall school feeding strategy and country-specific school feeding issues in Haiti;
- where possible compare the performance of school feeding in Haiti with other relevant food security and safety net interventions in the country.

37. **Evaluation Questions:** Aligned to the evaluation criteria, and in addition to the learning agenda, the final evaluation will address the key questions shown in Table 1. These questions will be further developed/revised by the evaluation team during the inception phase of baseline and final evaluation. Collectively, the questions aim at highlighting the key lessons and performance of this programme, to inform adjustments during the implementation period, future strategic and operational decisions. The evaluation should also analyse how GEEW objectives and GEEW mainstreaming principles were included in the intervention design. The GEEW dimensions should be integrated into all evaluation criteria as appropriate.

**Table 1: Final evaluation’s questions and criteria**

| Key Questions for Final Evaluation  | Focus Area             |
|---|------------------------|
| 1. Did the project reach the intended beneficiaries with the right mix of assistance?   | Coverage and relevance |
| 2. Is the project aligned with and complementing other national governments and donor education and school feeding policies and strategies? |                        |
| 3. Did the interventions produce the expected results and outcomes – were the set targets achieved?   | Effectiveness          |
| 4. Did the intervention deliver results for men and women, boys and girls?  |                        |

<sup>3</sup> See DAC 2010 guidance '[Quality Standards for Development Evaluation](#)' and ALNAP 2016 '[Evaluation of Humanitarian Action Guide](#)'.

|  |                              |
|--|------------------------------|
| <p>5. What was the efficiency of the program, in terms of transfer cost, cost/beneficiary, logistics, and timeliness of delivery?</p> <p>6. What was most effective methods for ensuring food safety within school meal program taking into consideration the different system of national, regional, local and community governance?</p> <p>7. What community-level systems of governance and management are required for the successful implementation and sustainability of school meal programs?</p>   | Efficiency and effectiveness |
| <p>8. What are the effects of the project on beneficiaries, as well as community-level systems of governance and management?</p> <p>9. Have there been any unintended outcomes, either positive or negative?</p> <p>10. What were the gender-specific effects? Did the intervention influence the gender context?</p> <p>11. What internal and external factors affected the project’s ability to deliver impact?</p>  | Impact, coverage             |
| <p>12. Is the program sustainable in the following areas: strategy for sustainability; sound policy alignment; stable funding and budgeting; quality program design; institutional arrangements; local production and sourcing; partnership and coordination; community participation and ownership?</p> <p>13. What needs remain to achieve a full handover and nationally-owned school feeding program?</p> <p>14. How can a combination of local procurement during harvest time be supplemented with international food aid to promote locally and/or nationally sustainable school meals program?</p> | Sustainability               |
| <ul style="list-style-type: none"> <li>• What are lessons learned from the project?</li> <li>• How can WFP improve future programming, in the context of these lessons learned?</li> </ul>   | General <sup>4</sup>         |

### 4.3 Data Availability

38. The following are the sources of information available to the evaluation team. The sources provide both quantitative and qualitative data and should be expanded by the evaluation team during the inception phase. Additional documentation can be provided on request from the evaluation team.

|  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Haiti country strategic plan</li> <li>• USDA McGovern Semi-annual project reports</li> </ul>                    | <ul style="list-style-type: none"> <li>• WFP Country Annual Reports</li> <li>• Previous evaluations e.g. Final Evaluation of WFP’S USDA McGovern-Dole International FFE and Child Nutrition Programme’s Support in Haiti 2016–2019</li> </ul> |
| <ul style="list-style-type: none"> <li>• Trimestral cooperating partner reports</li> <li>• WFP Monitoring reports</li> <li>• UNDAF reports</li> </ul>    | <ul style="list-style-type: none"> <li>• Monthly monitoring data</li> <li>• Reports from other development partners who are also working on school feeding and education in Haiti</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Programme documentation and Government reports</li> <li>• WFP and UN corporate policy and strategies</li> </ul> | <ul style="list-style-type: none"> <li>• The project results framework and other project documents.</li> <li>• National policy and strategy documentation</li> </ul>  |

<sup>4</sup> While they are not evaluative question, these general ones will guide the Lessons learned and Recommendations sections of the evaluation report.

- 
- All other relevant documents.
  - Documentation/reports by other partners
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39. These documents contain quantitative and qualitative information that will assist the evaluation team. Potentially some data and/or information can also be obtained through the decentralized services (Regional Directors) of the Ministry of National Education and Professional Training, 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 Department. In the past this has been challenging in Haiti, but WFP Haiti is working on improving relationships with decentralized Government entities and enhancing collaboration.
40. The evaluation will entail qualitative and quantitative primary data collection that the evaluation team will be responsible for. 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 departments.
41. 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.
42. 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;
43. Systematically check accuracy, consistency and validity of collected data and information and acknowledge any limitations/caveats in drawing conclusions using the data.
44. **Covid-19 effects.**- It is highly plausible that due to school closures and restrictions on international travel the data collection phase will be delayed to a later stage. It is important to keep in mind that Haiti's academic classes use to be until approximately June, with the examination period during the month of July. Therefore, in the case that the Government of Haiti decides to continue with school closures for the rest of the duration of this academic term, the data collection phase will not be able to take place until the opening of the new academic school year in September. WFP Haiti anticipates the data collection phase at the field level to take a duration of approximately one month, in order to ensure a robust sample of schools within the new FY17 cycle and ensures that it will continue to provide updates to USDA as the situation continues to evolve.

#### 4.4 Methodology

45. The evaluation team, in consultation with key stakeholders, will develop an appropriate evaluation design, sampling strategy and methodological approach at inception phase for the baseline and final evaluations, within the context of the overall MGD evaluation framework, with a clear evaluation matrix. The baseline will focus on gathering data against the results framework indicators while and the sampling for primary data collection should be statistically representative for Baseline study and Endline evaluation. The required sample size for quantitative surveys will be estimated using effect size that incorporates statistical methods to ensure that all units have equal probability of being selected based on a listing process. The baseline should aim to collect more qualitative information about school performance and gender issues in the schools. The endline evaluation should take a holistic perspective of the project focusing on the evaluation questions.

46. The methodology will take a programme theory approach<sup>5</sup> based on the results framework to collect data on gender equity issues as part of the baseline study and later evaluation. The indicators could be both quantitative (e.g. in relation to the school performance of both boys & girls). This will ensure that the baselines for all the indicators contained in the results framework are obtained and progress measured at the final evaluation. The methodology will consider inclusion and measurement of relevant project specific nutrition indicators. This will be discussed and agreed on with the Evaluation Committee (EC) at inception phase.
47. The evaluation team will also be required to review the Theory of Change for the programme<sup>6</sup>. The methodology should allow for testing whether assumptions made held true and assess the different causal pathways.
48. Use of mixed methods is a requirement. Triangulation of information from different methods and sources to enhance the reliability of findings is required. Both qualitative and quantitative approaches will be used to collect data and information. The data will be collected from a combination of survey from representative sample schools from both intervention and non-intervention schools in the target three departments and review of existing secondary information. The methodology will include and not limited to: secondary data review and primary data collection at school, participatory methods such as focus group discussions, key informant interviews with other core stakeholders and observation during field visits.
49. The following stakeholders will be targeted for key informant interviews and/or focus group discussions:
- Head Teachers and School Administrators
  - School Management Committees
  - Children (School meals beneficiaries)
  - Parents and Parent Teacher Associations
  - Catholic Relief Services
  - Regional authorities (notably, Regional Bureau of Education)
  - National authorities (notably, Ministry of Education, Ministry of Health, PNCS at central and decentralized level)
  - WFP Country Director, Deputy Country Director, Head of Programme, Head of the School Meal Programme, Head of the M&E Unit, Head of Supply Chain, and other key staff as deemed necessary;
50. The methodology should in addition:
- Demonstrate impartiality and lack of biases by relying on a cross-section of information sources (stakeholder groups, including beneficiaries, etc.) The selection of field visit sites will also need to demonstrate impartiality.
  - Using mixed methods (quantitative, qualitative, participatory etc.) to ensure triangulation of information through a variety of means.

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<sup>5</sup> A programme theory explains how an intervention (a project, a programme, a policy, a strategy) is understood to contribute to a chain of results that produce the intended or actual impacts. It is represented by a log frame, results framework or theory of change. The approach looks into how the intervention is contributing to the chain of results presented in the results framework.

<sup>6</sup> A Theory of Change (ToC) outlines the causal logic of *how* and *why* an intervention is intended to deliver expected outcomes, and impacts. It notes the assumptions that are made at each stage, and risks. There are many terms in use and ways to develop a ToC (for example, program theory, results chain, program logic model, and intervention or attribution logic). There are many ways to present a ToC, but for clarity it is usually presented as a picture with accompanying explanatory text.

