



Management Response from WFP Guinea-Bissau Country Office to the recommendations of the decentralized evaluation of Final Evaluation of the McGovern-Dole Food for Education and Child Nutrition in Guinea-Bissau (DE/GWCO/2019/019) from 2016 to 2019

1. This document, finalized in July 2021, presents the management response to the recommendations of the final evaluation of the McGovern-Dole Food for Education and child nutrition program in Guinea-Bissau .
2. The evaluation, which was commissioned by the WFP Guinea-Bissau Country office, covers the McGovern-Dole school feeding program (2016-2019). The evaluation serves the dual purpose of accountability and lesson learning. This evaluation reviewed the program performance and drew lessons for future actions.
3. The evaluation made 10 key recommendations with [20] actions. The matrix sets out whether WFP agrees, partially agrees or disagrees with the recommendations and sub-recommendations. It presents the planned (or taken) actions, responsibilities and timelines.

Recommendations and related Sub-recommendations (Deadline) <i>[as per evaluation report – one (sub-) recommendation per row, deadline in brackets.]</i>	Recommendation and Sub-Recommendation Lead (Supporting Offices/Divisions) <i>[Name of responsible WFP office/division (/possibly external stakeholder in the case of Joint Evaluation). Names of supporting WFP offices/divisions and/or external stakeholders if any in brackets.]</i>	Management Response <i>[Is (sub-) recommendation Agreed, Partially agreed or Not agreed? If Partially agreed or Not agreed, provide a brief reason for this.]</i>	Actions to be taken <i>[Briefly state what action(s) will be taken to address each sub-recommendation – one action per row.]</i>	Action Lead (Supporting Offices/Divisions) <i>[Name of responsible WFP office/division/unit. Names of supporting WFP offices/divisions and/or external stakeholders if any in brackets.]</i>	Action Deadline <i>[Month and year – not to exceed related (sub-)recommendation deadline.]</i>
<p>Priority: High</p> <p>Recommendation 1: The WFP should, throughout the course of the current school year (2019-20), start monitoring the output indicators that refer specifically to girl pupils in grades 4, 5 and 6 separately, even if its contract with USDA for the McGovern-Dole FFE</p>	WFP	Agreed	1.1 Since COMET tool doesn't allow to record desagragated grade, the CO will prepare a template for monitoring output indicators specifically for grade 5 and 6.	WFP/MoE	December 2021

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programme will come to an end in April 2020. (January 2022)					
Priority: High Recommendation 2: The WFP should try to further integrate its SF programme with local efforts e.g., UNICEF and INDE to improve teachers' skills and provide didactic materials, and for more efficient access	WFP	Partially agreed WFP is already part of the Local Education Group (LEG), and contributes to the Essential Learning Package (ELP) by providing food, kitchens construction materials, construction of improved stoves, provision of cooking and eating materials, training on the school	2.1 In September 2021 WFP will meet with UNICEF for working about a joint action plan in line with the UN Cooperation Framework. 2.2 WFP will sign an agreement with Humanity and Inclusion to improve quality of education for children with disabilities.	WFP/WHO/UNICEF/INDE/H&I WFP/ H&I	End of September 2021 December 2021

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<p>to deworming medication for school children. Active partnerships with actors and initiatives that work on improved teaching pilots would add value to achieving this target, as well as appropriate indicators to be closely tracked over the years (July 2022)</p>		<p>canteen and warehouse management, and capacity building to the Ministry of Education at central and local level.</p> <p>Also, WFP is partnering with Humanity & Inclusion (HI) to advance inclusive education for children with disabilities. In 2020, WFP and HI collaborated with the Ministry of Education to create a General Directorate of Inclusive Education (DGEI), which was inaugurated in March 2021. Furthermore, with</p>			

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		financial support from USDA funds and internal allocations, in 2020 HI and WFP implemented a joint project fostering inclusive education by improving school accessibility, by strengthening the capacities of the Ministry of Education of Guinea-Bissau and by raising awareness of local communities, schoolteachers and staff. WFP and HI improved the school environment and pedagogical practices in 16 schools in Oio and Cacheu regions, and provided food assistance to most vulnerable			

