

Final Evaluation of the WFP McGovern-Dole Funded School Feeding Programme in the Republic of Congo

Decentralized Evaluation Terms of Reference

WFP Congo, Republic of Congo



World Food
Programme

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Terms of Reference
Final Evaluation of
McGovern Dole School Feeding Programme in the Republic of Congo
(2018 to 2022)
WFP Congo, Republic of Congo

Table of Contents

1. Introduction	4
2.1 Rationale/Purpose of the Evaluation	4
2.2 Objectives	5
Operational recommendations:	6
Strategic recommendations:	7
2.3 Stakeholders and Users.....	7
3. Context and Subject of the Evaluation	8
3.1 Context	8
3.2 Subject of the evaluation: School feeding	12
4. Evaluation Approach	14
4.1. Scope	14
4.2. Evaluation Criteria and Questions.....	15
4.3. Data Availability, Reliability and Validity.....	16
4.4. Methodology	17
4.5. Quality Assurance and Quality Assessment.....	20
5. Phases and Deliverables	21
6. Organisation, Management and Conduct of the Evaluation	22
6.1. Organisation and Management.....	22
6.2. Evaluation conduct	23
6.3. Team composition and competencies	23
6.4. Ethical considerations	24
6.5. Security Considerations.....	24
7. Roles and Responsibilities of Stakeholders.....	25
8. Communication and Budget	26
8.1. Communication	26
8.2. Budget	27
Annex 1: Map of Targeted Areas	29
Annex 2: McGovern Dole Results Framework	30

Annex 3: Preliminary Stakeholder analysis (Interests, uses, means of engagement)	33
Annex 4 : Performance Indicators and Targets	36
Annex 5: Evaluation Schedule Final Evaluations	41
Annex 6: Membership of Evaluation Committee.....	43
Annex 7: Membership of the Evaluation Reference Group	43
Annex 8: Communication and Learning Plan	46
Annex 9: Final Evaluation Matrix	48
Annex 10: List of Acronyms	68
Annex 11: Performance Monitoring Plan (PMP)	70

1. Introduction

This Terms of Reference (ToR) is for the final evaluation¹ of the World Food Programme (WFP) school meals programme funded by McGovern-Dole (MGD) Food for Education and Child Nutrition Program in Republic of Congo. The United States Department of Agriculture (USDA) has awarded WFP Congo a total of USD 29 957 569.42² to be implemented from 2018 to 2022. The Program aims to support education, child development, and food security through school feeding and related activities. The program provides WFP with agricultural commodities produced by the USA and financial assistance for the implementation of school feeding as well as capacity development of the government and enhanced monitoring and reporting by WFP and partners. It will reach an estimated 112,000 primary schoolchildren in targeted schools over the life of the project with school meals and other beneficiaries through other activities as outlined in section 3.2 of this ToR.

1. This ToR was prepared by the WFP Congo Country Office with support from the WFP Regional Bureau (RB), based on an initial document review, consultation with stakeholders and following a standard template. The purpose of the ToR is threefold. First, it outlines how WFP will actualise the evaluation plan as approved by USDA over the course of the five-year program; secondly, it provides key information to stakeholders about the proposed evaluation; and thirdly, it provides key information to the evaluation team and helps guide them throughout the evaluation process.
2. This ToR is informed by the WFP evaluation policy and USDA's Monitoring and Evaluation policy. The evaluation is expected to follow and meet the requirements outlined in these policies as appropriate.
3. A no cost extension (NCE) of the project was granted by USDA in September 2022 to allow for the completion of project activities and the distribution of school meals. The end-line evaluation which was originally planned to take place in 2022, was shifted to 2023 to take into consideration the NCE.

Reasons for and Objectives of the Evaluation

2.1 Rationale/Purpose of the Evaluation

4. In line with the agreement signed between WFP and USDA, this final evaluation will be commissioned by WFP Congo Country Office based on the baseline conducted in 2018 and the mid-term evaluation conducted in 2021. The baseline sought to assess the situation before the start of the programme and this final evaluation will seek to assess progress towards achievement of intended outcomes.
5. The grant agreement between WFP and USDA incorporates specific results and performance indicators against which programme performance will be measured ([Annex 2](#)). The agreement also includes the evaluation plan, in which WFP committed to conducting a baseline study, a mid-term, and a final evaluation. This evaluation is, therefore, to assess the achievement of the results against benchmarks established at baseline (2018) and mid-term (2021) in order to assess performance at the end of the program (2023) and inform future programming.
6. The purpose of the final evaluations is to critically and objectively review and take stock of the program implementation within the implementing environment of Congo, assess whether targeted beneficiaries received services and entitlements as expected, assess whether the project has met its stated goals and objectives, review the results frameworks and assumptions, document lessons learned, and discuss necessary modifications to effectively and efficiently meet the stated goals and objectives.³

Utility: The findings from the baseline were used to adjust targets as appropriate and strengthen programme implementation, monitoring and reporting. The findings from the mid-term evaluation were used to assess progress towards the achievement of intended McGovern-Dole outputs and outcomes and assess whether the baseline recommendations were actioned and integrated into programme implementation and, if so, whether the baseline recommendations were successful in

¹ For purposes of WFP reporting, this is an activity evaluation

² In the mid-term evaluation of the FY17 project, the previous budget total of USD 30,022,053 was used as a reference for the total value of the project. This was subsequently revised downwards in a budget realignment process which took place in March 2020.

³ USDA Monitoring and Evaluation Policy, 2013

strengthening programme implementation. The final evaluation findings will be leveraged to inform the implementation of the FY21 McGovern-Dole program.

2.2 Objectives

7. The final evaluation will serve the two mutually reinforcing objectives of accountability and learning.

Accountability for actions and results: The objective of the baseline was to establish baseline values for the indicators as outlined in the Performance Monitoring Plan (PMP) upon which performance will be measured and the basis on which WFP will account for results achieved and resources utilised. The objective of the mid-term evaluation was to account for the progress made towards achieving results, compared with the baseline. The final evaluation will assess the achievement of the results and the long-term effects of the program (intended, unintended, negative or positive) on targeted girls, boys, men and women, communities and institutions.

Learning and adjusting based on lessons: The baseline provided evidence on whether the targets set in the PMP were realistic. WFP and USDA used this evidence to determine the nature of adjustments to the targets. The mid-term evaluation looked at the reasons why certain results were achieved or were in progress of being achieved or not. It drew lessons, derived good practices and pointers for learning. These were used to inform operational and strategic decision-making, including any course correction measures by WFP and/or USDA. The final evaluation will generate lessons on what has worked in achieving positive long-term effects and what factors may have led to any negative effects.

To **enhance learning**, the baseline study made recommendations on the most efficient approach to monitor the program based on the indicators in the PMP. The mid-term evaluation made recommendations on what was needed to strengthen and improve project implementation for the remaining period. At that time, the evaluation team (ET) proposed four operational recommendations, three strategic recommendations and one additional recommendation not directly related to the MTE but that should be taken into consideration for the final evaluation. The operational recommendations were:

Recommendation I. WFP should work with implementing partners to develop clear definitions of PMP indicators and a common methodology for monitoring and reporting.

Recommendation II. WFP should prioritise resuming/starting capacity-building exercises that were postponed due to COVID-19.

Recommendation III. WFP Congo should ensure that there is a complete infrastructure inventory of all McGovern-Dole assisted schools before the end of the programme.

Recommendation IV. WFP Congo, with support from Regional Bureau Johannesburg (RBJ), should develop clear guidance on curriculum promoting dietary diversity. The strategic MTE recommendation are:

Recommendation V. Regarding the McGovern-Dole programme in Congo, WFP should ensure that an action plan is developed in order to ensure that the programme activities also contribute to the objective of improving the literacy of school-age children.

Recommendation VI. WFP RBJ, with support from WFP HQ as necessary, should discuss with USDA the most appropriate ways to support school feeding in the region, with an emphasis on the growing interest in the home-grown school feeding model, which transfers cash to schools for local food purchase.

Recommendation VII. WFP Congo with support from RBJ, the United Nation Children's Fund (UNICEF) and other partners as appropriate, should ensure that gender transformative approaches are an integral part of the primary school curriculum.

8. All six recommendations⁴ made in the baseline evaluation have been addressed in the implementation phase. Some recommendations are to be implemented on an ongoing basis, such as recommendations number 1, 4 and 6. This approach, among others, has made it possible to generate synergies with partners working in the same sector such as the World Bank, PRAASED and with the co-recipients UNICEF, the Agency for Technical Cooperation and Development (ACTED) and the United Nations Educational, Scientific and Cultural Organization (UNESCO). A quarterly meeting platform of education actors is functional for better activities synchronisation as indicated in the recommendation 1. The main output of the meetings is to have tools and approach adapted to the realities of the field but also to the requirements of the MGD program.
9. The mid-term evaluation recommended the following covering both strategic and operational aspects of the McGovern-Dole programme.

Operational recommendations:

1. **Recommendation I.** WFP should work with implementing partners to develop clear definitions of PMP indicators and a common methodology for monitoring and reporting. The ET should undertake a review of past data with the CO to rectify any inconsistencies in reporting throughout the programme implementation period. This will allow for a better evaluation of the effectiveness of the McGovern-Dole programme for the final evaluation.
2. **Recommendation II.** WFP should prioritise resuming/starting capacity-building exercises that were postponed due to COVID-19. Specifically, activities targeted at building the human and physical capacity of School feeding Services (SFSs) (provision of motorbikes) and setting up a server for data storage at national level are needed. The planned international study trips to WFP's Centre of Excellence Against Hunger in Cote D'Ivoire provides the National School Feeding Directorate (NSFD) with practical examples on how neighboring countries implement their school feeding programmes which can be incorporated into government planning.
3. **Recommendation III.** WFP Congo should ensure that there is a complete infrastructure inventory of all McGovern-Dole assisted schools before the end of the programme. This will allow realistic planning of all necessary infrastructure components that are needed to assure a healthy environment at the school premises.
4. **Recommendation IV.** WFP Congo, with support from Regional Bureau Johannesburg (RBJ), should develop clear guidance on curriculum promoting dietary diversity. This would include defining the

⁴ **Recommendation 1:** The ET recommends that WFP, the sub-recipient partners and other main stakeholders in the education and school feeding sector (such as the Directorate of School Feeding, the World Bank and the ASPC - Association des pères spiritains du Congo) enhance coordination before the start of the MGD programme in September/ October 2018 in order to respond to the weaknesses in the planning of the programme as identified in this baseline report.

Recommendation 2: Following the baseline findings, several indicators need to be modified either through further disaggregation or through re-definition to better match the activity they intend to measure. Moreover, new indicators should be incorporated to ensure that adequate information is tracked to properly measure planned activities. Yearly targets need better definition and as much as possible they should be articulated throughout the programme's duration. Those indicators should be directly linked to activities as per agreed MoUs with WFP.

Recommendation 3: Observing that the fundamental activities linked to the Improved Quality of Literacy Instruction will not be conducted by MGD sub-recipients but rather fall under the PRAASED¹³ World Bank programme, the ET recommends that MGD works in tight collaboration with PRAASED by elaborating a common framework in order to enhance programme complementarities, avoid overlap and allow MGD's monitoring system to establish the necessary connections with PRAASED for an effective monitoring of the MGD programme. This is particularly important regarding the "Improved Quality of Literacy Instruction" result stream.

Recommendation 4: WFP and its sub-recipient partners should apply the Congolese Food Based Dietary Guidelines to overcome the inconsistencies found across various documents on the use of food groups, allowing for a unified understanding and measurement of activities and indicators linked to nutrition. In addition, the key messages on the improved use of health and dietary practices that will be used in schools, health centres and agricultural extension should be harmonised among all implementing partners.

Recommendation 5: WFP's M&E system needs to increase its capacity through the recruitment of staff and more detailed tracking of activities in order to be able to monitor MGD programme implementation performance.

Recommendation 6: In order to meet Gender Policy commitments, the WFP CO should develop specific indicators that monitor the extent to which the programme promotes participation of women in School Feeding Committees (SFCs) in decision-making positions and others to prevent unforeseen protection issues. Attention should be given on how MGD activities can promote women's empowerment, and how to promote gender equality in schools.

concept of food groups as an indicator for dietary adequacy. There is need to establish a working group which will put dietary diversity at the centre of its discussions.

Strategic recommendations:

5. **Recommendation V.** Regarding the McGovern-Dole programme in Congo, WFP should ensure that an action plan is developed in order to ensure that the programme activities also contribute to the objective of improving the literacy of school-age children.
6. **Recommendation VI.** WFP RBJ, with support from WFP HQ as necessary, should discuss with USDA the most appropriate ways to support school feeding in the region, with an emphasis on the growing interest in the home-grown school feeding model, which transfers cash to schools for local food purchase.
7. **Recommendation VII.** WFP Congo with support from RBJ, UNICEF and other partners as appropriate, should ensure that gender transformative approaches are an integral part of the primary school curriculum. The module has been developed already and is waiting to be rolled out. The same is true for a curriculum on food and nutrition. The current one needs to be adapted to the needs of primary schools.
10. The final evaluation will generate recommendations to inform future design and implementation of the FY21 McGovern-Dole program, while also assessing the extent to which recommendations made at mid-term were implemented and to what effect. The evaluation will seek to assess the extent to which the school meals programme addresses gender equality and equitable access by all vulnerable groups. Given that the time between the two evaluations (mid-term and final) is so close, in reality many of the recommendations will only be fully realized under the implementation of the FY21 programme.
11. The final evaluation report will be actively disseminated to relevant stakeholders including sub-recipient partners, government, and other main stakeholders in the education sector, as well as beneficiaries and the findings incorporated into relevant knowledge management systems within WFP and USDA to ensure wider organisational learning.

2.3 Stakeholders and Users

12. Several stakeholders both inside and outside of WFP have interests in the results of this evaluation and some of them will play a role in the evaluation process. [Annex 3](#) provides a preliminary stakeholder analysis, briefly describing the interests of each stakeholder and suggestions on means of engaging them during the evaluation. The ET will further deepen this analysis during the inception phase and provide a more detailed map of stakeholders and the means/plan of engaging them. This will include proposals on how the findings of the evaluation will be disseminated to the beneficiaries.
13. WFP is committed to ensuring that gender dimensions are addressed throughout the evaluation process, with the participation and consultation of women, men, boys and girls. The evaluation will ensure that these beneficiary groups are disaggregated further by age group and will gather data on women's and girls' roles and responsibilities, opportunities in the school meals programme and obstacles concerning education.
14. The primary users of this evaluation will be:
 - WFP Congo and its partners (see [Annex 3](#)) for generating lessons for the future from the final evaluation;
 - Given the core functions of the RB, it is expected to use the evaluation findings to provide strategic guidance, program support, and oversight;
 - WFP HQ may use evaluations for wider organizational learning and accountability;
 - WFP Office of Evaluation (OEV) may use the evaluation findings to feed into evaluation syntheses as well as for annual reporting to the Executive Board progress in evaluation policy implementation;
 - USDA will use the findings from the evaluation to generate lessons to inform future design and implementation of MGD programs in other contexts. All evaluation reports will be made publicly available on the Foreign Agriculture Service (FAS) website. USDA expects that facilitation and exchange of lessons learned and good practices from these evaluations, will lead to improved

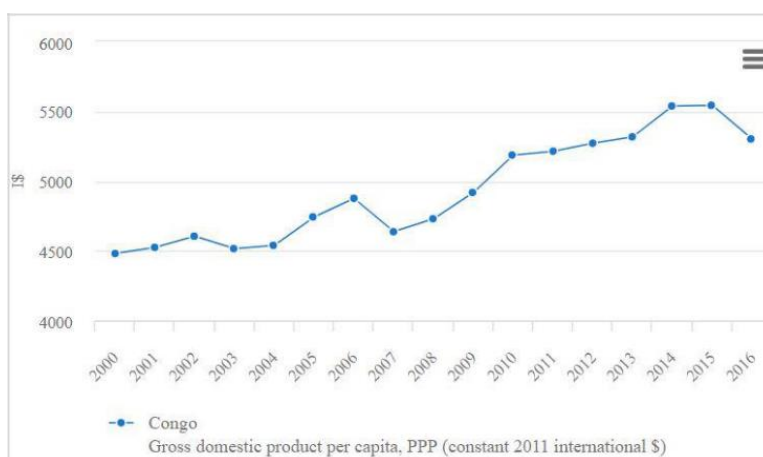
program design and effectiveness of current and future efforts in food assistance and capacity building;

- The Government of Republic of Congo (GRoC), which provides financial contributions to this program through the in-kind donation of salt, will use the findings and recommendations from this evaluation to support policy development and implementation decisions, particularly those related to the national school feeding policy (NSFP).
- Stakeholders including UNICEF, UNESCO and ACTED who are sub-recipients for the MGD funding will use the results of this evaluation to improve aspects of the program that are directly under their supervision.

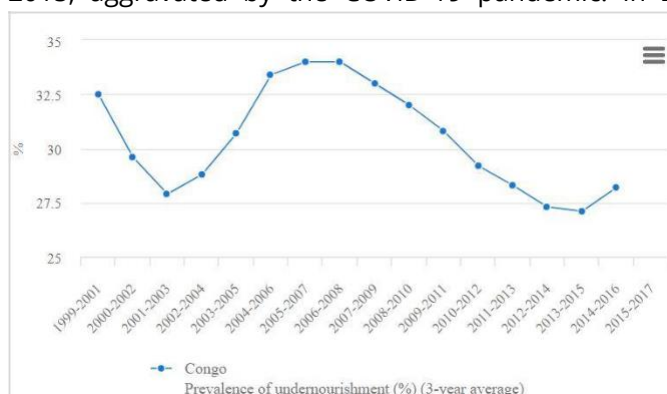
3. Context and Subject of the Evaluation

3.1 Context

Macro Environment: The Republic of Congo (RoC), located in Central Africa, covers 342,000 km². Its population of 5.7 million is largely young, with 47% being under age 18. More than half of the population lives in its two main cities —Brazzaville and Pointe-Noire. The country is one of the least densely populated in Africa, with 14.8 residents per square kilometre. The country is rich in natural resources (oil, timber) and fertile land. Oil exports contribute approximately 70% of government revenues and about 95% of export earnings. The downward trend in oil prices in recent years is having a negative impact on the local economy. Classified as a lower middle-income country, Congo's Gross Domestic Product (GDP) contracted from US\$14.4 billion in 2011 to 7.8 billion in 2016.⁵ Likewise, the GDP per capita contracted from US\$5,538 in 2014 to US\$5,301 in 2016 (see figure)⁷. According to a World Bank report, the country moved from a surplus of 9.6% of GDP in 2010/13 to a deficit of 14.2% in 2015/16.⁸ According to the World Bank, economic prospects are weak, and GDP growth will average about 0.9% over 2017-2019, despite increased oil production with the entry of new oil fields.⁹



15. **Poverty (SDG 1) and Food insecurity (SDG 2):** The RoC has been facing economic stagnation since 2015, aggravated by the COVID-19 pandemic. In 2021, RoC's economy declined for the seventh



consecutive year, with the GDP estimated at - 1.2 percent and a poverty rate projected to increase from 48.5 percent in 2019 to 53.3 percent in 2021¹⁰. Income in Congo is unevenly distributed, reflected by a Gini coefficient of 0.43. Roughly 48% of Congolese live on less than USD 1.25 per day, while up to 77% live below US\$ 1.9 per day. Congo's Global Hunger Index score in 2022 is 28.1 placing the country

⁵ <https://www.worldbank.org/en/country/congo/overview>

⁶ <https://data.worldbank.org/indicator/NY.GDP.MKTP.CD?locations=CG>

⁷ <http://www.fao.org/faostat/en/#country/46>

⁸ World Bank, (2017), Africa's Pulse: An Analysis of issues shaping Africa's economic future, Volume 16, October 2017

⁹ <http://www.worldbank.org/en/country/congo/overview>

¹⁰ World Bank, Global Economic Prospects report

at a serious hunger level.¹¹ More than 121,000 households – 14% of the population – suffer from food insecurity. According to the Food and Agricultural Organisation of the United Nations (FAO), the proportion of the population that is undernourished in Congo averaged 28.2% between 2014 and 2016 (see figure).¹² Food production is below national requirements. Only 2% of arable land is currently under cultivation, producing less than 30% of the population's food needs. The country imports most of its food, making it vulnerable to food price fluctuations.