- Apply an evaluation matrix geared towards addressing the key evaluation questions and the learning agenda questions considering the data availability challenges, the budget and timing constraints;
  - Ensure using mixed methods so that women, girls, men and boys from different stakeholder's groups participate and that their different voices are heard and used;
  - The methodology and action of the evaluation team will be guided by the international humanitarian principles.
  - Provide calculations and justifications for an adequate sample size that is statistically representative while putting into consideration financial and time constraints.
  - This is not an impact evaluation, so it is not expected that counterfactual data will need to be collected, as it will not be possible to make any appropriate comparisons about the project performance.
  - It is be very important at the design stage to conduct a detailed and comprehensive stakeholder mapping and analysis to inform sampling criteria and techniques, either purposeful, quota or statistical.
  - If probability sampling, the methodology will be expected to ensure a 95% confidence level and a clear method of analysis.
51. The methodology should be GEEW-sensitive, indicating what data collection methods are employed to seek information on GEEW issues and to ensure the inclusion of women, girls, and marginalised groups such as persons with disabilities. The methodology should ensure that data collected at baseline and endline is disaggregated by sex and age; an explanation should be provided if this is not possible. Triangulation of data should ensure that diverse perspectives and voices of both males and females are heard and taken into account.
52. Looking for explicit consideration of gender in the data after fieldwork is too late; the evaluation team must have a clear and detailed plan for collecting data from women, men, boys and girls, in gender-sensitive ways before fieldwork begins. The baseline evaluation should include a gender analysis that will inform the final evaluation findings. The final evaluation findings, conclusions and recommendations must include gender analysis, and the report should provide lessons/ challenges/ recommendations for conducting gender responsive evaluations in the future.
53. The following mechanisms for independence and impartiality will be employed for final evaluation. The CO will establish: a) an internal EC to manage and make decisions on the evaluation which will review and approve the Terms of Reference, budget, evaluation team, and inception and evaluation reports, to help maintain distance from influence by programme implementers, while also supporting management of the evaluation; b) an Evaluation Reference Group (ERG) including external stakeholders will be set up to steer the evaluation process and further support the relevance, utility and independence of the evaluation.

#### **4.5 Data quality and validation**

54. USDA funded projects are required to develop a process for verifying and validating data to ensure that the data submitted in the project reports meets the criteria set out in the USDA Evaluation Policy. The bidders should outline a process for ensuring data validity and reliability as part of their bid. USDA may request to review data quality assessments or may wish to conduct a data quality assessment in cooperation with the project during a project site visit.

## 4.6 Quality Assurance and Quality Assessment

55. WFP's Decentralized Evaluation Quality Assurance System (DEQAS) defines the quality standards expected from evaluations 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.
56. DEQAS will be systematically applied to the evaluation. The WFP review guidelines will be applied for the mid-term review. The WFP Evaluation Manager (EM) will be responsible for ensuring that the evaluation processes are as per the DEQAS Process Guide and the WFP review guidelines and for conducting a rigorous quality control of the evaluation products ahead of their finalization.
57. 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.
58. To enhance the quality and credibility of evaluations, an outsourced quality support (QS) service directly managed by WFP's Office of Evaluation (OEV) in Headquarter provides review of the draft inception and evaluation report (in addition to the same provided on draft TOR), and provide:
  - systematic feedback from an evaluation perspective, on the quality of the draft inception and evaluation report;
  - recommendations on how to improve the quality of the final inception/evaluation report.
59. The EM will review the feedback and recommendations from QS and share with the team leader, who is expected to use them to finalise the inception/ evaluation report. To ensure transparency and credibility of the process in line with the UNEG norms and standards, a rationale should be provided for any recommendations that the team does not consider when finalising the report.
60. 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.
61. 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.
62. 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

63. The evaluations will proceed in 8 phases (4 for baseline, 4 for final evaluation) outlined in Annex 6. For the baseline, timeline and work modalities might be adjusted depending on how the Covid-19 crisis and associated travel restrictions evolve in the country (see paragraph 34). The final timelines (key dates) will be finalized and agreed on during baseline's inception stage.



64. These are the expected deliverables for both the baseline and final evaluation:

- a) Inception report in English written following WFP recommended template. The report should include but not limited to:
  - Stakeholders mapping
  - Programme's Theory of Change
  - Evaluability assessment
  - Detailed evaluation design, methodology, and sample size criteria and calculations.
  - Quality Assurance Plan
  - Detailed work plan, including, timeline, activities and backstop and risk mitigation measures;
  - Bibliography of documents/secondary data sources utilised;
  - Final data collection tools, data bases, analysis plan.
- b) Power-pointing English on methodology, overall survey plan, timeline and activities.
- c) Final report in English for each of the processes, including a first draft, and a final report using WFP recommended template. The final reports should include progress with/report on the findings of the 3 key identified learning agenda questions<sup>7</sup>. Annexes to the final report include but not limited to a summary of the final ToR, list of reviewed documentation, detailed methodology, list of samples, maps, list of all meetings and participants, final survey instruments, list of all visited sites and fieldwork agenda, etc.
- d) Clean data sets
- e) Table of all indicators with values and targets for baseline and follow up values for mid-term review and the final evaluations.
- f) Power-point presentation in English and French of main findings and conclusions for de-briefing and dissemination purposes
- g) A 2-page executive summary English and French of the evaluation findings that can be disseminated widely among interested stakeholders.

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

### **6.1 Evaluation Conduct**

65. The evaluation team will conduct the evaluation, i.e. all the processes, under the direction of its team leader and in close communication with WFP EM. The team will be hired following agreement with WFP on its composition.

66. 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. It is encouraged that the evaluation team will be composed of a mix of nationals and international backgrounds and gender balanced.

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

67. The Team Leader should be a senior researcher with at least 15 years of experience in evaluations and research and demonstrated expertise in managing multidisciplinary and mixed quantitative and qualitative method studies, complemented with good understanding of school

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<sup>7</sup> This will be determined by the final methodology at baseline inception phase on how to address the learning agenda throughout the evaluation process.

feeding programmes and additional significant experience in food and nutrition analysis/programming other development and management positions. The team leader must also demonstrate strong experience in undertaking evaluations.

68. The Team Leader will also have expertise in designing methodology, data collection tools and demonstrated experience in leading statistically sound and evidence generating studies. She/he will also have leadership and communication skills, including a track record of excellent writing and presentation skills. Her/his primary responsibilities will be: i) defining the evaluation approach and methodology; ii) guiding and managing the team; iii) leading the evaluation missions and representing the evaluation team; iv) drafting and revising, as required, the inception report, exit debriefing presentation and evaluation reports.
69. The team must include strong demonstrated knowledge of qualitative and quantitative data and statistical analysis. It should include both women and men, preferably with previous experience with WFP, ideally in similar evaluations of MGD grants. at least one member of the team should be a national.
70. 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; Early Grade Reading
  - Gender expertise;
  - 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.
71. 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.
72. 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**

73. 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. 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.

## 6.4 Ethics

74. WFP's decentralised evaluations must conform to WFP and UNEG ethical standards and norms. The contractors undertaking the evaluations are responsible for safeguarding and ensuring ethics at all stages of the evaluation cycle (preparation and design, data collection, data analysis, reporting and dissemination). This should include, but is not limited to, ensuring informed consent, protecting privacy, confidentiality and anonymity of participants, ensuring cultural sensitivity, respecting the autonomy of participants and ensuring fair recruitment of participants (including women and socially excluded groups).
75. Article 36 of the FDRE Constitution stipulates that "In all actions concerning children undertaken by private and public institutions, courts of law, administrative authorities or legislative bodies, the primary consideration shall be the best interests of the child." As children are the primary beneficiary of the Programme, the contractors undertaking the evaluation are responsible for ensuring that the evaluation process does not in any way harm (unintended or otherwise) participants.
76. Contractors are responsible for managing any potential ethical risks and issues and must put in place, in consultation with the Evaluation Manager, processes and systems to identify, report and resolve any ethical issues that might arise during the implementation of the evaluation. Ethical approvals and reviews by relevant national and institutional review boards must be sought where required.