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		families having children with disabilities. In addition, sensitization initiatives were organized in 23 communities to raise awareness on inclusive education and COVID-19 prevention.			
Priority: High Recommendation 3: The WFP GB CO should continue to adopt a more developmentalist profile regarding the	/WFP	Partially agreed WFP-Guinea-Bissau adopted the tool SABER and its 5 pillars to build sustainability in the school feeding programme. In light with this vision, WFP supported the government of Guinea-Bissau in	3.1 Continue and enhance current activities to improve the programme’s sustainability in view of a progressive handover of school feeding to the Government in the next years.	WFP/MoE/Centre of Excellence	2030

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<p>SF programme, in relation to the SF programme, with a perspective of sustainability, particularly in relation to the following two evolutions:</p> <p>(a) the shift to a HGSP programme, in which food is purchased from local producers, because it requires a lot of developmental and organisational</p>		<p>multiple endeavours : (i) the drafting of a School Feeding Law, (ii) the creation of a school feeding Unit into the Ministry of Education, (iii) the appointment of a school feeding focal point in all assisted regions of the country, (iv) The creation of a National Strategy for Local food Purchase, (v) the initiation of a pilot of local food purchase in 2014 in 65 schools, (vi) the expansion of local food purchase to 274 schools in 2018 and to all 874 schools in 2020.</p>	<p>3.2 Resume the tripartite agreement as soon the pandemic emergency is over.</p>	<p>Government of Guinea-Bissau/WFP/Centre of Excellence</p>	<p>By September 2021 (upon the start of the new academic year)</p>

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<p>work on the production side, and to consolidate the link between school and community. This requires specific new skills.</p> <p>(b) the preparation and step by step implementation of the hand-over process of the management of the SF programme to MENES and its DGASCE, as it requires</p>		<p>In 2020, the value of smallholder farmer organizations' sales through WFP-supported aggregation systems increased by over 70 percent, from USD 1 million in 2019 to USD 1.7 million in 2020.</p> <p>In January 2020, WFP signed a tripartite letter of agreement with the Ministry of Agriculture and three national NGOs, which guarantees and defines standards for the use of existing agricultural machinery to improve the agricultural</p>			

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<p>a specific set of new skills and attitudes, quite different from those required for the effective management of food supply. The pilot project in the Biombo region is a good opportunity for improvements in relation to this.</p> <p>(c) The management of the WFP CO should take the initiative for such a shift in</p>		<p>production of women smallholder farmers' associations who supply local agricultural products to school canteens.</p> <p>In 2020 WFP Guinea-Bissau also signed a tripartite agreement with the Ministry of Education and WFP Brazil Centre of Excellence to strengthen the capacities of the Ministries of Education and Agriculture on the implementation of home-grown school feeding. This initiative also included enhanced advocacy for</p>			

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attitudes and skills which may imply a retraining of staff. (July 2022)		<p>the establishment of a State budget line for the national school feeding programme, as well as for stronger inter-ministerial coordination of the programme. However, the change in the leadership of the Government of Brazil and the outbreak of the COVID-19 pandemic have delayed the implementation of Brazil’s technical support.</p> <p>In 2019 WFP handed over the region of Biombo to the Ministry</p>			

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		<p>of Education for self-management.</p> <p>In addition, WFP provided training for staff of the Ministry of Education on school feeding management, including monitoring and evaluation.</p> <p>Both the Ministry of Education and WFP are using local NGOs Partners to purchase and distribute food to schools, in accordance with COVID-19 containment measures.</p>			

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<p>Priority: High</p> <p>Recommendation 4:</p> <p>The WFP should assist the DGASCE of the MoE in its reflection about the future HGSF model and modalities, and the process to make a fundamental choice on the basis of the various pilot</p>	WFP	Agreed	<p>4.1 Reorganize the local food purchase and build local institutions capacity, namely for the Ministry of Education and Agriculture to manage the entire process of local food purchase.</p> <p>4.2 Resume the tripartite agreement as soon the</p>	<p>WFP/Centre of Excellence</p> <p>Government of Guinea-Bissau/WFP/CoE</p>	<p>December 2021</p> <p>September 2021</p>

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projects that have been or are being conducted now. The WFP could seek funding and offer organisational assistance for: (1) a jointly commissioned external evaluation by qualified consultants to assist in the participatory analysis of the accumulated experience by both the WFP and the MoE; (2) an externally			pandemic emergency is over.		