16. **Nutrition and Health:** According to the Multiple Indicator Cluster Survey (MICS) 2015, rates of severe acute malnutrition stood at 2.6%, global acute malnutrition at 8.2%, stunting at 21.2% and underweight at 12.3%¹³. Approximately 12% of women suffer from acute malnutrition, 8% of women suffer from clinical vitamin A deficiency (history of night blindness during most recent pregnancy) and 70% of pregnant women have iron and folic acid deficiencies. The national HIV/AIDS prevalence is 3.2%, with urban areas having a higher prevalence than rural areas (3.3% and 2.8% respectively).
17. **WFP operations in the Republic of Congo** are implemented through the Country Strategic Plan (CSP 2019-2024), which is aligned with the National Development Plan (NDP 2018-2022)¹⁴ and the United Nations Development Assistance Framework (UNDAF 2020-2024)¹⁵. Through its Strategic Objectives, (1) WFP's crisis response and recovery activities will support the national commitment of protecting the most vulnerable, will contribute to the harmonization of humanitarian efforts (UNDAF Outcome 1) and help crisis-affected communities move to build resilience (UNDAF Result 4); (2) The school feeding program, in collaboration with UNICEF and UNESCO, will help expand access to quality education in support of the first pillar of Outcome 2 of the NDP and UNDAF; (3) In collaboration with the FAO, WFP will promote sustainable agricultural techniques and (4) By investing increasingly in the building of national capacities for better social protection systems, emergency preparedness, crisis response and agricultural planning, WFP through its strategic objective 5 (National and humanitarian development actors have access to WFP technical expertise) will reinforce its support for all NDP pillars and for UNDAF outcomes 1, 2, 3 and 4.
18. WFP's strategy in **Congo** is to empower people and communities and help the government fight zero hunger by 2030. The CSP will contribute mainly to SDG 2 on the fight against hunger and SDG 17 on the Partnership for Sustainable Development and other SDGs related to health, education, gender equality, climate change and sustainability. WFP's activities have been designed to ensure that, by the end of the CSP period, the Congolese population will have greater opportunities to lift themselves out of poverty and hunger in a sustainable way, to raise awareness of improved practices and reduce gender disparities and social problems. The implementation of the strategy contributes to achieving the United Nations' shared vision of greater justice, greater stability and strengthened institutions by 2030. To align the CSP 2019-2024 with the duration of the UNDAF 2020-2024, the CO is preparing a third budget revision to the CSP to extend the duration by a year.
19. **Refugees:** Since 2000, the Likouala department has welcomed refugees from the Central African Republic (CAR). But it was only in 2013 that WFP started providing food assistance to refugees who had fled hostilities between Seleka and Anti-balaka armed groups. Between 2018 to 2020, there was a large movement of refugee repatriation to the CAR due to new waves of violence and displacement caused by the latest general elections in the CAR, unfortunately the electoral crisis has forced returnees and new refugees to move once more to Bétou city in the RoC. Since 2020, no repatriation has been observed following the COVID-19 pandemic and WFP continues to provide food assistance in the form of value vouchers and in-kind commodities to 23,000 beneficiaries (refugees and asylum seekers). In 2023, WFP plans to continue food assistance under a conditional component to strengthen the economic empowerment of former refugees in the form of income-generating activities (IGA) and unconditional distributions to new refugees and treatment and prevention of Moderate Acute

¹¹ <https://www.globalhungerindex.org/congo.html>

¹² <http://www.fao.org/faostat/en/#country/46>

¹³ In 2021, WFP conducted a nationwide nutrition and food security survey (SMART) survey in collaboration with the Government and UNICEF. The study is pending validation by the Ministry of Health.

¹⁴ A new NDP 2022-2026 was adopted by the government in the first quarter of 2022

¹⁵ The United Nations Development Assistance Framework (UNDAF) 2020-2024 is in the process of being revised to align with the new NDP

Malnutrition (MAM) for refugees and host community's pregnant lactating women (PLW) and children. In the Department of Plateau, since December 2018 there have been 5,000 asylum seekers from the Democratic Republic of Congo (DRC). They are under the United Nations High Commissioner for Refugees (UNHCR) mandate and also benefit from WFP assistance. The recent ethnic conflict between the Teke peoples and the Yakas in the DRC has prompted about 3,000 people to cross the Congo River to find refuge in Ngabé a locality located 200 km North of Brazzaville. Assistance to this new group could be considered in future, depending on how the situation further evolves.

20. The food insecurity and nutrition status of refugees and asylum seekers, particularly new arrivals, continue to be a cause of concern. This situation is due to the poor access to productive resources (primarily land), forcing half of the households to spend 75 percent of their total expenditure on food. Refugee households depend on assistance (food, cash, seeds, fishing kits, etc.), as they have little stability in income sources and purchasing power. DRC asylum seekers have greater access to some livelihoods (agriculture, fishing, and small trade), but they remain vulnerable to long term external shocks. The increase in food prices, particularly significant in the last quarter of 2021, impacted the diversification and frequency of food consumption.
21. **Donors and Aid:** The Net Official Development assistance (ODA) as a percent of Gross National Income (GNI) dropped from 14.6% in 2010 to just 1.2% in 2015.¹⁶ GRoC was the main donor for the WFP Country Programme (2015-2018) and had committed to fund 60 percent of the US\$56.8 budget. From 2010 to 2014 it contributed more than US\$12 million. Since then, contributions have been limited due to serious budget gaps resulting from the drop in oil prices. In 2021, WFP received funding from the United States of America, Germany, Japan, China, Brazil, and France that contributed to providing food assistance to vulnerable populations. This included nutritional support for treatment and prevention of moderate acute malnutrition, cash and in-kind transfer to refugees, flood-affected population and people living in urban areas impacted by the economic consequences of COVID-19¹⁷. Since 2020, the government have made financial contributions to the school feeding programme through the provision of iodized salt. In 2022, the Government provided 68.303 MT of iodized salt to the estimated value of USD 26 000 for the school feeding programme. Through various complementary funds, WFP is supporting the implementation of a home-grown school meals program through the provision of cash to schools.
22. **Government policies and priorities:** The government's key development priorities are set out in the new National Development Plan (NDP 2022-2026), which includes plans to achieve all the government's sustainable development goals, with an emphasis on education, economic diversification through agriculture, and the opportunities offered by digital transformation enabling innovation. The new UNDAF (2020-2024) currently being updated, identifies the SDG 2 on Zero Hunger and 17 on Partnerships as fundamental drivers of long-term, sustainable development in Congo.
23. Considering the precarious food and nutritional situation in the country and capitalizing on the objectives of the World Health Assembly (WHA) for the time horizons 2025 and the MDGs, the GRoC developed in 2017 the National Food Security and Nutritional Policy (NFSNP¹⁸) to improve food security and reduce malnutrition in all its forms by using a multisectoral and integrated approach. Under this policy, in addition to the traditional food and nutrition interventions, the campaign against malnutrition should integrate other actions that have a positive impact on the nutritional status of children and women such as: (i) Prevention and management of the most common infections in children; (ii) Hygiene and sanitation promotion; (iii) Improving access to safe drinking water; (iv) Strengthening food security; (v) The fight against poverty; (vi) Social protection of poor households, etc.

Following the changes in the country context caused by the conflict in Ukraine, the government of the RoC has put in place the National Food Crisis Resilience Plan (NFCRP¹⁹) 2022-2023 which highlight six

¹⁶ <https://data.worldbank.org/indicator/DT.ODA.ODAT.GN.ZS?locations=CG>

¹⁷ 2021 Country annual report

¹⁸ National Food Security and Nutrition Policy, December 2017

¹⁹ National Food Crisis Resilience Plan 2022-2023

key strategies among which WFP RoC activities shall contribute to two of the six workstreams in particular workstream four “supporting smallholder farmers” and workstream six “protecting vulnerable people”.

24. Congo is a member of the Scaling Up Nutrition (SUN) movement and adopted a strategic framework to combat malnutrition in October 2013. The inter-ministerial initiative "Congolese to feed the Congolese" linking school feeding to local agricultural production was developed in 2012 with the assistance of WFP. The disruption of food and health systems caused by the COVID-19 pandemic since 2020, and recently the Ukrainian conflict has made it less likely for the RoC to reach the World Health Assembly (WHA) nutrition targets. The SUN Strategy 2021-2025 (SUN 3.0) is needed to keep nutrition at the heart of national ambitions, to protect the most vulnerable, to focus on evidence-based actions, and to advocate for investments in nutrition. The government of RoC in coordination with the nutrition actors has developed a roadmap²⁰ from 2021 – 2025 to support the implementation of activities under the SUN 3.0.
25. **School Feeding Policy Framework:** In 2014, a national capacity assessment and planning workshop on school feeding allowed for a diagnosis of national capacities in school nutrition. In 2015, Congo conducted a Systems Approach for Better Education Results (SABER), which produced a set of actions towards the development of school feeding in the Country. In 2016, Congo adopted a new national school feeding policy (NSFP) which was developed with support from WFP. The National Directorate of school feeding has been created in April 2018 by a government decree. While this is a big step towards national ownership of school feeding, setting up the structures to implement this policy remains a challenge.
26. **Gender:** Despite laws guaranteeing gender equality, the ratification of international instruments and the creation of a specific ministry, women in Congo continue to suffer legal and practical discrimination and inequalities and the country does not yet have a policy against gender-based violence.²¹ The country scores 0.617 on the Gender Inequality Index and there are significant legal and policy gaps relating to issues of gender protection. Women have limited access to education, limited participation in the labour market, vulnerability to pregnancy related deaths, and high adolescent birth rates. It is estimated that 63% in Bouenza and 47% in Pool of the female headed households are food insecure while the proportion is 52% and 42% for male headed households respectively.
27. Despite having an extremely advanced legislative instrument, huge inequalities between indigenous populations and others remain. Indigenous people have less access to basic social services and have higher levels of food insecurity and malnutrition. It is a category of the population that continues to be left behind. Depending on sources, indigenous people represent a small minority of 1.25 to 10 percent of RoC’s estimated population of 5.7 million, primarily of Bantu origin. Formerly known as “Pygmies”, a term found to be discriminatory and pejorative, indigenous people are referred to as “autochthonous peoples”, as stipulated in the 2011 Law on the Promotion and Protection of the Rights of the Autochthonous Population. This law, the first of its kind in Africa— is based on the concept of “indigenous” as understood internationally and by the African Commission on Human and Peoples’ Rights (ACHPR). The autochthonous are present in most of the country’s 12 departments but the largest concentrations are found in the north and north-eastern part of the country and in the south. Traditionally, these peoples lived as mobile hunter-gatherers depending entirely on the forest or the savannah and the natural resources therein. Today, only a few groups follow this lifestyle; others have chosen—voluntarily or involuntarily—to become more or less sedentary, settling in fixed hamlets near Bantu villages. The 2011 law is far from being implemented and the autochthonous peoples continue to suffer from their long and on-going history of discrimination, land dispossession and socio-economic and cultural marginalization. This situation is the result of historical factors as well as more recent developments such as nature conservation initiatives, logging concessions, deforestation, oil exploration, commercial plantations and infrastructural developments.

²⁰ Feuille De Route 2021-2025 du Mouvement Sun 3.0

²¹ WFP/EB.2/2014/7/3 COUNTRY PROGRAMME THE CONGO 200648 (2015–2018), page 7.

28. COVID-19:

Following the improvement of the health situation in the country and abroad, the government of the Congo through the national coordination has dissolved all the managing bodies of the COVID-19 pandemic namely: the dissolution of all entities put in place to manage the pandemic, the lifting of the state of emergency and the wearing of mask, the need for travellers to test for the RT-PCR on entry and exit of the country, the reintegration of COVID-19 immunization and screening operations into the regular services of the Ministry of Health and Population²².

29. Conflict in Ukraine and its effects

The conflict between Russia and Ukraine is an additional challenge for the achievement of the country's 2030 Agenda. It will have implications for the living conditions of the population and for the Congolese economy, whose 2016-2021 political term was seriously marked by the economic recession induced by the oil crisis and the COVID-19 pandemic. Although the Congo is a crude oil exporter, it remains a net importer of food products and wheat from Russia. The latter is Congo's main supplier of wheat and its share of grain imports averaged nearly 60% of overall imports over the 2018-2021 period. In addition to the synergies of increased poverty and inequality, the war in Ukraine could have other negative effects on social sectors through reduced government's budget allocations for different ministry. The advent of the conflict between Russia and Ukraine, characterized by a dramatic increase in energy and food prices, is likely to worsen the social situation, especially for vulnerable populations in the RoC²³.

3.2 Subject of the evaluation: School feeding

30. Through the Development project (DEV 2011-2014) approved in December 2011, WFP supported primary schools in the regions of Cuvette, Lekoumou, Plateaux and Pool through the provision of daily hot meals to primary school children in participating schools. The project was aimed at increasing primary school access, enrolment, attendance, retention, and completion while also reducing micronutrient deficiencies of primary school children in the most food-insecure regions of the country. Under this DEV project, WFP reached up to 92,000 beneficiaries.²⁴ In 2014, the program was expanded when WFP received the approval from the Government to assist the Observe, React, Act (ORA) ²⁵schools, targeting some additional 3,500 indigenous children in 53 schools in the Likouala department.
31. The DEV project was succeeded by the Country Program (CP 2015-2018) approved by the Executive Board in November 2014. Through the CP in 2016, WFP provided school meals to 67,776 beneficiaries in 574 rural public schools in the departments of Cuvette, Lekoumou, Plateaux, Bouenza and Pool. This included 45 ORA non-public schools in the Likouala department to encourage and promote education for indigenous children. Due to a lack of resources, the number of feeding days was reduced from 180 school feeding days to 65 in 2016.²⁶
32. In September 2017, USDA signed an agreement to fund the WFP to implement a school meals programme from 2018 to 2022 (that has subsequently been extended by a period of one year with no associated budget costs). The objective of the programme is to improve literacy and nutrition of boys and girls. This objective will be achieved through a broad set of activities and inputs over five years including provision of hot lunches served at mid-day to an estimated 112,000 primary schoolchildren in targeted schools over the life of the project in seven departments (Bouenza, Cuvette, Lekoumou, Likouala, Plateaux, Pool and Sangha).

²² Statement by the national coordination for the management of the covid-19 pandemic following its meeting on Friday 14 October 2022

²³ Socio-Economic Effects of the War in Ukraine on the Congolese Economy: Perspectives on the SDGs and Policy Implications

²⁴ WFP Congo Dev 200144, Standard Project Report, 2014.

²⁵ The "Association des Spiritains du Congo" (ASPC) organizes the education of children of indigenous populations in northern Congo-Brazzaville through ORA (Observe, Reflect, Act) classes. Nearly 5,000 children attend these classes and are discharged into the official public system after three years. UNICEF and WFP support this initiative

²⁶ WFP Congo CP 200648, Standard Project Report, 2016

33. WFP selected these target beneficiaries' schools in collaboration with the GRoC. The selected schools in these seven departments: (i) were determined using results based on the most recent Comprehensive Food Security & Vulnerability Analysis (CFSVA - 2013); (ii) and, consistent with its global mandate, targeted the most vulnerable people in the poorest countries based on assessment results which included food insecurity, nutrition, poverty and schools indicators such as enrollment rate or the parity index; and (iii) beneficiaries were chosen by incorporating RoC country context specific criteria and government priorities. The details of the targeting (overlaps and new additions) will be discussed in detail with the ET during the inception phase to inform the design of the evaluation.
34. Under the school feeding program, each child receives a meal consisting of fortified rice, split yellow peas, and vegetable oil. The meal is supplemented by iodized salt provided by the GRoC and canned fish provided by the Government of Japan. Daily school meals are provided for the duration of the school year (180 days) to school-age children in the targeted departments. Schools for indigenous children and schools in rural areas will be prioritized because of their pupils' greater vulnerability to food insecurity. The programme will target girls and boys equally (given the existing gender parity in primary school enrolment), and an estimated 12 percent of the targeted children will be from indigenous populations. WFP will leverage its home-grown school feeding pilot with a view to diversifying school menus, encouraging the consumption of local foods, advancing women's economic empowerment and developing a system that can be brought to scale and integrated into the national school feeding programme.
35. The school feeding programme will use McGovern-Dole commodities and funds to contribute directly towards the two McGovern-Dole programme's highest-level Strategic Objectives namely Improved Literacy of School-Aged Children (MGD 1) and Increased Use of Health, and Dietary Practices (MGD 2). This contribution will be achieved through the following activities:
- **Improve student enrolment by** raising awareness on the importance of education ;
 - **Distributing food** to provide school meals to school children;
 - **Promoting improved health by** building/rehabilitation of latrines; building/rehabilitation water stations and hand washing kits; and deworming;
 - **Supporting improved literacy by:** distributing school supplies; supporting Revision of National Curriculum, distribution and training on the revised curriculum; Promoting Teacher Attendance; Training of Teachers; and Training of School Administrators and Officials;
 - **Promote Improved Nutrition by:** Training and Raising Awareness on Good Health and Hygiene Practices; and Training and Raising Awareness on the Importance of Improved Nutrition, Health and Dietary Practices;
 - **Support Improved safe food preparation and storage by:** Building/ Rehabilitation of Kitchens and Storerooms; and providing Energy Saving Stoves and Kitchen Utensils.
36. The programme also has a strong focus on institutional capacity building to ensure sustainability and to contribute to MGD foundational results namely increased capacity of Government institutions; improved policy and regulatory framework; increased Government support and engagement of local organizations and community groups. This will be achieved through the following activities:
- **Building capacity** by Support the Implementation of the Systems Approach for Better Education Results (SABER) Action Plan and Government National School Feeding Policy (NSFP);
 - **Establish/Strengthen local Agriculture and school communities to support** graduation through the implementation of the national home-grown school feeding programme.
 - **Promote improved health** by Training on Commodity **Management**, Food Preparation, and Storage.
37. In February 2018, with technical support from WFP, the government organized the first national forum on School Feeding. This forum facilitated the adoption by the government in April 2018 of the decree to create the National Directorate of School Feeding. In March 2019, the government appointed and assigned heads of departments in the various departments of the country to cover schools located in

rural areas and recruit new primary school teachers to make up for the shortfall observed. WFP has continued to strengthen the capacity of partners to implement school feeding. Capacity-building initiatives are on-going. Limited government funding limits the expansion of the program.

38. For a graphical representation of the project's theory of change, including the linkages among key activities and results, and the partners with whom WFP will work with under each activity, see the results framework in [Annex 2](#). [Annex 4](#) (performance indicator and target) provides the list of indicators for monitoring progress and assessing achievement of the objectives. These two elements will be central to the evaluation and will need to be analysed during the inception phase when designing the evaluation.
39. **Partnerships:** The implementation of these activities is in partnership with key sub-recipients of the MGD funds (UNICEF, UNESCO and ACTED). Field implementation involves NGOs including ASPC, Pioneer Hospital, Initiative Development and private sector entities (NG Enterprise, Minoco). Capacity building is targeted to the Ministries of Agriculture, Education and Health.
40. **COVID-19 response:** The implementation of the WFP's activity was strongly disrupted by the COVID-19 pandemic. In March 2020, the Government decided to close schools as part of their COVID-19 containment measures. To avoid deterioration of children's nutritional status during the school closure, WFP consulted with the Government and introduced take-home rations (THR), with the agreement of USDA McGovern-Dole programme. WFP assisted children with individual dry ration during school closure from May to June 2020. WFP distributed an estimated 559 MT of fortified rice, 150 MT of yellow split peas, and 56 MT of vegetable oil to approximately 61,000 beneficiary households through a one-time household ration. Schools have since been re-opened and the government has lifted all the COVID-19 related measures.
41. **Gender Analysis in the context of school feeding:** No gender analysis has been conducted in the context of school feeding. However, during the establishment of food management committees for school feeding in targeted schools, local communities were encouraged to aim for gender parity to foster the involvement of women in decision-making. Communities have recognized the participation of volunteers as a key component in school feeding activities and are seen as an important contribution to local development. This was particularly important for women from indigenous groups, as their participation has promoted their integration and acceptance into other groups. While men are continuously encouraged to volunteer, very few proved willing to help in the preparation of school meals. Instead, most male volunteers assist with constructing and maintaining school infrastructure, such as kitchens, warehouses, toilets, and other facilities.

4. Evaluation Approach

42. This is a multi-year evaluation, with three phases that will produce three deliverables over a five-year period: a baseline study conducted in 2018, a mid-term evaluation in 2021 and a final evaluation in 2023. The last two phases will be **conducted by the same evaluation team** that conducted the baseline study, using the same methodological approach. The products will be delivered in accordance with the timelines agreed upon with WFP and USDA.

4.1. Scope

43. The evaluation will cover all activities implemented as part of the MGD funding. The inception period during the baseline established and confirmed the appropriate sampling frameworks, sampling strategy and data collection instruments for baseline, mid-term and final evaluations. For the period to be covered, the baseline in February 2018 focused on collecting the values for all PMP indicators before the start of operations. For indicators with secondary sources (based on government or other partner tracking data), the baseline used available figures. The mid-term evaluation covered the period February 2018 to May 2021. The final evaluation will cover five years (February 2018 - February 2023).

4.2. Evaluation Criteria and Questions

44. The baseline study answered three key questions:

Q1: What are the *baseline values* for each indicator in the PMP?

Q2: Given these baseline values, the objectives of the MGD program and within the context of Congo, are the *targets* set for each indicator realistic? Are any of them too low or too high?

Q3: Given the objectives and activities of MGD and the context of Congo, what are the *key success factors for efficient and effective M&E* of the program? Are the evaluation design and evaluation questions planned at inception feasible?

45. The mid-term and final evaluations will apply the international **evaluation criteria** of relevance, effectiveness, efficiency, impact, and sustainability.²⁷ Gender Equality and Women empowerment and human rights will be mainstreamed throughout these five criteria, with specific evaluation questions where appropriate. Under each criterion, the final evaluation will address several evaluation questions to enable assessment of the performance of the program and the impact on targeted individuals and institutions. Table 1 provides a preliminary list of questions, which will be further developed by the evaluation team during the inception phase. Collectively, the questions aim at highlighting performance, results, and key lessons of the MGD funded program. Evaluative judgement will be against the sub-questions, but the reporting will focus on the evaluation criteria as this approach is best suited to communicate the findings and conclusions.

Table 1: Criteria and evaluation questions

Key questions of mid-term evaluation	Key questions of the final evaluation
Relevance	
<ol style="list-style-type: none"> 1. Is the program's strategy relevant to the needs of beneficiaries, including girls, boys, men, women and other groups such as indigenous peoples? 2. Is the program aligned with the national government's policies and strategies for education and school meals? 3. Do the design and implementation of the program complement other donor- and government-funded initiatives? 4. Is the program designed to reach the right people with the right type of assistance? 	<ol style="list-style-type: none"> 1. Was the program strategy designed to reach the right people (girls, boys, men, women) and other groups such as indigenous with the right type of assistance? 2. Did the program's implementation lead to meeting the intended beneficiaries' needs with the right mix of assistance? 3. Is the program strategy aligned with national government's education and school meals policies and strategies? 4. Did the program complement other donor-funded and government initiatives?
Effectiveness	
<ol style="list-style-type: none"> 5. What is the progress of program implementation—is the program on track to carry out all activities as planned? 6. To what degree has the program resulted (or not) in the expected results (outputs and outcomes) for girls, boys, men and women? 7. What internal and external factors affect the program's achievement of intended results? 8. Are any changes required to increase the program effectiveness? 	<ol style="list-style-type: none"> 5. To what degree have the interventions resulted (or not) in the expected results (outputs and outcomes as per the PMP), for girls, boys, men and women? 6. What internal and external factors affect the program's achievement of intended results?

