

Evaluation of the WFP McGOVERN DOLE FUNDED SCHOOL FEEDING PROGRAMME IN THE REPUBLIC OF CONGO from 2021 to 2026

Decentralized Evaluation Terms of Reference



October 2024

Table of Contents

Table of Contents	2
1. Background	1
1.1. INTRODUCTION.....	1
1.2. Context.....	1
2. Reasons for the evaluation	5
2.1. Rationale.....	5
2.3. Stakeholder Analysis.....	6
3. Subject of the evaluation	9
3.1. Subject of the Evaluation	9
3.2. Scope of the Evaluation.....	13
4. Evaluation approach, methodology and ethical considerations	14
4.1. Evaluation Questions and Criteria.....	14
4.2. Evaluation Approach and Methodology.....	17
5.3. GOVERNANCE AND MANAGEMENT OF THE EVALUATION.....	25
4.3. Evaluability assessment	20
4.4. Ethical Considerations.....	20
4.5. Quality Assurance.....	20
5. Organization of the evaluation	22
5.1. Phases and Deliverables.....	22
5.2. Evaluation Team Composition.....	24
5.3. Roles and Responsibilities	26
5.4. Security Considerations	28
5.5. Communication.....	28
5.6. Budget.....	29
Annexes	30
Annex 1: Map	30
Annex 2: Evaluation Schedule Timeline	31
Annex 3: Role and Composition of the Evaluation Committee	34
Annex 4: Role and Composition of the Evaluation Reference Group	35
Annex 5: Communication and Knowledge Management Plan	37
Annex 6: Bibliography	40
Annex 7: Acronyms	42
Annex 8: Logical Framework	45

1. Background

1. These terms of reference (ToR) were prepared by the WFP Congo Country Office, with support from the WFP Regional Bureau for Southern Africa (RBJ), based upon an initial document review and consultation with stakeholders and following a standard template. The purpose of these terms of reference is to provide key information to stakeholders about the evaluation, to guide the evaluation team and to specify expectations during the various phases of the evaluation.

1.1. INTRODUCTION

2. These terms of reference (TOR) are for the evaluation of WFP McGovern Dole School Feeding Programme in the Republic of Congo. This evaluation is commissioned by WFP Congo Country Office and will cover the period from 2021 to 2026.
3. The United States Department of Agriculture-Foreign Agricultural Services (USDA-FAS) awarded WFP Congo Country Office a total of US\$25 million to implement a 5-year McGovern-Dole school feeding program in the Republic of Congo, over the period from 2021-2026. The McGovern-Dole programme aims to improve health and dietary practices through infrastructure improvements, alleviate short term hunger of school children through the provision of school meals, improve literacy capabilities of students and enhance school leadership capacity, through school feeding and related activities.
4. USA-produced agricultural commodities and financial assistance are provided through the programme to the WFP Congo Country office for the implementation of the programme.
5. The programme will also contribute to the strengthening of the Government and school communities' capacity to manage, as well as implement, a nutrition sensitive and holistic National School Feeding Program (NSFP). Further details of the activities and objectives of the programme are provided in activities as outlined in section 3.1 of this TOR.
6. The programme covers the rural areas of seven (7) departments of the RoC, namely, Bouenza, Cuvette, Lekoumou, Likouala, Plateaux, Sangha and Pool. The programme will reach 65,000 students equally distributed between girls and boys in 354 primary schools across the thirty-eight (38) districts in Congo. The 354 primary schools were part of the McGovern Dole 2017-2022 cycle.
7. This TOR is informed and guided by the WFP's evaluation policy and the USDA's monitoring and evaluation policy. The evaluation is expected to follow and meet the standards and requirements of these policies where applicable and appropriate.

1.2. CONTEXT

8. **Politique:** The Democratic Republic of Congo was ruled by President Denis Sassou Nguesso between 1979 and 1992. Since 1997, he has led the country again, winning all elections since 2002 and most recently in March 2021. The government of Prime Minister Anatole Collinet Makosso is composed of 37 ministers and is focused on institutional, economic and financial governance, as well as social and solidarity-based governance.¹
9. **Macro Environment:** The Republic of Congo has a population of approximately 5.61 million people. According to the World Bank, 56 percent of the population in the RoC is under the age of 20, and most of the population lives in Brazzaville and Pointe-Noire cities.² The country is a mineral resource rich country with resources such as oil and timber. The biggest contributor to the country's gross domestic product (GDP) is oil exports, which accounts for more than half of the government's revenues and more than 80 percent of export earnings.³ The Republic of Congo's economy has also been affected by the more recent downward trend in oil prices owing to the Covid-19 pandemic. According to the World

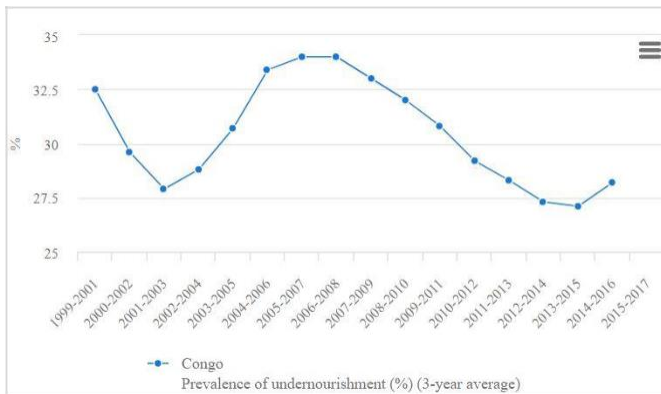
¹ [Republic of Congo – Global view | World Bank](#)

² [Republic of the Congo Overview: Development news, research, data | World Bank](#)

³ Ibid.

Bank, the lower middle-income country's economic situation continues to deteriorate, as evidenced by the 7 percent contraction of its Real GDP in 2020, and a further decline of 0.1 percent is projected for the current year, 2021.⁴

10. **Poverty (SDG 1) and Food insecurity (SDG 2):** The Republic of Congo remains plagued by poverty and food insecurity. According to the Human development index (HDI) country rankings, developed by the United Nations to measure people's capabilities, the Republic of Congo ranks poorly⁵. The Country also



suffers from uneven income distribution as reflected by a Gini coefficient of 0.43. Approximately 48 percent of its nationals live on less than US\$1.25 per day.⁶ The RoC's global hunger index places it at a serious hunger level, at a score of 30.3 in 2021.⁷ More than 14 percent of the Republic of Congo's population remains food insecure, and its food production remains below the national requirements.⁸ The country's food production barely covers 30 percent of the population's food requirements. Most of the country's food is imported.

11. **Nutrition and Health:** The Multiple

Indicator Cluster Survey (MICS) provides certain health and nutrition indicators for the Republic of Congo in 2015. According to the MICS (2015)⁹, the severe acute malnutrition rate is 2.6 percent, with global acute malnutrition recorded at 8.2 percent, stunting at 21.2 percent and underweight at 12.3 percent. Women bear the brunt of malnutrition and clinical vitamin A deficiency at recorded rates of 12 percent and 8 percent respectively. The 8 percent of women suffering from clinical vitamin A deficiency also reported night blindness during their most recent pregnancy. About 7 out of every 10 pregnant women suffer from iron and folic deficiencies in the RoC. HIV and Aids prevalence is slightly higher in urban areas, at 3.3 percent, than in rural areas where it's recorded at 2.8 percent.

12. **WFP operations in the Republic of Congo:** WFP operations are implemented through the Country Strategic Plan (CSP 2019-2024), which is aligned with the National Development Plan (NDP 2018-2022) and the United Nations Development Assistance Framework (UNDAF 2020-2024) as follows: (1) WFP's crisis response and rapid 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 the United Nations Educational, Scientific and Cultural Organization (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 Food and Agriculture Organization of the United Nations (FAO), WFP will promote sustainable agricultural techniques and advocate for risk management and (4) By investing increasingly in the building of national capacities for better social protection systems, emergency preparedness, crisis response and agricultural planning, WFP will reinforce its support for all NDP pillars and for UNDAF outcomes 1, 2, 3 and 4. The Country Strategic Plan (CSP) evaluation will take place early 2023 and use the result of the MGD baseline evaluation to inform the school feeding program activities (Outcome 2)

13. 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

⁴ [Republic of the Congo Overview: Development news, research, data | World Bank](#)

⁵ [WFP Republic of Congo Country Brief, August 2021 - Congo | Relief Web](#)

⁶ Ibid.

⁷ <https://www.globalhungerindex.org/congo.html>

⁸ [WFP Republic of Congo Country Brief, August 2021 - Congo | Relief Web](#)

⁹ [MICS 2015](#)

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.

14. WFP focuses on assisting people vulnerable to food insecurity, including refugees, asylum seekers, returnees, indigenous people, people living in urban areas who have been impacted by the economic consequences of COVID-19, and flood-affected populations. According to one of WFP studies¹⁰, the prevalence of food insecurity among the indigenous households surveyed in five departments is nearly 46 percent (45.90 percent.)" compared to 31 percent for the rest of the population. The report also concluded that: "limited economic opportunities are an important factor impeding access to adequate food among indigenous peoples in five departments in RoC. Key constraints to the economic development of the surveyed indigenous groups include limited investment funds, the loss or lack of resources to engage in food production and other livelihood activities,
15. RoC is experiencing climate change effects with flooding becoming more recurrent. For the last three years, the northern part of the Republic of Congo (RoC) faced massive floods due to torrential rains. Floods affected the agricultural land in the Likouala, Plateaux, Sangha and Cuvette Departments, impacting 80 percent of the crops that farmers were expecting to harvest in March.
16. WFP aims to enhance human capital in the Republic of Congo (RoC) by supporting the development and implementation of national social protection mechanisms. WFP worked with relevant Ministries and partners at the national, district and community levels to ensure that social protection interventions were effective, equitable and sustained by sound data and technologies.
17. In alignment with the Government's rural development priorities, WFP invests in strengthening the livelihoods of smallholder farmers, improving their access to markets, their financial inclusion and integration within the food value chain
18. **Donors and Aid:** The McGovern-Dole project implementation and evaluation are funded by the USDA-FAS through an award of US\$25 million.
19. The RoC has benefitted from the support of various international and domestic donors, for various projects, including the Government of the Republic of Congo. The main donors include: The Adaptation fund, Canada, the European Union, France, the Global Partnership of Education, Germany, IBSA fund, People's Republic of China, Japan, Mastercard, Republic of Congo, the SDG fund, Share the Meal, United States of America, and the WFP Innovator Accelerator.
20. **Government policies and priorities:** The government's main development priorities are set out in the National Development Plan (NDP 2018-2022), 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 UNDAF (2020-2024) identifies the Sustainable Development Goal 2 on Zero Hunger and 17 on Partnerships as fundamental drivers of long-term, sustainable development in the Republic of Congo.
21. As a member of the Scaling Up Nutrition (SUN) movement, the Republic of Congo adopted the strategic framework to combat malnutrition in October 2013. The inter-ministerial initiative "Congolese to feed the Congolese" linking school food to local agricultural production was developed in 2012 with the assistance of WFP.
22. **School Feeding Policy Framework:** Following the national capacity assessment and planning workshop on school feeding, in 2014, which provided for the diagnosis of national capacities in school nutrition, the RoC conducted a Systems Approach for Better Education Results (SABER). The SABER produced a strategy for the development of school feeding in the country. In 2016, Congo, with support from WFP, developed and adopted a new national school feeding policy (NSFP). Setting up the

¹⁰ Study on the food and nutritional situation of Indigenous people in the Congo

necessary structures to support the implementation of the policy remains a major challenge for the Country.

23. **Gender:** The Republic of Congo is no exception to the pervasive and detrimental effects of gender disparity and inequality that is prevalent in the region. 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.¹¹ 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. In Congo, there are approximately 885,160 households of which 24.2 percent are households headed by women while households headed by men account for 75.8 percent. Households headed by women constitute a part of the vulnerable social groups since women have generally fewer rights, less access to information and resources because of a patriarchal system that relegates them to second class citizens.¹²
24. **Covid-19:** The COVID-19 pandemic has exposed deep-seated inequalities and significant gaps in social protection coverage, highlighting the structural weaknesses of the Congolese socio-economic system and the country's capacity to deal with emergencies. By the end of 2021, RoC recorded 19,179 cases of COVID-19 since the start of the pandemic. Although the national vaccination plan has progressed over the past months, the population remains highly resistant, with only 583,609 people (about 10 percent) fully vaccinated [5]. COVID -19 has impacted school learning as Government decided to close schools as part of their COVID-19 containment measures. In RoC COVID-19 response for the education sector, WFP positioned school canteens as a key factor for the return of students to schools, especially girls.
25. Measures to limit the spread of the pandemic, such as social distancing, curfews and travel restrictions, impacted formal and informal market activities, causing income losses for many households. These negative effects are more pronounced for the vulnerable populations living in Brazzaville and Pointe-Noire's urban and peri-urban areas, as most of these people derive their income from informal activities. Due to the relatively higher proportion of their resources devoted to food, food price increases resulting from trade disruptions and market restrictions added an additional burden on many poor households. In 2021, the price increase was particularly significant, increasing up to 7.4 percent in August 2021. WFP estimates that the number of food insecure people in Brazzaville and Pointe-Noire increased from 150,000 in 2020 to 700,000 in 2021.
26. COVID-19 has also severely affected the distribution and consumption of food products. According to the Food and Agriculture Organization (FAO)[6], the food value chain suffered severe constraints in getting products to consumer markets in 2020 and 2021.

¹¹ WFP/EB.2/2014/7/3 COUNTRY PROGRAMME THE CONGO 200648 (2015–2018), page 7.

¹² Symphorien, N., & Georgievna, B. (2019). Social Housing for Women Heads of Household in Congo Brazzaville. *Open Journal of Social Sciences*, 383-396.

2. Reasons for the evaluation

2.1. RATIONALE

27. This evaluation will be commissioned by the WFP Congo Country Office. It includes a baseline study in 2022 (Oct-Jan), mid-term evaluation in 2024 (Oct-Jan), and final evaluation in 2026 (Oct-Jan). The baseline seeks to establish situational analysis before the beginning of the programme. The evaluation also seeks to assess progress towards achieving intended outcomes.

28. Under the WFP and USDA grant agreement, a results framework and corresponding indicators will be used to measure performance of the program. Within the evaluation plan, WFP is committed to conducting a baseline study, mid-term, and final evaluation. Therefore, this evaluation systematically seeks to establish benchmarks at baseline of performance to be assessed (2022), midterm (2024) progress to achievement that will be used towards inform improvements to programming, implementation and rectification for appropriateness and lastly, performance measurement at the end of the program (2026).

29. The purpose of the evaluation is to critically and objectively review and take lessons of the program implementation within the environment of Congo in order to assess whether the targeted beneficiaries are receiving services as expected, assess whether the project is on track to meeting its stated goals and objectives, review the results frameworks and assumptions, document initial lessons learned, and discuss necessary modifications or mid-course corrections that may be necessary to effectively and efficiently meet the stated goals and objectives.¹

30. **Utility:** The baseline finding of the evaluation will be used to strengthen and enhance targets for appropriateness, while the midterm findings will be used for correcting the indicators to improve performance as well as appropriateness and finally the end results will be used for learning to inform the design and implementation for future interventions.

31. The specific evaluation objectives are to strengthen accountability and learning.

- **Accountability:** The aim of the baseline is to establish values for the indicators which WFP will account for results achieved and resources utilised. Secondly, the mid-term evaluation is to compare and account for action taken for progress on performance with resources utilised. Finally, the end line evaluation will be used to account for results achievement and long-term effects of the programme that include what works and not, intended and unintended outcomes, and negative or positive outcomes for targeted (girls, boys, men and women), communities and institutions.
- **Learning and programme adjustment based on lessons:** Learning will be based on three elements of the findings. The baseline evidence will be used to determine if the targets are realistic in the PMP or if adjustments are needed. The evidence will serve to inform WFP and USDA for decision making on whether to adjust the targets. The mid-term evaluation will serve to determine why certain results were achieved or are in progress of being achieved or not. This will help to draw lessons, determine good practices and for areas learning. Findings will inform operational and strategic decision-making and adjustments that include any course correction measures by WFP and/or USDA. The end line evaluation will serve to generate lessons, positive long-term effects achievements including factors that may have led to negative effects and require adjustment.

32. The baseline will be required to make recommendations on the most efficient approach to monitoring the program based on the indicators in the PMP. The baseline should be used to tailor evaluation questions and evaluation approach, including methodology, for the midterm and endline evaluations, as needed. The mid-term evaluation will make recommendations on what is required to strengthen and improve project implementation and relevancy for the remaining period, determine whether recommendations made during the baseline evaluation were integrated into programme implementation, and assess whether these recommendations were successful in strengthening the programme implementation. The final evaluation will serve to generate recommendations to inform future intervention design and implementation, assess the extent to which recommendations made at mid-term were implemented, and describe the effect.

33. The evaluation reports will be actively disseminated, and the findings incorporated into relevant knowledge management systems within WFP and USDA to ensure wider organisational learning.