## 7. Roles and Responsibilities of Stakeholders

77. The WFP Haiti CO:
  - 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: Emilie Swalens, M&E and VAM 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 has to 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.
  - Organises security briefings for the evaluation team and provides any materials as required.
- c) An internal Evaluation Committee has been formed as part of ensuring the independence and impartiality of the evaluation. This committee will be composed by Pierre Honorat, CD; Ilaria Martinatto, Head of Programme, Head of School Feeding; Emilie Swalens, 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 5).
78. USDA will be involved in the evaluation at the following stages: Appropriate personnel of USDA (Programme analyst and M&E lead) will be asked to comment on all deliverables i.e. the ToR, the baseline report and the end line evaluation report, as well as the inception report for each evaluation phase. USDA will also give approval for the ToR, the baseline, and the endline evaluation report. Appropriate USDA personnel will also be asked to participate in key informant interviews with members of the Evaluation Team as part of each evaluation’s data collection phase, and may participate in stakeholder meetings and presentation of the evaluation findings, as appropriate
79. An Evaluation Reference Group will be formed, as appropriate, with representation from the Government (MENFP, PNCS) other school feeding actors (e.g. World Bank, BID) and USDA. The ERG members will review and comment on the draft evaluation products and act as key informants in order to further safeguard against bias and influence (Annex 6).
80. 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.
81. The Office of Evaluation (OEV). OEV, through the Regional Evaluation Officer, will advise the Evaluation Manager and provide support to the evaluation process when required. It is responsible for providing access to the outsourced quality support service reviewing draft ToR, inception and evaluation reports from an evaluation perspective. It also ensures a help desk function upon request.

## **8. Communication and budget**

### **8.1 Communication**

82. 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.

83. 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 7.

## **8.2 Budget**

84. 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 evaluation budget should include costs associated with international and national travels, daily subsistence and other direct costs.
85. Please send any queries to:
  - a. Emilie Swalens, M&E Officer, WFP Haiti at [emilie.swalens@wfp.org](mailto:emilie.swalens@wfp.org),
  - b. Copying Iván Touza, Regional Evaluation Officer at [ivan.touza@wfp.org](mailto:ivan.touza@wfp.org).

**Annex 1 : Map of areas of intervention**



## Annex 2 : Stakeholder Analysis

| Stakeholders                       | Interest in the evaluation and likely use of evaluation reports for this stakeholder  |
|------------------------------------|---|
| <b>WFP STAKEHOLDERS</b>            |   |
| <b>Country Office (CO) Haiti</b>   | 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.  |
| <b>Regional Bureau (RB) Panama</b> | 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.  |
| <b>Office of Evaluation (OEV)</b>  | OEV has a stake in ensuring that decentralized evaluations deliver quality, credible and useful evaluations respecting provisions for impartiality as well as roles and accountabilities of various decentralised evaluation stakeholders as identified in the evaluation policy.   |
| <b>WFP Executive Board (EB)</b>    | 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.   |
| <b>OTHER STAKEHOLDERS</b>          |   |
| <b>Beneficiaries</b>               | As the ultimate recipients of food assistance, beneficiaries have a stake in WFP determining whether its assistance is appropriate and effective. 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 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. children with disabilities and potentially more vulnerable girls. |
| <b>Government</b>                  | The Government has a direct interest in knowing whether WFP activities in the country are aligned with its priorities, harmonised with the action of other partners and meet the expected results. Issues related to capacity development, handover and sustainability will be of particular interest. Various Ministries are partners in the design and implementation of WFP activities, including, for this specific project, the Ministry of National Education and Professional Training and PNCS.   |
| <b>NGO, implementing partners</b>  | 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, water and sanitation.   |
| <b>Main donor, USDA</b>            | For this evaluation, the main stakeholder is USDA. USDA funds WFP's school feeding programme through a McGovern Dole Grant (FY 19) 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.   |

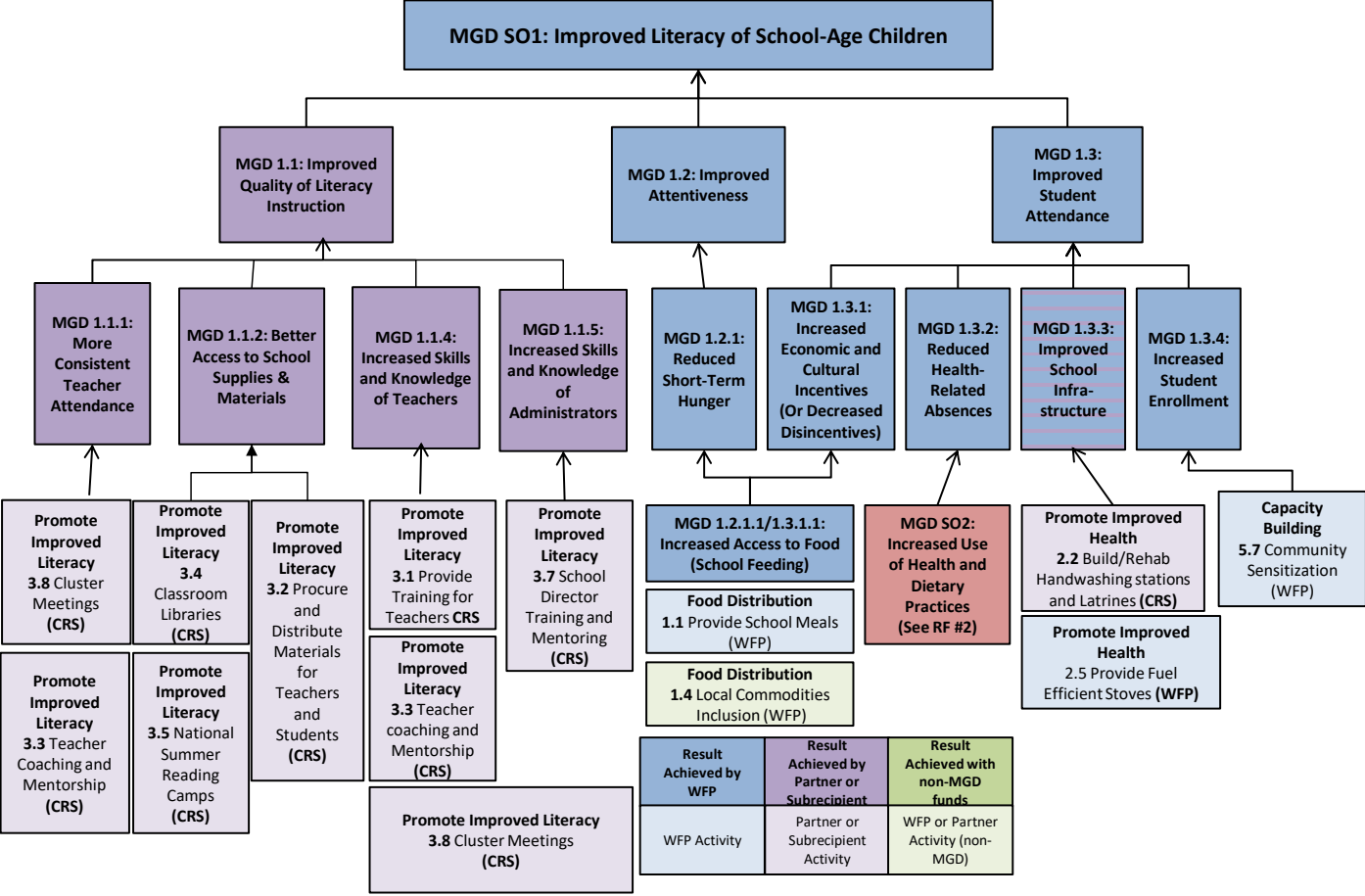
|   |   |
|---|---|
|   | <p>USDA is also funding this evaluation. Its role is to review, comment and approve the TORs and the Inception and Final evaluation reports after the ERG approval; in addition, it participates in a key informant interviews with the selected evaluator prior to field data collection.</p>  |
| <p><b>Other School Feeding implementers</b></p> | <p>WFP Haiti is implementing a school feeding programme in other departments of Haiti with the support of other donors, mainly Canada, Japan and France. The programme is very similar in terms of provision of a daily meal but has a strong local procurement component.</p> <p>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.</p> <p>The World Bank was a major implementor of a school feeding programme in Haiti although they have recently scaled down their programme. 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.</p> |
| <p><b>UN Country Team</b></p>                   | <p>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.</p>  |