²⁷ For more detail see: <http://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm> and <http://www.alnap.org/what-we-do/evaluation/eha>

Efficiency	
9. How efficient is the targeting?	7. How efficient is the targeting?
10. Did assistance reach the right beneficiaries (girls, boys, men and women) in the right quantity, quality and at the right time?	8. Did assistance reach the right beneficiaries in the right quantity and quality at the right time?
11. Is the program efficient in terms of costs and costs per beneficiary?	9. Is the program efficient in terms of costs and costs per beneficiary?
Impact	
12. To what degree has, the program outcomes made progress toward positive long-term effects on targeted beneficiaries (girls, boys, men, and women), households, Communities, and institutions?	10. What are the long-term effects of the interventions on targeted beneficiaries' lives, households, communities, and institutions?
13. Have there been any unintended outcomes (positive, negative)?	11. Were there unintended outcomes, (positive, negative)?
14. What internal and external factors affected the program's results from leading to intended impact on targeted beneficiaries?	12. What internal and external factors affected the program's results from leading to intended impact on targeted beneficiaries?
Sustainability	
15. Is the program sustainable/is there strategy for sustainability, sound policy alignment; stable funding/budgeting; quality program design; institutional arrangements; local production & sourcing; partnerships & coordination; community participation & ownership?	13. To what extent is it likely that the benefits of the program will continue after the end of the program? 14. What are the key factors that affect the likelihood of sustainability of the results of the program?
16. What progress has the government made toward developing a nationally owned school meals program?	
17. How are local communities involved in and contributing toward school meals?	
18. What needs to be done within the remaining period in order to transition to a nationally owned school meals program?	
General	
19. What are lessons noted from the program up to this point?	15. What are lessons learned from the program?
20. Are there any recommendations for mid-course corrections to improve the program's relevance, efficiency, effectiveness, impact, and/or sustainability?	16. How can WFP improve future programming, in the context of these lessons noted?
21.	17. How can USDA improve future MGD funding in the context of these lessons noted?

4.3. Data Availability, Reliability and Validity

46. The MGD program has measurable objectives, twenty-five quantifiable indicators and targets as outlined in [Annex 4](#). The results framework presented in [Annex 2](#) lists several critical assumptions that have to hold true for the success of the program. The detailed PMP as shown in the evaluation matrix in [Annex 11](#) provides sources of data for each indicator as well as the frequency of collection. During the inception phase of the mid-term evaluation, the evaluation team will have to ensure that data indicated in [Annex 11](#) is disaggregated by sex.
47. During the inception phase at baseline, the evaluation team reviewed the PMP in detail, verified the data sources and program design and designed the evaluation. The design ensured that:

- a) The baseline study collected and analysed data for all indicators from the most appropriate sources. The baseline study collected data through a quasi-experimental methodology consisting of control and treatment non-ORA schools to enable determination of impact and attribution. The data is disaggregated by gender and by type of schools – ORA schools (treatment vs control) as well ORA schools.
 - b) The mid-term evaluation utilised the baseline data to assess progress in achieving the program objectives and
 - c) The final evaluation will be able to utilise the baseline and mid-term evaluation data to assess the performance of the program and effects on targeted individuals and institutions.
48. The evaluation design should allow utilization of existing data and collection of primary data only where needed. Existing data includes past studies such as school feeding Cost Benefit Analysis (CBA), 2014 SABER, Global Child Nutrition Forum survey (2021), UNICEF studies such as the MICS and monitoring data collected since the baseline was conducted.
 49. To ensure reliability and validity of data, and credibility of the evaluation, the evaluation team will:
 - **At inception:** Verify data availability and reliability for all those indicators for which sources are indicated as secondary in the PMP and make a determination on whether these sources are sufficient to provide reliable data. This will inform the design of primary data collection.
 - **Throughout the evaluation:** systematically check accuracy, consistency and validity of all data collected and acknowledge any limitations/caveats that should be borne in mind when drawing conclusions or interpreting the findings presented in the evaluation reports.

4.4. Methodology

50. The methodological approach for the baseline study, mid-term evaluation and the final evaluation was designed at baseline in accordance with WFP Decentralized Evaluation Quality Assurance System ([DEQAS](#)) as well as USDA's Monitoring and Evaluation Policy. The methodology was developed during inception phase at baseline by the evaluation team and has been updated for the mid-term evaluation. Based on the requirements described in the ToR, the evaluation team during the inception phase, carried out a detailed document review, consulted key stakeholders and formulated an appropriate evaluation design, methods, approaches, and sampling strategy for the baseline, mid-line and final surveys. This was presented in the Inception Report (IR), including a detailed evaluation matrix with evaluation questions and sub-questions and data sources (Refer to [Annex 9](#) for the final evaluation matrix). At the start of the final evaluation, the evaluation team will review the inception report, assessing any changes that have occurred and making any adjustments to the updated methodology). The end-line evaluation should provide a clear outline on the comparability of evidence across the baseline study, mid-term evaluation and subsequent end-line evaluation.
51. The evaluation will employ a mixed methods approach with quantitative mid-line and final surveys complemented by qualitative elements. The survey design, sampling frame and data collection methods designed at baseline were informed by programme coverage, context and the list of indicators as per the PMP and the most appropriate and reliable sources of data for each indicator. The design is intended to ensure pre-post comparisons at mid-term and final evaluations. Noting that the schools targeted by the programme are not randomly selected, the evaluation team will use quasi-experimental approach bearing in mind ethical and technical considerations in identifying comparison groups for humanitarian and development interventions.²⁸ The comparability sampling should ensure that data collection be done in the same schools that were visited during the baseline. Refer to baseline report for detailed methodological discussions.
52. Based on the findings at baseline and the methodological suggestions, the evaluation team will discuss with key stakeholders which indicators can be meaningfully assessed using this approach and which indicators, a simple pre-post analysis will be sufficient at mid-term and final. Given the emphasis on

²⁸ WFP 2017, Technical Note on Impact Evaluations

learning from this evaluation, the focus should be on a careful analysis of the contribution the programme activities have on the higher education and health objectives.

53. The quantitative surveys will be complemented by key informant interviews and/or focus group discussions with key stakeholders including USDA (DC-based program analysts and regional agricultural staff), UNICEF, World Bank, WHO, UNESCO, Ministry of Education, Ministry of Agriculture, Ministry of Health, Ministry of Economy, ACTED, FAO, farmer organizations, parents, students and school management committees, WFP school feeding and nutrition officers, UNICEF nutrition and education officers, school inspectors, school administrators, teachers, cooks, and farmers. The findings from these interviews will be used to put quantitative data into context and provide guidance for program implementation, communication of results, and formulation of action plans to address any weaknesses while enhancing strengths.
54. During inception phase the team will expand the above methodological approach to ensure it:
 - Employs the relevant evaluation criteria as outlined in table 1, ensuring the right balance between depth and breadth of analysis under each criterion;
 - Sets out transparently how the contribution of the WFP school-meals program is identified and measured;
 - Demonstrates impartiality and lack of biases by triangulating data and information from a variety sources (variety of documents, interview of a variety of stakeholder groups, including triangulating views of men and women; and men and women in ORA schools as well as people living with disability on the same aspects; national and district level data);
 - Uses transparent sampling, data collection and analysis processes, stating any limitations explicitly; ensures that women, girls, men and boys from different stakeholder groups (including ORA schools and people living with disability) participate and their voices are heard and reflected in the final report; this should be informed by a gender analysis, the parameters of which the team outlined during the baseline study. This analysis should be used/revisited during the mid-term and final evaluations;
 - Mainstreams gender equality and women's empowerment (GEWE²⁹) in the way the evaluation is designed, data is collected and analysed, findings are reported, and conclusions and recommendations are made. This will enable the team to reflect on lessons and recommendations that are gender responsive;
 - Includes ethical considerations throughout the evaluation process and that appropriate clearances are sought as necessary and as per the UNEG Ethical Guidelines;
 - Includes an analytical framework, showing how existing data and primary data collected will be analysed and used to answer the evaluation questions. If the methodology used includes use of comparisons groups, the analytical framework will include use of difference-in-difference analysis for key indicators (to be agreed at inception).
 - Uses an evaluation matrix as the organizing tool to ensure all key evaluation questions are addressed and the conclusions are based on credible evidence.
55. The methodology should be gender-sensitive, indicating what data collection methods are employed to seek information on GEWE issues and to ensure the inclusion of girls and women. Particular attention should be paid to marginalized groups. The methodology should ensure that data collected 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.

²⁹ In these terms of reference, GEWE should be construed as including ORA schools and people living with disability

56. Noting WFP's commitment to core humanitarian principles of humanity, neutrality, impartiality and operational independence,³⁰ the evaluation team will ensure that the approach and methodology proposed as well as the actual implementation of the evaluation adheres to these principles within the context of Congo and the subject under evaluation.
57. The evaluation will assess whether during the implementation period monitoring data was collected on specific indicators to enable the measurement of human rights and gender equality.
58. The evaluation findings, conclusions, and recommendations must reflect gender analysis and the report should provide lessons/challenges/recommendations for conducting gender-responsive evaluations in the future. It is crucial that the conducted analysis discusses the extent to which women, men, girls, and boys were treated fairly according to their respective needs.
59. An initial analysis of potential risks is outlined in table 2. The evaluation team will deepen this risk analysis and identify additional mitigation measures (Refer to table 2 below for detailed risk analysis and mitigation actions). This should be reflected in the inception report.

Table 2: Analysis of Potential Risks

Potential Risk	Underlying causes	Effects	Mitigation actions
1. Unforeseen contextual changes over the course of 5 years	5 years is a long time to plan and design an evaluation and a lot can change, within the Congo context, WFP and the context of the firm that will be contracted ³¹	The evaluation is not conducted as initially designed; or resources allocated at the time of contracting are not sufficient. PMP adapted to change in context	-At baseline stage, the plans for mid-term and final evaluations to be considered tentative liable for revisions if necessary; -Contract for mid-term evaluation to be based on performance at baseline, and contract for final evaluation to be based on performance at mid-term.
2. Secondary data sources turn out not to be reliable for some indicators	PMP was created at proposal stage indicates secondary sources of data for some indicators, before in-depth data reliable assessment	If these are left out of the primary data collection, the baseline report will be less reliable OR incomplete	Evaluation team to spend some time during inception assessing reliability of the secondary data sources. The result to inform what indicators will be included in primary data collection and which will be addressed from secondary sources
3. Logistical difficulties in getting access to some beneficiaries	If data collection is undertaken during rainy season reduce accessibility in areas with poor infrastructure	Incomplete data collection; voices of some affected populations not heard; in some cases, overreliance on secondary sources	Data collection schedules informed by the season to the extent that this does not affect overall objectives of the evaluation; Use technology to collect data, with local research assistants who can transmit the data from remote sites (WFP sub-offices to support in this regard)
4. Difficulties in getting access to relevant institutional partners	The nature of government ministries is such that different departments are relevant for different aspects of the program.	The contribution of the institutions is limited if the right persons are not engaged (e.g. MOA in the discussions of	-Deepen the stakeholder analysis and identify relevant representatives from different institutions/ministries; -When inviting stakeholders for forums/sessions through the ERG, be

³⁰ WFP recently conducted an Evaluation of WFP Policies on Humanitarian Principles and Access in Humanitarian Contexts. The report is available [here](#)

³¹ From contracted firm point of view, the biggest risk is the extent to which the firm can guarantee the same team to conduct the three evaluations. From WFP point of view, is the risk of a firm contracted for the three evaluations and underperforming in the baseline or mid-term evaluation.

and representatives	Not everyone from a ministry will necessarily be relevant for all topics	sustainability and linkages to home grown school feeding)	specific on what the topic is and what inputs are expected so that institutions can identify the most relevant persons
5. Security constraints that limit access to some of the targeted areas	Some of the areas targeted by the program currently have some security issues, which has resulted in presence of internally displaced persons (IDPs); though the government is currently engaged in peace building efforts	Voices of some of the affected populations is not heard; If the places are accessible at baseline but not so at mid-term for final evaluation it will make it difficult to collect comparable data using the same methodology.	-WFP to share information on the situation with the contracted firm as often as needed; -Contracted firm to use that information to assess the impact on the design of the evaluation and identify mitigation measures; -Data collection to use technology and to the extent possible local data collectors that can remotely submit data (WFP sub-offices to support in this regard)
6. Low engagement of local community in school feeding management	Community is claiming that school feeding management is time consuming and reduces their time for agriculture and other activities	If the evaluation does not consider this situation it may affect programme efficiency and effectivity	-Ensuring that the schools and community school feeding management committees are informed about the evaluation prior to the evaluation team's arrival and explaining the purpose of the evaluation before commencing data collection
7. Delay or extended implementation timeframe due to COVID19 restrictions and/or impact:	It is likely that during the current COVID19 pandemic and its restrictions to social distancing and travel, the data collection could experience unexpected delays or extensions.	Any further delays in the timeframe will adversely affect data collection in the schools which go on recess end of June 2022	Ensure that data collection adheres to government regulations. Rely more of use of national evaluators who can easily travel to the field and who know the context and international evaluators with WFP experience providing guidance and quality assurance.

4.5. Quality Assurance and Quality Assessment

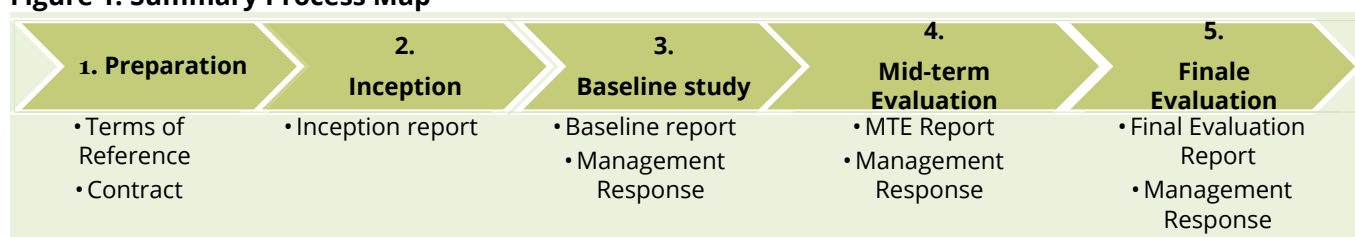
60. WFP DEQAS sets the quality standards expected from this evaluation and establishes processes with integrated steps for quality assurance, models for evaluation products and checklists for their review. DEQAS is based on UNEG standards and standards as well as the best practices of the international evaluation community. It is intended to ensure that the evaluation process and products are consistent with best practices.
61. DEQAS will be systematically applied to this assessment. The evaluation manager will be responsible for ensuring that the evaluation is progressing according to the [DEQAS Process Guide](#) and for rigorous quality control of evaluation products prior to their completion.
62. WFP has developed a set of [Quality Assurance Checklists](#) for its decentralized assessments. This includes checklists to assess the quality of each of the terms of reference in the evaluation, the start-up report and the evaluation report. The relevant checklist will be applied at each stage to ensure the quality of the evaluation process and outputs.

63. To enhance the quality and credibility of this evaluation, an outsourced quality support (QS) service directly managed by WFP's Office of Evaluation provides review of the draft inception and evaluation report (in addition to the same provided on draft TOR), provides
 - a) Systematic feedback from an evaluation perspective on the quality of draft reports;
 - b) Recommendations on how to improve the quality of the start-up/final evaluation report.
64. The evaluation manager will review QS comments and recommendations and share it with the team leader, who should use them to finalize the inception and evaluation reports. Ensure transparency and credibility of the process in accordance with [UNEG standards and standards](#)³² a rationale should be provided for any recommendations that the team does not take into account when finalizing the report.
65. The quality assurance process as described above does not interfere with the views and independence of the evaluation team but ensures that the evaluation provides the necessary evidence clearly and convincingly and draws its own conclusions on this basis.
66. The evaluation team will be required to ensure the quality of the data (validity, consistency and accuracy) throughout the analysis and reporting phases. The evaluation team should be assured of the accessibility of all relevant documents in the provisions of the Disclosure Directive. This is available in [WFP's Directive CP2010/001](#) on the disclosure of information.
67. The regional office, through the Regional Evaluation Officer, will systematically support the country office to ensure that the evaluation provides a quality process and products consistent with WFP and USDA policies and that the products resulting are useful and used.
68. Mid-term and final evaluation reports will be subject to a post-hoc quality assessment by an independent entity through a process managed by OEV. The overall rating category of the reports will be made public alongside the evaluation reports.

5. Phases and Deliverables

69. This is a multi-year evaluation that will take place in five phases with key deliverables and the timelines for each phase are as shown in Figure 1.

Figure 1: Summary Process Map



70. **Phase 1: Preparation (October - December 2017):** This phase was the responsibility of WFP country office with RB support to deliver final evaluation ToR. This will be the master document to guide the evaluation over the five years. This phase also delivered the contract for the management and conduct of the evaluation.
71. **Phase 2: Inception (January - February 2018):** This phase was led by the evaluation team and focused on the design of the evaluation. It delivered the inception report, which contained a) the full evaluation approach and methodology for the three deliverables (baseline, mid-term evaluation and final evaluation), b) stakeholder analysis and mapping; c) data collection process and tools; d) analytical framework; e) evaluation matrix; f) review of the MGD results framework and clear indication of how the evaluation team will use it; g) confirmed the evaluation questions for the mid-term and final evaluation, including proposing additional sub-questions.

³² [UNEG](#) Norm #7 states "that transparency is an essential element that establishes trust and builds confidence, enhances stakeholder ownership and increases public accountability"

72. **Phase 3: Baseline Study (February - June 2018):** This was led by the evaluation team and answered three key questions outlined in section 4.2. The study delivered a baseline report with recommendations on a) whether any of the targets needs to be adjusted; b) key actions required to ensure efficient and effective M&E of the program. The WFP country office responded to these recommendations by preparing a management response with actions and timeline within which these actions were to be taken. The baseline study confirmed that the evaluation design provided at inception remains feasible and the evaluation approach and methodology to provide a high-quality mid-term and final evaluations.
73. **Phase 4: Mid-term Evaluation (March 2021 - October 2022³³):** This started with a review of the Terms of Reference by WFP to update the context as well as any other aspects that have changed since baseline was conducted. These reviewed TOR will be used to guide the evaluation team (ideally the same team that conducted the baseline). The evaluation team will build on the previous phases by starting with a review and update of the inception report to reflect any contextual changes and incorporate lessons coming from the implementation of the programme since baseline. The evaluation team will deliver an updated inception report that include evaluation work plan, updated data collection tools (if necessary) and evaluation matrix. Once the revised IR is approved, the evaluation will follow the normal phases of data collection and analysis and reporting which will result in a mid-term evaluation report with findings, conclusions and recommendations. The WFP country office will respond to these recommendations by preparing a management response with actions and timelines for implementing the recommendations.
74. The evaluation team will provide a 2-3 pages stand-alone brief describing the evaluation design, methodology, key findings, conclusions and recommendations. It will serve to inform stakeholders of the midterm evaluation and should be written in a language easy to understand by non-evaluators and with appropriate graphics and tables. This mid-term evaluation brief will be prepared after the main report has been approved.
75. **Phase 5: Final Evaluation (October 2022 - September 2023):** This will start with a review of the Terms of Reference by WFP to update the context as well as any other aspects that may have changed since mid-term evaluation was conducted. These reviewed TOR will be used to contract the evaluation team (ideally the same team that conducted the mid-term evaluation). The evaluation team will build on the previous phases by starting with a review and update of the inception report to reflect any contextual changes and incorporate lessons coming from the implementation of the programme since the mid-term evaluation was conducted. Once the reviewed IR is approved, the evaluation will follow the normal phases of data collection, analysis and reporting which will result in a final evaluation report with findings, conclusions and recommendations. The WFP country office will respond to these recommendations by preparing a management response with actions and timelines for implementing the recommendations.
76. The evaluation team will provide a 2-3 pages stand-alone brief describing the evaluation design, methodology, key findings, conclusions and recommendations. It will serve to inform stakeholders of the final evaluation and should be written in a language easy to understand by non-evaluators and with appropriate graphics and tables. This final evaluation brief will be prepared after the main report has been approved.
77. [Annex 5](#) provides a detailed evaluation schedule. This schedule will be reviewed in detail during the inception phase and included as an annex in the updated inception report.