2.3. STAKEHOLDER ANALYSIS

34. The evaluation will seek the views of, and be useful to, a broad range of WFP internal and external stakeholders. A number of stakeholders will be asked to play a role in the evaluation process in light of their expected interest in the results of the evaluation and relative power to influence the results of the programme being evaluated. Table 1 provides a preliminary stakeholder analysis, which should be deepened by the evaluation team as part of the inception phase.

35. Accountability to affected populations, is tied to WFP commitments to include beneficiaries as key stakeholders in WFP work. WFP is committed to ensuring gender equality, equity and inclusion in the evaluation process, with participation and consultation in the evaluation of the programme's effect on women, men, boys and girls from different groups (including persons with disabilities, the elderly and persons with other diversities such as indigenous people).

Table 1: Preliminary Stakeholder Analysis

Stakeholders	Interest and involvement in the evaluation
Internal (WFP) stakeholders	
WFP country office (CO) in [Republic of Congo]	Key informant and primary stakeholder - Responsible for the planning and implementation of WFP interventions at country level. The country office has an interest in learning from experience to inform decision-making. It is also called upon to account internally as well as to its beneficiaries and partners for performance and results of its programmes. The country office will be involved in using evaluation findings for programme implementation and/or in deciding on the next programme and partnerships. The WFP CO is expected to account both internally and externally to donors, beneficiaries and partners for the results of the program. The WFP CO staff will be responsible to brief independent evaluation team, share required documents or data for desktop review as well as assisting with field visits. Further assist with logistics, feedback and attend debriefing sessions, evaluation reports dissemination and consult with major stakeholder with evaluation findings.
WFP field offices in Congo	Key informant and primary stakeholder - Responsible for day-to-day programme implementation. The field offices liaise with stakeholders at decentralized levels and has direct beneficiary contact. It will be affected by the outcome of the evaluation.
Regional bureau (RB) for [Johannesburg]	Key informant and primary stakeholder - Responsible for both oversight of country offices and technical guidance and support, the regional bureau management has an interest in an independent/impartial account of operational performance as well as in learning from the evaluation findings to apply this learning to other country offices. The regional bureau will be involved in the planning of the next programme, thus it is expected to use the evaluation findings to provide strategic guidance, programme support, and oversight. The regional evaluation officers support country office/regional bureau management to ensure quality, credible and useful decentralized evaluations
WFP HQ divisions	Key informant and primary stakeholder - WFP headquarters divisions are responsible for issuing and overseeing the rollout of normative guidance on corporate programme themes, activities and modalities, as well as of overarching corporate policies and strategies. They also have an interest in the lessons that emerge from evaluations, as many may have relevance beyond the geographical area of focus. Relevant headquarters units should be consulted from the planning

	phase to ensure that key policy, strategic and programmatic considerations are understood from the onset of the evaluation. They may use the evaluation for wider organizational learning and accountability.
WFP Office of Evaluation (OEV)	Primary stakeholder – The Office of Evaluation has a stake in ensuring that decentralized evaluations deliver quality, credible and useful evaluations respecting provisions for impartiality as well as roles and accountabilities of various decentralized evaluation stakeholders as identified in the evaluation policy. It may use the evaluation findings, as appropriate, to feed into centralized evaluations, evaluation syntheses or other learning products.
WFP Executive Board (EB)	Primary stakeholder – the Executive Board provides final oversight of WFP programmes and guidance to programmes. The WFP governing body has an interest in being informed about the effectiveness of WFP programmes. This evaluation will not be presented to the Executive Board, but its findings may feed into thematic and/or regional syntheses and corporate learning processes.
External stakeholders	
USDA	Key informants and primary stakeholder – The USDA is the main donor for the Mc Govern Dole program, therefore, should be informed throughout each step of the evaluation for feedback and approval of the process and according to the standards planned in the program
Beneficiaries (boys, girls, women and men including those with disability); teachers; members of the school management committees (SMCs); Parent teacher Associations (PTAs), farmers groups, institutions and other education administrators	Key informants and primary/secondary stakeholders - As the ultimate recipients of food assistance, beneficiaries have a stake in WFP determining whether its assistance is appropriate and effective. As such, the level of participation in the evaluation of women, men, boys and girls from different groups will be determined and their respective perspectives will be sought.
Government (Ministries of education, agriculture, health and population; social affairs)	Key informants and primary stakeholder - The Government has a direct interest in knowing whether WFP activities in the country are aligned with its priorities, harmonized with the action of other partners and meet the expected results. Issues related to capacity development, handover and sustainability will be of particular interest.
United Nations country team (UNCT)	Secondary stakeholder - The harmonized action of the UNCT should contribute to the realization of the government developmental objectives. It has therefore an interest in ensuring that WFP programmes are effective in contributing to the United Nations concerted efforts. Various agencies are also direct partners of WFP at policy and activity level.

<p>Non-governmental organizations (NGOs)</p>	<p>Key informants and primary stakeholder - NGOs are WFP partners for the implementation of some activities while at the same time having their own interventions. The results of the evaluation might affect future implementation modalities, strategic orientations and partnerships. They will be involved in using evaluation findings for programme implementation.</p>
<p>Other Donors to WFP school programs</p>	<p>Primary/secondary stakeholders - WFP interventions are voluntarily funded by a number of donors (Japan, The Global Partnership for Education, Sodexo-Stop Hunger Foundation, Mastercard). They have an interest in knowing if WFP spends funds as planned and how WFP work aligns with their own strategies and programmes.</p>
<p>Private sector actors</p>	<p>To deliver the programme, WFP will work with private-sector entities such as Eco Oil, NG Enterprise, Minoco, CIB, Likouala Timber, ENI Congo.</p>

3. Subject of the evaluation

3.1. SUBJECT OF THE EVALUATION

36. The McGovern-Dole School Feeding Programme, of the USDA-FAS in partnership with WFP, in the Republic of Congo 2021-2026 is the subject of the evaluation provided for by this TOR. The anticipated activity completion of the programme is September 30, 2026.
37. In terms of the USDA-FAS and WFP grant agreement, WFP will, over the five-year period, use the donated commodities and any funds provided by FAS to implement a school feeding project in Republic of Congo focused on achieving the following objectives:
- Improve attentiveness, increase attendance, reduce dropout, and alleviate short term hunger of school children through the provision of school meals;
 - Improve health and dietary practices through infrastructure improvements, as well as awareness and behavioural change strategies around health, nutrition and diet through school and community interventions;
 - Improve literacy capabilities of students, the quality of literacy instruction, and enhance school leadership capacity;
 - Strengthen capacity of Government and school communities to manage and implement a nutrition sensitive and holistic National School Feeding Program (NSFP); and
 - Support farmer groups to become reliable and sustainable suppliers of high-quality food commodities to local schools.
38. In terms of the USDA-FAS and WFP agreement, the main activities that will be implemented towards the achievement of the McGovern-Dole programme objectives are as follows:
39. **Activity 1: Provision of Nutritious School Meals**
- *Activity 1.1: Provide Nutritious School Meals:* WFP will utilize US Department of Agriculture (USDA) commodities to provide one daily hot school meal to all pre- and primary students, consisting of 15g fortified vegetable oil, 150g fortified rice, and 40g yellow split peas. WFP will work with the 38 targeted districts to oversee storage, food management and the preparation of meals.
 - *Activity 1.2 Provide locally procured commodities:* To complement the US commodity rations, WFP will purchase beans, fortified vegetable oil and fortified cassava flour locally from Congolese smallholder farmers and the private sector. The daily hot school meal to all pre- and primary students will consist of 15g fortified vegetable oil, 150g fortified cassava, and 40g of beans. WFP will work with the GoC, schools, and communities to improve the home-grown model of school feeding by supporting smallholder farmers (SHFs) and ongoing investments in production diversification, processing, and market access. WFP will enhance the capacity of SHFs to produce, store, process, and distribute food to schools and other institutional markets.
40. **Activity 2: The Promotion of Improved Health**
- *Activity 2.1 Construction of water systems and construction of disability-inclusive latrines:* For select schools not connected to a running water source, WFP will construct 35 water systems and rehabilitate water systems. WFP will install a water tank for water storage. WFP will work with the construction agency to train the school administration and teachers on water point maintenance. WFP will increase access to safe drinking water and sanitation services and adoption of key hygiene behaviours. WFP will construct or rehabilitate 60 disability-inclusive latrine buildings, with FAS funds, in select schools.
 - *Activity 2.2 Increase pupils' and parents' awareness on good health/hygiene/sanitation practices:* WFP will use an engaging school-based environmental health promotion program to empower children with knowledge and practices on good health, hygiene (including Menstrual Hygiene Management (MHM)), and sanitation. WFP will train and sensitize school communities as a whole

on good health and hygiene practices via social behaviour change communication (SBCC) by distributing Information Education and Communication (IEC) posters on hygiene.

- *Activity 2.3 Teaching girls on good menstrual hygiene management (MHM):* WFP uses FAS funds to leverage the girls' sanitary rooms as safe spaces to display MHM messaging and resources while also equipping female teachers to teach girls about MHM and nutrition education. WFP facilitates and supports the creation of girls' groups led by women from the parents' association to support the girls on hygiene practices and their studies.
- *Activity 2.5 Establishment of hand washing stations:* WFP delivers and establishes 300 handwashing stations to 125 schools. WFP trains teachers, parent representatives and community leaders to make hand washing stations using locally available materials and will sensitize community leaders. In addition, WFP establishes and supports the functioning of WASH committees in selected schools made up of teachers and community members.
- *Activity 2.6 Distribution of Deworming Medication and Prevention Education:* WFP Congo CO provides logistical support to the World Health Organization (WHO) and GoC Ministry of Health in implementing the bi-annual deworming interventions to ensure schoolchildren have access to school meals.

41. **Activity 3: Promote Improved Nutrition and Dietary Practices**

WFP Congo CO provides target schools with an integrated school nutrition package through a training and demonstration module aimed at sustainability beyond project conclusion.

- *Activity 3.1 Teachers and parents continuously engaged in nutrition education:* WFP will provide technical assistance and answer teachers' questions on nutrition education. One teacher representative from each school will attend WFP/UNICEF-led refresher trainings focused on identifying successes and challenges related to school nutrition and school gardens in model "Green Schools." WFP will deliver trainings to students and teachers on nutrition-sensitive agriculture principles and the importance of a balanced diet including regular consumption of vegetables and fruit. To engage parents on nutrition education, WFP will organize annual Nutrition-focused Parents' Days at district levels with teachers, parent committees, and student groups.
- *Activity 3.2 Local authorities' officials trained on agriculture and nutrition and coordination workshops conducted:* WFP will conduct annual workshops on nutrition and agriculture, engaging department and district authorities responsible for nutrition and agriculture.
- *Activity 3.3 Integrate nutrition and agriculture awareness activities into existing maternal and child nutrition campaigns:* WFP will promote nutrition-sensitive agriculture activities through kitchen gardens (190 community events), access to seedlings sourced from community nurseries and diversified feeding practices. WFP will leverage parent nutrition days to engage parents in the preparation of MoH activities. WFP will implement Maternal Child Health (MCH)-oriented activities, where parents will lead nutrition dialogues and practical cooking demonstrations. WFP will also distribute agriculture inputs and support community vegetable demonstration sites.
- *Activity 3.4 Support SMCs to become nutrition champions in their communities:* WFP will support school management committee (SMC) members to promote nutrition-sensitive interventions within their communities. WFP will undertake a mapping exercise with schools to identify existing forums and avenues to explore to promote nutrition knowledge, attitudes, and practices in the community. To enhance the knowledge on nutrition, WFP will work with UNICEF to develop and distribute educational materials geared toward promoting improved nutrition and feeding practices at schools and in communities.
- *Activity 3.5 Integrate Maternal and Child Nutrition activities into a multisectoral coordination forum:* WFP will work with the Ministry of Agriculture to provide available agriculture and nutrition training to the whole school community responsible for maternal and child health (MCH) at the community level. WFP will collaborate with the MoH and the MoE through the Inter-Ministerial Technical Committee on School Feeding, to synthesize and share feedback on maternal and child nutrition plans. WFP will

develop and distribute 85,000 educational materials geared toward promoting improved nutrition and feeding practices at schools and in communities. WFP will advocate for the inclusion of key lessons learned in intervention design and guidance from SBCC and maternal and infant child nutrition activities. Part of this messaging will be focused on anti-discrimination towards indigenous populations.

- *Activity 3.6 Establish and maintain school gardens:* WFP will provide school garden inputs to 100 Model schools, or Green Schools. WFP will establish and promote selected school gardens, to be used as learning platforms for nutrition and environmental education for primary school children. To increase parent and student engagement in garden activities, WFP will work with school to organize Nutrition Oversight Committees (NOCs) made up of selected members from the school community. WFP will provide resources to deliver annual cooking demonstrations to students and parents.

42. **Activity 4: Support Improved Literacy**

- *Activity 4.1 Support primary learners:* WFP will support primary learners by building the capacity of 604 primary teachers to improve literacy for primary students. WFP will provide 17,000 learning materials to students per year. WFP will engage parents and caregivers, strengthen primary classes in public schools, and strengthen local and GoC systems including the provision of literacy kits to primary schools. WFP will build reading capacities through support to enhance classroom teaching as well as through extra support in and out of school.
- *Activity 4.2 Support teachers' professional development through mentoring and coaching to improve literacy outcomes:* WFP will train primary teachers to effectively nurture and deliver inclusive child development practices. WFP will collaborate with the MoE to support the professional development of teachers through ongoing school-based professional development activities.
- *Activity 4.3 Sensitize Community Members on the Importance of Education:* WFP will sensitize parents and community members on the importance of reading and education. WFP will train community leaders as mobilizers and will raise awareness through community meetings such as community events, radio programs and religious gatherings. In Bouenza, WFP will expand a successful model of education-oriented Savings and Internal Loan Community (SILC) groups.
- *Activity 4.4 Organize Reading Competitions:* WFP will support schools to organize reading competitions for primary grade learners where children will compete to read grade level texts.

43. **Activity 5: Build National School Feeding Program Management Capacity**

- *Activity 5.1 Strengthen National Frameworks and Institutions:* WFP will support activities that create an enabling environment for the National School Feeding (NSF) Directorate and Decentralized School Feeding (DSF) Service to lead and provide strategic guidance to the implementation of the NSFP. WFP will work with the NSF Directorate and DSF Service to conduct advocacy activities that promote using schools as a platform to stimulate the demand for SHF produce and drive broader agricultural objectives in the country.
- *Activity 5.2 Enhance capacity for implementation of the NSFP at national level:* WFP will support the review of job descriptions and accountabilities for members of the NSF Directorate and ensure the documentation thereof under year one of this project. WFP will support a similar exercise related to responsibilities and updated terms of reference for the Council and the technical committee once created. WFP will support the convening of the national steering committee as outlined in the NSF Policy. WFP will support the NSF Directorate to develop a road map for implementation. WFP will facilitate the process and support the Inter-Ministerial Technical Committee to take the lead in developing the road map. WFP will support the NSF Directorate to host a validation workshop for gaining broad stakeholder consensus on the proposed roadmap and WFP will support the NSF Directorate to disseminate the policy and roadmap.

- *Activity 5.3 Support the establishment of department school feeding committees and build capacity at department level:* WFP will support the DSF Service to develop and operationalize Department-level School Feeding Committees in the seven target departments.
- *Activity 5.4 Strengthen capacity at district level, support the establishment of district school feeding committees:* WFP will support the DSF Service to develop an operational handbook for the implementation of the program that will cover targeting, food arrangements, food baskets, purchases and logistics, and will be aligned and informed by the HGSF strategy.
- *Activity 5.5: Strengthen School Level Capacity to manage school feeding:* To tackle the identified challenges preventing the functioning of committees, WFP will conduct refresher trainings annually focused on integrating school feeding activities into the school action plan, food and storage management, management of feeding records, and ensuring schools have proper infrastructure and supplies to successfully implement school feeding (kitchen, food storage rooms, cooking utensils and WASH facilities).
- *Activity 5.6 Convene and facilitate south-south and triangular cooperation learning opportunities:* WFP will facilitate learning and exchange visits and opportunities with other countries in the region to support the development of the HGSF strategy.

44. **Activity 6: Build Capacity of Farmer Groups to Supply Food to Schools**

- *Activity 6.1 Capacity Strengthening of SHFs and SHF groups:* WFP will work through farmer groups and conduct capacity building training based on management, business planning, and banking inclusion.
 - *Activity 6.2 Increased marketable surplus and access to formal markets, with a focus on supplying local schools:* WFP will strengthen the capacities of both individual SHFs and selected farmer groups to increase marketable surpluses of diverse and nutritious foods. WFP will directly support farmer groups and local processors to aggregate and sell their produce to local schools or to formal buyers in their respective value chains.
 - *Activity 6.3 Enhanced financial inclusion:* WFP will support access to credit and nurture a savings culture via a savings program imbedded in the farmer group structure.
45. **The Geographical scope** of the programme covers the rural areas of seven (7) departments of the RoC, namely, Bouenza, Cuvette, Lekoumou, Likouala, Plateaux, Sangha and Pool. The programme will reach 354 primary schools in thirty-eight (38) districts in Congo.
46. A graphical representation of the project's theory of change, including the linkages among key activities and results, and the names of partners with whom WFP will work with under each activity, is appended as [Annex 1](#). Annex 9 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. The evaluation team should interrogate the linkages and assumptions within this theory of change as part of the baseline, midterm, and endline evaluations Annex 3 provides the role and composition of the evaluation committee while Annex 4 provides the role and composition of the Evaluation Reference Group
47. **Partnerships:** The implementation of the programme will be achieved through leveraging the support of key partnerships. Some of the key implementation partners include the following: Ministry of Education (Ministère de l'Enseignement Primaire, Secondaire et de l'Alphabétisation – MEPSA), the Ministry of Health (Ministère de la Santé et de la Population), the Ministry of Agriculture (Ministère de l'Agriculture, de l'Élevage et de la Pêche), the United Nations Children's Fund (UNICEF), the United Nations Education, Scientific, and Cultural Organization (UNESCO) and the Catholic Relief Services (CRS)
48. **Gender Analysis in the context of school feeding:** The evaluation should highlight issues impacting on gender relations and empowerment. Such issues must find expression in all evaluations starting with the baseline evaluation which should conduct a gender analysis in the context of the programme's implementation. The evaluation shall seek to foster gender parity including the promotion of the

involvement of women in the evaluation process. Programme implementation shall be conducted in line with WFP's policies regarding gender empowerment.