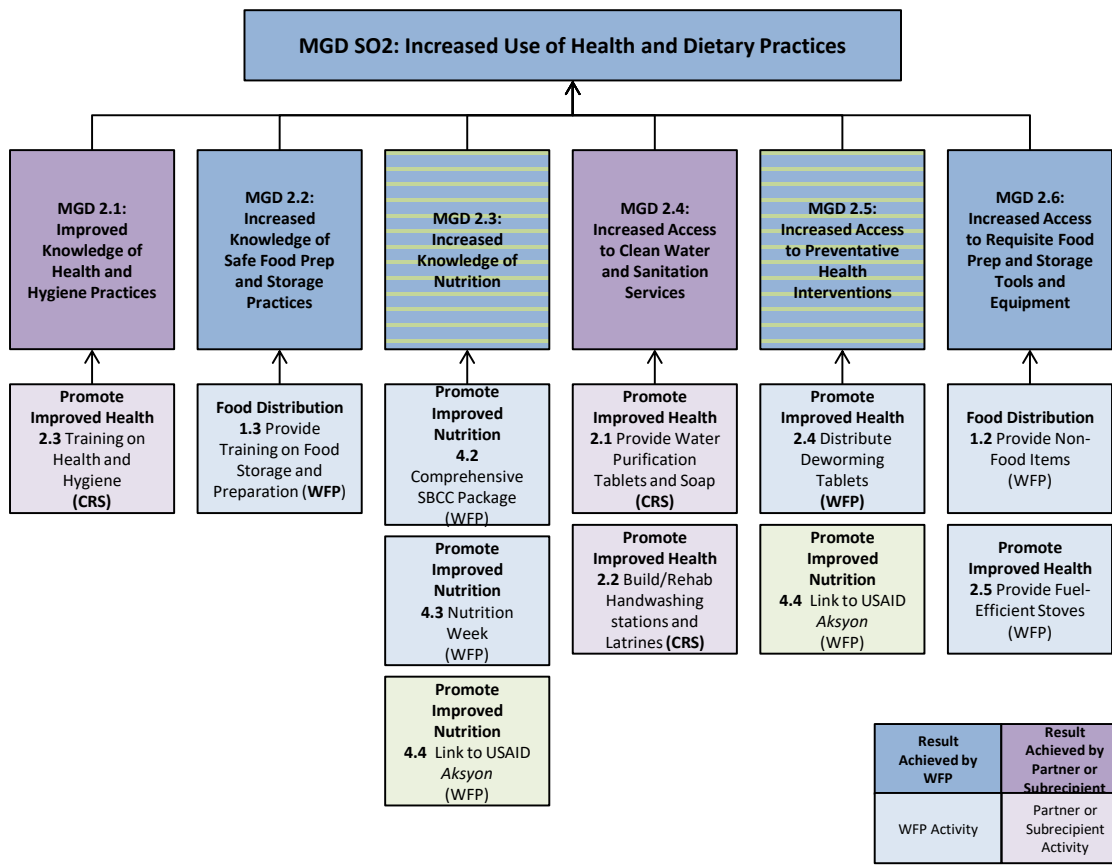
**Annex 3 : Results framework**

| COUNTRY STRATEGIC PLAN HAITI - 2019-2023   |   |   |  |   |   |
|--|---|---|--|---|---|
| SR 1 – Everyone has access to food   |   | SR 3 – Smallholder productivity and livelihoods   | SR 4 – Sustainable Food Systems  | SR 5- Countries strengthened capacities   | SR 8- Enhance Global Partnership  |
| CRISIS RESPONSE  | ROOT CAUSES   | RESILIENCE BUILDING   | RESILIENCE BUILDING  | RESILIENCE BUILDING   | RESILIENCE BUILDING   |
| SO1<br>Crisis-affected populations in Haiti are able to meet their basic food and nutrition needs in times of crisis               | SO2<br>Vulnerable populations in Haiti benefit from nutrition sensitive safety nets to meet their basic needs all year  | SO3<br>Smallholder farmers and their communities in targeted areas in Haiti have improved their livelihoods to increase food security and nutrition by 2023   | SO4<br>Vulnerable communities in areas with fragile ecosystems can rely on resilient food systems to mitigate, adapt, and recover from shocks and manage climate related risks by 2023   | SO5<br>Centralized and decentralized institutions and national stakeholders have increased capacities to achieve Zero Hunger by 2030  | SO6<br>The Government and humanitarian and development actors have access to services on demand all year  |
| <b>ACTIVITY 1</b><br>Provide emergency food assistance, and support risk reduction and the recovery of crisis-affected populations | <b>ACTIVITY 2</b><br>Design, implement and strengthen nutrition sensitive safety nets for vulnerable populations)<br><b>ACTIVITY 3</b><br>Provide nutritious meals, and complementary sensitization and training in targeted schools, relying on centralized procurement of commodities | <b>ACTIVITY 4</b><br>Develop and improve local production by strengthening smallholder farmers' access to markets)<br><b>ACTIVITY 5</b><br>Provide diversified and nutritious meals locally sourced from smallholder farmers, in targeted schools | <b>ACTIVITY 6</b><br>Provide food assistance to vulnerable households for the creation and rehabilitation of assets to build resilience to shocks and introduce integrated risk management in communities exposed to climate risks | <b>ACTIVITY 7</b><br>Provide policy support and technical assistance to national stakeholders in the areas of social protection, disaster risk management, fortification and local production | <b>ACTIVITY 8</b><br>Provide on-demand supply chain, targeting, beneficiary management and CBT delivery services to the Government, as well as to humanitarian and development actors |

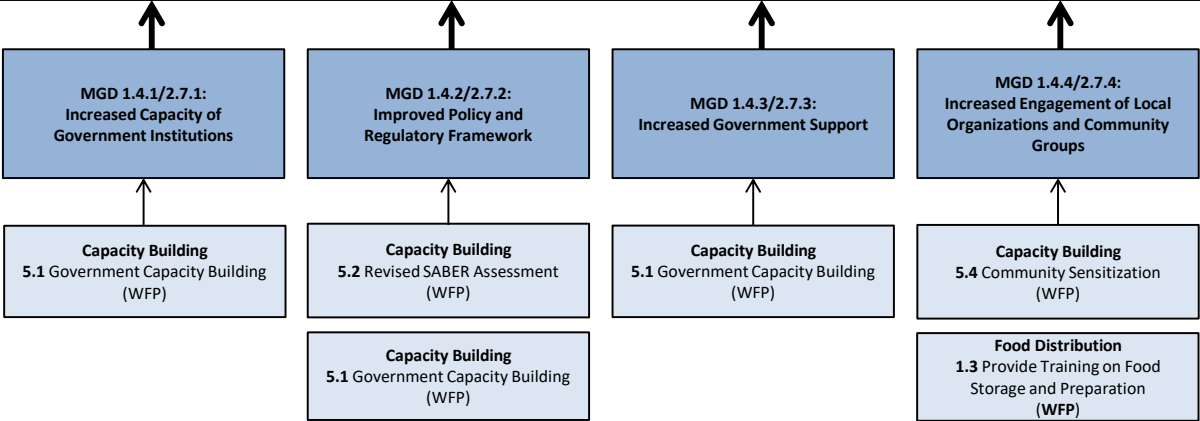
# WFP Haiti FY2019 McGovern-Dole Proposal: Results Framework #1



# WFP Haiti FY2019 McGovern-Dole Proposal: Results Framework #2



# WFP Haiti FY2019 McGovern-Dole Proposal: *Foundational Results*



| Result Achieved by WFP | Result Achieved by Partner or Subrecipient | Result Achieved with non-MGD funds |
|------------------------|--|------------------------------------|
| WFP Activity           | Partner or Subrecipient Activity           | WFP or Partner Activity (non-MGD)  |

# WFP Haiti FY2019 McGovern-Dole Proposal: *Critical Assumptions*

**Political Assumptions:** Continued support from the Ministry of National Education and Vocational Training; political tension decrease, increased central government backing of school feeding; establishment of line item in national budget dedicated to home-grown school feeding

**Environmental Assumptions:** No major disasters coming from natural hazards disrupt school feeding activities or require WFP to rededicate food

**Funding Assumptions:** Continued support from other donors (Canada, France, Japan) and increase in host government funds; dedicated line in national budget for school feeding

**Programmatic Assumptions:** Sufficient linkages to complementary programs, USG investments, and other UN agencies.

## Annex 4 : Budget summary and M&E budget

| Activity Costs Summary                   | Year 1              | Year 2              | Year 3              |
|--|---------------------|---------------------|---------------------|
| <b>Transfer</b>                          | <b>5 002 306,49</b> | <b>4 279 156,84</b> | <b>3 987 226,83</b> |
| Transfer Value (Commodity)               | 1 526 960,00        | 1 451 100,00        | 1 301 550,00        |
| Transfer Value (Capacity Strengthening)  | 1 773 900,09        | 1 248 245,44        | 1 271 194,53        |
| Transfer Cost                            | 1 701 446,40        | 1 579 811,40        | 1 414 482,30        |
| <b>Implementation Costs</b>              | <b>2 225 765,58</b> | <b>1 397 958,16</b> | <b>1 425 699,12</b> |
| <b>Direct Operating Costs (DOC)</b>      | <b>7 228 072,07</b> | <b>5 677 115,00</b> | <b>5 412 925,95</b> |
| <b>Direct Support Costs (DSC)</b>        | <b>1 305 687,97</b> | <b>887 333,08</b>   | <b>855 783,59</b>   |
| <b>Total Direct Costs</b>                | <b>8 533 760,05</b> | <b>6 564 448,08</b> | <b>6 268 709,54</b> |
| <b>Indirect Support Cost (ISC)</b>       | <b>554 694,40</b>   | <b>426 689,13</b>   | <b>407 466,12</b>   |
| <i>Cargo Preference</i>                  | <b>86 720,00</b>    | <b>82 560,00</b>    | <b>73 920,00</b>    |
| <i>Lesser US Flag (if lower than FF)</i> | -                   | -                   | -                   |
| <b>Total Activity Costs</b>              | <b>9 175 174,45</b> | <b>7 073 697,20</b> | <b>6 750 095,66</b> |