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facilitated workshop with representation by all categories of stakeholders to determine which model or which modalities are best suited to be rolled out in the local context. (January 2022)					
5.3 Priority: High Recommendation 5: The WFP with the DGASCE should	WFP	Partially agreed This is a very known issue in this country due to former studies carried by MoE and many other	5.1 WFP, In line with the Sectoral Education Plan currently under implementation and in coordination with the Local	WFP	December 2021

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organize a more in-depth study into the motivations of parents to keep their daughters at home and to stop their school education. All factors that are playing a role in girls' education should be identified and analysed, so as to allow for a more balanced and		partners. The latest MICS study carried out in 2018-2019 highlights key factors hampering girls' education: 1-Late enrolment of girls 2-Agricultural and domestic activities in which girls are more involved 3-Early marriage 4-Female Genital Mutilation 5-Distance of schools to villages 6-Cultural factors/ patriarchal society and gender discrimination	Education Group (LEG), will continue to implement sensitization activities with the communities.		
			5.2 Continue creating conducive school conditions to facilitate girls' participation	WFP/HI	December 2022
			5.3 support smallholder famers by providing market oportunities that will increase the household incomes and then make less pressure to girls who are sometime involved in	WFP/DGASCE	Continuous Currently being implemented in 100 % of assisted schools

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complementary set of actions. (December 2022)		7-Lack of adequate school infrastructures to attend female condition/separated block of latrines 8-Female employment during cashew nuts campaign, etc.	income generating activities.		
			5.4 Advocate for the adoption of gender policies to incentive girls’ participation	WFP/DGASCE	Upon reception of funding
			5.5 Closely monitor educational indicators included in the Education Decennial Plan (2016-2025) to follow their evolution and adjust intervention strategies as needed.	WFP/DGASCE	Continuous Currently being implemented

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<p>Priority: Medium Recommendation 6: The WFP CO should endeavour to urgently implement improvements in the presence and conditions of the toilet facilities for pupils in the primary schools it assists with SF, in order to avoid the possible drop-out of</p>	<p>WFP</p>	<p>Partially agreed</p> <p>WFP is part of the Education Local Group (LEG) and has been collaborating with different partners, notably UNICEF, to improve schools' infrastructure and water access. Guinea-Bissau has also benefitted from the funds of Global Partnership for Education that contribute also for the improvement of schools' infrastructures. The schools</p>	<p>6.1 WFP will continue partnering with UNICEF and other partners for the improvement of schools' infrastructure and water provision</p>	<p>WFP/UNICEF/MoE/NGOs</p>	<p>By September 2021</p>

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pre-adolescent/adolescent girls. The WFP should proactively seek forms of collaboration and partners that are active in the field of water and sanitation. (January 2022)		supported by WFP are targeted for this improvement.			
Priority: Medium Recommendation 7: The WFP should review the action and budget proposals of	WFP	Partially agreed WFP adopted a 3 years agreement with the implementing NGOs and conduct	7.1 Joint semestral revision to adjust de budget with NGOs 7.2 Monthly monitoring of local market prices to	WFP/NGOs WFP	By September 2021 By September 2021

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<p>the local NGOs it wishes to subcontract for specific support activities much more critically and add a sustainability criterion to their analysis of the proposals.</p> <p>The NGOs should have enough means and funds to implement their tasks in optimal circumstances, and the sustainability of</p>		<p>annual budget reviews to adjust it if the circumstances demand it.</p> <p>The school-feeding budget is suffering significant shortfalls after the end of McGovern-Dole grant’s support to WFP in 2019, and WFP is doing the best possible with resources available</p>	<p>facilitate semestral revision of budget</p>		