6. Organisation, Management and Conduct of the Evaluation

6.1. Organisation and Management

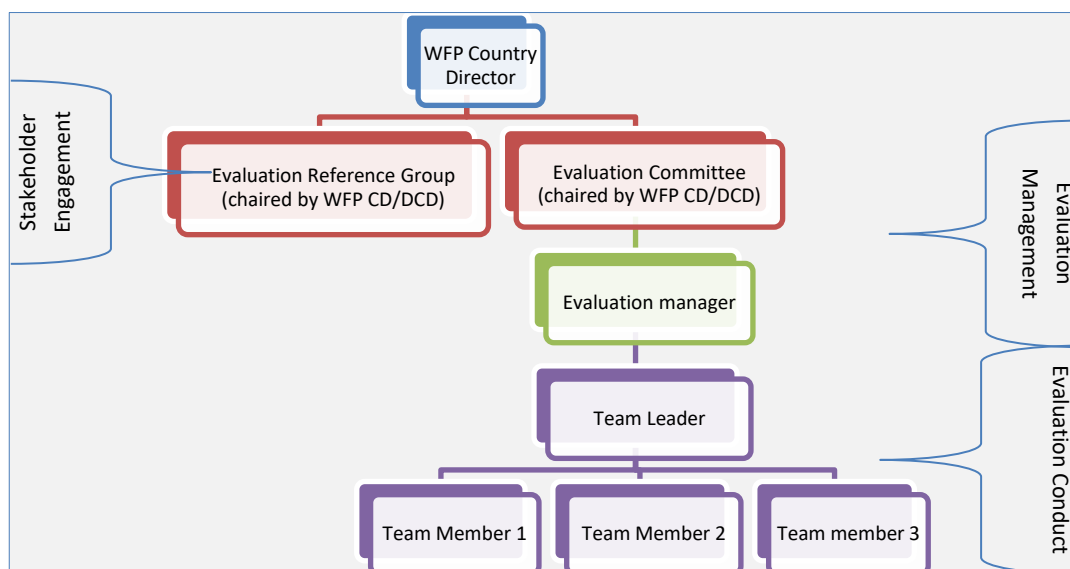
78. **Evaluation Manager:** The evaluation will be managed by a WFP-appointed evaluation manager (EM).
79. The WFP Country Director has appointed **Issa OUMAROU** and **Stephen ICKAMATH** who are not part of the day-to-day implementation of the school feeding programme as the evaluation Co-managers.

³³ There were delays in the midterm evaluation that extended the timeline significantly

They are members of the Country Office Monitoring and Evaluation team. The EM will be accountable to the Chair of the Evaluation Committee who is WFP's Deputy Director for the Country.

80. The EM will ensure that appropriate safeguards for the impartiality and independence of the evaluation are applied throughout the process. The WFP Regional Evaluation Officer will provide additional support to the EM in this regard. The structure below shows how evaluation management will be structured. This structure will be maintained throughout the mid-term evaluation and final evaluation process.

Figure 2: **Evaluation Governance and Management Structure**



6.2. Evaluation conduct

81. The evaluation will be conducted by a team of independent consultants who have not been involved in the design or implementation of the school feeding program or who will have no other conflict of interest. Potential conflicts of interest will be assessed prior to the hiring of the evaluation team. All team members will be required to sign the evaluators' code of conduct, act impartially and respect the [code of conduct of the evaluation profession](#). The conduct of the evaluation will be guided by the evaluation schedule in [Annex 5](#), ensuring that deliverables are available on time.

6.3. Team composition and competencies

82. **Team composition:** The evaluation team will consist of 3 consultants, including the team leader. The team will include a mix of national and international evaluators, be gender-balanced, geographically and culturally diverse with appropriate skills to assess the gender dimensions of the subject as specified in the scope, approach and methodology sections of this ToR. At least one team member should have experience in assessing WFP's work, preferably in Congo.
83. **Team Competencies:** The team will be multidisciplinary and will include members who, together, bring an appropriate balance between expertise and practical knowledge in the following areas:
 - Education policies and programs, including school nutrition;
 - Nutrition-sensitive programs, including nutrition education and links to education;
 - Capacity development, particularly in education and health countries;
 - Gender/good knowledge of gender issues in education and health;
 - Evaluation methods, specifically use of mixed methods (quantitative and qualitative).
84. All team members must have strong analytical and communication skills, evaluation experience and a good knowledge of the Republic of Congo. The working languages for this assessment will be English and French. The evaluation team should collectively have excellent oral and written French.

85. The **team leader** will have technical expertise in some of the areas listed above as well as expertise in the design of evaluation methodologies and data collection tools. He/she must have demonstrated experience in leading similar evaluations. She/he will also have leadership, analytical and communication skills, including a record of accomplishment in writing and presenting in French.
86. His/her primary responsibilities will be: i) defining the evaluation approach and methodology; ii) guiding and managing the team; iii) leading the evaluation mission and representing the evaluation team; (iv) drafting and revising, as required, the inception report, the end of field work (i.e. exit) debriefing presentation and evaluation report in line with DEQAS.
87. The **team members** will bring together a complementary combination of the technical expertise required and have a record of accomplishment of written work on similar assignments in French. They 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).

6.4. Ethical considerations

88. The evaluation must be conducted in line with the [UNEG ethical guidelines](#). This will include: respect for dignity and diversity; fair representation of the views of different stakeholders; compliance with ethics in research involving young children and/or vulnerable groups; confidentiality; avoidance of harm and appropriate referrals in situations of risk/protection concerns. During the design of evaluation at inception, specific safeguards must be put in place to protect the safety (physical and psychological) of respondents and those collecting the data. Data collection tools must be designed to be culturally (and age) appropriate. Data collection visits must be planned in collaboration with the relevant stakeholders and organized at the appropriate time and place to minimize risk or inconvenience to respondents.
89. **Informed Consent and contact with children/vulnerable groups:** Data collection training must include research ethics including how to ensure that all participants are fully informed about the nature and purpose of the evaluation and their involvement. Only participants who have given informed written or verbal consent should be included in the study. Noting that this evaluation includes possible contact with children, women and other vulnerable groups (e.g. indigenous people) recruitment of data collectors should assess suitability to work with these groups within the Congo context. With respect to involvement of children, [this guidance](#) is useful when training the data collection staff. Reports should not bear names of respondents and qualitative data must be reported in a way that will not identify respondents.
90. **Comparison groups:** As noted earlier, the targeting of school meals program (districts or schools within districts) is not random. If methodology will include use of comparison groups of districts, schools or individuals not targeted by the program, there should be considerations on whether and how the participants will be informed about the program, explanations of why they are not targeted, the purpose of the evaluation and why they are being contacted. This should be discussed during the training of data collection staff and potential risks/issues and mitigation measures identified prior to start of data collection.

6.5. Security Considerations

91. As noted under the risks, there are some security concerns in some of the areas where WFP will be implementing the school meals program especially the Pool region. The contracted firm will have to keep contact with WFP in Brazzaville to monitor any changes that may affect the conduct of the evaluation. Any implications should be discussed and documented as appropriate.
92. **Security clearance** where required is to be obtained from Brazzaville. 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.

93. However, to avoid any security incidents, the Evaluation Manager will ensure that:
- 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.
94. Overall, there are no specific security issues of concern in relation to this evaluation. However, when traveling to the field to conduct research, it is recommended to receive security brief from UNDSS before travelling to remote areas for specific advice.

7. Roles and Responsibilities of Stakeholders

95. **The WFP Congo Country Office Management (Director/Deputy Director)** will take responsibility to: contract an independent firm to manage and conduct the evaluation; establish the internal evaluation committee (EC) and the evaluation reference group (ERG); appoint Evaluation Manager for the evaluation; approve the final ToR, inception, baseline, mid-term and final evaluation reports; ensure the independence and impartiality of the evaluation at all stages; participate in discussions with the evaluation team on the evaluation design and the evaluation subject, its performance and results with the Evaluation Manager and the evaluation team; organise and participate in internal and external debriefings; and oversee dissemination and follow-up processes, including the preparation of a Management Response to the evaluation recommendations;
96. The **Evaluation Manager**, who will be answerable to the evaluation committee will:
- Manage the evaluation process through all phases in accordance with DEQAS³⁴
 - Ensure quality assurance mechanisms are operational
 - Consolidate and share comments on draft inception and evaluation reports with the evaluation team
 - Ensure expected use of quality assurance mechanisms (checklists, quality support)
 - Ensure that the team has access to all documentation and information necessary to the evaluation; facilitates the team's contacts with local stakeholders; set up meetings and field visits; provide logistic support during the fieldwork; and arrange for interpretation, if required.
 - Organise security briefings for the evaluation team and provide any materials as required.
97. An internal **Evaluation Committee** has been established as part of ensuring the independence and impartiality of the evaluation. The committee comprises the WFP deputy country director, head of the program, M&E, VAM and the Regional Evaluation Officer. The EC will oversee the evaluation process, by making decisions, giving advice to the evaluation manager and clearing evaluation products submitted to the EC Chair for approval. [Annex 6](#) provides the list of members of the committee.
98. An **Evaluation Reference Group** has been established, composed of the members of the evaluation committee mentioned above, representatives from relevant government ministries, key project partners, and other relevant stakeholders, including USDA and WFP Regional Bureau and OEV. 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 7](#) provides a list of the ERG members. 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.
99. The **WFP country office staff** will brief the evaluation team; gather and share relevant documents and data for desk review; assist with field visit preparation and logistics; act as key informants during the field work; provide feedback on the draft ToR, inception and evaluation reports; attend debriefing sessions; disseminate evaluation reports; consult with major stakeholders regarding evaluation findings; and use the evaluation findings in the implementation of the program.

³⁴ The DEQAS under each step explains what the EM should do, and with whom she/he should coordinate.

100. The **Regional Bureau**, through the regional evaluation officer (REO) will provide technical support throughout the evaluation process to ensure that the evaluation is conducted in line with appropriate guidelines and the provisions for impartiality are upheld. In addition, relevant RB staff will:
 - Be active members of the ERG to provide expert advisory;
 - Participate in discussions with the evaluation team on the evaluation design and on the evaluation subject as relevant;
 - Provide comments on the draft ToR, Inception, baseline, mid-term and final evaluation reports;
 - Review and comment on the Management Response to the evaluation and track the implementation of the recommendations.
101. **WFP HQ School Based Programming (SBP) unit** will:
 - Discuss with the evaluation team WFP strategies, policies or systems in relation to school feeding;
 - Comment on the evaluation TOR, inception and evaluation reports, as required.
102. **Government, NGOs and UN agencies Partners** will, through their membership in the ERG, review and comment on draft evaluation products (ToR, inception, mid-term and final evaluation report), attend briefing and debriefing meetings; and be interviewed as key informant interviews.
103. The **Office of Evaluation (OEV)**, through the Regional Evaluation Officer, will advise the Evaluation Manager and provide support to the evaluation process as/when required. OEV will provide access to the outsourced quality support service that will review and provide feedback on draft ToR, inception and evaluation reports from an evaluation perspective. It accomplishes this role by maintaining a functional help desk available to the country office and RB.
104. **The independent and external Evaluation Team** which was responsible for the conduct of the baseline study will be responsible for the mid-term and final evaluations. The team will be responsible for document review, design of surveys including sampling; conducting all fieldwork, including quantitative surveys, focus groups, etc; drafting and finalizing evaluation report with findings and recommendations;
105. **United States Department of Agriculture (USDA)** will be involved in the evaluation throughout all the phases, starting with the approval of this ToR. Relevant staff members of USDA (Program Analyst and M&E Lead) review of the Terms of Reference; serve as a member of the Evaluation Reference Group, and participate in stakeholder meetings, be interviewed as key informants and participate in the presentation of the evaluation findings;
106. The **WFP Partnerships Officer (Washington Office)** will work closely with the WFP CO, RB, OEV and the USDA to ensure smooth communication and submission of key evaluation deliverables, according to project timelines. The Partnerships Officer will review evaluation deliverables for adherence to USDA policy and facilitate communication with USDA; Provide feedback on the draft ToR and draft evaluation report; coordinate with USDA to seek feedback for the ToR, inception and evaluation reports; share evaluation findings and discuss the management response; disseminate evaluation reports and findings to relevant stakeholders.
107. Beneficiaries, including boys, girls, men and women (teachers, administrators) in targeted districts and schools will be key participants in the evaluation to provide feedback and information regarding the program. Depending on the nature of findings and recommendations from the evaluations, they may be responsible for taking action to implement those recommendations.

8. Communication and Budget

8.1. Communication

108. A draft communication plan is outlined in [Annex 8](#). The **Evaluation manager**, in consultation with the evaluation committee, will develop the communication and learning plan to detail the processes and channels of communication and responsibilities. The communication and learning plan will include a

gender sensitive and gender responsive dissemination plan to all key stakeholders including beneficiaries, as appropriate. The evaluation manager will be responsible for:

- Sharing all draft products including the ToR, inception report and evaluation report with internal and external stakeholders to solicit their feedback; The communication will be shared in accordance with the evaluation schedule, and highlight next steps;
- Documenting systematically how stakeholder feedback has been used in the finalized product, ensuring that where feedback has not been used a rationale is provided;
- Informing stakeholders (through the ERG) of planned meetings at least one week before and where appropriate sharing the agenda for such meetings;
- Informing the team leader in advance the people who have been invited for meetings that the team leader is expected to attend/present and sharing the agenda;
- Sharing final evaluation products (ToR, inception and Evaluation report) with all internal and external stakeholders for their information and action as appropriate.

109. To ensure a smooth and efficient process and enhance the learning from this evaluation, the evaluation team will place emphasis on transparent and open communication with all key stakeholders. The **evaluation team leader** will be responsible for:

- Discussing with the evaluation manager additional communication and learning strategies;
- Communicating the rationale for the evaluation design decisions (sampling, methodology, tools) in the inception report;
- Working with the evaluation manager to ensure a detailed evaluation schedule is communicated to stakeholders before field work starts, and it is annexed to the inception report;
- Sharing a brief PowerPoint presentation prior to the internal and external debriefings to enable stakeholders joining the briefings remotely to follow the discussions;
- Including in the final report the list of people interviewed, as appropriate (bearing in mind confidentiality and protection issues);
- Systematically considering all stakeholder feedback when finalising the evaluation report, and **transparently provide rationale for feedback that was not used**;

110. The evaluation team will translate Draft 2 and Draft 3/final of the Inception report and Evaluation report from English to French to enable stakeholders to engage fully at the time of providing comments of the draft evaluation deliverables

111. As part of the international standards for evaluation, WFP requires that all evaluations are made publicly available following the approval of the final evaluation report; and the links circulated to key stakeholders as appropriate. The evaluation manager will be responsible for sharing the final report and the management response with the regional evaluation officer, who will upload it in the appropriate systems. OEV will upload the final products on the WFP intranet and public website.

8.2. Budget

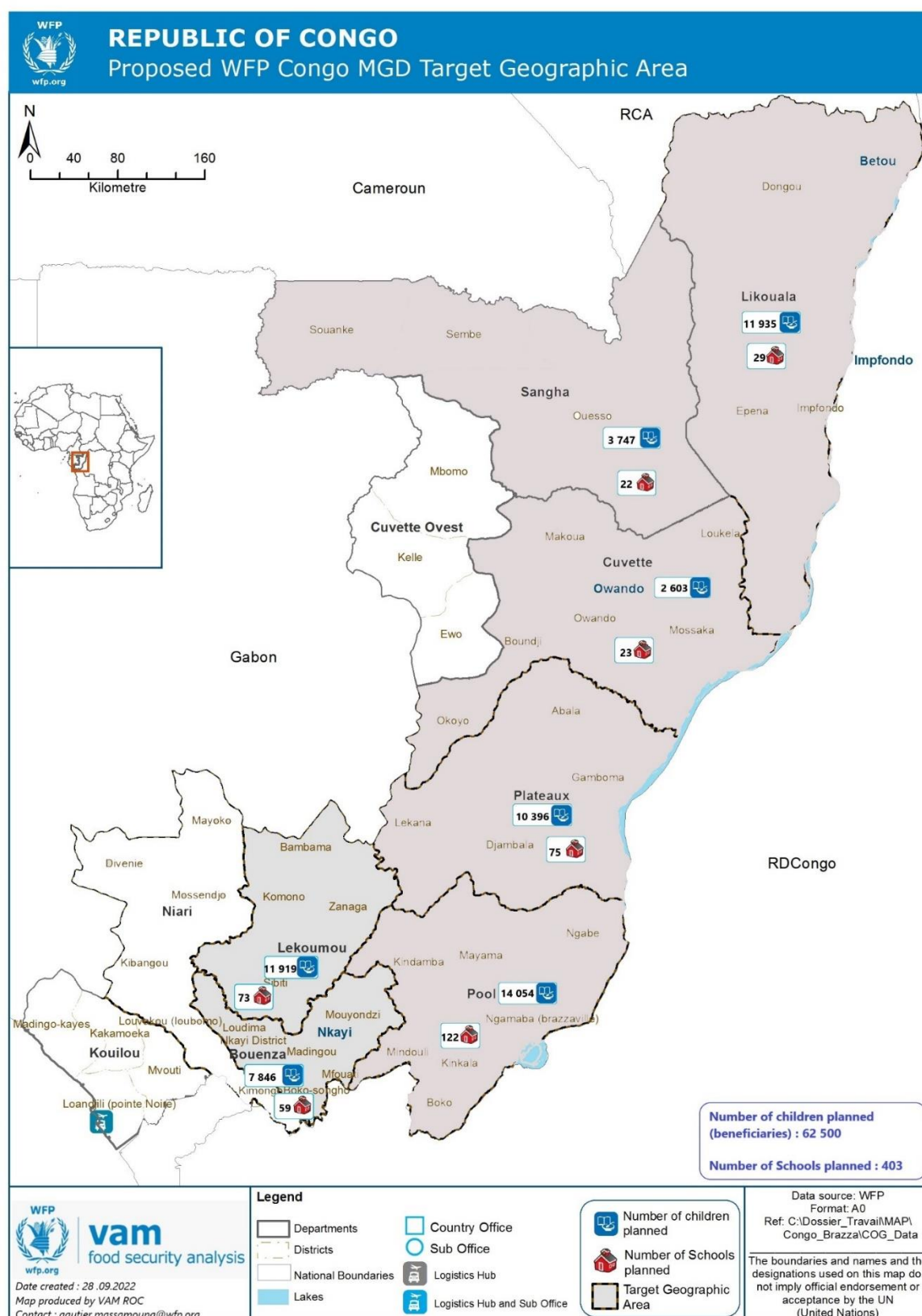
112. This evaluation will be funded from the M&E budget line as outlined in the approved budget for the McGovern Dole programme. The evaluation will be contracted by the same firm (Konterra) that conducted the baseline. The firm will submit to WFP a budget and technical proposal. The proposed budget should include all data collection activities, including transport, field-level research assistants and translation. More discussions on these elements may be held with the firm prior to signing of the Purchase Order.

For more information, please send all queries to:

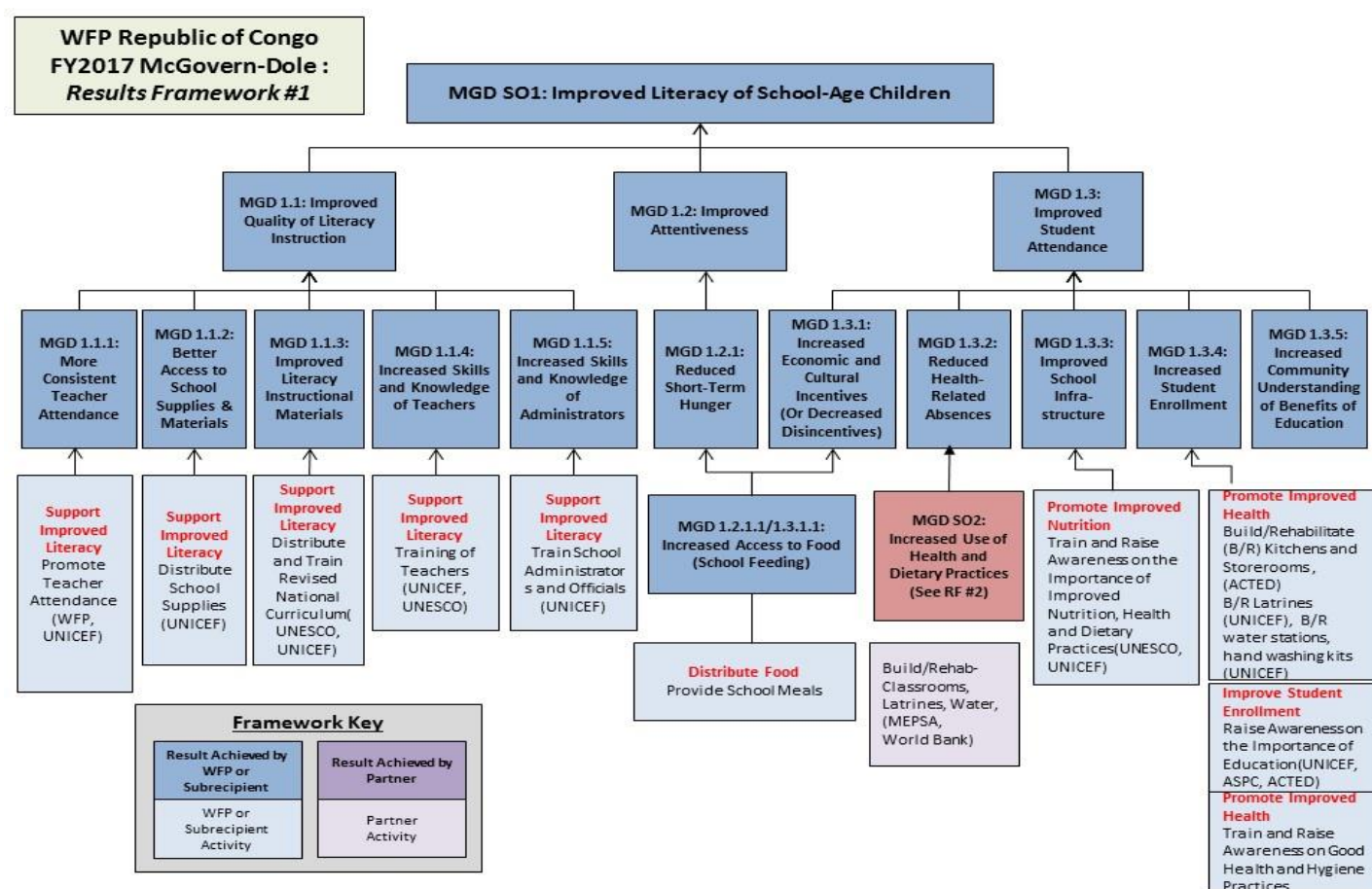
- Issa OUMAROU, M&E VAM Officer, WFP Congo, issa.oumarouissa@wfp.org
- Stephen ICKAMATH, Program Assistant, WFP Congo, stephen.ickamath@wfp.org
- Gisele GALESSAMI, Program Officer, WFP Congo, gisele.galessami@wfp.org,
- Trixie-Belle NICOLLE, Program Officer, WFP Congo, trixiebelle.nicolle@wfp.org