49. Gender equality and women's empowerment should be mainstreamed throughout the evaluation with consideration of how the perspectives of men, women, boys, and girls will be sought in the evaluation process.
50. **Analytical work:** this evaluation will seek to assess opportunities that exist for adopting an integrated approach between strategic outcomes 2 and 3 (13) within the CSP to enhance local production and reduce national dependence on food imports.

3.2. SCOPE OF THE EVALUATION

51. The evaluation will cover all activities implemented through the McGovern Dole funding. The inception period will establish and confirm appropriate sampling frames, sampling strategy and survey instruments for the baseline, midterm, and final evaluations. In terms of the period to be covered, the baseline will focus on collecting the latest values for all indicators before commencement of the activities. For those indicators whose source is secondary (from monitoring data, government, or other partners), the baseline will use the latest available figures (April to July 2022). The evaluation team should refer to the Performance Monitoring Plan (PMP) under annexe 9 for more information on the MGD programme's indicators to be informed by the baseline. The mid-term evaluation will cover three years of programme implementation (April to July 2024). The final evaluation will cover five years (April to July 2026).

13 ¹³ Strategic Outcome 2: Equitable national social protection interventions effectively target vulnerable populations, including school-age children, with sustained access to safe and nutritious food. Strategic Outcome 3: Targeted smallholder farmers and communities benefit from productive and sustainable livelihoods that support the nutrition value chain.

4. Evaluation approach, methodology and ethical considerations

4.1. EVALUATION QUESTIONS AND CRITERIA

52. All phases (baseline, midterm and end line) of **the evaluation shall be conducted by the same evaluation team**. However, the use of the same team will be contingent upon satisfactory performance of previous evaluations. At the end of each evaluation, a learning session should be conducted by the EM in coordination with the EO to evaluate the process while a survey will be conducted to evaluate the Evaluation team performance.
53. The evaluation will address the following key questions, which will be further developed and tailored by the evaluation team in a detailed evaluation matrix during the inception phase. The evaluation team will be expected to conduct analysis that highlights gender, age, and broader equity issues within the context of the programme. Collectively, the questions aim at highlighting the key lessons and performance of the WFP McGovern Dole School Feeding Programme with a view to informing future strategic and operational decisions.
54. The baseline study will answer the following key questions:
- Q1: What are the baseline values for each indicator in the performance monitoring plan? Are the indicators appropriate for measuring the results of the program? Do the indicators require adjustment or do additional custom indicators need to be included?
 - Q2: Based on the stated objectives of the McGovern Dole programme, are the targets set for each indicator clear, realistic, and achievable considering the baseline? How is the theory of change / logic design aligned with the result framework?
 - Q3: What are the key success factors for efficient and effective M&E of the program? What are the enabling or hindering factors for effective monitoring and evaluation of the programme? What factors could impact on the reliability and accessibility of monitoring and evaluation data?
 - Q4: To what extent is the environment in the implementation area conducive to learning and child development? What factors make the environment more or less conducive to learning? To what extent is education considered important by parents and communities?
 - Q5: To what extent are farmers, traders, and other suppliers in the implementation area equipped (with skills, infrastructure, and inputs) and capable of providing a reliable and sustainable supply of high-quality food commodities to local schools? How are farmers structured and organised?
 - Q6: To what extent are the Government and school communities equipped with the relevant skills and capacity to manage and implement a nutrition-sensitive and holistic National School Feeding Program (NSFP)? What are the current capacity gaps and strengths of the NSFP? What activities need to be undertaken to address the capacity gaps?
55. The Midterm and end-line evaluations will use the international criteria relevance, coherence, effectiveness, efficiency, impact and sustainability to guide and develop the evaluation.
56. The gender, equity and wider inclusion dimensions should be integrated into all evaluation criteria as appropriate.

Table 2: Evaluation Questions and Criteria

Midterm Evaluation Questions	End Line Evaluation Questions
Relevance	

Midterm Evaluation Questions	End Line Evaluation Questions
1. To what extent is the McGovern Dole School feeding programme's design and approach suitable for the achievement of the desired effect and objectives?	Is the design of the McGovern Dole School feeding programme appropriate?
2. Does the programme theory and logic of the McGovern Dole School feeding programme correctly envisage the causal relationships in its results framework?	To what extent is the intervention design consistent with education sector priorities, policies, and partnerships with key stakeholders?
3. Is the program aligned with national government's education and school meals policies and strategies?	Was the program designed to reach the right people with the right type of assistance?
4. To what degree the needs of women or other marginalized groups were considered in the programme's design and implementation?	To what extent has the McGovern Dole School feeding programme been Gender responsive? <ul style="list-style-type: none"> a) What is the "degree to which gender and power relationships – including structural and other causes that give rise to inequities, discrimination and unfair power relations – change as a result of an intervention." b) How has the process been inclusive, participatory and respectful of all stakeholders, especially in ensuring that women's voices, including different groups, are prevalent throughout the evaluation.
Coherence	
To what extent is the MGD school feeding coherent with the National School Feeding strategy and interventions implemented by other actors in the country?	To what extent is the MGD school feeding coherent with the National Develop Plan programme and interventions implemented by other actors in the country?
What are the MGD program complementarity, harmonisation and co-ordination with others WFP program, and the extent to which the intervention is adding value while avoiding duplication of effort	What have been the synergies between the McGovern Dole school feeding programme and other WFP's activities in the targeted areas?
Effectiveness	
7. What is the progress of program implementation—is the program on track to carry out all activities as planned?	To what extent has the McGovern Dole school feeding programme been effective in realizing its articulated objectives and goals, including promoting gender parity and inclusion?
8. To what extent are the objectives of the programme likely to realised including the	What internal and external factors affect the program's achievement of intended results?

Midterm Evaluation Questions	End Line Evaluation Questions
broader goals of gender mainstreaming and promoting inclusion?	
9. What aspects of school feeding intervention are the most sensitive to internal and external system pressures?	What internal and external system pressures affect the effectiveness of the intervention in achieving its goals?
10. How effective has the collaboration with different stakeholders (including the government) been in achieving program's objectives?	Has WFP built effective partnerships to enhance sustainability and enable the transition of the programme to the Government?
Efficiency	
11. To what extent are the activities implemented in line with the plan and in a timely manner? (Programme delivery, logistics and M&E arrangements)?	Has WFP implemented the activities in line with the plan and on time over the period of the project?
12. What factors have impacted the delivery process (cost factors, WFP and partners performance, external factors)?	How efficient are the programme's resource management, and food supply losses?
13. What measures can support enhancement of the SFP efficiency for the remaining implementation period?	What factors impacted the cost efficiency of the program implementation and did WFP make course adjustments during the period?
14. To what extent has the school feeding dashboard and Beneficiary/Stakeholder Complaint and Feedback mechanisms been utilized to identify issues and implement corrective measures?	How was the school feeding dashboard and Beneficiary/Stakeholder Complaint and Feedback mechanisms used to strengthen programme quality?
Impact	
15. 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?	What are the long-term effects of the interventions on targeted beneficiaries' lives, households, communities and institutions?
16. What evidence exists to show that the McGovern-Dole school feeding programme enhances learning?	To what degree has the programme resulted (or not) in the expected results (outputs and outcomes) for girls, boys, men and women?
17. What internal and external factors affected the programme results from having to intended impact on targeted beneficiaries?	In what ways does the McGovern Dole school feeding programme impact equity in terms of poverty, gender and inclusiveness?
Sustainability	

Midterm Evaluation Questions	End Line Evaluation Questions
18. What progress has farmers, traders and other suppliers made towards becoming reliable and sustainable suppliers of high-quality food commodities to local schools?	How will stakeholders (schools, communities, centralized and decentralized government, institutions, and partners) continue to implement the programme in the absence of funding?
19. Do mechanisms (policies and strategies, stable budgeting, quality programme design, institutional arrangements, local production and sourcing; partnerships and coordination; community participation and ownership) exist to ensure the sustainability of the school meals programme?	Will the government be able to implement a nationally owned and sustainable school meals programme?
20. What progress has been made towards changing the attitudes and behaviours of community members in such a way as to improve health and dietary practices?	What are the key factors that affect the likelihood of sustainability of social behaviour change of the program?

4.2. EVALUATION APPROACH AND METHODOLOGY

57. The methodology will be designed by the evaluation team during the inception phase. It should:
- Employ the relevant evaluation criteria above
 - Apply an evaluation matrix geared towards addressing the key evaluation questions considering the data availability challenges, the budget and timing constraints
 - Ensure through the use of mixed methods that women, girls, men and boys from different stakeholders groups participate and that their different voices are heard and used.
58. The methodology chosen should demonstrate attention to impartiality and reduction of bias by relying on mixed methods (quantitative, qualitative, participatory etc.) and different primary and secondary data sources that are systematically triangulated (documents from different sources; a range of stakeholder groups, including beneficiaries; direct observation in different locations; across evaluators; across methods etc.). It will take into account any challenges to data availability, validity or reliability, as well as any budget and timing constraints. The evaluation questions, lines of inquiry, indicators, data sources and data collection methods will be brought together in an evaluation matrix, which will form the basis of the sampling approach and data collection and analysis instruments (desk review, interview and observation guides, survey questionnaires etc.).
59. The evaluation will use a quasi-experimental "Difference in Difference" approach whereby indicators will be measured in intervention and comparison groups at baseline, midline, and endline, and change over time will be compared between groups. This approach differs from an impact evaluation in that schools will not be randomly assigned to intervention and comparison groups. Random assignment was not possible with this intervention as most schools reached were selected in the previous cooperative agreement.
60. Two main data gathering techniques shall be used to collect information. Primary data, specifically collected under each evaluation, shall use different methods such as surveys, meetings with external or internal partners, focus group discussions, interviews or other methods that involve the participation of beneficiaries. Secondary data composed of previous MDG reports, data collected from partners, or previous studies should precede the primary data collection. The existing data are reviewed in relation to the indicators the MGD program want to measure whether it provides the appropriate information.

61. A mixed method approach, including a literature review and both qualitative and quantitative data collection methods will be used for each evaluation. The quantitative data be collected via survey, which will involve data collection at school levels, gathering data from school's actors such as teachers, school directors, school cooks, parent- teacher association and pupils at the last primary school class level. The availability of quantitative baseline data will allow the setting of target for certain indicators. The qualitative data will include key stakeholders from government and other stakeholders at central and departmental level through key informant interviews and focus group sessions to analyse and triangulate programme implementation data. Together, qualitative, and quantitative baseline data will form the basis to measure the impact efficiency/effectiveness of the interventions. Data collection will include schools enrolled in the programme McGovern-Dole program and a counterfactual represented by a school comparison group located in the same district areas which are not participating in the McGovern-Dole and do not have school canteens in those schools from the government or any other entity.
62. The methodology should be sensitive in terms of GEWE and equity and inclusion, indicating how the perspectives and voices of diverse groups (men and women, boys, girls, the elderly, people living with disabilities and other marginalized groups) will be sought and taken into account. The methodology should ensure that primary data collected is disaggregated by sex and age; an explanation should be provided if this is not possible. The evaluation methodology, sampling frame and data analysis will be gender-responsive and seek to fully address the diversity of stakeholders affected by the intervention in particular the most vulnerable.
63. Looking for explicit consideration of gender and equity/inclusion in the data after fieldwork is too late; the evaluation team must have a clear and detailed plan for collecting data from women and men in gender and equity-sensitive ways before fieldwork begins.
64. Similarly, the evaluation team should consider the programme's impact on other groups, such as people with disability or indigenous populations in their agenda, where a clear and detailed plan for collecting data on these groups to be presented before field work begins.
65. The evaluation findings, conclusions and recommendations must reflect gender and equity analysis. The findings should include a discussion on intended and unintended effects of the intervention on gender equality and equity dimensions. The report should provide lessons/ challenges/recommendations for conducting gender and equity-responsive evaluations in the future.
66. 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 indicators for which sources are indicated as secondary in the PMP and decide 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.
67. The following potential risks to the methodology have been identified:

Table 3: Analysis of Potential Risks

Potential Risk	Underlying causes	Effects	Mitigation actions
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	The evaluation is not conducted as initially designed; or resources allocated at the time of contracting are not sufficient	<ul style="list-style-type: none"> - At baseline stage, the plans for mid-term and final evaluations to be considered tentative and will be revised as necessary. -The evaluation firm 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.
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	<ul style="list-style-type: none"> - Evaluation team to spend some time during inception assessing reliability of the secondary data sources. Findings will inform what indicators will be included in primary data collection and which will be addressed from secondary sources
Logistical difficulties in getting access to some beneficiaries	If data collection is undertaken during the rainy season, it will reduce accessibility in areas with poor infrastructure	Incomplete data collection: voices of some affected populations not heard; in some cases, overreliance on secondary sources	<ul style="list-style-type: none"> - 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)
Difficulties in getting access to relevant institutional partners and representatives	The nature of government ministries is such that different departments are relevant for different aspects of the program. Not everyone from a ministry will necessarily be relevant for all topics	The contribution of the institutions is limited if the right persons are not engaged (e.g., MOA in the discussions of sustainability and linkages to home grown school feeding)	<ul style="list-style-type: none"> - Deepen the stakeholder analysis and identify relevant representatives from different institutions/ministries. - When inviting stakeholders for forums/sessions through the ERG, be specific on what the topic is and what inputs are expected so that institutions can identify the most relevant persons
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.	<ul style="list-style-type: none"> - 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)
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 and the evaluation team's ability to gather primary data from key stakeholders	<ul style="list-style-type: none"> - Ensuring that explaining 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

68. The evaluation team will need to expand on the methodology presented in the ToR and develop a detailed evaluation matrix in the inception report.

4.3. EVALUABILITY ASSESSMENT

69. During the inception phase, the evaluation team will be expected to perform an in-depth evaluability assessment and critically assess data availability, quality and gaps expanding on the information provided in Section 4.3. This assessment will inform the data collection and the choice of evaluation methods. The evaluation team will need to systematically check accuracy, consistency, and validity of collected data and information and acknowledge any limitations/caveats in drawing conclusions using the data during the reporting phase.
70. The country office will expect the firm to review secondary data at multiple levels: (organisational, country levels, etc). These may include [the new national development plan 22-26 to ensure that the program is relevant and in line with the government priorities. Other internal documents to be reviewed include](#) the MGD program log frame/results framework, all past MGD FY17 evaluations (Baseline, midterm), the school dashboard created by WFP team to help report on the PMP and monitored school's canteens indicators trends as data are being captured lively from the field by different actors (schools' teachers, inspectors, WFP field monitors, etc), the Annual Country Reports (ACR) from 2019 to 2021, the WFP country strategic plan, qualitative reports on integrated programming between different WFP programmes activities. Other documents from the government may include the national education strategy, [the National School Feeding Policy](#), the SABER, and students reading, and maths skill assessments conducted in the past by the government in coordination with the world bank, and other UN agencies.
71. In terms of challenge, it should be noted that many of the studies in the RoC are outdated and need to be triangulated with different reports and projections realized by either the government or UN agencies to cope with the lack of information.

4.4. ETHICAL CONSIDERATIONS

72. The evaluation must conform to [UNEG ethical guidelines for evaluation](#). Accordingly, the selected evaluation firm is responsible for safeguarding and ensuring ethics at all stages of the evaluation process. This includes, but is not limited to, ensuring informed consent, protecting privacy, confidentiality, anonymity of respondents, ensuring cultural sensitivity, respecting the autonomy of respondents, ensuring fair recruitment of participants (including women and socially excluded groups) and ensuring that the evaluation results do no harm to respondents or their communities.
73. The evaluation firm will be responsible for managing any potential ethical risks and issues and must put in place, in consultation with the evaluation manager, processes and systems to identify, report and resolve any ethical issues that might arise during the implementation of the evaluation. Ethical approvals and reviews by relevant national and institutional review boards must be sought where required.
74. The team and evaluation manager will not have been involved in the design, implementation or monitoring of the WFP McGovern Dole School Feeding Programme nor have any other potential or perceived conflicts of interest. All members of the evaluation team will abide by the [2020 UNEG Ethical Guidelines](#), including the Pledge of Ethical Conduct as well as the WFP technical note on gender. The evaluation team and individuals who participate directly in the evaluation at the time of issuance of the purchase order are expected to sign a confidentiality agreement and a commitment to ethical conduct. These templates will be provided by the country office when signing the contract.