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their outputs and outcomes should not be jeopardized by insufficient budgets. Being too economical can lead to a loss of efficiency in the long run. (For next round of contract)					
Priority: High/Medium Recommendation 8:	DGASCE/WFP	Agreed	8.1 Coordination meetings under DGASE's supervision (ongoing)	DGASCE/WFP/CRS/NGOs	June 2022

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<p>In the interest of better SF results for the children, the DGASCE should work with the WFP to generously share its experience and know-how with the CRS, the new McGovern-Dole operator for the next 3 years.</p> <p>The WFP and the DGASCE should negotiate the modalities for the</p>		<p>WFP has held meetings with CRS to share lessons learnt and agree on handover of 229 schools, with the objective to avoid duplication of support and ensured better coordination in assistance.</p> <p>Furthermore, WFP and CRS have agreed to share costs of financial support to the Ministry of Education’s School Feeding Unit for monitoring activities (field mission, fuel, etc).</p>	8.2 Harmonization of monitoring tools for both institutions	DGASCE/WFP/CRS/NGOs	December 2022
			8.3 Conduct joint field monitoring and share monitoring reports	DGASCE/WFP/CRS/NGOs	December 2022

Recommendations and related Sub-recommendations (Deadline) <i>[as per evaluation report – one (sub-) recommendation per row, deadline in brackets.]</i>	Recommendation and Sub-Recommendation Lead (Supporting Offices/Divisions) <i>[Name of responsible WFP office/division (/possibly external stakeholder in the case of Joint Evaluation). Names of supporting WFP offices/divisions and/or external stakeholders if any in brackets.]</i>	Management Response <i>[Is (sub-) recommendation Agreed, Partially agreed or Not agreed? If Partially agreed or Not agreed, provide a brief reason for this.]</i>	Actions to be taken <i>[Briefly state what action(s) will be taken to address each sub-recommendation – one action per row.]</i>	Action Lead (Supporting Offices/Divisions) <i>[Name of responsible WFP office/division/unit. Names of supporting WFP offices/divisions and/or external stakeholders if any in brackets.]</i>	Action Deadline <i>[Month and year – not to exceed related (sub-)recommendation deadline.]</i>
continued existence and use of the toll-free complaint and denunciation phone number 106 with CRS so that it can continue to be used by both WFP and CRS beneficiaries and later by the MoE and its partners. (to be started immediately)					
Priority: Medium	DGASCE/WFP	Partially agreed	9.1 New criteria for schools' selection into the school	MoE/DGASCE	By August 2021

<p>Recommendations and related Sub-recommendations (Deadline)</p> <p><i>[as per evaluation report – one (sub-) recommendation per row, deadline in brackets.]</i></p>	<p>Recommendation and Sub-Recommendation Lead (Supporting Offices/Divisions)</p> <p><i>[Name of responsible WFP office/division (/possibly external stakeholder in the case of Joint Evaluation). Names of supporting WFP offices/divisions and/or external stakeholders if any in brackets.]</i></p>	<p>Management Response</p> <p><i>[Is (sub-) recommendation Agreed, Partially agreed or Not agreed? If Partially agreed or Not agreed, provide a brief reason for this.]</i></p>	<p>Actions to be taken</p> <p><i>[Briefly state what action(s) will be taken to address each sub-recommendation – one action per row.]</i></p>	<p>Action Lead (Supporting Offices/Divisions) <i>[Name of responsible WFP office/division/unit. Names of supporting WFP offices/divisions and/or external stakeholders if any in brackets.]</i></p>	<p>Action Deadline</p> <p><i>[Month and year – not to exceed related (sub-)recommendation deadline.]</i></p>
<p>Recommendation 9:</p> <p>The DGASCE should be more proactive in the process of determining inclusion and exclusion criteria for schools and community selection in future SF programmes, like the one CRS is establishing now. This process should take into account criteria that cover the areas of</p>		<p>WFP, based on its longstanding expertise in vulnerability analysis and mapping, has targeted its intervention taking into account food security, low rates of school enrollment (in particular girls' late enrollment) presence and conditions of basic school infrastructure, including water access, latrines, kitchen and food storage. In case the school meets minimum conditions but does not have a kitchen, the community is requested to build one for food preparation once</p>	<p>feeding programme was elaborated by the Ministry of Education, also based on WFP's and IPHD's longstanding experience in SF .</p>		