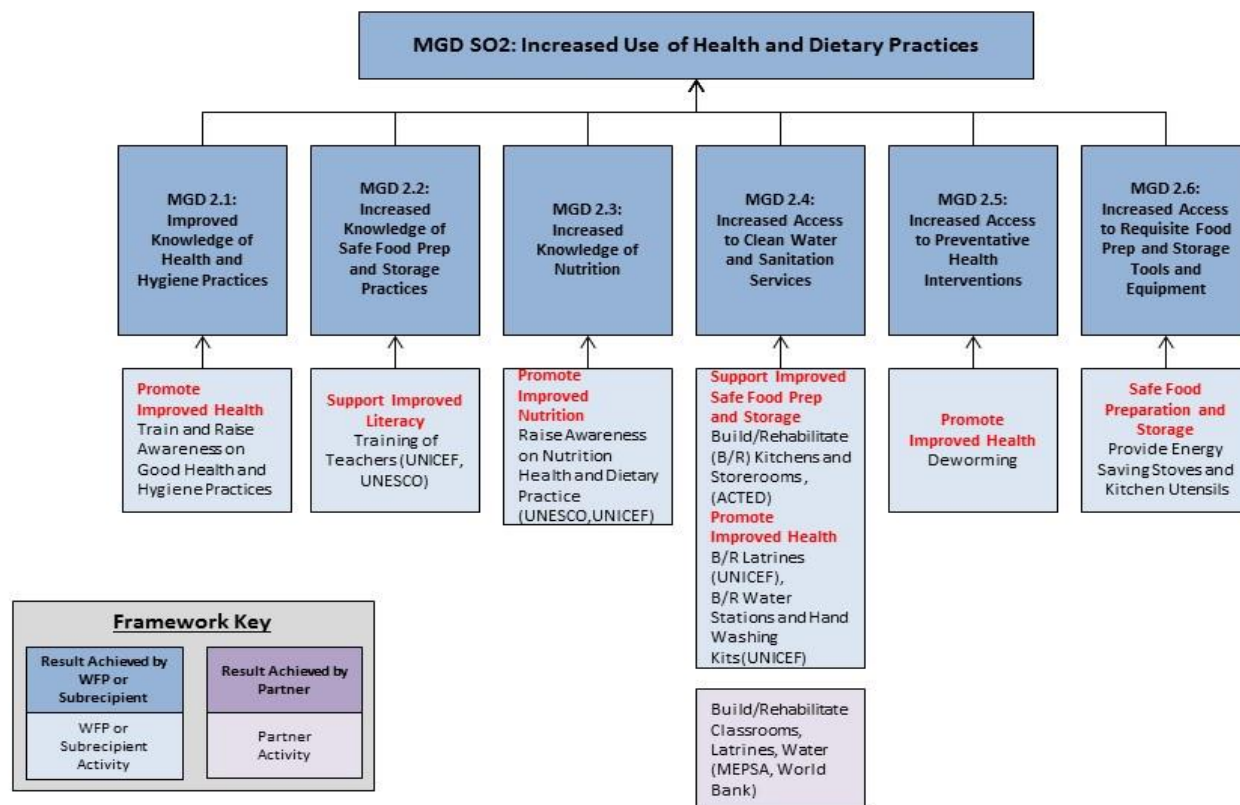
- Sidi-Mohamed BABAH, Deputy Country Director, WFP Congo, sidi-mohamed.babah@wfp.org
- Jeanprovidence NZABONIMPA, Regional Evaluation Officer, WFP RBJ, jeanprovidence.nzabonimpa@wfp.org

Annex 1: Map of Targeted Areas

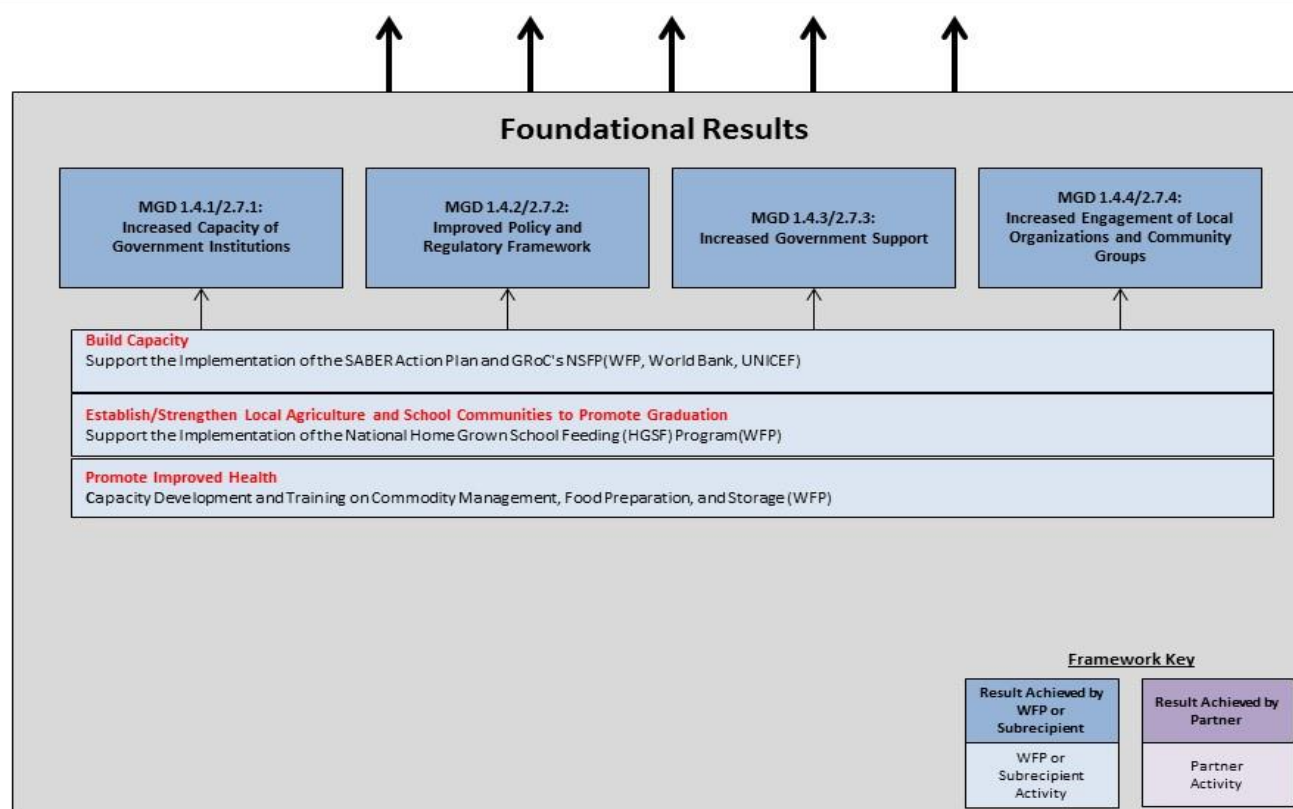


Annex 2: McGovern Dole Results Framework





WFP Republic of Congo FY2017 McGovern-Dole : *Foundational Results*



Critical Assumptions

The success of the overall project is based on the following critical assumptions:

- Continued national economic and political stability;
- Strong government commitment to education, school feeding and handover;
- Availability of government resources and other donors' contribution that complement McGovern-Dole
- Improvement of security situation in the Pool department
- Availability of partners and technical expertise to support implementation;
- Prepositioning of stocks during the rainy season (June - December) for the department of Likouala because transports to this department are made only by river, which is only navigable for six months (June - December);
- Stability of the food pipeline;
- Local community and WFP capacity to leverage non-MGD funds to support project implementation and local purchase
- Availability of teachers in schools located in rural areas
- Involvement of the community in preparing meals for children at school and in running canteens

Annex 3: Preliminary Stakeholder analysis (Interests, uses, means of engagement)

Stakeholder Name	What is their interest in the evaluation and likely uses of evaluation report to this stakeholder	How will they be involved in the evaluation process and what are the means of engagement?
INTERNAL STAKEHOLDERS		
WFP Country Office (CO) Republic of Congo	Responsible for the country level planning and implementation of the program, WFP CO is the primary stakeholder and has a direct stake in the evaluation and an interest in learning from experience to inform decision-making and adjustments for better results. WFP CO also is expected to account internally as well as to externally to the donor, beneficiaries and partners for performance and results of its this program;	The CO management will commission the evaluation and oversee its conduct. The CD/DCD will be briefed by the team at the start of the evaluation, and one of them will chair the evaluation committee and reference group, through which they will oversee the process. The WFP country office staff will brief the independent evaluation team; gather and share relevant documents and data for desk review; assist with field visit preparation and logistics; act as key informants during the field work; provide feedback on draft ToR, inception and evaluation reports; attend debriefing sessions; disseminate evaluation reports and consult with major stakeholders regarding evaluation findings.
WFP Regional Bureau (RB) Johannesburg	RB is responsible for both oversight of COs and technical guidance and support. Through the Regional Evaluation Officer (REO), the RB supports the country offices to ensure quality, credible and useful evaluation. As such, the RB management and staff have an interest in having an independent and impartial account of the operational performance as well as in learning from the evaluation findings to apply this learning to other country offices.	<p>The REO will provide technical support throughout the evaluation process. She will be consulted on technical aspects of the process, including on appropriate application of both WFP and USDA policies to this evaluation.</p> <p>The RB program staff specifically those in charge of nutrition, school feeding, and social protection will be engaged through the evaluation reference group, and will provided an opportunity to review draft evaluation products and attend debriefing meetings</p>
WFP evaluation committee (EC) (<i>temporary mechanism</i>)	Internal Evaluation Committee (EC) will be formed as part of ensuring the independence and impartiality of the evaluation; it will be composed of key CO staff and the Regional Evaluation Officer. The EC has an interest in ensuring that the evaluation process remains as impartial as possible, while making efficient use of available resources (human and financial). The EC also has an interest in ensuring that the evaluation meets the expectations of the key stakeholders including USDA, WFP and sub-recipients of the MGD funding.	The EC will oversee the evaluation process, by making decisions, giving advice to the evaluation manager and clearing evaluation products submitted to the EC Chair for approval. The EC will therefore be the main body supervising the conduct of the evaluation and providing the evaluation team with support and direction.
WFP HQ Social protection and safety nets division, and specifically school feeding Other HQ divisions including performance monitoring (RMP)	WFP HQ social protection and safety net division is responsible for issuing and overseeing the rollout of normative guidance on corporate program themes, activities and modalities, as well as of overarching corporate policies and strategies related to the areas covered by this evaluation. They have an interest a credible account of the extent to which the appropriate normative guidance is applied in the conduct of WFP work in Congo and the results. They also have an interest in the lessons that emerge from this evaluation, as they may have relevance beyond the Congo.	<p>The staff of the HQ division will be given an opportunity to join debriefing sessions and review and comment on evaluation products.</p> <p>Depending on the nature of recommendations that emerge from the evaluation, other divisions will be consulted during the preparation of the management response and asked to respond to any recommendations directly targeted at HQ.</p>

Office of Evaluation (OEV)	OEV has a stake in ensuring that all evaluations in WFP are credible, of quality and useful. It is responsible for setting the normative framework and guidance for decentralized evaluations including a comprehensive Decentralized Evaluation Quality Assurance System (DEQAS). It therefore has an interest in ensuring this evaluation adheres to the normative framework and guidance and that the evaluation is credible of good quality and useful.	OEV operates a help desk that is accessible to the country office and RB throughout the evaluation process. The help desk will be consulted on any issues related to application of the normative framework as appropriate. OEV also manages an independent quality support (QSS) service that reviews draft evaluation products and provides feedback for further improvement. The draft ToR, inception and final report for this evaluation will be submitted to QSS for review and feedback.
WFP Washington office	The WFP Washington Office coordinates communication between WFP and USDA on all matters related to the funding and implementation of the program that is the subject of this evaluation. The office therefore has an interest in ensuring that this evaluation, which is part of the agreement between the WFP and USDA is commissioned and conducted as per that agreement, and that it meets the expectations of USDA.	The Partnerships Officer (Washington Office) will work closely with the WFP CO, RB, OEV and the USDA to ensure smooth communication and submission of key evaluation deliverables, according to project timelines and the agreement. The Partnerships Officer will review evaluation deliverables for adherence to USDA policy and facilitate communication with USDA; he/she will provide feedback on draft ToRs and draft evaluation report; coordinate with the donor (USDA) to seek feedback on ToRs, inception and evaluation reports; share evaluation findings and discuss the management response to evaluation recommendations;
WFP Executive Board (EB)	The WFP governing body has an interest in being informed about the effectiveness of all WFP operations, as well as progress in the implementation of the evaluation policy. This is closely linked with the involvement of OEV in this evaluation as outlined above, as it has the responsibility of reporting to the EB.	While this evaluation will not be presented to the EB, its findings may feed into evaluation syntheses and other corporate learning processes. Furthermore, it will contribute to the contents of the annual evaluation report that will be presented to the board.
EXTERNAL STAKEHOLDERS		
Beneficiaries (boys, girls, women and men); teachers; members of the school management committees (SMCs); Parent teacher Associations (PTAs) and other education administrators	As the ultimate recipients of food assistance and capacity building efforts, beneficiaries have a stake in WFP determining whether its assistance is appropriate and effective. As such, the participation in the evaluation of women, men involved in the education sector such as teachers, administrators and parents; and boys and girls will be important.	As part of commitment to affected population, which stipulates that people should be involved in decisions and actions that affect them, the evaluation will make deliberate effort to involve the beneficiaries in evaluation process. The means by which this will be done will be determined at inception phase. This involvement should not only be during the conduct of evaluation (collecting data from beneficiaries) but should also include dissemination of the findings from this evaluation. <i>The evaluation team will determine means of engaging beneficiaries in the dissemination of the results.</i>
United States Department of Agriculture (USDA)	As the funder of the program being evaluated, USDA's interest is to ensure that the evaluation provides an independent, credible and useful account of the performance of the program; while accounting for the resources it has provided to WFP.	Relevant staff members of USDA (Program Analyst and M&E Lead) were consulted for approval of the Evaluation Plan, which laid the framework for this evaluation. USDA staff will review the Terms of Reference; serve as a member of the Evaluation Reference Group, and participate in stakeholder meetings and presentation of the evaluation findings as appropriate;
Government (<i>Ministries of education, agriculture, health</i>)	Government of Congo through its various ministries and institutions has a direct interest in knowing whether WFP activities in the country are aligned with its priorities, harmonised with the action of other partners	Key staff from the ministries of education, agriculture and health will be members of the evaluation reference group to ensure systematic engagement of the Government in the evaluation process. They will attend team briefing and debriefing meetings, review and comment on evaluation

<i>and population; social affairs)</i>	and meet the expected results towards achievement of national development objectives. The Government also has an interest in knowing the extent to which the interventions are sustainable or likely to be sustainable over time. Specifically, the ministries of education, agriculture and health are partners in the design and implementation of the program and will be interested in knowing the extent to which the program is contributing to the objectives in their respective mandates and drawing lessons.	draft products (inception and evaluation reports) and be consulted on the responses to evaluation recommendations as appropriate. Some of them will be interviewed as key informants during the data collection process. They will receive the final evaluation report. As a key stakeholder, they will be consulted when preparing the management response to the recommendations.
Sub-recipients of MGD United Nations agencies; NGOs and the World Bank	UNICEF, UNESCO, ACTED (sub-recipients of the MGD funding) and the World Bank are key WFP partners in the implementation of the program. As such, they have a direct interest in the evaluation process as it relates to the performance of the specific aspects of the program under their responsibilities.	Representatives from these agencies will be members of the evaluation reference group to ensure that they are systematically engaged throughout the evaluation process. They will attend briefing and debriefing meetings, be interviewed as key informants and review and comment on draft evaluation products. They will receive the final evaluation report. As a key stakeholder, they will be consulted when preparing the management response to the recommendations.
NGOs partners	Field implementation of the program involve NGOs including Association des Spiritains au Congo (ASPC), Pioneer Hospital, Initiative Development; Partnership for Child Development (PCD), Autochthone's advocacy group. These partners have a direct interest in the process of the evaluation as well as the findings given that the results of the evaluation may influence future implementation modalities, strategic orientations and partnerships.	Representatives from these partners will be members of the evaluation reference group to ensure that they are systematically engaged throughout the evaluation process. They will attend briefing and debriefing meetings, be interviewed as key informants and review and comment on draft evaluation products. They will receive the final evaluation report. If there are recommendations that related to their responsibility in the implementation of the program, they will be consulted when preparing the management response to the recommendations.
Donors Japan	In addition to USDA funding, the Government of Japan and the host government of Congo provide complementary support to supplement the provision of school meals to schoolchildren. They have interest in knowing whether their funds have been spent efficiently and if WFP's work has been effective and contributed to the intended objectives.	These donors will be consulted as key informants, given the opportunity to attend debriefing meetings and to review and comment on draft evaluation products. They will receive the final evaluation report. If there are recommendations that related to their responsibility in the implementation of the program, they will be consulted when preparing the management response to the recommendations.
Private sector actors	To deliver the program, WFP will work with private-sector entities such as NG Enterprise, Minoco ,CIB, Likouala Timber, ENI Congo	These actors will be consulted as key informants and given the opportunity to attend debriefing meetings. If there are recommendations that related to their responsibility in the implementation of the program, they will be consulted when preparing the management response to the recommendations.

Annex 4 : Performance Indicators and Targets

Activity	Indicator	Target for FY 2018	Target for FY 2019	Target for FY 2020	Target for FY 2021	Target for FY 2022	Target for FY 2023
Build Capacity	Number of child health and nutrition policies, regulations, or administrative procedures in each of the following stages of development as a result of USDA assistance: - Stage 1: Analyzed - Stage 2: Drafted and presented for public/stakeholder consultation - Stage 3: Presented for legislation/decreed - Stage 4: Passed/Approved - Stage 5: Passed for which implementation has begun	1	1	1	1	1	0
	Number of educational policies, regulations and/or administrative procedures in each of the following stages of development as a result of USDA assistance: Stage 1: Analyzed Stage 2: Drafted and presented for public/stakeholder consultation Stage 3: Presented for legislation/decreed Stage 4: Passed/Approved Stage 5: Passed for which implementation has begun	1	1	0	0	0	0
Distribute Food	Number of daily school meals (breakfast, snack, lunch) provided to school-age children as a result of USDA assistance	9,675,000	10,828,980	11,587,009	12,398,099	13,265,966	10,687,500
	Number of individuals benefiting directly from USDA- funded interventions	56,261	67,688	71,678	72,689	77,510	62,500
	Number of individuals benefiting indirectly from USDA-funded interventions	268,750	192,515	205,991	220,411	235,839	281,250
	Number of school- age children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance	53,750	60,161	64,372	68,878	73,700	62,500
	Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance	53,750	60,161	64,372	68,878	73,700	62,500

Establish /Strengthen Local Agriculture and School Communities to Promote Graduation	Value of new public and private sector investments leveraged as a result of USDA assistance	0	2,050,406	0	0	0	0
Improve Student Enrollment/Attendance	Number of students enrolled in school receiving USDA assistance	53,750	60,161	64,372	68,878	73,700	62,500
	Number of students regularly (80%) attending USDA supported classrooms/schools	43,000	55,496	59,381	63,537	67,985	57,500
Promote Improved Health	Number of individuals trained in safe food preparation and storage as a result of USDA assistance	960	2,901	3,300	3,300	3,300	806
	Number of individuals who demonstrate use of new safe food preparation and storage practices as a result of USDA assistance	624	1,886	2,422	2,958	3,494	3,212
	Number of schools using an improved water source	40	124	135	142	149	155
	Number of schools with improved sanitation facilities	29	152	179	186	193	211
	Number of students receiving deworming medication(s)	53,750	60,161	64,372	68,878	68,879	62,500
Promote Improved Nutrition	Number of individuals trained in child health and nutrition as a result of USDA assistance	591	4,210	7,730	4,210	4,210	806
	Number of individuals who demonstrate use of new child health and nutrition practices as a result of USDA assistance	384	3,368	6,474	6,783	7,093	3,784
	Number of Parent- Teacher Associations (PTAs) or similar “school” governance structures supported as a result of USDA assistance	470	362	362	362	362	403
Support Improved Safe Food Preparation and Storage	Number of educational facilities (i.e. school buildings, classrooms, and latrines) rehabilitated/constructed as a result of USDA assistance	18	49	29	7	7	0
	Number of school administrators and officials in target schools who demonstrate use of new techniques or tools as a result of USDA assistance	520	343	442	542	524	1,048
	Number of school administrators and officials trained or certified as a result of USDA assistance	800	153	124	124	806	806

Support 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	120	210	0	0	0	0
	Number of teachers/educators/teaching assistants trained or certified as a result of USDA assistance	160	263	0	0	0	0
	Number of textbooks and other teaching and learning materials provided as a result of USDA assistance	1,038	12,342	7,300	7,300	7,300	0
	Percent of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of gradelevel text	50	11	12	14	14	14