4.5. QUALITY ASSURANCE

75. The WFP evaluation quality assurance system sets out processes with steps for quality assurance and templates for evaluation products based on a set of [Quality Assurance Checklists](#). The quality assurance will be systematically applied during this evaluation and relevant documents will be provided to the evaluation team. This includes checklists for feedback on quality for each of the evaluation products.

The relevant checklist will be applied at each stage, to ensure the quality of the evaluation process and outputs.

76. The WFP Decentralized Evaluation Quality Assurance System (DEQAS) is based on the UNEG norms and standards and good practice of the international evaluation community and aims to ensure that the evaluation process and products conform to best practice. This quality assurance process does not interfere with the views or independence of the evaluation team but ensures that the report provides credible evidence and analysis in a clear and convincing way and draws its conclusions on that basis.
77. The WFP evaluation manager will be responsible for ensuring that the evaluation progresses as per the [DEQAS Process Guide](#) and for conducting a rigorous quality control of the evaluation products ahead of their finalization. An internal QA put in place by the country office is the creation of the evaluation reference group which is invited to review a French translation of the ToR, the inception report and the evaluation report to ensure the transparency and quality of the evaluation at each process
78. To enhance the quality and credibility of decentralized evaluations, an outsourced quality support (QS) service directly managed by the WFP Office of Evaluation reviews the draft ToR, the draft inception and the evaluation reports, and provides a systematic assessment of their quality from an evaluation perspective, along with recommendations.
79. The evaluation manager will share the assessment and recommendations from the quality support service with the team leader, who will address the recommendations when finalizing the inception and evaluation reports. To ensure transparency and credibility of the process in line with the [UNEG norms and standards](#),^[1] a rationale should be provided for comments that the team does not take into account when finalizing the report.
80. The evaluation team will be required to ensure the quality of data (reliability, consistency, and accuracy) throughout the data collection, synthesis, analysis and reporting phases.
81. The evaluation team should be assured of the accessibility of all relevant documentation within the provisions of the directive on disclosure of information. This is available in the [WFP Directive CP2010/001](#) on information disclosure.
82. WFP expects that all deliverables from the evaluation team are subject to a thorough quality assurance review by the evaluation firm in line with the WFP evaluation quality assurance system prior to submission of the deliverables to WFP.
83. All final evaluation reports will be subject to a post hoc quality assessment (PHQA) by an independent entity through a process that is managed by the Office of Evaluation. The overall PHQA results will be published on the WFP website alongside the evaluation report.
84. Mid-term and final evaluation reports will be subject to a post-hoc quality assessment by an independent entity through a process managed by the OEV. The overall rating category of the reports will be made public at the same time as the evaluation reports.

^[1] [UNEG Norm #7](#) states “that transparency is an essential element that establishes trust and builds confidence, enhances stakeholder ownership and increases public accountability”

5. Organization of the evaluation

5.1. PHASES AND DELIVERABLES

85. All final versions of international food assistance evaluation reports will be made publicly available. Evaluators shall provide a copy of the evaluation reports that is free of personally identifiable information (PII) and proprietary information. Final versions of evaluation reports ready for publication should be accessible to persons with disabilities. For guidance on creating documents accessible to persons with disabilities, please see the following resources:

- a. <https://www.section508.gov/create/documents>
- b. <https://www.section508.gov/create/pdfs>

86. Table 4 presents the structure of the main phases of the evaluation, along with the deliverables and deadlines for each phase. Annex 2 presents and provides a more detailed timeline.

Table 4: Summary Timeline – Key Evaluation Milestones

Date	Phases	Deliverables
PREPARATION PHASE FOR OVERALL EVALUATION		
From Jan 2022-Sept 2022	Assign roles/responsibilities (WFP), Establish Evaluation Committee and Evaluation Reference Group	
	Develop Terms of Reference (TORs) and budget (WFP)	Terms of Reference
	Procure independent evaluation firm (WFP)	WFP/LTA firm contract/Purchase order
INCEPTION PHASE FOR OVERALL EVALUATION		
From Sept to October 2022	Desk review of key project documents (Evaluation team)	
	Inception mission (Evaluation team and WFP)	
	Prepare Inception Report including quantitative and qualitative data collection tools (Evaluation team)	Inception report (English and draft 2 translated in French)
BASELINE		
October to March 2023	Preparation of field visits (Evaluation team and WFP)	Data collection tools
	Data collection (Evaluation team)	
	End of fieldwork debriefing	End of fieldwork debriefing PowerPoint presentation
	Data analysis (Evaluation team)	
	Prepare baseline study report (Evaluation team with inputs from ERG)	Baseline Evaluation Report (in English, with draft2 translated into French) Datasets
	Share final baseline study findings with ERG including USDA (Evaluation team)	Baseline Evaluation Report (in English, with draft 2 translated into French)

	Request Commitment Letter modifications, as necessary (WFP)	
	Share a 2-3 page stand alone brief describing the evaluation design, key findings, and other relevant considerations (Evaluation team)	A 2-3 page stand-alone brief describing the evaluation design, key findings and other relevant considerations. It will serve to inform any interested stakeholders of the baseline evaluation, and should be written in language easy to understand by non-evaluators and with appropriate graphics and tables.
MID-TERM EVALUATION		
October to November 2024	Update terms of reference as required (Evaluation manager)	Updated Terms of Reference
	Inception: Update to original Inception Report as required, review of desk documents (evaluation team)	Updated Inception Report (in English and draft 2 translated into French)
	Preparation of field visits (evaluation team and WFP)	Data collection tools
	Data collection (evaluation team)	
	End of fieldwork debriefing session with CO and key stakeholders	End of fieldwork debriefing PowerPoint presentation (in English, translated into French)
	Data analysis (evaluation team)	
	Draft and finalize Mid-term Evaluation Report (evaluation team with inputs from ERG through exit mission debriefing and commenting on draft evaluation report)	Mid-term evaluation report (in English, with draft 2 translated into French) Datasets
	Share a 2-3 page stand alone brief describing the evaluation design, key findings, and other relevant considerations (Evaluation team)	A 2-3 page stand-alone brief describing the evaluation design, key findings and other relevant considerations. It will serve to inform any interested stakeholders of the midterm evaluation, and should be written in language easy to understand by non-evaluators and with appropriate graphics and tables.
	Disseminate final evaluation findings to ERG members including USDA through learning workshop and/or other channels (WFP)	Summary evaluation report PowerPoint presentation
	Prepare Management Response (WFP)	

FINAL EVALUATION		
October to November 2026	Update terms of reference as required (Evaluation manager)	Updated Terms of Reference
	Inception: Update to original Inception Report as required, review of desk documents (evaluation team)	Updated inception report (in English and draft 2 translated into French)
	Preparation of field visits (evaluation team and WFP)	Data collection tools
	Data collection (evaluation team)	
	End of fieldwork debriefing session with CO and key stakeholders	End of fieldwork debriefing PowerPoint presentation
	Data analysis (evaluation team)	
	Draft and finalize final Evaluation Report (evaluation team with inputs from ERG through exit mission debriefing and commenting on draft evaluation report)	Final evaluation report (in English and draft 2 translated into French) Datasets
	Share a 2-3 page stand alone brief describing the evaluation design, key findings, and other relevant considerations (Evaluation team)	A 2-3 page stand-alone brief describing the evaluation design, key findings and other relevant considerations. It will serve to inform any interested stakeholders of the final evaluation, and should be written in language easy to understand by non-evaluators and with appropriate graphics and tables.
	Disseminate final evaluation finding to ERG members including USDA through workshop and/or other channels (WFP)	Summary evaluation report PowerPoint presentation
Prepare Management Response (WFP)	Management Response Plan	

5.2. EVALUATION TEAM COMPOSITION

87. The evaluation team is expected to include 3 members, including the team leader and the team will include a mix of national and international evaluator(s). To the extent possible, the evaluation will be conducted by a gender-balanced and geographically and culturally diverse team with appropriate skills to assess gender dimensions of the subject as specified in the scope, approach and methodology sections of the ToR. At least one team member should have WFP experience.

88. The team will be multi-disciplinary and include members who, together, include an appropriate balance of technical expertise and practical knowledge in the following areas:

- Educational policies and programmes, including school feeding scheme;
- Nutrition-sensitive programming, including nutrition education and linkages with education;
- Capacity development, especially in education and health;
- Good knowledge of gender, equity and wider inclusion issues in education and health.

- All team members should have strong analytical and communication skills, evaluation experience with a track record of written work on similar assignments, and familiarity with republic of Congo in the 7 identified areas.
- The working languages for this evaluation will be English and French. The evaluation team should collectively have excellent oral and written French. The evaluation products will be prepared in English and once approved will be translated to French.

89. The team leader will have expertise in one of the key competencies listed above as well as demonstrated experience in leading similar evaluations, including designing methodology and data collection tools. She/he will also have leadership, analytical and communication skills, including a track record of excellent English and French writing, synthesis and presentation skills. Her/his primary responsibilities will be: i) defining the evaluation approach and methodology; ii) guiding and managing the team; iii) leading the evaluation mission and representing the evaluation team; and 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.

90. Team members will: i) contribute to the methodology in their area of expertise based on a document review; ii) conduct field work; iii) participate in team meetings and meetings with stakeholders; and iv) contribute to the drafting and revision of the evaluation products in their technical area(s).

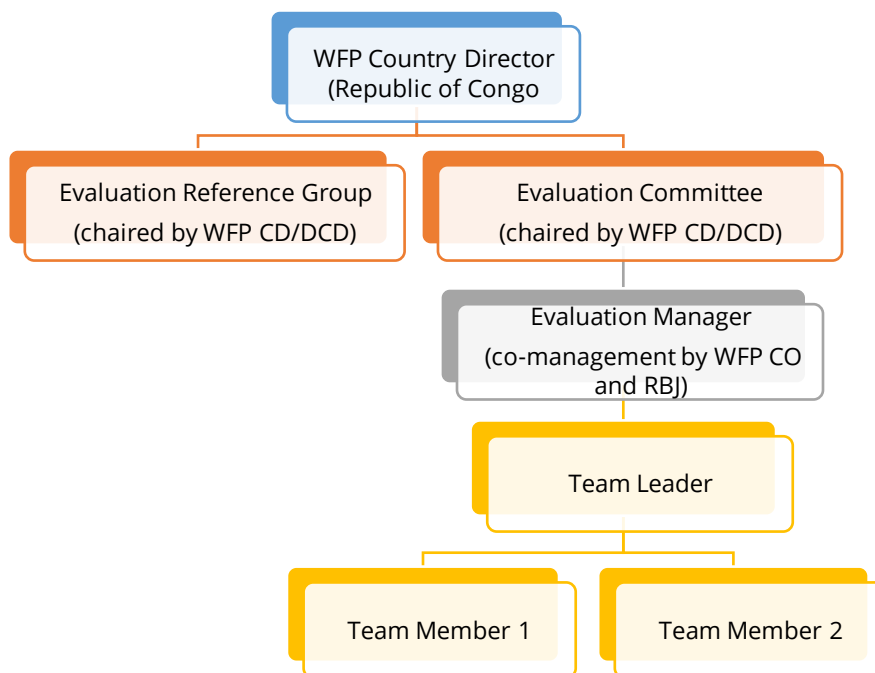
91. The evaluation team will conduct the evaluation under the direction of its team leader and in close communication with the WFP evaluation manager. The team will be hired following agreement with WFP on its composition.

5.3. Governance and Management of the Evaluation

92. The governance mechanisms for the evaluation comprises an evaluation committee and a reference group as outlined in section 5.4 below. At the technical level, the reference group will provide subject matter expertise in an advisory capacity while the evaluation committee will oversee the management of the process.

93. The following mechanisms for independence and impartiality will be employed: the evaluation co-managers from the Country Office and Regional Bureau will ensure that appropriate safeguards for the impartiality and independence of the evaluation are applied throughout the process. The WFP Regional Evaluation Unit will provide additional support to the evaluation managers in this regard. The structure below shows how evaluation management will be structured. This structure will be maintained throughout the baseline evaluation, mid-term evaluation and final evaluation processes

Figure 1: Evaluation Governance and Management Structure



5.3. ROLES AND RESPONSIBILITIES

94. The Congo WFP commissioning office **management (Director or Deputy Director)** will take responsibility to:

- Assign an evaluation manager for the evaluation and a Programme manager
- Compose the internal evaluation committee and the evaluation reference group (see Annex 3 and Annex 4)
- Approve the final ToR, inception and evaluation reports
- Approve the evaluation team selection
- Ensure the independence and impartiality of the evaluation at all stages, including establishment of an evaluation committee and a reference group
- 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
- Organize and participate in two separate debriefings, one internal and one with external stakeholders
- Oversee dissemination and follow-up processes, including the preparation of a management response to the evaluation recommendations.

Stakeholder Engagement

95. The **evaluation managers (Béchir Ouédraogo and Jennifer Sakwiya)** manage the evaluation process through all phases including: drafting this ToR; identifying the evaluation team; preparing and managing the budget; setting up the evaluation committee and evaluation reference group; ensuring quality assurance mechanisms are operational and effectively used; consolidating and sharing comments on draft inception and evaluation reports with the evaluation team; ensuring that the team has access to all documentation and information necessary to the evaluation; facilitating the team’s contacts with local stakeholders; supporting the preparation of the field mission by setting up meetings and field visits, providing logistic support during the fieldwork and arranging for interpretation, if required; organizing security briefings for the evaluation team and providing any materials as required; and conducting the first level quality assurance of the evaluation products. The evaluation manager will be the main interlocutor between the team, represented by the team leader, Evaluation Committee, the firm’s WFP focal point, and WFP counterparts to ensure a smooth implementation process.

96. An internal **evaluation committee** is formed to help ensure the independence and impartiality of the evaluation. The evaluation committee includes WFP deputy country director, head of the program, M&E and VAM. The EC will serve to 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 3 provides further information on the composition of the evaluation committee.

97. **An evaluation reference group (ERG)** is formed as an advisory body with representation from evaluation committee mentioned above, representatives from relevant government ministries, key project partners, and other relevant stakeholders, including USDA and WFP Regional Bureau and OEV of the evaluation and refer to Annex 3 where list of members is available. The evaluation reference group members will review and comment on the draft evaluation products and act as key informants to contribute to the relevance, impartiality and credibility of the evaluation by offering a range of viewpoints and ensuring a transparent process.

98. 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 draft TORs, 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.

99. **The regional bureau:** the regional bureau of Johannesburg will take responsibility to:

- Advise the evaluation manager and provide support to the evaluation process where appropriate
- Participate in discussions with the evaluation team on the evaluation design and on the evaluation subject as required
- Provide comments on the draft ToR, inception and evaluation reports
- Support the preparation of a management response to the evaluation and track the implementation of the recommendations.

100. While the CO M&E officer, Issa Oumarou-Issa and the RBJ Evaluation officer, Mayibongwe Manyoba will perform most of the above responsibilities, other relevant regional bureau technical staff may participate in the evaluation reference group and/or comment on evaluation products as appropriate.

101. **Relevant WFP Headquarters divisions** will take responsibility to:

- Discuss WFP strategies, policies or systems in their area of responsibility and subject of evaluation.
- Comment on the evaluation TOR, inception and evaluation reports, as required.

102. **Other Stakeholders (National Government including relevant ministries, implementing partners / NGOs, partner UN agencies)** will 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).** OEV is responsible for overseeing WFP decentralized evaluation function, defining evaluation norms and standards, managing the outsourced quality support service, publishing as well submitting the final evaluation report to the PHQA. OEV also ensures a help desk function and advises the Regional Evaluation Officer, the Evaluation Manager and Evaluation teams when required. Internal and external stakeholders and/or the evaluators are encouraged to reach out to the regional evaluation officer and the Office of Evaluation helpdesk (wfp.decentralizedevaluation@wfp.org) in case of potential impartiality breaches or non-adherence to UNEG ethical guidelines.

104. **United States Department of Agriculture (USDA)** will be involved in the evaluation throughout all the phases, starting with the approval of these 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.

105. 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 draft TORs and draft evaluation report; coordinate with USDA to seek feedback of TORs, inception and evaluation reports; share evaluation findings

and discuss the management response; Disseminate evaluation reports and findings to relevant stakeholders.

106. **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.

5.4. SECURITY CONSIDERATIONS

107. **Security clearance** where required is to be obtained from Brazzaville.

- Consultants hired by WFP are covered by the United Nations Department of Safety & Security (UNDSS) system for United Nations personnel, which covers WFP staff and consultants contracted directly by WFP. Independent consultants must obtain UNDSS security clearance for travelling from the designated duty station and complete the United Nations basic and advance security trainings (BSAFE & SSAFE) in advance, print out their certificates and take them with them.
- As an “independent supplier” of evaluation services to WFP, the contracted firm will be responsible for ensuring the security of the evaluation team, and adequate arrangements for evacuation for medical or situational reasons. However, to avoid any security incidents, the evaluation manager will ensure that the WFP country office 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 evaluation team must observe applicable United Nations Department of Safety and Security rules and regulations including taking security training (BSAFE & SSAFE), curfews (when applicable) and attending in-country briefings.

