

Evaluation title	Contribution des cantines scolaires aux résultats de l'éducation dans le sud de Madagascar (2015 à 2019) : Une analyse de la contribution	
Evaluation category and type	Decentralized – Activity	
Post Hoc Quality Assessment (PHQA) – overall rating	Satisfactory: 86%	
<p>The evaluation of the Contribution of School Canteens to Educational Outcomes in Southern Madagascar (2015-2019) provides relevant information which stakeholders can confidently use for decision making. A key strength of the evaluation is the methodology which utilized contribution analysis to assess the contribution of WFP's school feeding program to education performance. The mixed data collection methods and the triangulation of data ensured that all the evaluation questions were answered effectively. The findings rely on a strong analysis of primary and secondary sources, presenting the perspectives of different stakeholders on the strengths and weaknesses of the intervention. The recommendations are relevant, feasible and targeted and should contribute to informing WFP decisions in the context of the 2019-2024 Country Strategic Plan (CSP). However, the two main areas that could have been strengthened are the overview which does not clearly present the logic of the intervention and its expected results, and the conclusions which do not add significant value to the findings. Some of the lessons presented could also have been better formulated to contribute to wider organizational learning and use beyond the context of the evaluation.</p>		
CRITERION 1: REPORT SUMMARY	Rating	Satisfactory
<p>The report summary includes useful information on the evaluation features, context, users, as well as an overview of the evaluation subject. General findings related to factors contributing to achievement of results, as well as findings specific to each evaluation criterion are summarized. Conclusions and recommendations are also clearly summarized. The only weakness of the executive summary is its excessive length.</p>		
CRITERION 2: CONTEXT AND OVERVIEW OF EVALUATION SUBJECT	Rating	Partly Satisfactory
<p>While the report presents a succinct overview of the political and economic context, as well as the poverty, food security and nutrition situation and national and international policies, frameworks, and strategies related to nutrition and gender, the overview of the evaluation subject is missing important information. Although certain components of the school feeding program are included, the objectives and the logic of the intervention and its key assumptions are not described, nor are its expected results, or up-to-date budget figures provided.</p>		
CRITERION 3: EVALUATION RATIONALE, OBJECTIVES, AND SCOPE	Rating	Satisfactory
<p>The evaluation rationale, objectives, scope as well as main users and stakeholders of the evaluation are clearly identified. However, the intervention timeline and programmatic scope of the evaluation could have been more developed.</p>		
CRITERION 4: METHODOLOGY	Rating	Highly Satisfactory
<p>The evaluation report presents a relevant methodological design and appropriate data collection and analysis methods. The program was assessed against the five standard OECD-DAC criteria, each including detailed questions and sub-questions. All evaluation questions are presented in a comprehensive evaluation matrix which also contains indicators and data sources as well as data collection and analysis methods based on qualitative and quantitative lines of enquiry. The methodological design, data collection, and analysis methods enabled unbiased answers to evaluation questions. In the absence of project monitoring data, a theoretical approach based on a contribution analysis was used to assess the project's performance in contributing to progress on education results. Moreover, the evaluation included a practical framework for handling influencing factors and alternative explanations on results achievement, and clearly identified relevant limitations of the methodology with mitigation measures.</p>		

CRITERION 5: FINDINGS	Rating	Satisfactory
<p>All findings are transparently generated without bias, present strengths and weaknesses in a balanced way and make explicit use of evidence. Considering that the evaluation approach was based on a contribution analysis, more emphasis was put on the analysis of project impact, assessing in detail the factors that have had an influence on the achievement of results, namely education performance. The findings take into consideration the implementation context and contribution of other donors, especially UNICEF and ILO which participated in a joint program with WFP in 340 schools, as well as equity and gender considerations. However, unintended results of the project are not explicitly identified.</p>		
CRITERION 6: CONCLUSIONS AND LESSONS	Rating	Partly Satisfactory
<p>While conclusions logically flow from the findings and include an assessment of the different factors contributing to school performance, they tend to simply summarize the findings instead of providing a higher level analysis of the implications of the evaluation findings for the future of the intervention or similar interventions. Moreover, although some lessons learned highlight elements that could contribute to wider organization learning (e.g., related the collaboration with other stakeholders to maximize impact, capacity building and sustainability), most are formulated as findings and conclusions rather than building on them.</p>		
CRITERION 7: RECOMMENDATIONS	Rating	Highly Satisfactory
<p>Recommendations are clearly and logically derived from the findings and conclusions and aligned to the evaluation purpose and objectives. They target specific aspects of the intervention that should be reviewed, e.g., with respect to program monitoring and reporting on results, and are well-grounded in the context of Madagascar, taking into account the limitations faced by WFP. All of the recommendations are actionable with responsible actors clearly identified, and prioritized with a clear timeframe for action, although they could have been presented in a more concise manner.</p>		
CRITERION 8: ACCESSIBILITY AND CLARITY	Rating	Highly Satisfactory
<p>The report is clear and easily understood. It also uses visual aids consistently throughout to convey key information and relevant information that can be found in other parts of the report is adequately signposted. Subtitles are highlighted and thematics in the text are bolded for ease of reading. Evaluation questions are presented at the beginning of each section for each evaluation criteria and a table summarizing the main conclusions for each criterion is included. All required annexes are included.</p>		

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	
UN-SWAP EPI – individual evaluation score	Meets requirements: 7 points
<p>GEWE considerations are satisfactorily integrated into the evaluation, particularly the methodology. The background overview includes an intersectional analysis of social groups affected by the school feeding program. Human rights and gender equality considerations are effectively mainstreamed, and the evaluation matrix included a specific question on GEWE at the impact level. Highlighting the lack of gender-specific results indicators in the program design, the evaluation compensated to a certain extent by including in the evaluation framework indicators and data collection methods that would ensure gender disaggregated data. Data collection methods captured women's opinions distinctly from those of men while the sampling frame addressed a diversity of stakeholders. However, the report includes few findings and conclusions focused on gender and equity and the unintended effects of the intervention on these dimensions are not described. One recommendation specifically addresses GEWE issues and is oriented towards strengthening data collection and analysis of gender issues.</p>	

Post Hoc Quality Assessment – Rating scale and definitions at overall report and criteria levels	
Highly Satisfactory	<i>Definition at overall report level:</i> 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>Definition at criterion level:</i> The criterion is addressed without any gaps or limitations.
Satisfactory	<i>Definition at overall report level:</i> Evaluation users can rely on the quality and credible evaluation findings provided and can use it with confidence for decision-making.
	<i>Definition at criterion level:</i> There are no significant gaps or limitations in addressing the criterion.
Partly Satisfactory	<i>Definition at overall report level:</i> 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>Definition at criterion level:</i> There are some significant gaps or limitations in addressing the criterion.
Unsatisfactory	<i>Definition at overall report level:</i> 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>Definition at criterion level:</i> There are critical gaps or limitations in addressing the criterion. Most of the required parameters are not met.