Results	Indicator	Baseline	Life of Project target
Improved Literacy of School-Age Children	Number of individuals benefiting directly from USDA-funded interventions	0.00	124,563.00
	Number of individuals benefiting indirectly from USDA-funded interventions	0.00	381,219.00
	Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance	0.00	114,051.00
	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	9.90	14.00
Increased Government Support	Value of new public and private sector investments leveraged as a result of USDA assistance	0.00	2,050,406.00
Improved Policy	Number of child health and nutrition policies, regulations, or administrative procedures in each of the following stages of development as a result of USDA assistance: - Stage 1: Analyzed - Stage 2: Drafted and presented for public/stakeholder consultation - Stage 3: Presented for legislation/decreed - Stage 4: Passed/Approved - Stage 5: Passed for which implementation has begun	0.00	1.00
	Number of educational policies, regulations and/or administrative procedures in each of the following stages of development as a result of USDA assistance: Stage 1: Analyzed Stage 2: Drafted and presented for public/stakeholder	0.00	1.00

and Regulatory Framework	consultation Stage 3: Presented for legislation/decreed Stage 4: Passed/Approved Stage 5: Passed for which implementation has begun		
Improved Quality of Literacy Instruction	Number of school administrators and officials trained or certified as a result of USDA assistance	0.00	1,612.00
	Number of teachers/educators/teaching assistants trained or certified as a result of USDA assistance	0.00	263.00
	Number of textbooks and other teaching and learning materials provided as a result of USDA assistance	0.00	38,484.00
Increased Skills and Knowledge of Teachers	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	0.00	171.00
Increased Skills and Knowledge of School Administrators	Number of school administrators and officials in target schools who demonstrate use of new techniques or tools as a result of USDA assistance	0.00	1,048.00
Improved Attentiveness	Number of daily school meals (breakfast, snack, lunch) provided to school-age children as a result of USDA assistance	0.00	58,767,554.00
Improved Student Attendance	Number of educational facilities (i.e. school buildings, classrooms, and latrines) rehabilitated/constructed as a result of USDA assistance	0.00	92.00
	Number of individuals trained in child health and nutrition as a result of USDA assistance	0.00	5,822.00
	Number of individuals trained in safe food preparation and storage as a result of USDA assistance	0.00	4,942.00
	Number of individuals who demonstrate use of new child health and nutrition practices as a result of USDA assistance	0.00	3,784.00
	Number of individuals who demonstrate use of new safe food preparation and storage practices as a result of USDA assistance	0.00	3,212.00
	Number of Parent-Teacher Associations (PTAs) or similar “school” governance structures supported as a result of USDA assistance	0.00	403.00
	Number of school-age children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance	0.00	114,051.00
	Number of schools using an improved water source	110.00	155.00
	Number of schools with improved sanitation facilities	113.00	211.00
	Number of students receiving deworming medication(s)	0.00	114,051.00

	Number of students regularly (80%) attending USDA supported classrooms/schools	40,000.00	105,627.00
Increased Student Enrolment	Number of students enrolled in school receiving USDA assistance	53,750.00	114,051.00

Annex 5: Evaluation Schedule Final Evaluations

Phase 5: Final Evaluation (2023)		Key Dates	By who
Phase 5.1: Preparation (preparation phase done back in 2021)			
5.1.1	Update ToR and timeline		EM
5.1.2	Submit draft 1 TOR to outsourced quality support service (QS) for review and feedback		EM
5.1.3	Review draft 1 TOR against the DE QS quality matrix and provide recommendations		QS
5.1.4	Revise draft 1 TOR based on DE QS feedback to produce draft 2		EM
5.1.5	Circulate draft 2 TOR for review and comments to ERG and other stakeholders		EM
5.1.6	Review draft 2 TOR and provide comments using the provided comments matrix		ERG
5.1.7	Revise draft 2 TOR based on comments stakeholders' comments to produce final TOR		EM/REO
5.1.8	Submit the final TOR to the internal evaluation committee for approval		EM
5.1.9	Share final TOR with stakeholders for information and with the evaluation firm (Konterra) to submit proposal		EM
5.1.10	Proposal preparation and submission by Konterra		ET
5.1.11	Review proposal and budget by Konterra; raise and sign PO. Konterra to put up the evaluation team (same team that conducted the baseline evaluation) and signing of UN Code of Conduct for evaluations and Confidentiality forms by ET members		EM/REO Konterra
Phase 5.2: Inception			
5.2.0.1	Approval of the revised ToR by EC chair	7 th Nov to 15 th Nov	EC
5.2.0.2	Share revised and approved TOR with stakeholders for information and with the evaluation firm (Konterra)	Nov 16 th	EM
5.2.0.3	Inception meetings with all stockholders (CO, RBJ, SMP, WAS, Konterra)	16-17 th Nov	EM
5.2.1	Review documents, baseline and midterm reports and data sets and monitoring reports; review and update inception report prepared during the MTE	18 th -25 th Nov 2022	ET
5.2.2	Submit draft 1 of updated inception report (IR) to the EM	28th Nov 2022	TL
5.2.3	Review draft 1 of the IR and if it is complete submit to QS	28 th - 29 th Nov 2022	EM
5.2.4	Review of updated inception report by QS	29 th - 9 th Dec 2022	QS
5.2.5	Receive and review QS feedback and submit to the evaluation team	9 th Dec 2022	EM
5.2.6	Revise draft 1 of IR based on QS feedback and produce draft 2 IR	12 th to 14 th Dec 2022	ET
5.2.7	Submit draft 2 of IR to the evaluation manager	14th Dec 2022	ET
5.2.8	Circulate draft 2 IR to ERG and other stakeholders for review and comments	14 th Dec 2022	EM
5.2.9	Review draft 2 IR by ERG	14 th -26 th Dec 2022	ERG
5.2.10	Consolidate stakeholder comments and submit to evaluation team	26 th - 29 th Dec 2022	EM
5.2.11	Revise draft 2 IR based on stakeholder comments & produce draft 3	2 nd - 10 th Jan 2023	ET
5.2.12	Submit draft 3 of IR to the evaluation manager	10 th Jan 2023	TL
5.2.13	Submit the final IR to the evaluation committee for approval	10 th Jan 2023	EM
5.2.14	Approve the inception report	10 th - 12 th Jan 2023	EC
5.2.15	Share final inception report with key stakeholders	12 th Jan 2023	WFP CO
Phase 5.3: Data collection			

5.3.1	Prepare for data collection phase [recruit research assistants, digitize data collection tools on tablets, finalize ³⁵ travel, accommodation and other logistical arrangements	16 th – 27 th Jan 2023	EM/ET
5.3.2	Briefing with CO management	30th Jan 2023	CO/EM/EC
5.3.3	Training research assistants and testing data collection tools, adjustments if required	30 th Jan– 3 rd Feb 2023	ET/EA ³⁶
5.3.4	Collect data (primary + secondary) for all indicators	6 th Feb - 17 th Feb 2023	ET
5.3.5	End of Fieldwork Debriefing [Presentation should be submitted the day before]	21st Feb 2023	ET
Phase 5.4 - Data Analysis and Reporting			
5.4.1	Data analysis + drafting of the final evaluation report	22 nd Feb – 6 th Mar 2022	ET
5.4.2	Submit Draft 1 of the final evaluation and all associated data sets to EM	6 th Mar 2023	TL
5.4.3	Review draft 1 evaluation report against the quality check list to ensure that it is complete	7 th –10 th Mar 2023	EM
5.4.4	Share draft 1 evaluation report with outsourced quality support service (DE QS)	13 Mar 2023	EM
5.4.5	Review draft 1 evaluation report against the DE QS quality matrix and provide recommendations	15 th – 24 th Mar 2023	QS
5.4.6	Revise draft 1 evaluation report based on feedback received by DE QS and EM to produce draft 2	24 th – 31 st Mar 2023	ET
5.4.7	Submit draft 2 evaluation report to the EM	31st Mar 2023	TL
5.4.8	Review the draft 2 evaluation report against the QS comments to ensure that they have been addressed, and for those that have not been addressed rationale has been provided	3 rd – 5 th Apr 2023	EM/REO
5.4.9	Circulate draft 2 evaluation report for review and comments to ERG members	5th Apr 2023	EM
5.4.10	Review draft 2 evaluation report and provide comments using the provided comments matrix	5 th -13 th Apr 2023	ERG
5.4.11	Consolidate comments from Stakeholders and submit to USDA for review	14 th - 18 th Apr 2023	EM
5.4.12	Review of evaluation report draft 2 by USDA	18 th - 28 th April 2023	USDA
5.4.13	Consolidate all stakeholder + USDA comments and submit to team leader for review	1 st -5 th May 2023	EM
5.4.14	Revise draft 2 evaluation report based on stakeholder comments to produce draft 3	5 th – 12 th May 2023	ET
5.4.15	Submit draft 3 evaluation report to the evaluation manager	12th May 2023	TL
5.4.16	Review how stakeholder comments have been addressed by ET in Draft 3	15 th -19 th May 2023	EM/RB
5.4.17	Prepare Summary Evaluation Report (SER)	19 th -17 th May 2023	RB
5.4.18	Address any outstanding comments and Submit draft 4/final evaluation report to the evaluation manager	17 th – 23 rd May 2023	ET
5.4.19	Revise SER based on final ER	23 rd May 2023	RB/EM
5.4.20	Submit evaluation report together with SER to evaluation committee for approval	24th May 2023	EM
5.4.21	Approve the final evaluation report	24 th – 30 th May 2023	EC
5.4.22	Submit final MTE to USDA	31st May -9th Jun 2023	EM
5.4.23	Share final MTE report with key stakeholders	12 th June 2023	EM
Phase 5.5: Dissemination and Follow up			
5.5.1	Request the CO to prepare the management response	12 th June 2023	WFP CO

³⁶ Evaluation Analyst at Regional Bureau

5.5.2	Prepare management response to the recommendations	12 th -21 st June 2023	WFP CO
5.5.3	Review and provide feedback on the management response	22 nd -23 rd June 2023	WFP RB
5.5.4	Finalise the management response based on RB comments and submit MR to the EC Chair for CO level approval	26 th -28 th June 2023	WFP CO
5.5.5	Submit MR to RB for final approval	29 th June 2023	WFP CO
5.5.6	Approval of MR by RB Management	30 th June 2023	RB
5.5.7	Share approved MR to USDA	30 th June 2023	EM
5.5.8	Share the final MTE report and MR with OEV for publication	30 th June 2023	RB

Annex 6: Membership of Evaluation Committee

The Internal Evaluation Committee for this mid-term evaluation will be composed of the following:

1. Sidi-Mohamed BABAH, DCD: (Chair of the Evaluation Committee)
2. Issa OUMAROU, M&E VAM Officer: (Evaluation Co-Manager)
3. Stephen ICKAMATH, Programme Assistant: (Evaluation Co-Manager)
4. Trixie-Belle NICOLLE, Programme Officer, McGovern-Dole program
5. Gisele GALESSAMI, Programme Officer, McGovern-Dole program
6. Corneille OKO, Programme Officer,
7. Gautier MASSAMOUNA, Senior Programme Assistant VAM,
8. Nirvana NKOUNKA, Field Monitor Assistant,
9. Eden GUIZAW, WFP Supply Chain Officer
10. Mayala YVONLUDOVIC, WFP Finance Officer
11. Jeanprovidence NZABONIMPA, WFP Regional Evaluation Officer, WFP Regional Bureau

Annex 7: Membership of the Evaluation Reference Group

The Evaluation Reference Group for this mid-term evaluation will be composed of the following:

1. Sidi-Mohamed BABAH, DCD: (Chair of the evaluation committee)
2. Issa OUMAROU, M&E VAM Officer: (Evaluation Co-Manager)
3. Stephen ICKAMATH, Programme Assistant: (Evaluation Co-Manager)
4. Trixie-Belle NICOLLE, Programme Officer, McGovern Dole program
5. Iyayiosazeme OYEGUN, Programme officer
6. Gisele GALESSAMI, Programme Officer, McGovern Dole program
7. Corneille OKO, Programme Officer
8. Gautier MASSAMOUNA, Senior Programme Assistant VAM
9. Eden GUIZAW, WFP Supply Chain Officer
10. Mayla Yvonludovic, WFP Finance Officer
11. Nirvana NKounka, Field Monitor Assistant
12. Jeanprovidence NZABONIMPA, Regional Evaluation Officer
13. School Feeding; WFP Regional Bureau
14. Niamh Ogrady Evaluation Officer, School Based Programmes, WFP HQ
15. Representative from USDA
16. Representative from UNICEF
17. Representative from UNESCO
18. Representative from ACTED
19. Representative from Ministry of Education
20. Representative from Ministry of Health

21. Representative from Ministry of Agriculture
22. Representative from Ministry of Social Affairs
23. Representative from ASPC
24. Representative from PEDD

Annex 8: Communication and Learning Plan

Internal Communication

When: Evaluation phase (month/year)	What: Communication product	To whom: Target group or individual	What: Organizational level of communication	From whom	How: Communication means (meeting, interaction, etc.)	Why: Purpose of communication
Preparation (Nov 2019 – April 2021)	Terms of Reference (ToR)	Evaluation committee (EC)	Program/technical level	Evaluation Manager (EM)	Consultations, meetings and written exchanges	Draft ToR for comments Final for information
Inception (mid-Dec - mid-February 2022)	Team Briefing + Inception Meetings Inception Report	Country office staff; RB staff; HQ staff	Operational and management level	EM + Evaluation Team Leader (TL)	Written exchange; remote consultations	-Understand expectations, -Draft Inception report for review and comments; -Final inception report for information
Fieldwork: Final evaluation debrief (March 2023)	PowerPoint presentation	CO, RB, HQ, stakeholders	Operational and management level	TL + other team members	Meeting in person and/or /Teleconference	For information and verbal feedback on preliminary findings
Reporting for final evaluation (March - June - 2023)	Draft mid-term evaluation report	CO, RB, HQ, stakeholders	Operational level	EM	Written exchanges with reports attached (+ matrix of comments)	for written comments;
	Final mid-term evaluation report	CO, RB, HQ, stakeholders		EM	Written exchanges with report attached	for information
Dissemination (July - September 2023)	Management response to recommendations Final mid-term evaluation report	CO, RB, HQ stakeholders	All levels	EM	Written message with the intranet and internet links to the documents	Dissemination of findings, conclusions and the actions that will be taken to implement the recommendations

Note: The final evaluations will take the above as minimum communication and adjusted based on the context at the time.

External Communication

When Evaluation phase	What: Communication product	To whom Target org. or individual	What Organizational level	From whom	How: Communication means	Why: Purpose of communication
Preparation (Nov 2019 – April 2021)	Draft ToR	ERG members	Operational and management;	EM	Email with attached draft	For review and comments on draft ToR
	Cleared ToR	USDA	Technical and Management	Country office management	Email with attached draft ToR	For review and approval of ToR
	Final ToR	ERG members and other stakeholders	All levels	Evaluation focal point	Email with attached final ToR	For information
Inception (mid-Dec – mid-February 2023)	Inception Meetings	ERG members	Operational and management level	Evaluation team leader + EM	Written exchange; remote consultations	Understand expectations
	Draft Inception report	ERG members and other stakeholders	Operational level	EM	Email with attached draft IR+ comments matrix	Draft Inception report for review and comments;
	Final inception Report	ERG members and other stakeholders	Operational and management levels	EM	Email with attached final IR	for information
Fieldwork: Final evaluation debrief (March 2023)	PowerPoint presentation	ERG members	Operational level	Team leader + team members	Meeting in person and/or /Teleconference	For information/verbal feedback on preliminary findings
Reporting for final evaluation (March - June 2023)	Draft mid-term evaluation report	ERG members	Operational level	EM	Email with report attached (+ matrix of comments)	for review and written comments;
	Final mid-term evaluation report	Key Stakeholders	All levels	EM	Email with report attached	for information
Dissemination (July - September 2023)	Final mid-term evaluation report and management response to recommendations	Key Stakeholders	All levels	EM	Written message with the internet links to the documents	Dissemination of findings, conclusions and the actions that will be taken to implement the recommendations

Annex 9: Final Evaluation Matrix³⁷

Evaluation matrix for final evaluation

Q1 - What are the achievements of outputs and outcomes compared to the targets in the Performance monitoring plan?

Standard/ Custom Num.	Sub-questions	Measure/Indicator of progress	Main sources of information	Data collection methods	Data analysis methods	Evidence availability and reliability
Standard #1	Number of students regularly (80%) attending USDA supported classrooms/schools (female/male)	Attendance level of students	WFP monitoring reports; School teachers and pupils	Desk review; Teacher & Pupil survey	Narrative description; Tables; Disaggregation male / female	strong
Standard #2	Number of textbooks and other teaching and learning materials provided as a result of USDA assistance	Quantitative assessment	Distribution reports; WFP staff or implementing partners	Desk review Semi-structured questionnaires School administrator survey	Triangulation Narrative description	strong
Standard #3	Number of school administrators and officials in target schools who demonstrate use of new techniques or tools as a result of USDA assistance	Measure link between training and implementation of new methods	School administrators	Desk review Administrator survey Semi-structured interviews; Observation	Triangulation Narrative description	strong
Standard #4	Number of school administrators and officials trained or certified as a result of USDA assistance	Quantitative and qualitative assessment	Training attendance sheets;	Desk review Semi-structured questionnaires;	Triangulation Narrative description	strong

³⁷ Source of the Final Evaluation Matrix in the Baseline Evaluation Inception Report (April 2018), pages 58 - 79

			WFP staff or implementing partners	Confirmation survey		
Standard #5	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	Measure link between training and implementation of new methods	School administrators and teachers	Desk review Teacher survey; Semi-structured interviews; Observation	Triangulation Narrative description	strong
Standard #6	Number of teachers/educators/teaching assistants trained or certified as a result of USDA assistance	Quantitative and qualitative assessment	Training attendance sheets; WFP staff or implementing partners	Desk review Semi-structured questionnaires; Confirmation survey	Triangulation Narrative description	strong
Standard #7	Number of educational facilities (i.e. school buildings, classrooms, and latrines) rehabilitated/constructed as a result of USDA assistance	Quantitative assessment	WFP and/or partners' reports; Confirmation survey	Desk review Observation	Triangulation Narrative description	strong
Standard #8	Number of students enrolled in school receiving USDA assistance (female/male)	Quantitative assessment	WFP and/or partners' reports	Desk review Observation	Triangulation Narrative description	strong
Standard #9	Number of Parent-Teacher Associations (PTAs) or similar "school" governance structures supported as a result of USDA assistance	Quantitative assessment	WFP and/or partners' reports; School survey	Desk review Focus group discussions with PTAs	Triangulation Narrative description	strong
Standard #11	Value of new public and private sector investments leveraged as a result of USDA assistance	Quantitative assessment	WFP and/or partners' reports	Desk review; Interview through purpose sampling	Triangulation Narrative description	strong

Standard #12	Number of educational policies, regulations and/or administrative procedures in each of the following stages of development as a result of USDA assistance: Stage 5: Passed for which implementation has begun	Measures the degree of implementation of the NSFP	WFP reports MoE	Desk review Semi-structured questionnaires	Triangulation Narrative description	strong
Standard #15	Number of daily school meals (breakfast, snack, lunch) provided to school-age children as a result of USDA assistance	Quantitative assessment	school statistics, WFP monitoring data, monthly reports	Desk review Interview through school survey	Narrative description	strong
Standard #16	Number of school-age children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance (female/male/new/continuing)	Quantitative assessment	School feeding attendance sheets; WFP monitoring; School administrators	Desk review; Interview through school survey	Narrative description; Tables; Disaggregation male / female / new / continuing	strong
Standard #17	Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance (female/male/new/continuing)	Quantitative assessment	School feeding attendance sheets; WFP monitoring; School administrators	Desk review; Interview through school survey	Narrative description; Tables; Disaggregation male / female / new / continuing	strong
Standard #18	Number of individuals trained in child health and nutrition as a result of USDA assistance (female/male)	Quantitative and qualitative assessment	Training attendance sheets; WFP staff or implementing partners	Desk review; Teacher & Pupil surveys; Semi-structured questionnaires; Confirmation survey	Triangulation; Narrative description; Disaggregation male / female	strong

Standard #19	Number of individuals who demonstrate use of new child health and nutrition practices as a result of USDA assistance	Measure link between training and implementation of new methods	School administrators and teachers; Students	Desk review; Interviews through school survey; Observation	Triangulation Narrative description	strong
Standard #20	Number of individuals trained in safe food preparation and storage as a result of USDA assistance (female/male)	Quantitative and qualitative assessment	Training attendance sheets; WFP staff or implementing partners	Desk review; Semi-structured questionnaires; Confirmation survey	Triangulation; Narrative description; Disaggregation male / female	strong
Standard #21	Number of individuals who demonstrate use of new safe food preparation and storage practices as a result of USDA assistance	Measure link between training and implementation of new methods	PTAs; School administrators and teachers;	Desk review; Interviews through school survey; Focus group discussions with PTAs; Observation	Triangulation Narrative description	strong
Standard #22	Number of schools using an improved water source	Quantitative and qualitative assessment	School administrators	School administrator survey; Observation	Narrative description	strong
Standard #23	Number of schools with improved sanitation facilities	Quantitative and qualitative assessment	School administrators	School administrator survey; Observation	Narrative description	strong