5.5. COMMUNICATION

108. To ensure a smooth and efficient process and enhance the learning from this evaluation, the evaluation team should place emphasis on transparent and open communication with key stakeholders. This will be achieved by ensuring a clear agreement on channels and frequency of communication with and between key stakeholders. The evaluation manager will be responsible for:

- Sharing all draft products in both English and French including TOR, inception report and evaluation report with internal and external stakeholders to solicit their feedback; The communication will specify the date by when the feedback is expected and highlight next steps;
- Responsible for documenting systematically how stakeholder feedback has been used in the final product and ensuring that rationality is provided where feedback has not been utilised.
- Informing stakeholders (through ERG) of planned meetings a week before and sharing of agendas if available.
- Informing the team leader earlier about stakeholder attendance invited to the meeting.
- Sharing of final evaluation products with stakeholders (internal and external).

109. Should translators be required for fieldwork, the evaluation firm will make arrangements and include the cost in the budget proposal which can be adjusted as needed.

110. Based on the stakeholder analysis, the communication and knowledge management plan (in [Annex 5](#)) which is going to be completed by the ET at inception) identifies the users of the evaluation to involve in the process and to whom the report should be disseminated. The communication and knowledge management plan indicates how findings including gender, equity and wider inclusion issues will be disseminated and how stakeholders interested in, or affected by, gender, equity and wider inclusion issues will be engaged.

111. As part of the international standards for evaluation, WFP requires that all evaluations are made publicly available. It is important that evaluation reports are accessible to a wide audience, thereby contributing to the credibility of WFP – through transparent reporting – and the use of evaluation. Following the approval of the final evaluation report, for each evaluation, a communication and knowledge management plan will be created by the evaluation manager, with inputs from the evaluation reference

group, the CO/RB communications and/or knowledge management officer and, if needed by the Office of Evaluation Communications and Knowledge Management Unit during the preparation phase.

5.6. BUDGET

112. The evaluation will be financed from M&E budget line as outlined in the approved budget for McGovern Dole. WFP will contract a firm to conduct the evaluation which has a long-term agreement for provision of evaluation services at baseline, mid-term and final evaluation. The actual budget will be determined by agreed rates for the firm that will provide the most financially competitive and technically sound proposal.

113. The proposed budget will include all data collection activities, including transport, field-level research assistants and translation. More discussions on these elements may be held with the firms prior to their submission of technical and finalise proposals if required.

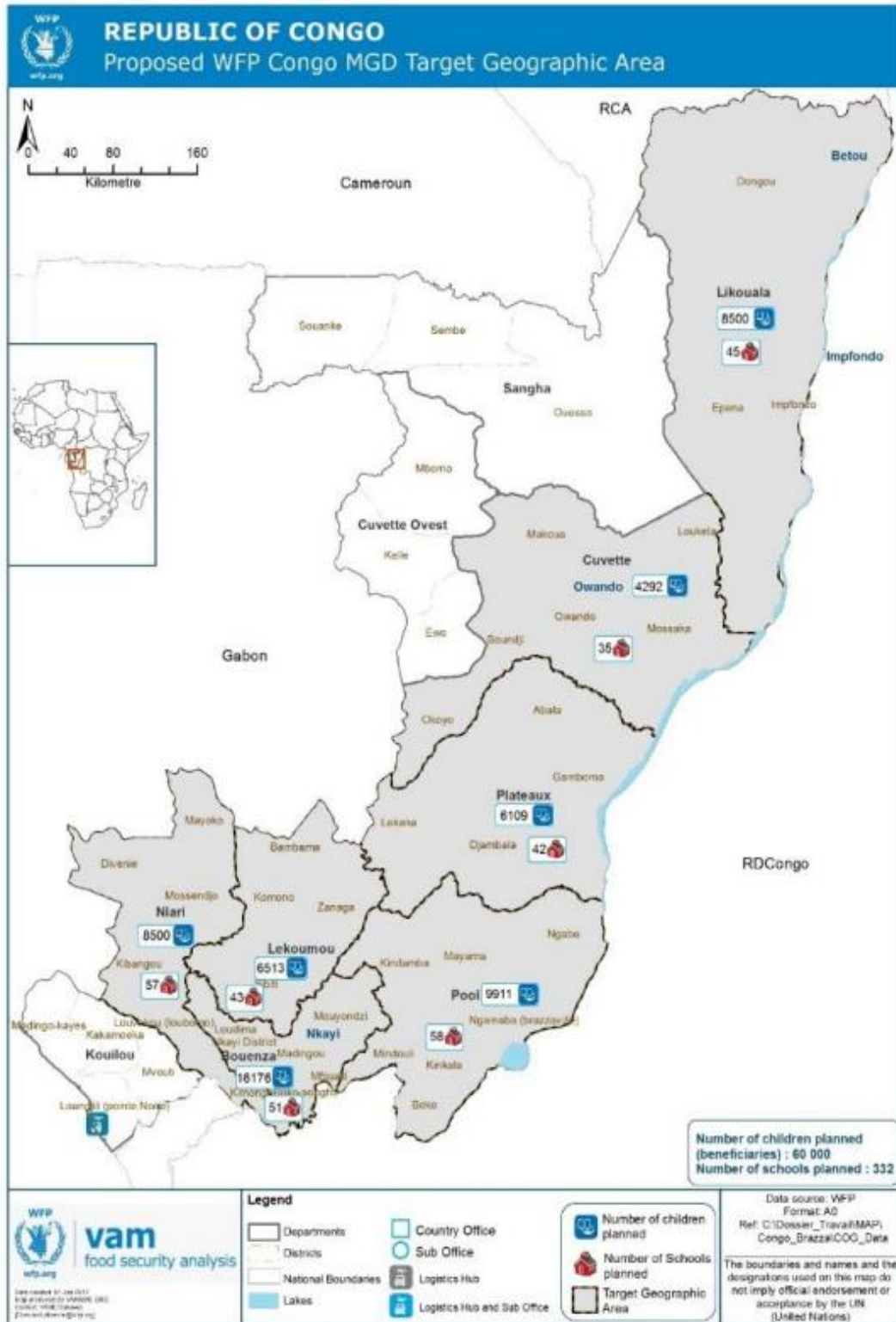
114. The offer will include a detailed budget for the evaluation, including consultant fees, travel costs and other costs (interpreters, etc.).

For more information, please send any queries to:

- Wendemi Béchir Ouédraogo, Evaluation Manager, WFP Congo, bechir.ouedraogo@wfp.org
- Jennifer Sakwiya, Evaluation Officer, Regional Bureau Johannesburg, jennifer.sakwiya@wfp.org
- Jean Providence Nzabonimpa, Regional Evaluation Officer, Regional Bureau Johannesburg, jeanprovidence.nzabonimpa@wfp.org

Annexes

Annex 1: Map



Annex 2: Evaluation Schedule Timeline

Phase 2: Midterm Evaluation (2024)		Latest update	By whom
Phase 3: Inception			
3.1	Official launch of the MTE inception phase	31 October 2024	EM
3.2	Following documents shared with ET: <ul style="list-style-type: none"> • Purchase Order for signatures. • Pledge of Ethical Conduct in evaluation and Confidentiality forms • Link to library • Updated TOR 	31 October 2024	EM
	Submission of signed PO, pledge of ethical conduct and confidentiality forms to the Evaluation Manager	4 November 2024	OAG ET members
3.3	Orientation meeting made for the Evaluation Team	6 November 2024	EM, CO SF team, CO Admin, CO Security, REU
3.4	Desk review, baseline, semi-annual reports, data, monitoring reports; and drafting the inception report	6 - 20 November ,2024	ET
3.5	Submission of draft 1 of the Inception report in English.	20 November ,2024	ET
3.6	Revision of the draft 1 of the inception report and share back to ET	20 - 29 November 2024	EM, EC, REU, SBP MEAL
3.7	Consolidate feedback from EC, REU and SBP MEAL	2 december 2024	EM
3.8	Share consolidated feedback of the Inception report and ET provide draft 2 in french and English version.	2 december 2024	ET
3.9	Inception report draft 2 revised by ERG	3 - 12 december 2024	ERG
3.10	ERG feedback shared to ET	13 december 2024	EM
3.11	ET revise draft2 and provide draft3/final inception report and develop 2 pages summary document highlighting key points and changes in the ToR that conduct changes in the inception report	13 - 18 december 2024	ET
3.12	Final review of draft3 + summary document	19-20 December 2024	EM
3.13	Review and clearance of inception report by Evaluation Chair before submission to USDA	23 December - 27 December 2024	EC
3.14	Share summary document + inception report to WAS for USDA	27 december	EM
3.15	USDA review summary document + inception report and provide feedback to be incorporated by ET	27 December - 6 January 2025	USDA
3.16	ET review USDA feedback	7 - 8 January 2025	EM, REU
3.17	USDA approve summary document and inception report	8 - 10 January 2025	
3.18	Editing and proofreading of approved inception report	13 - 17 January	

Phase 4: Data collection			
4.1	Prepare field visits/schedule field visits	16 – 20 December 2024	EM
4.2	Plan logistical support to ET	16 – 20 December 2024	EM, ET
4.3	Briefing with CO management	9 January 2025	EM, ET, EC
4.3	Conduct field work – Field data collection	13 January – 3 February 2025	ET
4.4	End of Fieldwork Debriefing [Presentation should be submitted the day before]	4 February 2025	ET
Phase 5: Data Analysis and Reporting			
5.1	Data analysis + drafting draft 0 evaluation report of MTE	4 February- 3 March 2025	ET
5.2	Submit draft 0 of the report to EM	4 March 2025	ET
5.3	Review draft 0 of the evaluation report against the quality check list to ensure that it is complete	5 – 14 March 2025	EM, REU
5.4	ET revise evaluation report based on initial feedback from EM on draft 0 and provide draft1	14 – 20 March 2025	ET
5.5	Share draft 1 evaluation report (English version) with outsourced quality support service (DEQS).	21 March 2025	EM
5.6	Review draft1 of the evaluation report	21 March – 2 April 2025	DEQS
5.7	Call with Desk	6 April 2025	
5.8	Address DEQS comments and produce draft2 ER also in French	8 – 22 April,2025	ET
5.9	Share draft 2 ER to ERG members for review and comments.	22 April – 6 May ,2025	ERG
5.10	Organize a workshop with the CO ERG	25 April, 2025	EM
5.11	Consolidate ERG comments and submit to team leader for review	7 May 2025	EM
5.12	Revise draft 2 of evaluation report based on ERG comments to produce draft 3	8 – 16 May, 2025	ET
5.13	Submit draft 3 evaluation report to the EM	16 May 2025	ET
5.14	Review the draft 3 evaluation report against the QS, ERG comments to ensure that they have been addressed, and for those that have not been addressed rationale has been provided	19 – 21 May ,2025	EM
5.15	Circulate the report to the EC for clearance	21 May 2025	EM
5.16	EM submit deliverables to WAS with SBP and REU in copy	28 May 2025	EM
5.17	WAS to share report with USDA for review	30 May ,2025	WAS
5.18	USDA review and provide comments using the provided comments matrix	01 May – 02 June 2025	USDA
5.19	Consolidate USDA comments and submit to team leader for review	03 June 2025	EM

5.20	Revise evaluation report based on USDA comments to produce draft 4	04 - 12 June, 2025	ET
5.21	Submit draft4 evaluation report (English and French versions) to the EM	13 June 2025	ET
5.22	Review how USDA comments have been addressed by ET in draft 4	13 - 18 June 2025	EM
5.23	Submit evaluation report to WAS for USDA for approval	19 June 2025	EM
5.24	Proofread and edit the ER (French and English)	20 - 27 June 2025	EM
5.25	Final proofreading and submission to OEV for publishing	30 June - 4 July 2025	REU
5.26	Stakeholder workshop	11 July 2025	ET, EM
Phase 6: Dissemination and Follow up			
6.1	Request the CO to prepare the management response	20 June	RB
6.2	Prepare management response to the recommendations	23 June - 14 July	WFP CO
6.3	Review and provide feedback on the management response	15 - 22 July	WFP RB
6.4	Finalise the management response based on RB comments and submit MR to the EC Chair for CO level approval	23 July - 6 August	WFP CO
6.5	Submit MR to RB for final endorsement	7 August	WFP CO
6.6	Endorsement of MR by RB Management	14 August	RB
6.7	Share approved MR to USDA	17 August	EM
6.8	Share the final MTE report and MR with OEV for publication	18 August	RB

Annex 3: Role and Composition of the Evaluation Committee

Purpose and role: The purpose of the evaluation committee (EC) is to ensure a credible, transparent, impartial and quality evaluation in accordance with WFP evaluation policy. It will achieve this by supporting the evaluation manager in making decisions, reviewing draft deliverables (ToR, inception report and evaluation report) and submitting them for approval by the Country Director/Deputy Country Director (CD/DCD) who will be the chair of the committee.

Composition: The evaluation committee will be composed of the following staff:

- The Country Director or Deputy Country Director (Chair of the Evaluation Committee)
- Evaluation manager (Evaluation Committee Secretariat)
- Head of Programme or programme officer(s) directly in charge of the subject(s) of evaluation
- Regional evaluation officer (REO)
- Country office monitoring and evaluation (M&E) officer (if different from the evaluation manager)
- Country office procurement officer (if the evaluation is contracted to a firm)
- Other staff considered useful for this process.

Annex 4: Role and Composition of the Evaluation Reference Group

Purpose and role: The evaluation reference group (ERG) is an advisory group providing advice and feedback to the evaluation manager and the evaluation team at key moments during the evaluation process. It is established during the preparatory stage of the evaluation and is mandatory for all decentralized evaluations.

The overall purpose of the evaluation reference group is to contribute to the credibility, utility and impartiality of the evaluation. For this purpose, its composition and role are guided by the following principles:

- **Transparency:** Keeping relevant stakeholders engaged and informed during key steps ensures transparency throughout the evaluation process
- **Ownership and Use:** Stakeholders' participation enhances ownership of the evaluation process and products, which in turn may impact on its use
- **Accuracy:** Feedback from stakeholders at key steps of the preparatory, data collection and reporting phases contributes to accuracy of the facts and figures reported in the evaluation and of its analysis.

Members are expected to review and comment on draft evaluation deliverables and share relevant insights at key consultation points of the evaluation process.

The main roles of the evaluation reference group are as follows:

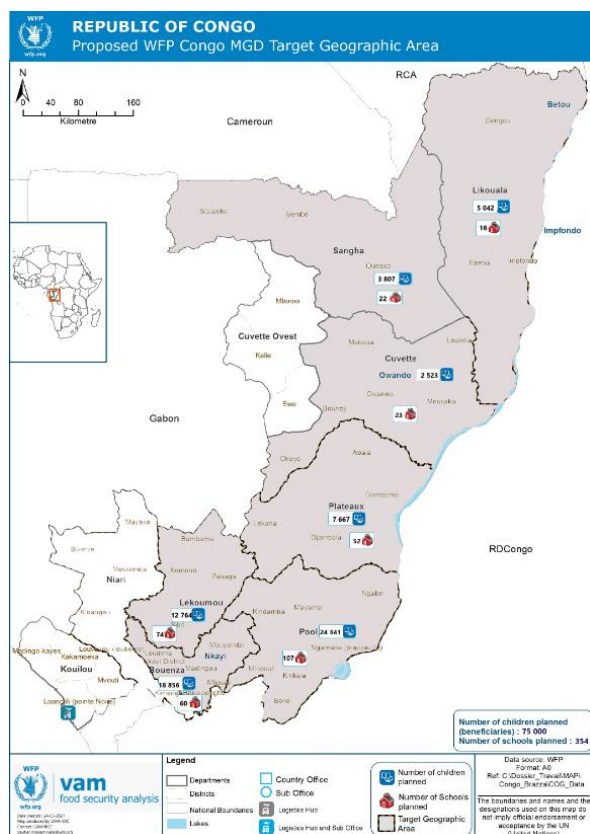
- Review and comment on the draft ToR
- Suggest key references and data sources in their area of expertise
- Participate in face-to-face or virtual briefings to the evaluation team during the inception phase and/or evaluation phase
- Review and comment on the draft inception report
- Participate in field debriefings (optional)
- Review and comment on the draft evaluation report and related annexes, with a particular focus on: a) factual errors and/or omissions that could invalidate the findings or change the conclusions; b) issues of political sensitivity that need to be refined in the way they are addressed or in the language used; c) recommendations
- Participate in learning workshops to validate findings and discuss recommendations
- Provide guidance on suggested communications products to disseminate learning from the evaluation.