### Extra Budgetary Costs (Staff and Monitoring & Evaluation)

| e enter annual cost for local staff manually, as it differs by |   | MGD Year 1       |                  | MGD Year 2       |                  | MGD Year 3       |             | MGD Year 4 | MGD Year 5  | Total             |
|--|---|------------------|------------------|------------------|------------------|------------------|-------------|------------|-------------|-------------------|
| Level *  | Description (i.e. 1x MGD Manager, 1x M&E Officer) | Staff            | Annual Cost      | Staff            | Annual Cost      | Staff            | Annual Cost | Staff      | Annual Cost | Staff             |
| SC/SSA6*   | 4 Associates (1xBP,1xF,1xM&E,1xSF)                | 4,00             | 76 118,87        | 4,00             | 76 118,87        | 4,00             | 76 118,87   |            |             | 228 356,61        |
| Other  |   |                  |                  |                  |                  |                  |             |            |             |                   |
| <b>Total Cost (USD)</b>  |   | <b>76 118,87</b> | <b>76 118,87</b> | <b>76 118,87</b> | <b>76 118,87</b> | <b>76 118,87</b> |             |            |             | <b>228 356,61</b> |

| Line Item (Examples below)   |  | MGD Year 1        | MGD Year 2        | MGD Year 3        | MGD Year 4 | MGD Year 5 | Total             |
|--|--|-------------------|-------------------|-------------------|------------|------------|-------------------|
| Baseline   |  | 275 000,00        |                   |                   |            |            | 275 000,00        |
| Final Evaluation   |  |                   |                   | 275 000,00        |            |            | 275 000,00        |
| Monitoring cost  |  | 28 000,00         | 28 000,00         | 28 000,00         |            |            | 84 000,00         |
| Trainings and workshops (learning events, training to CP on M&E,...) |  | 10 300,00         | 10 300,00         | 10 300,00         |            |            | 30 900,00         |
| SABER  |  |                   | 66 975,00         |                   |            |            | 66 975,00         |
| Other  |  |                   |                   |                   |            |            |                   |
| <b>Total Cost (USD)</b>  |  | <b>313 300,00</b> | <b>105 275,00</b> | <b>313 300,00</b> |            |            | <b>731 875,00</b> |

|  |                   |                   |                   |  |  |                   |
|--|-------------------|-------------------|-------------------|--|--|-------------------|
| <b>Grand Total Extra Budgetary Costs (Staff and Monitoring and Evaluation)</b> | <b>389 418,87</b> | <b>181 393,87</b> | <b>389 418,87</b> |  |  | <b>960 231,61</b> |
|--|-------------------|-------------------|-------------------|--|--|-------------------|

## Annex 5 : Performance Indicators

| Activities Indicators  | Performance Indicator   | Targets |          |          |          |
|--|---|---------|----------|----------|----------|
|  |   | Year 1  | Year 2   | Year 3   | Year 4   |
|  |   | FY      | FY       | FY       | FY       |
| Promote Improved Literacy  | 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                 | 3%      | 25%      | 25%      | 50%      |
| Promote Improved Literacy  | Average student attendance rate in USDA supported classrooms/schools  | 70%     | 80%      | 80%      | 83%      |
| Promote Improved Literacy  | Number of teaching and learning materials provided as a result of USDA assistance   | 4,600   | 6,900    | 6,900    | 6,900    |
| Promote Improved Literacy  | Number of teachers/educators/teaching assistants in target schools who demonstrate use of new and quality teaching techniques or tools as a result of USDA assistance | 0       | 90       | 102      | 108      |
| Teacher Training<br>Teacher Coaching<br>Peer-to-Peer Tutoring  | Number of teachers/educators/teaching assistants trained or certified as a result of USDA assistance  | 120     | 120      | 120      | 120      |
| School Director Training and Mentoring   | Number of school administrators and officials in target schools who demonstrate use of new techniques or tools as a result of USDA assistance                         | 0       | 30       | 30       | 30       |
| School Director Training and Mentoring   | Number of school administrators and officials trained or certified as a result of USDA assistance   | 40      | 40       | 40       | 40       |
| Provide Water Purification Tablets and Soap<br><br>Build/Rehabilitate Handwashing Stations and Latrines<br><br>Training on WASH/Hygiene<br><br>Provide Deworming Tablets | Number of educational facilities (i.e. school buildings, classrooms, improved water sources, and latrines) rehabilitated/constructed as a result of USDA assistance   | 0       | 162      | 162      | 162      |
| 1. Food Distribution<br>2. Promote Improved Health<br>3. Promote Improved Literacy<br>4. Promote Improved Nutrition  | Number of students enrolled in school receiving USDA assistance   | 100,000 | 100,000  | 95,000   | 85,000   |
| Capacity Building  | Number of policies, regulations, or administrative procedures in each of the following stages of development as a result of USDA assistance                           | 0       | 0        | 0        | 0        |
| 5. Capacity Building   | Value of new USG commitments, and new public and private sector investments leveraged by USDA to support food security and nutrition                                  | \$ 700  | \$ 7,000 | \$ 6,500 | \$ 6,750 |

|   |   |           |            |            |            |
|---|---|-----------|------------|------------|------------|
| Capacity Building   | Number of public-private partnerships formed as a result of USDA assistance   | 0         | 1          | 1          |            |
| Capacity Building   | Number of Parent-Teacher Associations (PTAs) or similar "school" governance structures supported as a result of USDA assistance | 400       | 400        | 380        | 340        |
| Provide School Meals  | Number of daily school meals (breakfast, snack, lunch) provided to school-age children as a result of USDA assistance           | 1,500,000 | 13,500,000 | 14,250,000 | 12,750,000 |
| Provide School Meals<br>Provide Training on Food Storage and Preparation  | Number of school-age children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance             | 100,000   | 100,000    | 95,000     | 85,000     |
| Provide School Meals  | Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance                | 100,000   | 100,000    | 95,000     | 85,000     |
| Promote Improved Nutrition  | Number of individuals who demonstrate use of new child health and nutrition practices as a result of USDA assistance            | 0         | 960        | 912        | 816        |
| Provide Training on Food Storage and Preparation  | Number of individuals who demonstrate use of new safe food preparation and storage practices as a result of USDA assistance     | 0         | 960        | 912        | 816        |
| Provide Training on Food Storage and Preparation  | Number of individuals trained in safe food preparation and storage as a result of USDA assistance                               | 0         | 1,600      | 1,520      | 1,360      |
| Promote Improved Nutrition  | Number of individuals trained in child health and nutrition as a result of USDA assistance                                      | 0         | 1,600      | 1,520      | 1,360      |
| Provide Water Purification Tablets and Soap<br>Build/Rehabilitate Handwashing Stations, Latrines, Water Access Points       | Number of schools using an improved water source  |           |            |            |            |
| Build/Rehabilitate Handwashing Stations and Latrines<br>Training on WASH/Hygiene  | Number of schools with improved sanitation facilities   |           |            |            |            |
| Provide Deworming Tablets   | Number of students receiving deworming medication(s)  | 0         | 100,000    | 95,000     | 85,000     |
| 1. Food Distribution<br>Food<br>2. Promote Improved Health<br>3. Promote Improved Literacy<br>4. Promote Improved Nutrition | Number of individuals participating in USDA food security programs  | 100,100   | 113,359    | 107,699    | 96,379     |
| 1. Food Distribution<br>3. Promote Improved Literacy  | Number of individuals benefiting indirectly from USDA-funded interventions  | 400,000   | 400,000    | 380,000    | 340,000    |
| 1. Distribute Food<br>2. Promote Improved Health<br>3. Promote improved literacy<br>4. Promote improved Nutrition           | Number of schools reached as a result of USDA assistance  | 400       | 400        | 380        | 340        |
|   |   |           |            |            |            |
| 3. Promote Improved Literacy  | Number of classroom libraries distributed   | 0         | 100        | 50         | 0          |