Standard #24	Number of students receiving deworming medication(s)	Quantitative and qualitative assessment	WHO reports; School administrators	Desk review; Semi-structured questionnaires; Confirmation survey	Triangulation Narrative description	strong
Standard #25	Number of child health and nutrition policies, regulations, or administrative procedures in each of the following stages of development as a result of USDA assistance: - Stage 3: Presented for legislation/decreed - Stage 4: Passed/Approved	Measures the degree of achievement regarding health policies	WFP reports MoH	Desk review Semi-structured questionnaires	Triangulation Narrative description	strong
Standard #26	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 test (female/male)	Literacy level of students in grade 2	Students in grade 2; Directorate of studies & planning within the MoE	literacy test	Narrative description & graphs; Disaggregation male/female	strong
Standard #27	Number of individuals benefiting directly from USDA-funded interventions (female/male/new/continuing)	Quantitative assessment	WFP and/or partners' reports; MoE; MoH	Desk review; Semi-structured questionnaires; Observation	Triangulation Narrative description	strong
Standard #28	Number of individuals benefiting indirectly from USDA-funded interventions	Quantitative assessment	WFP and/or partners' reports; MoE; MoH	Desk review; Semi-structured questionnaires; Observation	Triangulation Narrative description	Medium

Custom #1	Number of PTAs, community members; farmers organisation trained or sensitised about the importance of Health and Hygiene Practices	Quantitative and qualitative assessment	PTAs; Farmers; Community members	Semi-structured questionnaires; Focus group discussions	Narrative description	strong
Custom #2	Number of PTAs, community members; farmers organisation trained or sensitised about the importance of education	Quantitative and qualitative assessment	PTAs; Farmers; Community members	Semi-structured questionnaires; Focus group discussions	Narrative description	strong
Custom #3	Percent of transfers made to the school inspectors as a % of planned	Quantitative assessment	WFP monitoring reports; School inspectors	Desk review; Semi-structured questionnaires	Narrative description	strong
Custom #4	Number of textbooks and other teaching and learning revised materials (based on revised curriculum) provided to schools as a result of USDA assistance	Quantitative assessment	Distribution reports; WFP staff or implementing partners	Desk review Semi-structured questionnaires Confirmation survey	Triangulation Narrative description	strong
Custom #5	Percentage of student who indicate they are attentive or very attentive during class/instruction (female/male)	Quantitative assessment	School teachers and pupils	Teacher & Pupil surveys	Narrative description; Disaggregation male/female	Medium
Custom #6	Number of government staff trained as a result of USDA assistance (female/male)	Quantitative assessment	WFP and/or partners' reports; MoE; MoH	Desk review; Semi-structured questionnaires;	Narrative description; Disaggregation male/female	strong
Custom #7	Percentage of school days missed due to illness (target < 3%)	Quantitative assessment	School teachers and administrators	Interview through school survey	Narrative description	Medium

Custom #8	Number of fuel-efficient stoves provided and rehabilitated	Quantitative assessment	PTAs	Confirmation survey	descriptive statistics	strong
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Questions referring to literacy

Q2 - Relevance / in relation to Improved Literacy of School-Age Children						
No.	Sub-questions	Measure/Indicator of progress	Main sources of information	Data collection methods	Data analysis methods	Evidence availability and reliability
1	Is the programme's strategy relevant to the beneficiaries' needs, including girls, boys, men, women and other groups such as indigenous people?	Attendance rate, drop-out rate, assessment of literacy (reading tests score)	WFP monitoring reports, implementing partners	Desk review	Review of WFP assessment, qualitative analysis, triangulation between multiple key informants	strong
2	Is the programme aligned with national government's education and school meals policies and strategies?	Alignment with stated aims and directions of relevant government policies (school feeding, HGSE, etc.)	Government policies on school feeding	Desk Review, key informant interviews with government staff	Qualitative analysis, triangulation	strong
3	Does the programme design and implementation arrangements complement other donor-funded and government initiatives?	Alignment with stated aims and directions of relevant policies of other development actors such as UN agencies and NGOs	UNDAF DRC (2014 - 18, and next). Other policies and strategies of development actors, especially the implementing partners (UNICEF, UNESCO, ACTED)	Desk Review, key informant interviews with partner staff	Qualitative analysis, triangulation	strong

4	Is the programme designed to reach the right people with the right type of assistance?	Alignment with stated aims and direction. Coherence with WFP policies and strategies	Review of relevant WFP policies: e.g. school feeding/ safety nets/ nutrition and gender policy	Desk Review, key informant interviews with WFP Regional Bureau, CO and HQ staff - as appropriate	Qualitative analysis, triangulation	strong
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Q3 - Effectiveness / in relation to Improved Literacy of School-Age Children

No.	Sub-questions	Measure/Indicator of progress	Main sources of information	Data collection methods	Data analysis methods	Evidence availability and reliability
5	What is the progress of programme implementation—is the programme on track to carry out all activities as planned?	Number of beneficiaries receiving food assistance - actual vs planned; tonnage of food distributed -actual vs planned; number of teachers trained; number of textbooks distributed, etc.	WFP CO M&E data and reports	Desk Review	Quantitative Analysis - comparison between baseline and mid term	strong
6a	To what degree has the programme resulted (or not) in the expected results (outputs and outcomes) for girls, boys, men and women?	Number of beneficiaries receiving food assistance - actual vs planned; tonnage of food distributed -actual vs planned; number of teachers trained; number of textbooks distributed, etc.	WFP CO M&E data and reports	Desk Review	Quantitative Analysis - comparison between baseline and mid term	strong

6b	To what extent have USDA FFE activities improved student attendance, student attentiveness, quality of literacy instruction, and contributed to improved literacy of school-age children	Attendance rate, Drop-out rate, Promotion rate, reading tests score	WFP CO M&E data and reports	Desk Review, Field visits	Quantitative Analysis - comparison between baseline and mid term	strong
7	What internal and external factors affect the programme's achievement of intended results?	Perception of management strengths/difficulties by WFP staff, government staff, and cooperating partners	WFP staff, government staff, implementing partners, programme participants	Interviews with implementing partners (WFP staff, government staff at national and decentralised levels, and cooperating partners); Focus group meetings with participants	Qualitative assessment	medium
8	Are any changes required to increase the programme effectiveness?	Perception of management strengths/difficulties by WFP staff, government staff, and cooperating partners	WFP staff, government staff, implementing partners, programme participants	Interviews with implementing partners (WFP staff, government staff at national and decentralised levels, and cooperating	Qualitative assessment	medium

				partners); Focus group meetings with participants		
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Q4 - Efficiency / in relation to Improved Literacy of School-Age Children						
No.	Sub-questions	Measure/Indicator of progress	Main sources of information	Data collection methods	Data analysis methods	Evidence availability and reliability
9	How efficient is the targeting?	Food insecurity, poverty, low educational, nutrition and gender indicators	INS follow-up (School Assessment, Household Assessment), CFSVA	Desk Review, key informant interviews	Qualitative assessment	medium
10	Did assistance reach the right beneficiaries (girls, boys, men and women) in the right quantity, quality and at the right time?	Food delivery data, non-food delivery data, training data, provision of textbooks data	WFP CO, implementing partners	Desk review, key informant interviews	Qualitative analysis and triangulation	medium
11	Is the programme efficient in terms of costs and costs/ beneficiary?	Budget data, budget revisions	WFP financial and operational information	Desk review, interview with relevant stakeholders (WFP finance and other support staff)	Qualitative and quantitative analysis	medium

Q5 - Impact / in relation to Improved Literacy of School-Age Children						
No.	Sub-questions	Measure/Indicator of progress	Main sources of information	Data collection methods	Data analysis methods	Evidence availability and reliability
12	To what degree have, the programme outcomes made progress toward positive long-term effects on targeted beneficiaries (girls, boys, men and women), households, Communities and institutions?	Positive or negative issues mentioned during interviews or FGDs	WFP staff, government staff, implementing partners, programme beneficiaries	Interviews and FGDs with WFP and partner staff and beneficiaries	Qualitative and quantitative analysis, field observation, triangulation of results	medium
13	Have there been any unintended outcomes (positive, negative?)	Positive or negative issues mentioned during interviews or FGDs	WFP staff, government staff, implementing partners, programme beneficiaries	Interviews and FGDs with WFP and partner staff and beneficiaries and non-beneficiaries	Qualitative analysis, triangulation of results	medium
14	What internal and external factors affected the programme's results from leading to intended impact on targeted beneficiaries?	Internal and external problems/constraints encountered during programme implementation	WFP staff, government staff, implementing partners, programme beneficiaries	Interviews and FGDs with WFP and partner staff and beneficiaries	Qualitative analysis, triangulation of results	medium

Q6 - Sustainability / in relation to Improved Literacy of School-Age Children						
No.	Sub-questions	Measure/Indicator of progress	Main sources of information	Data collection methods	Data analysis methods	Evidence availability

						and reliability
15	Is the programme sustainable/is there strategy for sustainability, sound policy alignment; stable funding/budgeting; quality programme design; institutional arrangements; local production & sourcing; partnerships & coordination; community participation & ownership?	Education NCI; Formulation of a handover strategy according to SABER	WFP reports, MoE policy and strategy documents	Desk review; Interviews and FGDs with WFP and partner staff and beneficiaries and non-beneficiaries	Qualitative analysis and triangulation	strong
16	What progress has the government made toward developing a nationally owned school meals programme?	Establishment of a functioning SF Unit within Government; SF budget line and actual SF government contribution; number of delivery models nationally owned; rating of key elements as per SABER (if a new SABER is done)	WFP reports, MoE policy and strategy documents, SABER report	Desk review; Interviews and FGDs with WFP and partner staff and beneficiaries and non-beneficiaries	Qualitative analysis and triangulation	strong
17	How are local communities involved in and contributing toward school meals?	Number and type of initiatives taken by PTAs and community at large to support SF activities	WFP reports	Focus group meetings with programme participants	Qualitative analysis and triangulation	medium

18	What needs to be done within the remaining period in order to transition to a nationally owned school meals programme?	Steps toward an exit strategy according to SABER	WFP reports, MoE policy and strategy documents	Desk review; Interviews and FGDs with WFP, MoE and partner staff and beneficiaries and non-beneficiaries	Qualitative analysis and triangulation	strong
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Q7 - General / in relation to Improved Literacy of School-Age Children

No.	Sub-questions	Measure/Indicator of progress	Main sources of information	Data collection methods	Data analysis methods	Evidence availability and reliability
19	What are lessons noted from the programme up to this point?	Lessons mentioned during interviews and FGDs	WFP staff, partners, beneficiaries	Interviews and FGDs	Qualitative analysis and triangulation	medium
20	Are there any recommendations for mid-course corrections to improve the programme's relevance, efficiency, effectiveness, impact, and/or sustainability?	Status of key programme indicators; Recommendations mentioned during interviews and FGDs	Team's analysis of the results and factors affecting the indicators, WFP staff, partners, beneficiaries	Interviews and FGDs	Qualitative analysis and triangulation	medium

Questions referring to Health, Nutrition and dietary practices

Q8 - Relevance / in relation to Increased Use of Health, Nutrition and Dietary Practices

No.	Sub-questions	Measure/Indicator of progress	Main sources of information	Data collection methods	Data analysis methods	Evidence availability and reliability
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1	Is the programme's strategy relevant to the beneficiaries' needs, including girls, boys, men, women and other groups such as indigenous people?	Poverty rates, food insecurity, health and nutrition indicators	WFP, CFSVA, DHS, MoH, M&E data and reports	Desk review	Review of WFP assessment, qualitative analysis, triangulation between multiple key informants	strong
2	Is the programme aligned with national government's education and school meals policies and strategies?	Compliance with stated aims and directions of relevant government policies (food security, nutrition, school health etc.)	Government policies on school feeding, nutrition, school health, safety nets	Desk Review, key informant interviews with government staff	qualitative analysis, triangulation	strong
3	Does the programme design and implementation arrangements complement other donor-funded and government initiatives?	Compliance with stated aims and directions of relevant policies of other development actors such as UN agencies and NGOs	UNDAF DRC (2014 - 18, and next). Other policies and strategies of development actors, especially the implementing partners (UNICEF, UNESCO, ACTED)	Desk Review, key informant interviews with partner staff	qualitative analysis, triangulation	strong
4	Is the programme designed to reach the right people with the right type of assistance?	Compliance with stated aims and direction. Coherence with WFP policies and strategies	Review of relevant WFP policies: e.g. school feeding/ safety nets/ nutrition and gender policy	Desk Review, key informant interviews with WFP Regional Bureau, CO and HQ staff - as appropriate	qualitative analysis, triangulation	strong

Q9 - Effectiveness / in relation to Increased Use of Health, Nutrition and Dietary Practices

No.	Sub-questions	Measure/Indicator of progress	Main sources of information	Data collection methods	Data analysis methods	Evidence availability
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						and reliability
5	What is the progress of programme implementation–is the programme on track to carry out all activities as planned?	Number of beneficiaries receiving food assistance - actual vs planned; tonnage of food distributed -actual vs planned; number of schools using an improved water source; number of schools with improved sanitation facilities, number of students receiving deworming medication;	WFP CO M&E data and reports	Desk Review	Quantitative Analysis - comparison between baseline and mid term	strong
6a	To what degree has the programme resulted (or not) in the expected results (outputs and outcomes) for girls, boys, men and women?	number of beneficiaries receiving food assistance - actual vs planned; tonnage of food distributed -actual vs planned; number of schools using an improved water source; number of schools with improved sanitation facilities, number of students receiving deworming medication; number of individuals trained in child health and nutrition (male female); number of individuals who demonstrate new child health and nutrition practices	WFP CO M&E data and reports	Desk Review	Quantitative Analysis - comparison between baseline and mid term	strong

6b	How effective has the programme been at reducing health related absences	Number of health-related absences	School Assessment	Quantitative survey - school level	Quantitative Analysis - comparison between baseline and mid term	medium
6c	How effective has the programme been at improving knowledge of health, sanitation and hygiene practices	Percent of schools with soap and hand-washing facilities commonly used by students; number/ percentage of schools with improved sanitation facilities	School Assessment; WFP monitoring data	Quantitative surveys and review of M& E reports	Quantitative Analysis - comparison between baseline and mid term; qualitative analysis and triangulation	medium
6d	How effective has the programme been at increasing knowledge of safe food preparation and storage	Percent of SFC that store food adequately; percentage of schools with clean storage and cooking facilities	school feeding committee assessment	quantitative survey	Quantitative Analysis - comparison between baseline and mid term; qualitative analysis and triangulation	
6e	How effective has the programme been at increasing nutrition knowledge	Percentage of pupils (girls/ boys) and parents who know the importance of improved nutrition and dietary diversity; percentage of cooks and storekeepers having a good knowledge in nutrition and dietary practices	household questionnaire; school survey	quantitative survey	Quantitative Analysis - comparison between baseline and mid term; qualitative analysis and triangulation	
7	What internal and external factors affect the programme's achievement of intended results?	internal or external issues mentioned during interview or FGD	WFP staff, government staff, cooperating partners, programme participants	interviews and FGD with key stakeholders	qualitative analysis, triangulation	
8	Are any changes required to increase the programme's effectiveness?	Status of key programme indicators; Proposed measures mentioned during interviews and FGD	Team's analysis of the results and factors affecting the indicators, WFP staff, government	interviews and FGD with key stakeholders	qualitative analysis, triangulation	

			staff, cooperating partners, programme participants			
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Q10 - Efficiency / in relation to Increased Use of Health, Nutrition and Dietary Practices						
No.	Sub-questions	Measure/Indicator of progress	Main sources of information	Data collection methods	Data analysis methods	Evidence availability and reliability
9	How efficient is the targeting?	Food insecurity, poverty, low educational, nutrition and gender indicators	School Assessment, Household Assessment, CFSVA	Desk Review, key informant interviews	Qualitative assessment	medium
10	Did assistance reach the right beneficiaries (girls, boys, men and women) in the right quantity, quality and at the right time?	food delivery data, non-food delivery data, training data, upgrading school facilities (hygiene, sanitation etc)	WFP CO, cooperating partners	desk review, key informant interviews	qualitative analysis and triangulation	medium
11	Is the programme efficient in terms of costs and costs/ beneficiary?	budget data, budget revisions	WFP financial and operational information	desk review, interview with relevant stakeholders (WFP finance and other support staff)	qualitative and quantitative analysis	medium

Q11 - Impact / in relation to Increased Use of Health, Nutrition and Dietary Practices						
No.	Sub-questions	Measure/Indicator of progress	Main sources of information	Data collection methods	Data analysis methods	Evidence availability and reliability

12	To what degree has, the programme outcomes made progress toward positive long-term effects on targeted beneficiaries (girls, boys, men and women), households, Communities and institutions?	positive or negative issues that mentioned during interviews or FGDs	WFP staff, government staff, cooperating partners, programme beneficiaries	interviews and FGDs with WFP and partner staff and beneficiaries	Qualitative and quantitative analysis, field observation, triangulation of results	medium
13	Have there been any unintended outcomes (positive, negative?	positive or negative issues that mentioned during interviews or FGDs	WFP staff, government staff, cooperating partners, programme beneficiaries, neighbouring schools (non-beneficiaries)	interviews and FGDs with WFP and partner staff and beneficiaries and non-beneficiaries	qualitative analysis, triangulation of results	medium
14	What internal and external factors affected the programme's results from leading to intended impact on targeted beneficiaries?	internal and external problems encountered during programme implementation	WFP staff, government staff, cooperating partners, programme beneficiaries	interviews and FGDs with WFP and partner staff and beneficiaries	qualitative analysis, triangulation of results	medium

Q12 - Sustainability / in relation to Increased Use of Health, Nutrition and Dietary Practices

No.	Sub-questions	Measure/Indicator of progress	Main sources of information	Data collection methods	Data analysis methods	Evidence availability and reliability
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15	Is the programme sustainable/is there strategy for sustainability, sound policy alignment; stable funding/budgeting; quality programme design; institutional arrangements; local production & sourcing; partnerships & coordination; community participation & ownership?	Inclusion of nutrition and health aspects in school curriculum, formulation of a handover strategy	WFP reports, MoE policy and strategy documents	Desk review; Interviews and FGDs with WFP and partner staff and beneficiaries and non-beneficiaries	Qualitative analysis and triangulation	strong
16	What progress has the government made toward developing a nationally owned school meals programme?	Establishment of a functioning SF Unit within Government; SF budget line and actual SF government contribution; number of delivery models nationally owned	WFP reports, MoE policy and strategy documents	Desk review; Interviews and FGDs with WFP and partner staff and beneficiaries and non-beneficiaries	Qualitative analysis and triangulation	strong
17	How are local communities involved in and contributing toward school meals?	Number and type of initiatives taken by PTAs and community at large to support SF activities	WFP reports	Focus group meetings with programme participants	Qualitative analysis and triangulation	medium
18	What needs to be done within the remaining period in order to transition to a nationally owned school meals programme?	Steps toward an exit strategy according to SABER	WFP reports, MoE policy and strategy documents	Desk review; Interviews and FGDs with WFP, MoE and partner staff and beneficiaries and non-beneficiaries	Qualitative analysis and triangulation	strong

Q13 - General / in relation to Increased Use of Health, Nutrition and Dietary Practices						
No.	Sub-questions	Measure/Indicator of progress	Main sources of information	Data collection methods	Data analysis methods	Evidence availability and reliability
19	What are lessons noted from the programme up to this point?	lessons mentioned during interviews and FGDs	WFP staff, partners, beneficiaries	interviews and FGDs	qualitative analysis and triangulation	medium
20	Are there any recommendations for mid-course corrections to improve the programme's relevance, efficiency, effectiveness, impact, and/or sustainability?	recommendations mentioned during interviews and FGDs	WFP staff, partners, beneficiaries	interviews and FGDs	qualitative analysis and triangulation	medium

Annex 10: List of Acronyms

ACTED	Agence d'Aide à la Coopération Technique Et au Développement
ASPC	Association des Pères Spiritains du Congo
CAR	Central Africa Republic
CFSVA	Comprehensive Food Security & Vulnerability Analysis
CP	Country Program
DEQAS	Decentralized Evaluation Quality Assurance System
DEV	Development Project
DRC	Democratic Republic of Congo
EM	Evaluation Manager
EMOP	Emergency Operation
ER	Evaluation Report
FAO	Food and Agriculture Organisation
FAS	Foreign Agriculture Service
GDP	Gross Domestic Product
GNI	Gross National Income
GRoC	Government of Republic of Congo
IDPs	Internally Displaced Persons
IR	Inception Report
MGD	McGovern Dole
MICS	Multiple Indicator Cluster Survey
NCE	No cost extension
NDP	National Development Plan
NFCRP	National Food Crisis Resilience Plan
NFSNP	National Food Security and Nutritional Policy
NSFD	National School Feeding Directorate
NSFP	National School Feeding Policy
NSFP	Government National School Feeding Policy
ODA	Official Development Assistance
OEV	Office of Evaluation, WFP
ORA	Observe, Reflect and Act
PMP	Performance Monitoring Plan
PTA	Parent Teacher Association
RB	Regional Bureau
SABER	Systems Approach for Better Education Results
SFS	School Feeding Service
SUN	Scaling Up Nutrition
TL	Team Leader
ToR	Terms of Reference
UNDAF	United Nations Development Assistance Framework
UNDSS	United Nations Department of Safety and Security
UNEG	United Nations Evaluation Group
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
USD	United States Dollar
USDA	United States Department of Agriculture

WHO

World Health Organisation

Annex 11: Performance Monitoring Plan (PMP)