Composition

Country office	Name
<p>Core members:</p> <ul style="list-style-type: none"> Country Director or Deputy Country Director (Chair) Head of Programme Evaluation Manager (secretary or delegated chair) Head of M&E (if different from EM) Head of Supply Chain Unit Other CO staff with relevant expertise e.g. Budget and programming, Nutrition, Resilience, gender, school feeding, partnerships, VAM Area/Field Office Representative(s) Government, NGOs and donor partner(s) (with knowledge of the intervention and ideally an M&E profile) 	<p>Gon MYERS (CD)</p> <p>Sidi-Mohamed BABAH (DCD, HP)</p> <p>Wendemi Béchir Ouédraogo (EM)</p> <p>Meldace BIDIMBOU (Supply chain)</p> <p>Agnes Solano, Gisele GALESSAMI, Corneille OKO, Jonas SOUBEIGA, Eva Ampale, Stephen ICKAMATH, Gautier MASSAMOUNA, Privat Moussongo, Loumpangou ALICE, Rosaline BOCKARIE, Davy BAKOUTANA, Ministry of Education (DAS, SAS) Ministry of Health, Ministry of Agriculture, Foreign Affairs, UNESCO, UNICEF and CRS representatives</p>
Regional bureau	Name
<p>Core members:</p> <ul style="list-style-type: none"> Regional Evaluation Officer Regional Monitoring Advisor A member of the Regional Programme Unit Regional Gender Adviser <p>Other possible complementary members as relevant to the evaluation subject:</p> <ul style="list-style-type: none"> Regional Supply Chain Officer Regional Head of Evidence Generation block Senior Regional School Feeding Officer 	<ul style="list-style-type: none"> Jean Providence Nzabonimpa Caterina Kireeva Kaori URA Jane Remme <ul style="list-style-type: none"> Angjelin Mingu Peter Jonsson <p>Rosalyn Ford</p>
Headquarters (optional)	Name
<ul style="list-style-type: none"> Evaluation Officer, School Based Programmes SBP Evaluation Officer, School Based Programmes SB 	<p>Niamh Ogrady</p> <p>Julia Kammermeier</p>
WFP Washington office	Name
<ul style="list-style-type: none"> Washington School Feeding Officer 	<p>Haley HARDIE</p>
USDA	Name
<ul style="list-style-type: none"> International Program Specialist Monitoring, evaluation and strategic planning) 	<p>Helen Aufderheide</p> <p>Erkin Yalcin</p>

Annex 5: Communication and Knowledge Management Plan

Overview of the McGovern-Dole School Feeding programme in RoC (Oct 2021 to Sept 2026)



To advance the McGovern-Dole mission and objectives, under the FY21 cycle WFP will build upon the measurable progress of the FY17 cycle toward the country's National School Feeding Program (NSFP) and sustainable handover to the Government of Congo (GoC). Two strategic objectives (SO) define this project: Improve literacy of school-aged children (SO1) and Increase used of health and dietary practices (SO2). Please refer to the project level Result Framework for the expected results. The project activities comprise food distribution, promotion of improved health at school and near communities, promotion of improved nutrition and dietary practices, support to improve literacy, building of the national school feeding capacity, and building the capacity of farmers. The proposed project will deliver over 11 million nutrient-optimized meals to improve the nutrition, health, literacy, and dietary practices of 65,000 students across 354 rural primary schools from the current McGovern-Dole FY17 cycle.

Children will receive meals on all 180 days during the October to June academic year. Observe, React, and Act (ORA) 14 schools for indigenous children will feature among target schools, to improve nutrition and access to education for those with the lowest enrolment rates.

The McGovern-Dole FY21 project will be implemented in seven McGovern-Dole priority, food insecure and impoverished districts. The goal of the project will be to provide long-term benefits to recipients and achieve measurable progress toward sustainable handover of direct implementation to GoC for continued benefit to education, attendance and graduation of pre- and primary learners.

The proposed project will use McGovern-Dole's and LRP's commodities as define in the program to contribute directly towards the McGovern-Dole program's Strategic Objectives (SO1 and SO2) and Local Regional Procurement (LRP) Strategic Objectives through provision of school meals (Activity 1) with in-kind and locally procured commodities, interventions targeting improved health outcomes (Activity 2), while working to address nutritional and dietary and water sanitation and hygiene (WASH) needs through promoting and improving nutrition and dietary practices (Activity 3), a comprehensive

¹⁴ Through Field Level Agreements, WFP developed partnerships with the Association of Spiritans in Congo (ASPC) for the Observe, React, Act (ORA) schools, and with local NGOs focused on nutrition programmes. ORA schools were established by the Spiritan Fathers to support indigenous children's access to primary education.

literacy intervention aligned with the USAID MATTERS framework (Activity 4), and support to smallholder farmers and farmer groups (Activity 6). WFP has also incorporated a strong focus on capacity building to ensure sustainability and to build national school feeding management capacity (Activity 5), by targeting the McGovern-Dole Foundational Results: Increased capacity of government institutions, improved policy and regulatory framework, increased government support, increased engagement of local organizations and community groups.

Evaluation of the McGovern-Dole school feeding programme in RoC

The Country Office commissioned this decentralized activity evaluation of the school feeding programme which is being carried out by WFP in collaboration with UN agencies (UNICEF, UNESCO), local organisation Catholic Relief Services (CRS), and the government (Ministry of Primary and Secondary Education and Literacy (Directorate of School Feeding (DAS) at the national level and the School Food Service (SAS) at local level), Ministry of Agriculture, Livestock and Fisheries, Ministry of Health and Population, and the local government officials in different field offices through different ministries). Throughout the evaluation phases, WFP will continue to raise awareness of the process and solicit feedback on all the evaluation products from various internal and external stakeholders to ensure the quality and credibility and to ensure that the process is consultative and accountable to program beneficiaries. **Key Aims of Communication and Knowledge Management Plan**

The communication and knowledge management plan aims to ensure a **structured** and **impactful** flow of information both internally and externally to targeted stakeholders. The plan also proposes well-defined roles and responsibilities, timelines, and communication channels, to ensure uptake. Key aims include:

- i. **Improve the MGD school feeding programming:** Support the evaluation findings to improve implementation of the next phase of the McGovern-Dole school feeding programme in the RoC and the resilience interventions under the Country Strategic Plan (2018-2023).
- ii. **Support strategic direction:** Continuously draw key lessons learned to inform programming across the Country Office, aligning to the WFP mandate of zero hunger.
- iii. **Dissemination of results:** The Country Office and the Field Offices in the country will ensure that the results are widely disseminated to districts and community levels (urban or rural). to all McGovern-Dole school feeding stakeholders and beneficiaries in different communities including quarters or neighbourhoods' levels. This will be done to ensure that all stakeholders are aware of the evaluation results and that they provide feedback for continual learning and improvement.
- iv. **Reach grassroots and affected populations:** In collaboration with cooperating partners, the Field Offices will leverage the existing community level structures to disseminate evaluation results using appropriate and gender sensitive channels to the McGovern-Dole school feeding beneficiaries and communities. This is to ensure WFP and partners remain accountable to the population it serves, and ensure that men, women, boys and girls across targeted areas are informed of the key findings and recommendations that directly impact their community.

The draft communication and knowledge management plan is divided into two components (for internal and external stakeholders) below.

1. Internal Communication and Knowledge Management Plan

When Evaluation phase	What Product	To whom Target audience	From whom Creator lead	How (in what way) Communication channel	Why Communication purpose
Planning	Tentative time and scope of evaluation	<ul style="list-style-type: none"> • RoC CO management • RoC CO programme and M&E staff • Evaluation Committee (internal CO staff and Regional Evaluation Officer) 	<ul style="list-style-type: none"> • Evaluation Manager • Regional Evaluation Team 	<p>Meeting</p> <p>Email</p>	To ensure evaluation is reflected in work plans for the office, relevant teams, including the evaluation manager
Preparation/ ToR	Draft TOR	<ul style="list-style-type: none"> • Key stakeholders through the Evaluation Reference Group (ERG) • RoC CO management • Programme staff • USDA 	<ul style="list-style-type: none"> • Evaluation manager on behalf of the Evaluation Committee • Supported by Regional Evaluation Team 	<p>Email</p> <p>Virtual meetings</p>	To get comments and feedback on various components of the ToR
	Final ToR	<ul style="list-style-type: none"> • Key stakeholders through the ERG • RoC CO management • Programme staff • USDA 	<ul style="list-style-type: none"> • Evaluation manager supported by Regional Evaluation Team 	<p>Email</p> <p>Virtual meeting</p>	<p>To obtain approvals of the ToR from the Evaluation Committee Chair and USDA</p> <p>To inform the relevant staff of the overall plan for the evaluation, including critical dates and milestones.</p> <p>To inform the support staff on the selected option for contracting the evaluation team</p>

When Evaluation phase	What Product	To whom Target audience	From whom Creator lead	How (in what way) Communication channel	Why Communication purpose
Inception	Draft Inception report	<ul style="list-style-type: none"> Key stakeholders through the ERG Programme staff 	<ul style="list-style-type: none"> Evaluation manager supported by the regional evaluation team 	Email Virtual meeting (Teams)	To get stakeholder comments on draft 2 inception report
	Final Inception Report	<ul style="list-style-type: none"> Key stakeholders through the Evaluation Reference Group RoC CO management CO Programme and M&E Field Office staff USDA 	<ul style="list-style-type: none"> Evaluation manager supported by the regional evaluation team 	Email Virtual meeting (Teams)	<p>To inform the relevant staff of the detailed plan for the evaluation, including critical dates and milestones; sites to be visited; stakeholders to be engaged etc.</p> <p>To inform the support staff (especially administration) of required logistical support</p>
Data collection	Data collection/field mission schedule and site selection	<ul style="list-style-type: none"> Key stakeholders: Field Offices covering the McGovern-Dole School feeding program RoC CO (M&E, Activity 2 Manager, Communication, Administration, logistic, finance, partnership) Evaluation Team 	<ul style="list-style-type: none"> Evaluation manager supported by the regional evaluation team 	Teams Meeting Physical meetings	<p>Confirm the mission dates in each district, as well as the selection of schools in different communities (urban or rural)</p> <p>Detailed mission schedule</p> <p>Recommendations from the field offices what communities, schools and specific activities/assets should be visited within the selected districts</p> <p>Logistics on accommodation and accessibility to selected districts</p>

When Evaluation phase	What Product	To whom Target audience	From whom Creator lead	How (in what way) Communication channel	Why Communication purpose
					<p>Ensure the security briefing is provided to the evaluation team before departing for the fieldwork</p> <p>Reconfirm date/time and format of the end of fieldwork debrief</p>
	Preliminary results presentation (1 st November)	<ul style="list-style-type: none"> • Key internal stakeholders through the Evaluation Reference Group (ERG) Members: • CO and Field Office teams • RB (Evaluation, Resilience/Climate Services, School Feeding, Nutrition) • HQ School Based Programme Division • WAS 	<ul style="list-style-type: none"> • Evaluation Team • Evaluation manager supported by the regional evaluation team 	<p>Email</p> <p>Virtual meeting</p> <p>Debriefing power-point</p>	<p>Allow reflection on the preliminary findings and agree on PPT content before the debrief</p> <p>To engage with the stakeholders and discuss preliminary results before the draft evaluation report is produced</p>
Data Analysis and Reporting	Draft Evaluation report	<ul style="list-style-type: none"> • Key internal stakeholders through the ERG • Members: • CO team • RB Evaluation, Resilience/Climate Services, Nutrition, School Feeding Focal Point, • HQ School Based Programme Division & 	Evaluation manager supported by the regional evaluation team	Email	To request for comments on the draft evaluation report

When Evaluation phase	What Product	To whom Target audience	From whom Creator lead	How (in what way) Communication channel	Why Communication purpose
		<ul style="list-style-type: none"> • WAS • USDA 			
	Final evaluation Report	<ul style="list-style-type: none"> • RoC CO management • Key internal stakeholders through the ERG <p>115.Members: 116.CO team, 117.RB Evaluation, School Feeding Focal Point, Resilience, Gender, Nutrition 118.HQ School Based Programme Division WAS) 119.USDA</p>	<ul style="list-style-type: none"> • Evaluation manager through the Evaluation Committee • CO School feeding and resilience Activity Managers • Focal point of partner organizations • CO Communications Focal Point 	Email Postings on internal WFP platforms	<p>To obtain approvals for the final evaluation report from the Evaluation Committee Chair and USDA</p> <p>To inform internal stakeholders of the final main product from the evaluation</p> <p>To ensure that the evaluation report is widely disseminated internally on platforms such as WFP Communities, Teams and on the WFP intranet (WFPGo)</p>
Dissemination & Follow-up	PowerPoint Presentation on evaluation results Evaluation Report, Summary Evaluation	<ul style="list-style-type: none"> • RoC CO management • Programme staff • M&E staff • ERG Members and HQ Technical Unit Representative 	<ul style="list-style-type: none"> • Evaluation Manager • Evaluation Team Leader • CO M&E, CO School feeding and resilience 	Face to face and virtual organized sessions Printed 2-4 pager Summary Evaluation Report	<p>Evaluation results disseminated to stakeholders</p> <p>Summary evaluation report and link to published full evaluation report are made available</p>

When Evaluation phase	What Product	To whom Target audience	From whom Creator lead	How (in what way) Communication channel	Why Communication purpose
	Report/Brief, Evaluation Results Discussion	<ul style="list-style-type: none"> Regional Bureau – School feeding, Resilience and Evaluation Teams 	<ul style="list-style-type: none"> Activity Managers, Communications Regional Evaluation Team 	<p>Tailored summary reports for specific audiences as required</p> <p>Social Media (Twitter feeds) and hashtags</p>	
	Draft Management Response (MR) to the evaluation recommendations	<ul style="list-style-type: none"> RoC CO management Programme staff M&E staff Regional Bureau – Resilience, School Feeding, Nutrition, Monitoring, Gender and Evaluation Teams Field Offices 	<ul style="list-style-type: none"> DCD or Head of Programme supported by Evaluation manager, on behalf of the Evaluation Committee 	<p>Email</p> <p>Face to face and virtual organized sessions</p>	<p>To communicate the suggested actions on recommendations and elicit comments</p> <p>To discuss and document the RoC CO's actions to address all the evaluation recommendations</p>
	Final management Response	<ul style="list-style-type: none"> RoC CO management CO programme and M&E staff Office of Evaluation RB Monitoring and Evaluation Teams 	<ul style="list-style-type: none"> Evaluation manager School feeding and resilience Activity Managers Regional Evaluation Team 	<p>Email, plus shared folders</p> <p>Posting</p>	<p>To ensure that all relevant staff are informed on the commitments made to implement the evaluation recommendations</p> <p>To make the approved MR accessible on the WFP intranet (WFPGo)</p>
	Progress report on implementation of evaluation recommendations	<ul style="list-style-type: none"> CO Management RB Management 	<ul style="list-style-type: none"> Regional Bureau Risk and Recommendations (R2) focal point supported by Regional Evaluation Team CO focal point 	<p>Email</p> <p>Virtual</p>	<p>To track and report on progress made on implementation of actions points in the Management Response</p>

2.External Communication and Knowledge Management Plan

When Evaluation phase	What Product	To whom Target audience	From whom Creator lead	How (in what way) Communication channel	Why Communication purpose
Inception	Draft 2 Evaluation Report	<ul style="list-style-type: none"> USDA 	<ul style="list-style-type: none"> Evaluation Manager Evaluation Team 	Email Virtual (Teams) Meeting	To engage with the ERG members to get their reflections and comments on the second draft inception report; To review the methodology and approach of the evaluation
Data Collection	Preliminary results presentation	120. UNICEF & UNESCO & CRS	<ul style="list-style-type: none"> Evaluation Manager Evaluation Team 	Email Virtual meeting	To engage with the stakeholders and discuss preliminary results before the draft evaluation report is produced
Data Analysis and Reporting	Draft and Final evaluation Report	<p>Comment on Draft 2 ER</p> <ul style="list-style-type: none"> External stakeholders in the ERG USDA <p>Circulate the approved report:</p> <ul style="list-style-type: none"> USDA UN Agencies (UNICEF, FAO, IFAD, UNESCO) Ministry of Primary and Secondary Education and Literacy (Directorate of School Feeding (DAS) at the national level and the School Food Service (SAS) at local level) Ministry of Agriculture, Livestock and Fisheries 	<ul style="list-style-type: none"> Evaluation manager through the Evaluation Committee CO School feeding and resilience Activity Managers Focal point of partner organizations CO Communications Focal Point 	Email Virtual (Teams) Meeting Postings News feeds	<p>To obtain stakeholder comments on the draft evaluation report</p> <p>To inform stakeholders of the final main product from the evaluation</p> <p>To ensure that interested stakeholders are able to access the approved evaluation report through the WFP external website (wfp.org) and through stakeholder websites</p>

When Evaluation phase	What Product	To whom Target audience	From whom Creator lead	How (in what way) Communication channel	Why Communication purpose
		<ul style="list-style-type: none"> Ministry of Health and Population Local government officials in different field offices INGOs (CRS, Indigenous people organisation RENAPAC, etc) 			
Dissemination & Follow-up	PowerPoint Presentation on Evaluation results Evaluation Report, Summary Evaluation Report/Brief	<ul style="list-style-type: none"> USDA UN Agencies (UNICEF, UNESCO, FAO, IFAD) Ministry of Primary and Secondary Education and Literacy (Directorate of School Feeding (DAS) at the national level and the School Food Service (SAS) at local level) Ministry of Agriculture, Livestock and Fisheries Ministry of Health and Population Local government officials in different field offices INGOs (CRS, Indigenous people organisation RENAPAC, etc) 	<ul style="list-style-type: none"> Evaluation Manager Evaluation Team Leader CO M&E, School feeding and resilience Activity Managers CO Communication focal point Regional Evaluation Team 	<p>Virtual and/or face to face depending on target audience</p> <p>Printed 2-4 pager Summary Evaluation Report</p> <p>Tailored summary reports for specific audiences as may be required</p> <p>Social Media (Twitter/YouTube feeds) and hashtags</p>	<p>Evaluation results disseminated to stakeholders</p> <p>Summary Evaluation Report and link to published full evaluation report and made available to stakeholders</p> <p>To engage the public and the media as appropriate</p>

