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| Evaluation title | Final Evaluation of WFP Haiti's Food for Education and Child Nutrition Programme (2016-2019) | |
| Evaluation category and type | Decentralized - Activity | |
| Post Hoc Quality Assessment (PHQA) – overall rating | Satisfactory: 88% | |
| <p>The Final Evaluation of WFP Haiti's Food for Education and Child Nutrition Programme offers credible findings that can be used with confidence for decision-making. Findings derive from an explicit effort to triangulate the voices of different stakeholders and sources of data and fully address all evaluation questions and sub-questions. Unintended effects, positive and negative, are highlighted in the evaluation report. Recommendations contribute to both learning and accountability and are realistic and feasible given resource constraints, with some identifying relevant plans within WFP and the Haitian government. Gender and equity considerations are clearly integrated into the analysis, conclusions and recommendations. The main weakness concerns conclusions, which are organized around evaluation questions and tend to summarize key findings, hence lacking strategic analysis.</p> | | |
| CRITERION 1: REPORT SUMMARY | Rating | Satisfactory |
| <p>The executive summary includes concise information on the evaluation features as well as a comprehensive overview of the Food for Education and Child Nutrition Programme. The key findings for each evaluation question are clearly summarized. However, more information could have been added to describe the country context and the recommendations could have been better summarized.</p> | | |
| CRITERION 2: CONTEXT AND OVERVIEW OF EVALUATION SUBJECT | Rating | Satisfactory |
| <p>Contextual issues related to the food security and nutrition situation in Haiti are clearly presented, as well as general trends in the education sector. There is consideration for gender inequalities and inequities. The report includes a concise overview of the McGovern-Dole Schools Meals Programme and the annexes provide further details. The report would have been improved by adding details on the country office's previous work on school feeding programmes, relevant international assistance activities, key external events, and expected results of the programme.</p> | | |
| CRITERION 3: EVALUATION RATIONALE, OBJECTIVES, AND SCOPE | Rating | Satisfactory |
| <p>The two objectives of the evaluation are outlined and the main users and uses for the evaluation are well identified. Notably, gender-related considerations are integrated in the scope of analysis, which clearly presents the time period, target groups, and geographic areas covered by the evaluation. However, the report would have benefited from an explanation about the timing of the evaluation.</p> | | |
| CRITERION 4: METHODOLOGY | Rating | Satisfactory |
| <p>The evaluation used the OECD-DAC standard evaluation criteria and the evaluation matrix contains useful information assessing the reliability and availability of data for each sub-question. Changes made to the methodology during the inception phase are duly noted and the methodology is consistent with the intended theory-based, non-experimental design with a mixed methods approach. The mixed-methods approach allowed for the inclusion of a range of relevant stakeholders, including right holders and duty bearers. However, the description of the methodology could have been improved by providing more details on analysis methods used to ensure the triangulation of data. Moreover, more consideration could have been given to ethical safeguards, particularly for women or gendered groups that participated in the evaluation.</p> | | |
| CRITERION 5: FINDINGS | Rating | Highly Satisfactory |
| <p>The findings are robust and well-articulated. All are derived from an explicit effort to triangulate the voices of stakeholders with different sources of data, including the voices of women and vulnerable populations. Importantly, an effort to highlight gender and human rights issues was made in the findings section. Strengths and weakness of the programme are balanced, and all evaluation questions and sub-questions are addressed. The discussion under each sub-question makes clear reference to data gaps and the contribution of WFP to the results of the meals programme is cited throughout. Unintended effects, both positive and negative, are highlighted in the evaluation report.</p> | | |
| CRITERION 6: CONCLUSIONS AND LESSONS | Rating | Partly Satisfactory |

The conclusions are logically drawn from the findings and include GEWE related analysis on the implications of the McGovern-Dole programme for equity and inclusion in communities. However, the conclusions are not structured in such a way as to consolidate evidence from across the separate evaluation criteria to discuss their strategic implications.

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| CRITERION 7: RECOMMENDATIONS | Rating | Satisfactory |
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The recommendations are derived from the key findings, contributing to learning and accountability. The recommendations are realistic and feasible given resource constraints and some explicitly identify relevant plans and concerned parties within WFP and the Haitian governance. They also highlight gender issues. However, they are not clearly prioritized and responsible actors are not defined for all recommendations.

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| CRITERION 8: ACCESSIBILITY AND CLARITY | Rating | Satisfactory |
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The report is written in clear language and sources are provided for data and quotes. Appropriate lists are included in the opening pages and the report uses several visual aids as well as summary boxes highlighting the key evaluation findings, enhancing its readability. However, with the report well under the maximum length requirements, some key information from the annexes could have been included in the main body of the report for a more complete overview of the country context and of the evaluation subject for example. Moreover, the report could have benefited from minor copy editing.

Integration of Gender Equality and Women’s Empowerment (GEWE) considerations in the evaluation report based on the UN System-Wide Action Plan (UN-SWAP) Evaluation Performance Indicator (EPI) scorecard

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| UN-SWAP EPI – individual evaluation score | Meets requirements: 7 points |
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GEWE is very well integrated into the report. Gender inequalities are mentioned in the overview of the socio-economic situation context in Haiti and are included in the evaluation scope of analysis, although the context section does not flag relevant normative instruments or policies related to human rights and gender equality. The methodology mentions gender on several occasions and gender-related questions are articulated under the relevance and effectiveness criteria. The evaluation generated sex-disaggregated data and described how the McGovern-Dole Schools Meals Programme impacted different social groups. The conclusions and recommendations also highlight gender issues. An area for improvement concerns the specific data collection and analysis methods used for the integration of gender considerations, namely with respect to the sampling approach and the approach to conduct focus group discussions (FGDs).

Post Hoc Quality Assessment – Rating scale and definitions at overall report and criteria levels

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| Highly Satisfactory | <i>Definition at overall report level: Evaluation users can rely on the credible and useful evaluation findings provided and can use the evaluation with a high degree of confidence for decision-making. The report is considered an excellent example.</i> |
| | <i>Definition at criterion level: The criterion is addressed without any gaps or limitations.</i> |
| Satisfactory | <i>Definition at overall report level: Evaluation users can rely on the quality and credible evaluation findings provided and can use it with confidence for decision-making.</i> |
| | <i>Definition at criterion level: There are no significant gaps or limitations in addressing the criterion.</i> |
| Partly Satisfactory | <i>Definition at overall report level: Evaluation users can rely on the evaluation findings provided and may use it for decision-making noting that there are some gaps/shortcomings in the information provided.</i> |
| | <i>Definition at criterion level: There are some significant gaps or limitations in addressing the criterion.</i> |
| Unsatisfactory | <i>Definition at overall report level: Evaluation users can use some of the learning from the evaluation, noting that there are significant gaps/ shortcomings in the evaluation findings provided. The report may still contribute to decision making but should be used with caution.</i> |
| | <i>Definition at criterion level: There are critical gaps or limitations in addressing the criterion. Most of the required parameters are not met.</i> |