|   |   |     |     |       |       |
|---|---|-----|-----|-------|-------|
| 3.Promote Improved Literacy                       | Number of students attending summer reading camp                        | 0   | 300 | 300   | 300   |
| 2 - Promote Improved health                       | Number of schools receiving WASH hygiene trainings                      | 400 | 400 | 380   | 360   |
| 3. Promote Improved Literacy                      | Number of students participating in peer tutoring                       | 0   | 300 | 300   | 300   |
| 3. Promote Improved Literacy                      | Number of teachers receiving bi-monthly coaching and monitoring support | 0   | 100 | 150   | 150   |
| 1. Distribute Food                                | Number of types of local commodities added to the food basket           | 0   | 2   | 2     | 2     |
| 1. Distribute Food                                | Number of MT of salt provided   | 0   | 45  | 42.75 | 38.25 |
| 3.Promote Improved Literacy                       | Number of cluster meetings held   | 0   | 48  | 48    | 48    |
| 2.Promote Improved Health                         | Number of Fuel-Efficient Stoves provided                                | 0   | 105 | 106   | 106   |
| 1. Distribute Food                                | Number of Schools with proper NFI                                       | 200 | 275 | 350   | 400   |
| 1.Distribute Food<br>2. Promote Improved Literacy | Retention rate of students in USDA supported schools                    | 91% | 91% | 91%   | 95%   |
| 1.Distribute Food<br>2. Promote Improved Literacy | Percentage of students who pass the grade in USDA supported schools     | 72% | 72% | 72%   | 76%   |
|   |   | 74% | 74% | 74%   | 78%   |
| 2. Promote Improved Literacy                      | Consistent teacher attendance in USDA supported schools                 | 0   | 65% | 70%   | 75%   |
| Capacity Building                                 | Number of trainings with government stakeholders                        | 0   | 2   | 2     | 2     |
| Distribute Food                                   | Percentage of students identified as attentive by their teachers        | 60% | 60% | 60%   | 75%   |

| Results Indicators        |                      |   | Targets  |               |
|---------------------------|----------------------|---|----------|---------------|
| Standard Indicator Number | Result Number        | Performance Indicator   | Baseline | Life of Award |
| Standard 1                | MGD SO 1             | Percent of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text                 | 3.0%     | 50%           |
| Standard 2                | MGD 1.3              | Average student attendance rate in USDA supported classrooms/schools  | 70       | 85%           |
| Standard 3                | MGD 1.1.2 /MGD 1.1.3 | Number of teaching and learning materials provided as a result of USDA assistance   | 0        | 20,700        |
| Standard 4                | MGD 1.1.4/ MGD 1.1.3 | Number of teachers/educators/teaching assistants in target schools who demonstrate use of new and quality teaching techniques or tools as a result of USDA assistance | 0        | 108           |
| Standard 5                | MGD 1.1.4/ MGD 1.1.3 | Number of teachers/educators/teaching assistants trained or certified as a result of USDA assistance  | 0        | 120           |
| Standard 6                | MGD 1.1.5            | Number of school administrators and officials in target schools who demonstrate use of new techniques or tools as a result of USDA assistance                         | 0        | 30            |



|             |   |   |        |                |
|-------------|---|---|--------|----------------|
| Standard 7  | MGD 1.1.5                                       | Number of school administrators and officials trained or certified as a result of USDA assistance   | 0      | <b>40</b>      |
| Standard 8  | MGD 1.3.3<br>MGD 2.4                            | Number of educational facilities (i.e. school buildings, classrooms, improved water sources, and latrines) rehabilitated/constructed as a result of USDA assistance | 0      | <b>486</b>     |
| Standard 9  | MGD 1.3.4                                       | Number of students enrolled in school receiving USDA assistance   | 100000 | <b>100,000</b> |
| Standard 10 | MGD 1.4.2<br>MGD 2.7.2                          | Number of policies, regulations, or administrative procedures in each of the following stages of development as a result of USDA assistance                         | 0      | 0              |
| Standard 11 | MGD 1.4.3<br>MGD 1.4.4                          | Value of new USG commitments, and new public and private sector investments leveraged by USDA to support food security and nutrition                                | 0      | <b>20,950</b>  |
| Standard 12 | MGD 1.4.4                                       | Number of public-private partnerships formed as a result of USDA assistance   | 0      | 2              |
| Standard 13 | MGD 1.3.5/MGD 1.4.4                             | Number of Parent-Teacher Associations (PTAs) or similar "school" governance structures supported as a result of USDA assistance                                     | 0      | 400            |
| Standard 16 | MGD 1.2.1/ MGD 1.3.1 / MGD 1.2.1.1              | Number of daily school meals (breakfast, snack, lunch) provided to school-age children as a result of USDA assistance   | 0      | 42,000,000     |
| Standard 17 | MGD 1.2.1/MGD 1.2.1.1                           | Number of school-age children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance   | 0      | 100,000        |
| Standard 18 | MGD 1.3.1/MGD 1.2.1.1<br>MGD 1.3.1.1<br>MGD 2.5 | Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance  | 0      | 100,000        |
| Standard 19 | MGD SO 2  | Number of individuals who demonstrate use of new child health and nutrition practices as a result of USDA assistance  | 0      | 960            |
| Standard 20 | MGD SO 2  | Number of individuals who demonstrate use of new safe food preparation and storage practices as a result of USDA assistance   | 0      | 960            |
| Standard 22 | MGD 2.2   | Number of individuals trained in safe food preparation and storage as a result of USDA assistance   | 0      | 1,600          |
| Standard 23 | MGD 2.3   | Number of individuals trained in child health and nutrition as a result of USDA assistance  | 0      | 1,600          |
| Standard 27 | MGD 2.4   | Number of schools using an improved water source  | TBD/0  | TBD            |
| Standard 28 | MGD 2.4   | Number of schools with improved sanitation facilities   | TBD/0  | TBD            |
| Standard 29 | MGD 2.5   | Number of students receiving deworming medication(s)  | 0      | 100,000        |
| Standard 23 | MGD 2.3   | Number of individuals trained in child health and nutrition as a result of USDA assistance  | 0      | 1,600          |
| Standard 27 | MGD 2.4   | Number of schools using an improved water source  | TBD/0  | TBD            |
| Standard 28 | MGD 2.4   | Number of schools with improved sanitation facilities   | TBD/0  | TBD            |
| Standard 29 | MGD 2.5   | Number of students receiving deworming medication(s)  | 0      | 100,000        |

|   |                               |  |     |         |
|---|-------------------------------|--|-----|---------|
| Standard 30   | MGD SO 1<br>MGD SO 2          | Number of individuals participating in USDA food security programs         | 0   | 113,359 |
| Standard 31   | MGD SO 1<br>MGD SO 2          | Number of individuals benefiting indirectly from USDA-funded interventions | 0   | 400,000 |
| Standard 32   | MGD SO 1<br>MGD SO 2          | Number of schools reached as a result of USDA assistance                   | 0   | 400     |
| <b>Note: Outcome targets will be reviewed after the baseline survey</b> |                               |  |     |         |
| Custom 2  | MGD 1.1.2                     | Number of classroom libraries distributed                                  | 0   | 150     |
| Custom 3  | MGD 1.1.2                     | Number of students attending summer reading camp                           | 0   | 900     |
| Custom 5  | MGD 2.1                       | Number of schools receiving WASH hygiene trainings                         | 0   | 400     |
| Custom 7  | MGD 1.1.4                     | Number of students participating in peer tutoring                          | 0   | 900     |
| Custom 8  | MGD 1.1.4                     | Number of teachers receiving bi-monthly coaching and monitoring support    | 0   | 150     |
| Custom 10   | MGD1.3.1/ 1.2.1.1/<br>1.3.1.1 | Number of local commodities added to the food basket                       | 0   | 2       |
| Custom 11   | MGD 1.2.1.1/ 1.3.1.1          | Number of MT of salt provided  | 0   | 126     |
| Custom 12   | MGD 1.1/1.1.4/ 1.1.5          | Number of cluster meetings held  | 0   | 144     |
| Custom 13   | MGD 2.6                       | Number of fuel-efficient stoves provided                                   | 0   | 317     |
| Custom 14   | MGD 2.6                       | Number of schools with proper NFI due to USDA assistance                   | 150 | 400     |
| Custom 15   | MGD 1.3                       | Retention rate of students in USDA supported schools                       | 91% | 95%     |
| Custom 16   | MGD 1.1/1.3                   | Percentage of students who pass the grade in USDA supported schools        | 72% | 76%     |
|   |                               |  | 74% | 78%     |
| Custom 17   | MGD 1.1.1                     | Consistent teacher attendance in USDA supported schools                    | 50% | 75%     |
| Custom 18   | MGD 1.4.1/2.7.1               | Number of trainings with government stakeholders                           | 0   | 6       |
| Custom 19   | MGD 1.2                       | Percentage of students identified as attentive by their teachers           | 60% | 75%     |