When Evaluation phase	What Product	To whom Target audience	From whom Creator lead	How (in what way) Communication channel	Why Communication purpose
	Evaluation Report, Summary Evaluation Report/Brief, Evaluation Results Discussion	<ul style="list-style-type: none"> District and Field level stakeholders such as Cooperating Partner, Government, local leaders in different districts, communities, villages Leaders of Village Savings & Lending Groups, Farmer Groups, School feeding programme's Beneficiaries (girls, boys, women, men, and youths as appropriate) 	<ul style="list-style-type: none"> School feeding and resilience team in different Field Offices Supported by CO Communication Team (to guide the drafting of messaging where required) CO & RB Gender focal points 	<p>Face to face meetings (during Programme Implementation and Monitoring Activities)</p> <p>2-4 pager Summary Evaluation Report</p> <p>Tailored evaluation products as may be required</p> <p>Short videos</p> <p>Community Radio</p>	<p>Targeted, simplified and gender sensitive messaging on evaluation findings and recommendations to inform and get feedback from stakeholders for continuous learning and improvement.</p> <p>To document the impact of the school feeding and resilience initiative through human interest stories and content collection (social media)</p>

Annex 6: Bibliography

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2. Global Hunger Index (2022). Congolese Republic. [Online]. Available: <https://www.globalhungerindex.org/congo.html>
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4. Symphorien, N., & Georgievna, B. (2019). Social Housing for Women Heads of Household in Congo Brazzaville. *Open Journal of Sciences*, 383-396.
5. World Bank. Democratic Republic of Congo: Overview. [Online]. Available: <https://www.worldbank.org/en/country/congo/overview%22%20/1%20%221>
6. MICS 2015: [MICS 2015](#)
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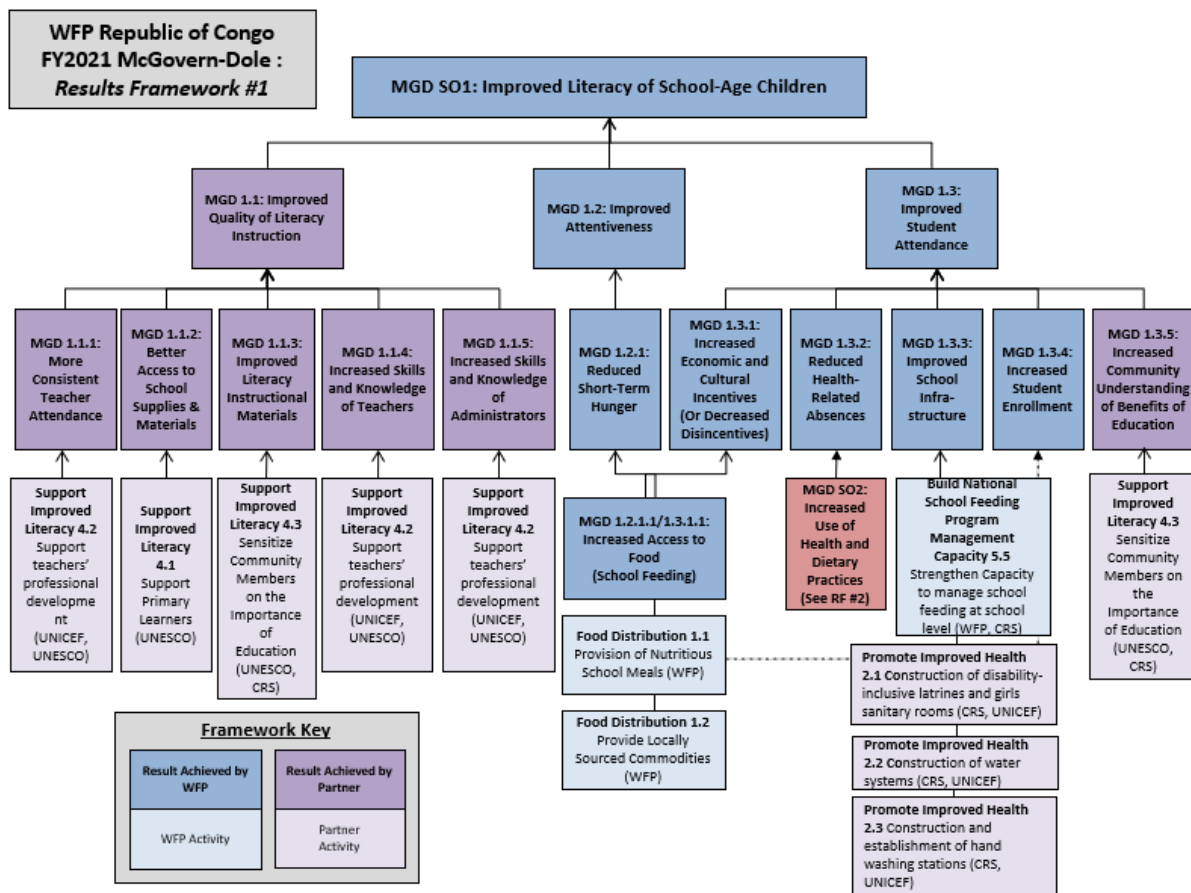
Annex 7: Acronyms

OEV	Office of Evaluation
RB	Regional Bureau
WFP	World Food Program
UNDAS	United Nation D
ToR	Terms of Reference
USDA-FAS	United States Department of Agriculture-Foreign Agricultural Services
NSFP	National School Feeding Program
GDP	Gross Domestic Product
SDG	Sustainable Development Goals
MICS	Multiple Indicator Cluster Survey
CSP	Country Strategic Plan
UNDAF	United Nations Development Assistance Framework
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
FAO	Food and Agriculture Organization
NDP	National Development Plan
SUN	Scaling Up Nutrition
SABER	Systems Approach for Better Education Results

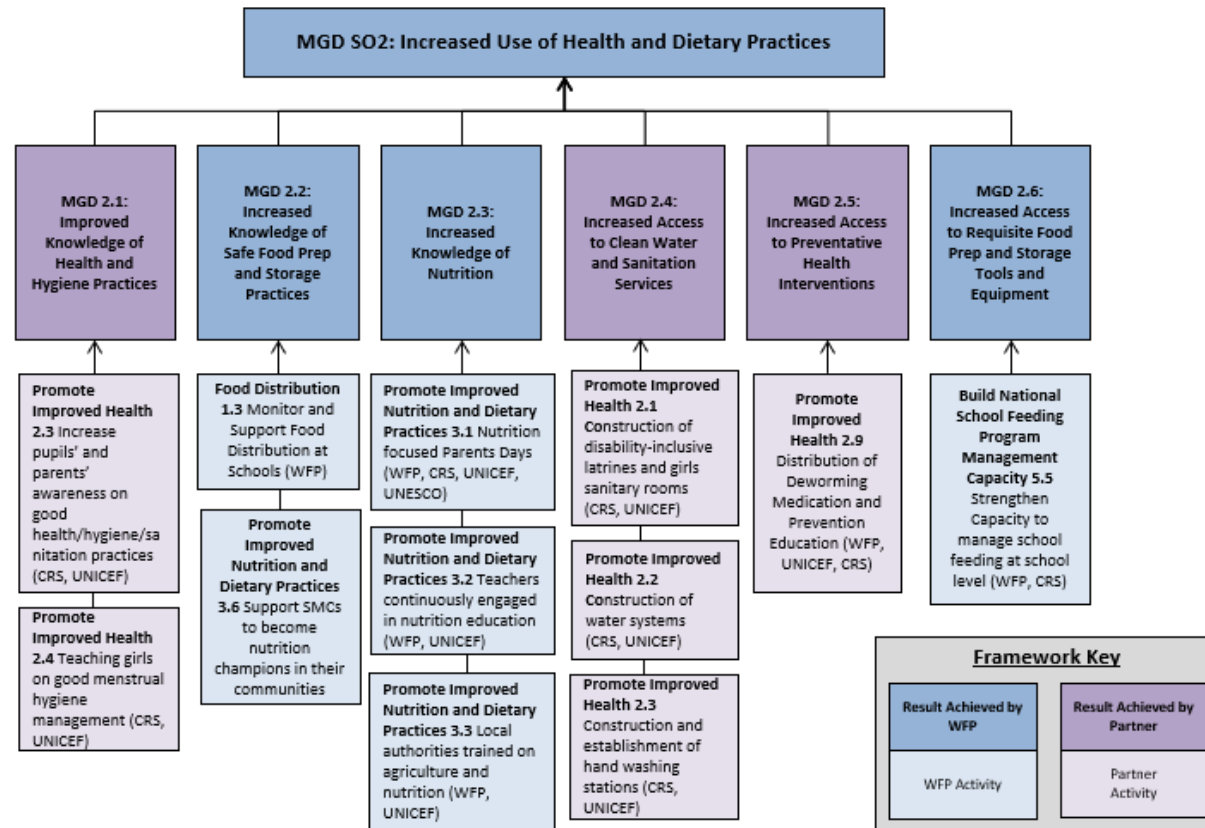
PMP	Program Management Plan
CO	Country Office
HQ	Head Quarter
OEV	Office of Evaluation
ET	Evaluation Team
EC	Evaluation Committee
ERG	Evaluation Reference Group
UNCT	United Nation Country Team
SBCC	Social Behaviour Change Communication
IEC	Information Education and Communication
SMC	School Management Committee
MCH	Maternal Child Health
NSF	National School Feeding
DSF	Decentralized School Feeding
HGSF	Home Grown School Feeding Program
WASH	Water Sanitation Hygiene
MEPSA	Ministère de l'Enseignement Primaire, Secondaire et de l'Alphabétisation
MoE	Ministry of Education
MoH	Ministry of Health
CRS	Catholic Relief Services
GEWE	Gender Equality and Women Empowerment
EM	Evaluation Manager
UNEG	United Nation Evaluation Group
DEQAS	Decentralized Evaluation Quality Assurance System

QS	Quality Service
PHQA	Post Hoc quality assessment
SILC	Savings and Internal Loan Community

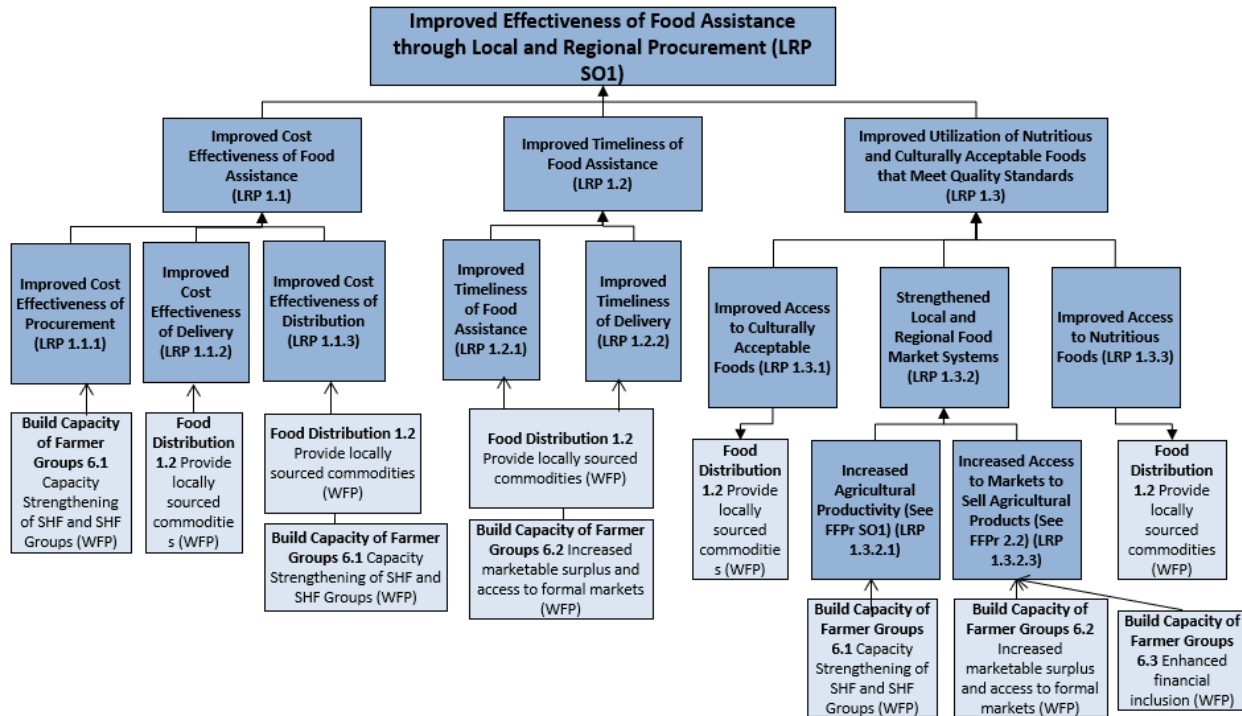
Annex 8: Logical Framework



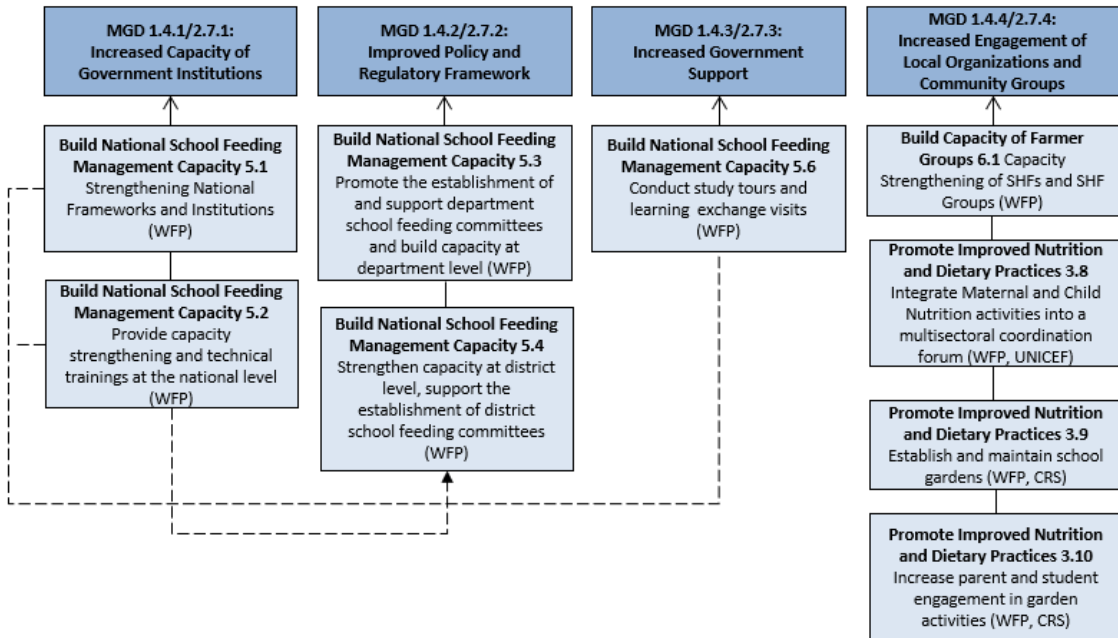
WFP Republic of Congo FY2021 McGovern-Dole Proposal: Results Framework #2



WFP Republic of Congo FY2021 McGovern-Dole Proposal: *LRP Framework*



WFP Republic of Congo FY2021 McGovern-Dole Proposal: Foundational Results



Annex 9: Performance Monitoring Plan (PMP)

Result	Indicator N°	Activity N° and Description	New		Baseline	FY22	FY23	FY24	FY25	FY26	Life of Project					
				When		Oct1, 21-30 Sep, 22	Oct1, 22-30 Sep, 23	Oct1, 23-30 Sep, 24	Oct1, 24-30 Sep, 25	Oct1, 25-30 Sep, 26		Semester 1 (Oct 1, 2021 - Mar 30, 2022)	Semester 2 (Apr 1, 2022 - Sept 30, 2022)	FY22 Total (Oct 1, 2021 - Sept 30, 2022)	FY23 Total (Oct 1, 2022 - Sept 30, 2023)	FY24 Total (Oct 1, 2023 - Sept 30, 2024)
Standard Indicators																
Reduced Short-Term Hunger	9	Activity 1.1: Provision of nutritious school meals	Number of students enrolled in school receiving USDA assistance	Annual	58 253	65 000	65 000	85 000	85 000	85 000	102 000	0	0	0	0	89 278
			School Level: Pre-primary		2 458	2 458	2 458	3 214	3 214	3 214	3 855					2 060
			Sex: Female		1 229	1 229	1 229	1 510	1 510	1 510	1 811					1 079
			Sex: Male		1 229	1 229	1 229	1 704	1 704	1 704	2 044					981
			School Level: Primary		62 542	62 542	62 542	81 786	81 786	81 786	98 145					87 218
			Sex: Female		26 268	26 268	26 268	38 440	38 440	38 440	46 129					41 199
			Sex: Male		36 274	36 274	36 274	43 346	43 346	43 346	52 016					46 019
Improved Attentiveness	17	Activity 1.1: Provision of nutritious school meals	Number of school-age children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance	Biannual	0	65 000	65 000	85 000	85 000	85 000	102 000	0	0	0	0	90 117
			Duration: New		0	12 133	12 133	8 500	8 500	8 500	102 000					90 117