Recommendations and related Sub-recommendations (Deadline) <i>[as per evaluation report – one (sub-) recommendation per row, deadline in brackets.]</i>	Recommendation and Sub-Recommendation Lead (Supporting Offices/Divisions) <i>[Name of responsible WFP office/division (/possibly external stakeholder in the case of Joint Evaluation). Names of supporting WFP offices/divisions and/or external stakeholders if any in brackets.]</i>	Management Response <i>[Is (sub-) recommendation Agreed, Partially agreed or Not agreed? If Partially agreed or Not agreed, provide a brief reason for this.]</i>	Actions to be taken <i>[Briefly state what action(s) will be taken to address each sub-recommendation – one action per row.]</i>	Action Lead (Supporting Offices/Divisions) <i>[Name of responsible WFP office/division/unit. Names of supporting WFP offices/divisions and/or external stakeholders if any in brackets.]</i>	Action Deadline <i>[Month and year – not to exceed related (sub-)recommendation deadline.]</i>
nutrition status, food security, and education, respectively managed by the WFP (VAM and SISSAN) and by the MoE. The decision about the inclusion or exclusion of schools and communities is a political decision that belongs to the Ministry of Education, based on criteria that reflect the minimally required physical conditions.		the school is selected for assistance.			

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The MoE should ensure the application of the National Quality Standards, together with its partners and the commun. (January 2022)					
Priority: High Recommendation 10: The DGASCE should start to develop and define its own management, M&E systems for the SF	DGASCE/WFP	Agreed	10.1 The proposed capacity building strategy for the Ministry of Education also includes the establishment of an independent Monitoring and Evaluation system with a data base located into the Ministry of	WFP/Brazil CoE/DGASCE	By December 2021

Recommendations and related Sub-recommendations (Deadline) <i>[as per evaluation report – one (sub-) recommendation per row, deadline in brackets.]</i>	Recommendation and Sub-Recommendation Lead (Supporting Offices/Divisions) <i>[Name of responsible WFP office/division (/possibly external stakeholder in the case of Joint Evaluation). Names of supporting WFP offices/divisions and/or external stakeholders if any in brackets.]</i>	Management Response <i>[Is (sub-) recommendation Agreed, Partially agreed or Not agreed? If Partially agreed or Not agreed, provide a brief reason for this.]</i>	Actions to be taken <i>[Briefly state what action(s) will be taken to address each sub-recommendation – one action per row.]</i>	Action Lead (Supporting Offices/Divisions) <i>[Name of responsible WFP office/division/unit. Names of supporting WFP offices/divisions and/or external stakeholders if any in brackets.]</i>	Action Deadline <i>[Month and year – not to exceed related (sub-)recommendation deadline.]</i>
<p>programme, probably in a gradual process, and in close dialogue with the WFP, integrating all the good elements from WFP’s experience and from earlier (International Programme for Human Development, IPHD) and future McGovern-Dole operators as much as possible. As the Ministry’s own management and M&E</p>			<p>Education and managed by the General Direction of the school canteen Unit (DGASCE). Although this activity has been slowed down by the COVID-19 pandemic, important steps were taken to put in place a new monitoring system, more technological, based on data collection through smartphones, that can accelerate data collection and improve data accuracy. The devices have been purchased and distributed</p>		

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<p>systems take shape and are being used regularly, the Ministry of Education should ask every successive McGovern-Dole operator to adopt and follow these national management and M&E systems in the future.</p> <p>(July 2022)</p>			<p>to school directors, which also received training on how to use them for data collection.</p> <p>In the future, WFP envisages a complete handover of the present system to the Ministry of Education.</p>		