## Annex 6 : Key dates for Phases and Deliverables

| Dates   | Phases and Deliverables  |  |         |  |        |   |        |  |        |   |        |   |         |
|---|--|--|---------|--|--------|---|--------|--|--------|---|--------|---|---------|
| <b>Baseline</b>   |  |  |         |  |        |   |        |  |        |   |        |   |         |
| <b>Oct 2019 – mid Feb 2020</b>  | Planning and Preparation Phase: <ul style="list-style-type: none"> <li>• Appointment of country office evaluation manager</li> <li>• Develop 1<sup>st</sup> draft Terms of Reference (ToR), including RBP quality assurance</li> <li>• 2<sup>nd</sup> draft of ToR quality checked by DEQAS' outsourced services</li> <li>• USDA approval</li> <li>• Seek Evaluation Reference Group (ERG) final comments and Evaluation Committee (EC) approval</li> </ul>  |  |         |  |        |   |        |  |        |   |        |   |         |
| <b>April to Mid-May 2020</b>  | <ul style="list-style-type: none"> <li>• Procurement of independent evaluation firm</li> </ul>   |  |         |  |        |   |        |  |        |   |        |   |         |
| <b>Mid-June to mid- August 2020</b>   | Inception Phase: <table border="1"> <tr> <td> <ul style="list-style-type: none"> <li>• Desk review of key project documents (evaluation team)</li> </ul> </td> <td>1 week</td> </tr> <tr> <td> <ul style="list-style-type: none"> <li>• Preparatory mission via virtual teleconference discussions (e.g. 5 days)<sup>8</sup></li> </ul> </td> <td>1 week</td> </tr> <tr> <td> <ul style="list-style-type: none"> <li>• 1st draft of inception report: evaluability assessment and 1st draft of the Theory of Change, confirm and finalise evaluation questions, evaluation design and methodology (including sampling strategy and tools) for baseline evaluation, (draft) design and methodology of the final evaluation (evaluation team).</li> </ul> </td> <td>1 week</td> </tr> <tr> <td> <ul style="list-style-type: none"> <li>• Quality assurance by evaluation manager, supported by REO-RBP (WFP)</li> <li>• 2nd version of the inception report (evaluation team)</li> </ul> </td> <td>1 week</td> </tr> <tr> <td> <ul style="list-style-type: none"> <li>• Seek Quality Assurance by DEQAS' outsourced services (WFP)</li> <li>• 3rd draft of the Inception report (evaluation team)</li> </ul> </td> <td>1 week</td> </tr> <tr> <td> <ul style="list-style-type: none"> <li>• Seek ERG's comments and Evaluation committee's comments and approval on inception report (WFP)</li> <li>• Arrange field visits (evaluation team, WFP)<sup>9</sup></li> </ul> </td> <td>2 weeks</td> </tr> </table> | <ul style="list-style-type: none"> <li>• Desk review of key project documents (evaluation team)</li> </ul>   | 1 week  | <ul style="list-style-type: none"> <li>• Preparatory mission via virtual teleconference discussions (e.g. 5 days)<sup>8</sup></li> </ul> | 1 week | <ul style="list-style-type: none"> <li>• 1st draft of inception report: evaluability assessment and 1st draft of the Theory of Change, confirm and finalise evaluation questions, evaluation design and methodology (including sampling strategy and tools) for baseline evaluation, (draft) design and methodology of the final evaluation (evaluation team).</li> </ul> | 1 week | <ul style="list-style-type: none"> <li>• Quality assurance by evaluation manager, supported by REO-RBP (WFP)</li> <li>• 2nd version of the inception report (evaluation team)</li> </ul> | 1 week | <ul style="list-style-type: none"> <li>• Seek Quality Assurance by DEQAS' outsourced services (WFP)</li> <li>• 3rd draft of the Inception report (evaluation team)</li> </ul> | 1 week | <ul style="list-style-type: none"> <li>• Seek ERG's comments and Evaluation committee's comments and approval on inception report (WFP)</li> <li>• Arrange field visits (evaluation team, WFP)<sup>9</sup></li> </ul> | 2 weeks |
| <ul style="list-style-type: none"> <li>• Desk review of key project documents (evaluation team)</li> </ul>  | 1 week   |  |         |  |        |   |        |  |        |   |        |   |         |
| <ul style="list-style-type: none"> <li>• Preparatory mission via virtual teleconference discussions (e.g. 5 days)<sup>8</sup></li> </ul>  | 1 week   |  |         |  |        |   |        |  |        |   |        |   |         |
| <ul style="list-style-type: none"> <li>• 1st draft of inception report: evaluability assessment and 1st draft of the Theory of Change, confirm and finalise evaluation questions, evaluation design and methodology (including sampling strategy and tools) for baseline evaluation, (draft) design and methodology of the final evaluation (evaluation team).</li> </ul> | 1 week   |  |         |  |        |   |        |  |        |   |        |   |         |
| <ul style="list-style-type: none"> <li>• Quality assurance by evaluation manager, supported by REO-RBP (WFP)</li> <li>• 2nd version of the inception report (evaluation team)</li> </ul>  | 1 week   |  |         |  |        |   |        |  |        |   |        |   |         |
| <ul style="list-style-type: none"> <li>• Seek Quality Assurance by DEQAS' outsourced services (WFP)</li> <li>• 3rd draft of the Inception report (evaluation team)</li> </ul>   | 1 week   |  |         |  |        |   |        |  |        |   |        |   |         |
| <ul style="list-style-type: none"> <li>• Seek ERG's comments and Evaluation committee's comments and approval on inception report (WFP)</li> <li>• Arrange field visits (evaluation team, WFP)<sup>9</sup></li> </ul>   | 2 weeks  |  |         |  |        |   |        |  |        |   |        |   |         |
| 8 weeks   |  |  |         |  |        |   |        |  |        |   |        |   |         |
| <b>September to mid-October 2020<sup>10</sup></b>   | Data Collection Phase <ul style="list-style-type: none"> <li>• Conduct field visits (evaluation team, WFP)</li> <li>• Conduct baseline survey (evaluation team)</li> <li>• Conduct key stakeholder focus groups and key informant interviews (evaluation team)<sup>11</sup></li> <li>• Debriefing meetings (evaluation team, WFP)<sup>12</sup></li> </ul>  |  |         |  |        |   |        |  |        |   |        |   |         |
| 3 - 4 weeks   |  |  |         |  |        |   |        |  |        |   |        |   |         |
| <b>Mid-October to mid-December 2020</b>   | Reporting Phase: <table border="1"> <tr> <td> <ul style="list-style-type: none"> <li>• Enter, clean, and analyse data (evaluation team)</li> <li>• Draft finalize baseline report (evaluation team)</li> </ul> </td> <td>2 weeks</td> </tr> </table>   | <ul style="list-style-type: none"> <li>• Enter, clean, and analyse data (evaluation team)</li> <li>• Draft finalize baseline report (evaluation team)</li> </ul> | 2 weeks |  |        |   |        |  |        |   |        |   |         |
| <ul style="list-style-type: none"> <li>• Enter, clean, and analyse data (evaluation team)</li> <li>• Draft finalize baseline report (evaluation team)</li> </ul>  | 2 weeks  |  |         |  |        |   |        |  |        |   |        |   |         |

<sup>8</sup> In light of the current covid-19 context, it will not be feasible for the evaluation firm to travel in-country to meet with the WFP team.

<sup>9</sup> Based on the decision taken by the Ministry of Education and the sanitary conditions in-country, the field visits will be organized and planned accordingly.

<sup>10</sup> The Ministry of Education has anticipated for the recommencement of this academic school year (2019-2020), either during 3 August- 30 September, and/or the 3 September- 30 October. In the case that the academic school year 2019-2020 recommences during the month of September, the evaluation firm will be required to envision the data collection phase during this period. In the case that the academic school year does not recommence during September, the evaluation firm will be required to collect the data during the reopening of the following academic school year 2020-2021, during the months of November and/or December. WFP will notify the evaluation firm if the later is the case, and will reach out for further revision of the deliverables under the Terms of Reference, once further clarification has been provided by the Ministry of Education.

<sup>11</sup> The evaluation firm should have a flexible and adaptable strategy of data collection to the various key stakeholders. For instance, in the case where focus group discussions have been planned with WFP staffs and/or other key informants, the evaluation firm should consider the feasibility of organizing these discussions via teleconference calls at a suitable time for both parties.