Project Title: McGovern-Dole FY17 - WFP																									
Indicators															Baseline	Targets							Life of project	Who	
Stand ard Indic ator Num ber	Standard/C ustom #	Result	Performance Indicator	Definition	Unit of Measurement	Indic ator Level	Data Source	Method.Ap proach to Data Collection	Disaggreg ation	Data Collection		Data Analysis, Use and Reporting													
										Whe n	Who	Why	Who	Cumul ative (Y/N)											
																Year 1	Year 2	Year 3	Year 4	Year 5	Year 6				
																Oct1, 2017 - 30 Sep, 2018	Oct1, 2018- 30 Sep, 2019	Oct1, 2019- 30 Sep, 2020	Oct1, 2020- 30 Sep, 2021	Oct1, 2021- 30 Sep, 2022	Oct1, 2022- 30 Sep, 2023				
Standard Indicators																									
1	Standard #1	MGD 1.3	Number of students regularly (80%) attending USDA supported classrooms/schools	This indicator measures the number of males and females attending school regularly. It will be of relevance, as the interventions being implemented seek, among other things, to improve consistent attendance through the provision of school meals and other complementary activities.	Number: Students	Output	Daily Attendance Registers	Record aggregation	Gender: Male, Female	Annual	WFP, MoE	To track progress towards improved student attendance	WFP M&E staff, USDA	N	40,000	43,000	55,496	59,381	63,537	67,985	57,500	105,627	WFP		
			Number of students regularly (80%) attending USDA supported classrooms/schools (female)											N											
			Number of students regularly (80%) attending USDA supported classrooms/schools (male)											N											
2	Standard #2	MGD 1.1.2	Number of textbooks and other teaching and learning materials provided as a result of USDA assistance	This indicator measures the number of teaching and learning materials provided as a result of USDA assistance. Teachers and Students will receive materials alike.	Number: Textbooks and Other Teaching/Learning Materials	Output	Distribution report of materials	Record aggregation	n/a	Semi-Annual	Unicef Staff	To assess improvement in quality of education	Unicef Staff, WFP,USDA	N	0	1,038	12,342	7,300	7,300	7,300	0	38,484	UNICEF		
3	Standard #3	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	This outcome indicator measures the total number of school administrators who are applying the new knowledge and skills received in USDA-supported training and certification programs. The collected indicator data will help inform UNICEF and WFP of the retention of information,	Number: Administrators / Officials	Outcome	Activity report	Consolidation of partner reports	n/a	Annual	Unicef Staff	Data will be used to assess the change in quality of school administration/management being provided by schools in the intervention areas.	UNICEF , WFP, USDA,	Y	0	520	343	442	542	524	1,048	1,048	UNICEF		

4	Standard #4	MGD 1.1.5	Number of school administrators and officials trained or certified as a result of USDA assistance	This is an output indicator measuring the number of school administrators and officials (e.g. principals, superintendents) trained or certified directly as a result of USDA funding.	Number: Administrators / Officials	Output	Training report	Record aggregation	n/a	Semi-Annual	Unicef, WFP	Data will be used to assess the change in quality of school administration/management being provided by schools in the intervention areas.	WFP M&E staff, Unicef, USDA	N	0	800	153	124	124	806	806	1,612	UNICEF
5	Standard #5	MGD 1.1.4	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	This outcome indicator measures the number of teachers/educators/teaching assistants who are using improved techniques and tools in their classrooms as a result of USDA assistance. The collected indicator data will help inform UNESCO and UNICEF whether information is being retained.	Number: Teachers / Educators / Teaching Assistants	Outcome	Activity report	Consolidation of partner reports	n/a	Annual	Unicef Staff, WFP staff, Unesco staff	Data will be used to assess the change in quality of teaching being provided by schools in the intervention areas.	WFP M&E staff, Unicef staff, Unesco staff, USDA	N	0	120	210	0	0	0	0	171	UNESCO
6	Standard #6	MGD 1.1.4	Number of teachers/educators/teaching assistants trained or certified as a result of USDA assistance	This is an output indicator measuring the number of teachers/educators/training assistants trained or certified directly as a result of USDA funding.	Number: Teachers / Educators / Teaching Assistants	Output	Training report	Record aggregation	n/a	Semi-Annual	Unicef Staff, WFP staff, Unesco Staff	Data will be used to assess the change in quality of teaching being provided by schools in the intervention areas.	WFP M&E staff, Unesco staff, USDA	N	0	160	263	0	0	0	0	263	UNESCO
7	Standard #7	MGD 1.3.3	Number of educational facilities (i.e. school buildings, classrooms, and latrines) rehabilitated/constructed as a result of USDA assistance	This indicator measures the number of classrooms/schools/latrines rehabilitated or constructed in whole or in part by a USDA-funded project. The focus of this project is specifically the construction and rehabilitation of latrines.	Number: Facilities	Output	Donation report	Consolidation of partner reports	Type of Facility (if applicable): - Classrooms - Kitchens - cook areas - Latrines - Other school grounds school buildings	Semi-Annual	Unicef Staff, WFP staff	To assess improvement in quality of educational facilities	Unicef Staff, WFP, USDA, ACTED	N	0	18	49	29	7	7	0	92	UNICEF, ACTED

8	Standard #8	MGD 1.3.4	Number of students enrolled in school receiving USDA assistance	This is an outcome indicator measuring the number of school-age students or learners formally enrolled in school or equivalent non-school based settings for the purpose of acquiring academic basic education skills or knowledge. WFP will work in schools across seven departments, reaching 65,573 students on average annually.	Number: Students	Outcome	School enrolment registers	Record aggregation	Gender: Male, Female	Annual	WFP, MoE	To track progress towards increasing student enrolment	Teachers, Inspectors, WFP staff, USDA	N	53,750	53,750	60,161	64,372	68,878	73,700	62,500	114,051	WFP
			Number of students enrolled in school receiving USDA assistance (female)											N									
			Number of students enrolled in school receiving USDA assistance (male)											N									
9	Standard #9	MGD 1.4.4	Number of Parent-Teacher Associations (PTAs) or similar "school" governance structures supported as a result of USDA assistance	This indicator will keep track of how many PTAs have formed and been supported as a result of USDA assistance. PTAs in Congo contain all teachers and all parents, and are integral to decisions made at school vis-à-vis construction, meals, etc.	Number: PTAs or similar	Output	School Records	Record aggregation	n/a	Semi-Annual	WFP, MoE	Data will be used to assess the change in engagement of community groups/organizations at schools in the intervention areas.	Teachers, Inspectors, WFP staff, USDA, UNICEF	N	0	470	362	362	362	362	403	403	WFP, UNICEF
11	Standard #11	MGD 1.4.3/1.4.4	Value of new public and private sector investments leveraged as a result of USDA assistance	This indicator will track investments to the program that were secured as a result of USDA assistance.	U.S. Dollar	Output	Project and financial reports	Record aggregation	Type of investment (required): - Host Government - Other Public - Private	Semi-Annual	Unicef Staff, WFP staff, Unesco, Acted	To measure support of the project outside of USDA funding.	Unicef Staff, WFP M&E staff, Unesco, Acted, USDA	N	0	0	\$2,050,406	\$-	\$-	\$-		\$2,050,406	WFP, UNICEF, UNESCO, ACTED, Government of Japan, Government of the Republic of Congo
12	Standard #12	MGD 1.4.2	Number of educational policies, regulations and/or administrative procedures in each of the following stages of development as a result of USDA assistance: Stage 1: Analyzed Stage 2: Drafted and presented for public/stakeholder consultation Stage 3: Presented for legislation/debate Stage 4: Passed/Approved Stage 5: Passed for which implementation has begun	This output/outcome indicator will track the implementation (Stage 5) of the education policy that WFP, UNICEF, and UNESCO helped draft.	Number: Policies, regulations, and/or administrative procedures and supplementary narrative	Stages 1 & 2: Output Stages 3, 4 & 5: Outcome	Progress Report	Review of Progress Report	By Stage	Annual	Unicef Staff, WFP staff, Unesco staff, Acted staff	To assess the effect on policy outcomes, focusing on government capacity building	Unicef Staff, WFP staff, Unesco staff, Acted staff, USDA	N	0	1	1	0	0	0	0	1	WFP, UNICEF

15	Standard #15	MGD 1.2.1.1	Number of daily school meals (breakfast, snack, lunch) provided to school-age children as a result of USDA assistance	A school meal may include a breakfast or lunch meal or a snack provided in the mornings or afternoon during the school period. As a part of the program, children will receive a meal consisting of rice, peas, and oil, complemented by salt and fish from other donors on 180 days per year.	Number: Meals	Output	Monthly distribution report	Record aggregation	n/a	Annual	School feeding committee, teachers, inspectors, WFP staff	To measure the number of school meals given to students.	WFP M&E staff, USDA	N	0	9,675,000	10,828,980	11,587,009	12,398,099	#####	#####	58,767,554	WFP
16	Standard #16	MGD 1.2.1.1	Number of school-age children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance	A school meal may include a breakfast or lunch meal or a snack provided in the mornings or afternoon during the school period.	Number: Children	Output	Monthly distribution report	Record aggregation	Gender: Male, Female (required) New/Continuing (required)	Annual	School feeding committee, teachers, inspectors, WFP staff	To measure the percentage of students reached with a daily school meal	WFP M&E staff, USDA	N	0	53,750	60,161	64,372	68,878	73,700	62,500	114,051	WFP
			Number of school-age children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance (female)																				
			Number of school-age children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance (male)																				
			Number of school-age children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance (new)												0	53,750	0	0	0	11,200		64,950	WFP
			Number of school-age children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance (continuing)												0	0	56,000	56,000	56,000	56,000		67,200	WFP
17	Standard #17	MGD 1.2.1.1/1.3.1.1/2.5	Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance	This indicator is reflective of all social assistance beneficiaries, which will be equal to the children receiving school meals.	Number: Individuals	Output	Project/Activity report	Record aggregation	Gender: Male, Female (required) New/Continuing (required)	Annual	Acted, Teachers, inspectors, WFP staff	To measure the number of students participating in productive safety nets	WFP M&E staff, USDA	N	0	53,750	60,161	64,372	68,878	73,700	62,500	114,051	WFP
			Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance (female)																				

20	Standard #20	MGD 2.2	Number of individuals trained in safe food preparation and storage as a result of USDA assistance	This is an output indicator measuring the number of health professionals or others trained or certified in safe food preparation and storage directly as a result of USDA funding in whole or in part. This includes health professionals, primary health care workers, community health workers, volunteers, or non-health personnel trained in safe food preparation and storage through USDA-supported programs during the reporting year.	Number: Individuals	Output	Training report	Record aggregation	Gender: Male, Female	Semi-Annual	WFP, MoE	Data will be used to assess the change in safe food preparation and storage practices at schools	WFP M&E staff, USDA	N	0	960	2,901	3,300	3,300	3,300	806	4,942	WFP
			Number of individuals trained in safe food preparation and storage as a result of USDA assistance (female)											N									
			Number of individuals trained in safe food preparation and storage as a result of USDA assistance (male)											N									
21	Standard #21	MGD SO2	Number of individuals who demonstrate use of new safe food preparation and storage practices as a result of USDA assistance	This indicator measures the total number of individuals who are applying the new knowledge and skills received in USDA-supported training and certification programs.	Number: Individuals	Outcome	Project/Activity report	Field Mission, Review of report	n/a	Annual	WFP, MoE	Data will be used to assess the change in safe food preparation and storage practices at schools	WFP M&E staff, USDA	Y	0	624	1886	2422	2958	3494	3212	3,212	WFP
22	Standard #22	MGD 2.4	Number of schools using an improved water source	This indicator measures the number of project/targeted schools using an improved water source	Number: Schools	Output	Project/Activity report	Consolidation of partner reports	n/a	Semi-Annual	Unicef	Data will be used to assess the improvement in water sources used at schools	WFP M&E staff, Unicef, USDA	Y	110	40	124	135	142	149	155	155	UNICEF, ACTED
23	Standard #23	MGD 2.4	Number of schools with improved sanitation facilities	This indicator will track the number of latrines that have been rehabilitated/constructed as a result of the McGovern-Dole intervention.	Number: Schools	Output	Project/Activity report	Consolidation of partner reports	n/a	Semi-Annual	ACTED, UNICEF	Data will be used to assess the overall amount of schools that have increased access to rehabilitated sanitary facilities	WFP M&E staff, UNICEF / ACTED, USDA	Y	113	29	152	179	186	193	211	211	UNICEF, ACTED

24	Standard #24	MGD 2.5	Number of students receiving deworming medication(s)	This indicator measures the number of students in a fiscal year that have received deworming medication(s), usually through the distribution of deworming tablets at school.	Number: Students	Output	Project/A ctivity report	Consolidation of partner reports	n/a	Semi-Annual	WHO	To measure the number of students receiving deworming medication	WFP M&E staff, WHO, USDA	Y	0	53,750	60,161	64,372	68,878	68,879	62,500	114,051	WFP
25	Standard #25	MGD 2.7.2	Number of child health and nutrition policies, regulations, or administrative procedures in each of the following stages of development as a result of USDA assistance- Stage 1: Analyzed- Stage 2: Drafted and presented for public/stakeholder consultation- Stage 3: Presented for legislation/decreed - Stage 4: Passed/ Approved - Stage 5: Passed for which implementation has begun	This output/outcome indicator will track the passage, and eventual approval (Stages 3/4) of the health policy that WHO and Unicef have worked on.	Number: Policies, regulations, and/or administrative procedures and supplementary narrative	Stages 1 & 2: Output Stages 3, 4 & 5: Outcome	Progress Report	Review of Progress Report	By Stage	Annual	Unicef Staff, WFP staff, WHO	To assess the effect on policy outcomes, focusing on government capacity building	Unicef Staff, WFP M&E staff, WHO, USDA	Y	0	1	1	1	1	1	0	1	UNICEF
26	Standard #26	MGD SO1	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	This is an outcome indicator measuring the percentage of children that are able to read at the grade two level by the time they finish second grade. Continual provision of teacher training, books, and school meals should help WFP and its subrecipients in achieving increased levels of children reading at their respective grade level.	Percent	Outcome	School report, Baseline survey, follow up and latest follow up survey	Survey	Gender: Male, Female	Baseline, Midline, Endline	WFP, MoE	Data will be used to assess impact in the change in quality of the literacy curriculum being provided by schools in the intervention areas.	WFP M&E staff, USDA	Y	10%	50%	11%	12%	14%	14%	14%	14%	WFP
			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 (female)											Y									
			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 (male)											Y									
27	Standard #27	MGD SO1	Number of individuals benefiting directly from USDA-funded interventions	This output indicator will help WFP and its partners track all beneficiaries that have received an	Number: Individuals; member of school committee	Output	Project/A ctivity report	Record aggregation	Gender: Male, Female (required) New/Conti	Annual	WFP, MoE	To measure the number of direct individuals benefiting of USDA funded intervention;	WFP M&E staff, USDA	N	0	56,261	67,688	71,678	72,689	77,510	62,500	124,563	WFP

			Number of individuals benefiting directly from USDA-funded interventions (female)	intervention as a result of USDA assistance. Specific to the project, beneficiaries are recipients of trainings and school meals.					nuing (required)			Indicates the breadth and scale of the project's impact in the target departments		N	0										
			Number of individuals benefiting directly from USDA-funded interventions (male)												N	0									
			Number of individuals benefiting directly from USDA-funded interventions (new)												N	0	56,261	7,527	11,154	7,634	19,516		102,092		
			Number of individuals benefiting directly from USDA-funded interventions (continuing)												N	0	0	56,261	67,415	75,049	94,565		114,081		
28	Standard #28	MGD SO1	Number of individuals benefiting indirectly from USDA-funded interventions	This output indicator will help WFP and its partners track all indirect beneficiaries that have been affected by a family member that received an intervention as a result of USDA assistance. Specific to the project indirect beneficiaries are counted as the family members of school children.	Number: Individuals	Output	Project/A ctivity report	Record aggregation	n/a	Annu al	WFP, MoE	To measure the number of direct individuals benefiting of USDA funded intervention; Indicates the breadth and scale of the project's impact in the target departments	WFP M&E staffUS DA	N	0	268,750	192,515	205,991	220,411	235,839	281,250	381,219	WFP		
Custom Indicators																									
#1	Custom	MGD 2.1	Number of PTAs, communities members ; farmers organization trained or sensitized about the importance of Health and Hygiene Practices	This is an output indicator measuring the number of PTAs, communities members ; farmers organization trained or sensitized about the importance of Health and Hygiene Practices	Number: Individuals	Output	Training report	Record aggregation	n/a	Semi-Annua l	Acted, WFP Staff	Data will be used to assess the change in child health and hygiene practices	Acted, WFP, USDA	N	0	591	4,210	7,730	4,210	4,210	403	21,354	UNICEF, ACTED		
#2	Custom	MGD 1.3.5	Number of PTAs, communities members; farmers organization trained or sensitized about the importance of education	This is an output indicator measuring the number of PTAs, communities members ; farmers organization trained or sensitized about the importance of education	Number: Individuals	Output	Training report	Record aggregation	n/a	Semi-Annua l	WFP, MoE	Data will be used to assess the change in attitudes toward importance of education	WFP M&E staff, USDA	N	0	470	4,210	7,730	4,210	4,210	403	21,233	WFP		

#3	Custom	MGD 1.4.4/2.7.4	Percent of transfers made to the school inspectors as a % of planned	This is an output indicator measuring the percentage of transfers made to the school inspectors as % of planned	Percent	Output	Project/Activity report	Record aggregation	n/a	Monthly	WFP, MoE	To measure the percentage of transfers made to school inspectors to enhance monitoring schools	WFP M&E staff, USDA	N	60.0%	0%	100%	100%	100%	100%	100%	100%	100%	WFP
#5	Custom	MGD 1.2	Percentage of student who indicate they are attentive or very attentive during class/instruction	This indicator measures the percentage of students who are attentive or very attentive during class/instruction	Percent	Output	Baseline survey/Follow-up survey	Survey	Gender: Male, Female	Baseline, Midline, Endline	WFP, MoE	To assess childrens' attentiveness in class instruction	WFP M&E staff, USDA	Y	73.80 %	0%	76%	78%	80%	82%	82%	82%	82%	WFP
			Percentage of student who indicate they are attentive or very attentive during class/instruction (female)											Y										
			Percentage of student who indicate they are attentive or very attentive during class/instruction (male)											Y										
#6	Custom	MGD 1.4.1/2.7.1	Number of government staff trained as a result of USDA assistance	This indicator measures the number of government staff trained as a result of USDA assistance.	Number: Government staff	Output	Training report	Record aggregation	Gender: Male, Female	Semi-Annual	WFP Staff, Unicef, Unesco	To assess the effect on government staff capacity building	WFP M&E staff, Unicef, Unesco, USDA	N	0	960	416	124	124	806	16	2,446	UNICEF, UNESCO	
			Number of government staff trained as a result of USDA assistance (female)																					
			Number of government staff trained as a result of USDA assistance (male)																					
#7	Custom	MGD 1.3.2	Percentage of schools days missed due to illness (target < 3%)	This indicator measures the percentage of schools days missed due to illness.	Percent	Output	School report	Record aggregation	n/a	Monthly	WFP Staff	To assess the effect of childrens' health and hygiene on attendance	WFP M&E staff, USDA	N	4.0%	-	4.0%	3.5%	3.0%	2.5%	2.5%	2.5%	WFP	
#8	Custom	MGD 2.6	Number of fuel-efficient stoves provided and rehabilitated	This indicator measures the number of fuel-efficient stoves provided and rehabilitated	Number: Fuel-efficient stoves	Output	Project/Activity report	Consolidation of partner reports	n/a	Semi-Annual	Unicef, WFP	To assess the effect on sustainable preparation of school meals	WFP M&E staff, ACTED	N	0	0	105	0	0	0	0	0	105	ACTED

8	ET		Percentage of female in school feeding committees having a lead position (disaggregated below)	This indicator measures the number of women in school feeding committees who are presidents, vice presidents, treasurers, vice treasurers, administrators	Percent	Outcome	Baseline Survey/Follow up survey	Survey	Gender: Female			WFP encourages SFCs to integrate women for them to access decision making positions. ET ind. #8 can track over time the increase of female/male ratio and also track evolution of the different positions female have within those SFCs	WFP M&E staff, USDA	Y	see below	see below	see below	see below	see below	see below	see below	see below	WFP
			% female presidents		Percent	Outcome	Baseline Survey/Follow up survey	Survey	Gender: Female				WFP M&E staff, USDA	Y	2.4%	0.0%	2.5%	2.6%	2.8%	2.9%	2.9%	2.9%	WFP
			% female vice-presidents		Percent	Outcome	Baseline Survey/Follow up survey	Survey	Gender: Female				WFP M&E staff, USDA	Y	23.7%	0.0%	24.9%	27.4%	30.1%	33.1%	33.1%	33.1%	WFP
			% female treasurer		Percent	Outcome	Baseline Survey/Follow up survey	Survey	Gender: Female				WFP M&E staff, USDA	Y	52.6%	0.0%	55.2%	60.8%	66.8%	73.5%	73.5%	73.5%	WFP
			% female vice-treasurer		Percent	Outcome	Baseline Survey/Follow up survey	Survey	Gender: Female				WFP M&E staff, USDA	Y	22.2%	0.0%	23.3%	25.6%	28.2%	31.0%	31.0%	31.0%	WFP
			% female administrators		Percent	Outcome	Baseline Survey/Follow up survey	Survey	Gender: Female				WFP M&E staff, USDA	Y	16.7%	0.0%	17.5%	19.3%	21.2%	23.3%	23.3%	23.3%	WFP
9	Custom		Percentage of the installed solar powered water systems adequately operated and maintained by the school they serve	To be measured at the end of the project (end of school year); criteria may include: system is operational and in good condition; system is used regularly; There is a trained designated person (school staff) responsible for maintenance; There is a plan in place to procure spare parts, etc.	Percent	Outcome		Survey					WFP M&E staff, USDA, UNICEF	N	0.0%	0.0%	100.0%	100.0%	100.0%	100.0%	0.0%	0.0%	UNICEF
10	Custom		Number of schools including O&M costs of system into annual budget		Number: Schools	Output		Survey					WFP M&E staff, USDA, UNICEF	Y	0	0.0%	300.0%	300.0%	300.0%	300.0%	0.0%	0.0%	UNICEF