			Sex: Female		0	5 171	5 171	3 995	3 995	3 995	47 940					42 718	
			Sex: Male		0	6 962	6 962	4 505	4 505	4 505	54 060					47 399	
			Duration: Continuing		0	52 867	52 867	76 500	76 500	76 500	0					0	
			Sex: Female		0	22 204	22 204	35 955	35 955	35 955	0					0	
			Sex: Male		0	30 663	30 663	40 545	40 545	40 545	0					0	
Improved Student Attendance	2	Activity 1.1: Provision of nutritious school meals	Average student attendance rate in USDA supported classrooms/schools	Biannual	71	80%	85	84	88	92	92	0	0	0	85	95%	
			Sex: Female	73	80%	85	87	91	95	95				85	95%		
			Sex: Male	70	80%	85	81	84	88	88				85	94%		
	16	Activity 1.1: Provision of nutritious school meals	Number of daily school meals (breakfast, snack, lunch) provided to school-age children as a result of USDA assistance	Biannual	0	11 700 000	11 700 000	11 700 000	11 700 000	11 700 000	35 100 000	0	0	0	0	10 620 362	
	14	Activity 1.3 Provide THRS	Quantity of take home rations provided (in metric tons) as a result of USDA assistance	Biannual		0	0	0	60	350	410						238,03
			Rice					0	0	0						165,66	
			Peas							0	0	0					41,43
			Oil							0	0	0					27,14
			Cassava							60	350	410					0,00

	15		Beans					0	0	0					3,803	
			Number of individuals receiving take home rations as a result of USDA assistance		0	0	0	4 000	17 000	17 000						78 660
			Duration: New					4 000	13 000	13 000						78 660
			Sex: Female	Biannual				1 880	6 110	6 110						37 287
			Sex: Male					2 120	6 890	6 890						41 373
			Duration: Continuing					0	4 000	4 000						0
			Sex: Female					0	1 880	1 880						0
			Sex: Male					0	2 120	2 120						0
Reduced Short-Term Hunger	18	Activity 1.1: Provision of nutritious school meals	Number of social assistance beneficiaries participating in productive safety nets as a result of USDA assistance		0	65 000	65 000	85 000	85 000	85 000	102 000	0	0	0	0	90 117
			Type of asset strengthened: Human assets/capital	Annual	0	65 000	65 000	85 000	85 000	85 000	102 000					90 117
			Duration: New, Female		0	5 171	0	3 995	3 995	3 995	47 940					42 718
			Duration: New, Male		0	6 962	0	4 505	4 505	4 505	54 060					47 399
			Duration: Continuing, Female		0	22 532	27 703	35 955	35 955	35 955	0					0
			Duration: Continuing, Male		0	30 335	37 297	40 545	40 545	40 545	0					0
Improved Literacy of School-Aged Children	30		Number of individuals participating in USDA food security programs	Annual	0	68 246	68 246	87 996	87 996	87 996	110 136	0	0	0	0	92 633
			Type of individual: People in civil society		0	1 423	1 423	0	0	0	0					0

		Type of individual: Farmers group members participating in USDA LRP		0	360	360	360	360	360	360	360					367	
		Type of individual: Teachers, administrators, government personnel		0	1 463	1 463	426	426	426	426	426	1 146					1 399
		Type of individual: Other		0	300 000	300 000	2 210	2 210	2 210	2 210	2 210	6 630					750
		Age: School age children		65 000	65 000	65 000	85 000	85 000	85 000	85 000	85 000	102 000					90 117
	31	Number of individuals benefiting indirectly from USDA-funded interventions	Annual	0	300 000	300 000	340 000	340 000	340 000	340 000	340 000	408 000	0	0	0	0	360 468
	32	Number of schools reached as a result of USDA assistance	Biannual	0	354	354	375	375	375	375	375	375	0	0	0	0	375
Increased Access to Clean Water and Sanitation Services	27	Activity 2.1: Construction of water systems and construction of disability-inclusive latrines	Number of schools using an improved water source	Biannual	51	11	33	62	73	86	86	86	0	0	0	113	55

	28		Number of schools with improved sanitation facilities	Biannual	162	12	27	170	202	222	222	0	0	0	134	166
Increased Engagement of Local Organizations and Community Groups	12	Activity 5: Build National School Feeding Program Management Capacity	Number of public-private partnerships formed as a result of USDA assistance	Biannual	0	5	5	0	0	1	1	0	0	0	0	0
			Type of partnership: education	Biannual	0	2	2	0	0	0	0					0
			Type of partnership: nutrition	Biannual	0	1	1	0	0	1	1					0
			Type of partnership: health	Biannual	0	1	1	0	0	0	0					0
			Type of partnership: multi-focus	Biannual	0	1	1	0	0	0	0					0
			Type of partnership: other	Biannual	0	0	0	0	0	0	0					0
Improved School Infrastructure	8	Activity 2.1 Construction of water systems and construction of disability-inclusive latrines	Number of educational facilities (i.e. school buildings, classrooms, improved water sources, and latrines) rehabilitated/constructed as a result of USDA assistance	Biannual	0	80	128	119	153	153	425	0	0	0	0	170
			Type of facility: Classrooms	Biannual	0	0	0	0	0	0	0					0
			Type of facility: Kitchens, cook areas	Biannual	0	10	10	10	10	10	30					0
			Type of facility: Improved water sources	Biannual	0	7	11	11	11	13	35				0	4
			Type of facility: latrines	Biannual	0	18	18	8	32	20	60				0	16

		Type of facility: Other school grounds or school buildings		0	45	89	90	100	110	300					150	
Increased Access to Preventative Health Interventions	29	Activity 2.5 Distribution of Deworming Medication and Prevention Education	Number of students receiving deworming medication(s)	Biannual	0	65 000	65 000	85 000	85 000	85 000	102 000	0	0	0	65 000	89 278
Increased Use of Health and Dietary Practices	19	Activity 3: Promote Improved Nutrition and Dietary Practices	Number of individuals who demonstrate use of new child health and nutrition practices as a result of USDA assistance	Annual	0	232	232	83	83	83	249	0	0	0		89
			Sex: Female		0	116	116	50	50	50	150					55
			Sex: Male		0	116	116	33	33	33	99					34
Increased Use of Health and Dietary Practices	23	Activity 3: Promote Improved Nutrition and Dietary Practices	Number of individuals trained in child health and nutrition as a result of USDA assistance	Biannual	0	290	290	110	110	110	330	0	0	0	0	110
			Sex: Female		0	174	174	66	66	66	198					63
			Sex: Male		0	116	116	44	44	44	132					47
Increased Engagement of Local Organizations and Community Groups	13	Activity 5.5: Strengthen School Level Capacity to manage school feeding	Number of Parent- Teacher Associations (PTAs) or similar "school" governance structures supported as a result of USDA assistance	Biannual	0	354	354	375	375	375	375	0	0	0	0	375

Improved Literacy of School-Aged Children	1	Activity 4.1 Support primary learners	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	Baseline, mid-term and endline		24.30	50%	60	24.50	26.25	27.75	27.75	0	0	0	24%	24,30%
					Sex: Female	26.70	50%	60	27	28.50	30	30				27%	26,70%
					Sex: Male	21.90	50%	60	22	24	25.50	25.50				22%	21,90%
Better access to school supplies and materials	3	Activity 4.1 Support primary learners	Number of teaching and learning materials provided as a result of USDA assistance	Biannual	0	17 000	17 000	28 000	28 000	29 000	85 000	0	0	0	0	0	22 204
Increased Skills and Knowledge of Teachers	4	Activity 4.1 Support primary learners	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	Annual	0	491	529	188	188	188	564	0	0	0			180
					Sex: Female	0	231	248	88	88	88	264					63
					Sex: Male	0	260	280	100	100	100	300					117
Increased Skills and Knowledge of Teachers	5	Activity 4.1 Support primary learners	Number of teachers/educators/teaching assistants trained or certified as a result of USDA assistance	Biannual	0	755	755	250	250	250	750	0	0	0	0		180
					Sex: Female	0	355	355	117	117	117	352					63
					Sex: Male	0	400	400	133	133	133	398					117

Increased Skills and Knowledge of School Administrators	6	Activity 4.2 Support teachers' professional development through mentoring and coaching to improve literacy outcomes	Number of school administrators and officials in target schools who demonstrate use of new techniques or tools as a result of USDA assistance	Annual	0	951	1 024	88	88	88	264	0	0	0	287		
					Sex: Female	0	447	481	42	42	42	126					
					Sex: Male	0	504	543	46	46	46	138					
Increased Skills and Knowledge of School Administrators	7	Activity 4.2 Support teachers' professional development through mentoring and coaching to improve literacy outcomes	Number of school administrators and officials trained or certified as a result of USDA assistance	Biannual	0	1 463	1 463	110	110	110	330	0	0	0	0	375	
					Sex: Female	0	668	668	52	52	52	156					102
					Sex: Male	0	775	775	58	58	58	174					273
Increased Government Support	11	Activity 5: Build National School Feeding Program Management Capacity	Value of new USG commitments, and new public and private sector investments leveraged by USDA to support food security and nutrition	Annual	0	200 000	200 000	940 000	716 000	1 228 000	3 184 000	0	0	0	0	670 965	

		Type of investment: Host Government	0	50 000	50 000	28 000	28 000	28 000	184 000				28 000				
		Type of investment: Other public sector	0	100 000	100 000	912 000	688 000	1 200 000	3 000 000				642 964,70				
		Type of investment: Private sector	0	50 000	50 000	0	0	0	0				0				
		Type of investment: New USG commitment	0	0	0	0	0	0	0								
Increased Capacity of Government Institutions	10	Activity 5.1 Strengthen National Frameworks and Institutions	Annual	Number of policies, regulations, or administrative procedures in each of the following stages of development as a result of USDA assistance	0	1	0	1	1	2	2	0	0	0	0	2	
				Type of policy: Education	0	1	0	0	0	1	1				0	0	
				Stage 1: Analysis (review of existing policy/regulation/administrative procedure and/or proposal of new policy/regulations/administrative procedures)													0
				Stage 2: Public debate and/or consultation with stakeholders on the proposed new or revised policy/regulation/administrative procedure													0
				Stage 3: Policies were presented for legislation/decreed to improve the policy													0

	environment for education											
	Stage 4: Official approval (legislation/decreed) of new or revised policy/regulation/administrative procedure by relevant authority											0
	Stage 5: Completed the policy reform process (implementation of new or revised policy/regulation/administrative procedure by relevant authority)											0
	Type of policy: Child Health and Nutrition	0	0	0	1	1	1	1			0	2
	Stage 1: Analysis (review of existing policy/regulation/administrative procedure and/or proposal of new policy/regulations/administrative procedures)											1
	Stage 2: Public debate and/or consultation with stakeholders on the proposed new or revised policy/regulation/administrative procedure											1

			Stage 3: Policies were presented for legislation/decre to improve the policy environment for education																		0	
			Stage 4: Official approval (legislation/decre) of new or revised policy/regulation/ administrative procedure by relevant authority																			0
			Stage 5: Completed the policy reform process (implementation of new or revised policy/regulation/ administrative procedure by relevant authority)																			0
Increased Use of Health and Dietary Practices	20	Activity 5.5: Strengthen School Level Capacity to manage school feeding	Number of individuals who demonstrate use of new safe food preparation and storage practices as a result of USDA assistance	Annual	0	925	996	1 125	1 125	1 125	3 375	0	0	0								1 460
					0	370	398	529	529	529	1 586											

			Sex: Male		0	555	598	596	596	596	1 789					
	22	Activity 5.5: Strengthen School Level Capacity to manage school feeding	Number of individuals trained in safe food preparation and storage as a result of USDA assistance	Biann ual	0	1 423	1 423	1 500	1 500	1 500	4 500	0	0	0	0	1 850
			Sex: Female		0	569	569	705	705	705	2 115					985
			Sex: Male		0	854	854	795	795	795	2 385					865
Custom Indicators																
Improved Knowledge of Health and Hygiene Practices		Activity 2.2 Increase pupils' and parents' awareness on good health/hygiene/sa nitiation practices	Number of students reached with health and hygiene messages as a result of USDA assistance	Biann ual	0	60 000	60 000	65 000	65 000	65 000	78 000	0	0	0	0	21 350
Increased Use of Health and Dietary Practices		Activity 2.3 Teaching girls on good menstrual hygiene management (MHM)	Number of female students trained on good menstrual hygiene practices	Biann ual	0	9 375, 00	9 375,00	9 375,00	9 375,00	9 375,00	9 375,00	0	0	0	0	517
Increased Engagement of Local Organizatio ns and Community Groups		Activity 3.6 Establish and maintain school gardens	Number of school gardens established and maintained	Biann ual	0	20	20	30	35	35	100	0	0	0	0	0
Improved Literacy of School-Age Children		Activity 4.3 Sensitize Community Members on the Importance of Education	Number of individuals participating in Saving and Internal Lending Communities (SILC)	Biann ual	0	0	7 000	6 000	6 000	6 000	18 000	0	0	0	0	0
		Activity 4.4 Organize Reading Competitions	Number of student participating in reading competitions facilitated as a result of USDA assistance	Biann ual	0	10 620, 00	10 620,00	0	10 620,00	0	10 620,00	0	0	0	0	0

			Sex: Female			5 310, 00	5 310,00	0	5 310,00	0	5 310,00	0	0	0	0	0
			Sex: Male		0	5 310, 00	5 310,00	0	5 310,00	0	5 310,00	0	0	0	0	0
Increased Capacity of Government Institutions		Activity 5.2 Enhance capacity for implementation of the NSFP at national level	Number of Government staff trained at national level	Biannual	0	28	28	18	18	18	18	0	0	0	0	18
LRP Indicators																
Increased Economic and Cultural Incentives (Or Decreased Disincentives)	5	Activity 1.2 Provide locally procured commodities:	Cost of commodity procured as a result of USDA assistance (by commodity and source country)	Biannual	0	0	188 340	110633 .96	309623 .62	770622 .38	119087 9.96	0	0	0	0	147 203,66
			Commodity: Beans	Biannual	0	0	117 640	86002. 00	202106 .78	371962 .47	660072. 13					36 801,81
			Commodity: Cassava Flour		0	0	40 300	0	50044. 32	291925 .22	341969. 54					0
			Commodity: Vegetable Oil		0	0	30 400	24631. 08	57472. 52	106734 .69	188838. 29					110 401,85
	6	Activity 1.2 Provide locally procured commodities:	Quantity of commodity (MT) procured as a result of USDA assistance (by commodity and source country)	Biannual	0	0	155	55	189	588	832	0	0	0	0	69,614

		Commodity: Beans		0	0	74	40	94	173	307					23,95	
		Commodity: Cassava Flour		0	0	62	0	60	350	410					0	
		Commodity: Vegetable Oil		0	0	19	15	35	65	115					45,664	
	7	Activity 1.2 Provide locally procured commodities:	Value of annual sales of farms and firms receiving USDA assistance	Biannual	4710 00	0	188340 ,00	471 000,00	480 420,00	489 840,00	1 441 260,00	0	0	0	0	282 070
			Commodity: Beans		4080 00	0	203 020,00	408 000,00	416 160,00	424 320,00	1 248 480,00					229 115
			Commodity: Cassava Flour		6300 00	0	4 030,00	63 000,00	64 260,00	65 520,00	192 780,00					52 955
	8	Activity 1.2 Provide locally procured commodities:	Volume of commodities sold by farms and firms receiving USDA assistance	Biannual	769	0	155,00	769,00	784,00	799,00	2 352,00	0	0	0	0	794
			Commodity: Beans		260	0	74,00	260,00	265,00	270,00	795,00					94
			Commodity: Cassava Flour		509	0	62,00	509,00	519,00	529,00	1 557,00					700
	12	Activity 6: Build Capacity of Farmer Groups to Supply Food to Schools	Number of individuals in the agriculture system who have applied improved management practices or technologies with the USDA assistance	Annual	0	0	234	252	270	288	288	0	0	0	0	Not measu red yet
			Sex: Female		0	0	234	252	270	288	288					

			Sex: Male		0	0	40	43	46	49	49					
	11	Activity 6: Build Capacity of Farmer Groups to Supply Food to Schools	Number of individuals who have received short-term agricultural sector productivity or food security training as a result of USDA assistance	Biannual	0	0	360	360	360	360	360	0	0	0	0	367
			Sex: Female		0	0	299	299	299	299	299					145
			Sex: Male		0	0	61	61	61	61	61					222

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