<sup>12</sup> Based on the evolution of the situation, these debriefing sessions may entail a combination of face-to-face discussions and/or held via teleconference.

|                                    |   |         |
|------------------------------------|---|---------|
| 9 weeks                            | <ul style="list-style-type: none"> <li>Quality assurance by evaluation manager, supported by REO-RBP (WFP)</li> <li>2<sup>nd</sup> version of the baseline report (evaluation team)</li> </ul>  | 2 weeks |
|                                    | <ul style="list-style-type: none"> <li>Seek Quality Assurance by DEQAS' outsourced services (WFP)</li> <li>3<sup>rd</sup> draft of the baseline report (evaluation team)</li> </ul>   | 1 week  |
|                                    | <ul style="list-style-type: none"> <li>Seek internal Evaluation Committee's comments on the draft baseline report (WFP)</li> <li>4<sup>rd</sup> draft of the baseline report (evaluation team)</li> </ul>   | 2 weeks |
|                                    | <ul style="list-style-type: none"> <li>Present baseline findings to the Evaluation Reference Group, including donor's representative (evaluation team)<sup>13</sup></li> <li>Final version of the baseline report (evaluation team)</li> <li>Approval of baseline report by the Evaluation Committee (WFP)</li> </ul>   | 2 weeks |
| <b>Mid-December 2020 - onwards</b> | Final Approving Phase <ul style="list-style-type: none"> <li>Submit the baseline report to the donor for final approval (WFP)</li> <li>If additional comments received, to adjust the baseline report (evaluation team)<sup>14</sup></li> <li>Approval of baseline report by the donor (WFP)</li> </ul>   |         |
| <b>Final evaluation</b>            |   |         |
| <b>Nov 2022- May 2023</b>          | Inception Phase: <ul style="list-style-type: none"> <li>Desk review</li> <li>In-field preparatory mission (e.g. 5 days) (evaluation team)</li> <li>Review and adjust evaluability assessment, stakeholders mapping, monitoring data quality check, Theory of Change, evaluation questions, evaluation design and methodology (including sampling strategy), and draft an inception report for agreement (evaluation team).</li> <li>Quality assurance by evaluation manager, supported by REO-RBP (WFP)</li> <li>2<sup>nd</sup> draft of the inception report</li> <li>Quality assure the draft inception report through DEQAS (WFP)</li> <li>3<sup>rd</sup> version of the inception report (evaluation team)</li> <li>Seek EC and Evaluation Reference group's comments on inception report (WFP)</li> <li>Finalize the inception report for approval (evaluation team)</li> <li>Arrange field visits (evaluation team, WFP)</li> </ul> |         |
|                                    | Data collection phase: <ul style="list-style-type: none"> <li>Conduct field visits (evaluation team)</li> <li>Conduct end line survey (evaluation team)</li> <li>Conduct key stakeholder focus groups and key informant interviews (evaluation team)</li> <li>Debriefing meetings (WFP, ERG and evaluation team)</li> </ul>   |         |
|                                    | Reporting Phase: <ul style="list-style-type: none"> <li>Enter, clean, and analyse data (evaluation team)</li> <li>Draft end line report (evaluation team)</li> <li>Evaluation manager's quality checking, supported by REO-RBP (WFP)</li> <li>2<sup>nd</sup> draft of the evaluation report (evaluation team)</li> <li>Quality assure the report through DEQAS (WFP)</li> <li>3<sup>rd</sup> draft of the evaluation report (evaluation team) Seek internal Evaluation Committee's comments on the draft end line report (WFP)</li> <li>4<sup>rd</sup> draft of the evaluation report (evaluation team)</li> <li>Seek Evaluation Reference group's comments, including donor's representative, on the draft end line report (WFP)</li> <li>Develop a final evaluation report (evaluation team)</li> <li>Approval of final evaluation report by the EC (WFP)</li> </ul>  |         |

<sup>13</sup> Based on the evolution of the sanitary conditions and government's restrictions in-country, the evaluation manager should be flexible to adapt to timeline changes in regards to presenting the findings/ organisation of workshop in-country.

<sup>14</sup> Please, bear in mind that donor may take up to 3 months to provide additional comments to the product.

|                            |   |
|----------------------------|---|
| <b>June 2023 - onwards</b> | Final Approving Phase <ul style="list-style-type: none"> <li>• Submit the end line report to the donor for final approval (WFP)</li> <li>• If additional comments received, to adjust the end line report (evaluation team)<sup>15</sup></li> <li>• Approval of end line report by the donor (WFP)</li> </ul>                                   |
| <b>June - Sep 2023</b>     | Follow-up and Dissemination Phase: <ul style="list-style-type: none"> <li>• Prepare communication products: brief English and French (evaluation team) and others (WFP)</li> <li>• Disseminate evaluation findings to key stakeholders including ERG (Evaluation team, WFP, Government)</li> <li>• Prepare management response (WFP)</li> </ul> |

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<sup>15</sup> Please, bear in mind that donor may take up to 3 months to provide additional comments to the product.

## Annex 7 : Draft Dissemination Plan

| <b>Dissemination activity</b>  | <b>Audience</b>  | <b>Persons Responsible</b>               |
|--|--|--|
| After field debriefing   | Evaluation committee and reference group   | Evaluation team                          |
| Distribution of final report   | Evaluation committee and reference group, USDA, Government of Haiti, WFP Haiti country office, Partners and stakeholders | Evaluation Manager/Haiti country office  |
| Publishing of the report   | Report will be published for public access   | RBP/OEV                                  |
| National workshop with key stakeholders and donors                       | WFP, USDA, stakeholders and Donors   | Evaluation manager/Haiti country office  |
| Development of 2 pager Evaluation brief / short video's/infographics etc | Evaluation committee and reference group, USDA, Government of Haiti, WFP Haiti country office, Partners and stakeholders | Evaluation team/RBP/Haiti country office |

## Annex 8: Acronyms

|           |  |
|-----------|--|
| CD        | Country Director   |
| CO        | Country Office   |
| CSP       | Country Strategic Plan                                   |
| DCD       | Deputy Country Director                                  |
| DEQAS     | Decentralized Evaluation Quality Assurance System        |
| EB        | Executive Board  |
| EC        | Evaluation Committee                                     |
| EM        | Evaluation Manager                                       |
| EMMUS     | Enquête Mortalité, Morbidité et Utilisation des Services |
| ERG       | Evaluation Reference Group                               |
| EQAS      | Evaluation Quality Assurance System                      |
| FFE       | Food for Education                                       |
| FY        | Fiscal Years   |
| GDP       | Gross Domestic Product                                   |
| GEEW      | Gender Equality and the Empowerment of Women             |
| GoE       | Government of Haiti                                      |
| GTP       | Growth and Transformation Plan                           |
| HDI       | Human Development Index                                  |
| HGSF      | Home-Grown School Feeding                                |
| HQ        | Head Quarters  |
| ICSP      | Interim Country Strategic Plan                           |
| LDC       | Least Developed Countries                                |
| MoE       | Ministry of Education                                    |
| MGD       | McGovern Dole  |
| MENFP     | Ministry of National Education and Professional Training |
| M&E       | Monitoring & evaluation                                  |
| MINUSTAH  | United Nations Stabilization Mission in Haiti            |
| MINUJUSTH | United Nations Mission for Justice Support in Haiti      |
| OEV       | Office of Evaluation                                     |
| NER       | Net Enrolment Ratio                                      |
| PNCS      | Programme National de Cantines Scolaires                 |
| PMP       | Performance Monitoring Plan                              |
| PTA       | Parent teacher association                               |
| QS        | Quality Support  |
| RB        | Regional Bureau  |
| REB       | Regional Bureau of Education                             |
| REO       | Regional Evaluation Officer                              |
| SBCC      | Social Behaviour Change Communication                    |
| SABER     | Systems Approach for Better Education Results            |
| SDGs      | Sustainable Development Goals                            |
| SF        | School Feeding   |
| SO        | Strategic Objective                                      |
| SR        | Strategic Result   |
| T-ICSP    | Interim Transitional Country Strategic Plan              |
| TOR       | Terms of Reference                                       |
| UN        | United Nations   |

|        |  |
|--------|--|
| UNDAF  | United Nations Development Assistance Framework    |
| UNDSS  | United Nations Department of Safety and Security   |
| UNEG   | United Nations Evaluation Group                    |
| UNICEF | United Nations Children's Fund                     |
| USAID  | United States Agency for International Development |
| USD    | United States Dollar                               |
| USDA   | United States Department of Agriculture            |
| VAM    | Vulnerability Analysis and Mapping                 |
| WASH   | Water, Sanitation, Hygiene                         |
| WFP    | World Food Program                                 |