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# Decentralized Evaluation

**Gambia DEV 200327: Establishing the Foundation for a Nationally Owned Sustainable School Feeding Programme in the Gambia**

**From 2012 to 2017**

**Evaluation Report**

August 2018

The WFP Gambia Country Office

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## **Acknowledgements**

The evaluation team wishes to thank the WFP team at the CO in Banjul for their availability and their support during this evaluation. The ET is also grateful to the various responsible persons and staff members it met at the Ministry of Basic and Secondary Education who were equally helpful. The evaluation team also acknowledges the assistance and contributions received from the RED personnel in the various regions, as well as from the school personnel in the different schools it visited. The ET found all persons met to be very cooperative and motivated and wishes to thank them all very sincerely.

The ET wishes to express its hope that the present evaluation report may contribute in a significant way to the strengthening of the ongoing process to transform the present SFP in The Gambia into a truly sustainable and nationally owned school feeding programme.

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## Executive Summary

1. The objectives of evaluating the project «Establishing the Foundation for a Nationally Owned Sustainable School Feeding Programme (DEV 200327) – in The Gambia were to assess and report on the performance of the project for the purposes of accountability and learning. Expected users for this Evaluation Report are the World Food Programme (WFP),<sup>1</sup> the Ministry of Basic And Secondary Education (MoBSE) and their partners, including the United Nations Children Fund (UNICEF), the Food and Agriculture Organisation (FAO), and other donors.

2. The Gambia is a West African country with 2.14 million inhabitants (66% under 25 years of age), with a Human Development Index (HDI) of 0.452. The Gambia is highly vulnerable to droughts and floods. Increasing food insecurity that specifically affects rural areas<sup>2</sup> and malnutrition are followed by rural poverty (62.1% of households), and 48.63% of the population lives on less than USD 1.25 a day. Developing the food and agriculture sector are priority for the government, and school feeding is mainstreamed in national policies with an option for the Home Grown School Feeding (HGSF). Smallholder farmers represent 43.1% of the population, and they make up 22.6% of the economy. They lack access to local markets and are vulnerable to recurrent shocks. Quality of education remains a concern with low retention and completion rates in primary schools<sup>4</sup>, low adult literacy, and gender inequality<sup>5</sup> in progression along the education system. Due to socio-cultural norms and practices, women and girls continue to be disadvantaged. International assistance to the government to meet its Millennium Development Goals (MDGs), among other relevant issues, has been provided by various agencies over the past years<sup>6</sup>.

3. In partnership with the government, the WFP started DEV 200327 in August 2012, which was jointly funded by the Global Agriculture and Food Security Programme (GAFSP), the European Union, Canada, the Republic of Korea, and Japan. However, along its 5 years of implementation the project faced multiple budget shortfalls<sup>7</sup>. The project<sup>8</sup> targeted vulnerable children enrolled in 409 schools<sup>9</sup>, including Lower Basic Schools (LBS), madrassas, Early Childhood Development Centres (ECDC's), and school cooks, in regions 1 to 6 of The Gambia. The main objective was to establish the foundation for a nationally owned and sustainable School Feeding Programme (SFP). Activities and expected results were: 1. capacity development, for a future hand-over; 2. daily school meal operations. The SFP implemented both supply and cash-based transfer (CBT) SF modalities<sup>10</sup> and monthly family take-home rations of 50kg of rice for the cooks.

## Methodology

4. The evaluation was designed to assess the results of DEV 200327 against the following five main evaluation criteria: relevance, effectiveness, efficiency, impact and sustainability. The main evaluation questions, as derived from the terms of reference were: 1. Relevance. EQ1 Was the design of the intervention appropriate in terms of the wider context and of the needs of the most vulnerable groups it wanted to reach? EQ2 Was the intervention aligned with the priorities of the government and with the policies and priorities of the WFP and its partners?

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<sup>1</sup>Including WFP Gambia CO, RB, HQ, OE, and Centre of Excellence against Hunger

<sup>2</sup>Kiang, Central River Region, and Upper River Region were the most affected areas and 12% to 22% of households are food insecure.

<sup>3</sup>2015 Integrated Household Survey.

<sup>4</sup>Comprehensive Food Security and Vulnerability Analysis (CFSVA), 2016

<sup>5</sup>Gender Inequality Index (GII) of 0.641 shows high gender disparity in society.

<sup>6</sup>WFP, FAO, UNICEF, EU, UNFPA, Peace Corps, and NGOs

<sup>7</sup>From 2012 to 2016 the funding amounted to USD 13,340,194, while the total approved budget was USD 21,565,000. In 2017 the funding was USD 2,600,000, or 65% of the approved budget- Source SPRs (2012, 2013, 2015, 2016, 2017).

<sup>8</sup>Project Establishing the Foundation for a Nationally Owned Sustainable School Feeding Programme (DEV 200327)

<sup>9</sup>Number of schools' beneficiary of the Project in 2017

<sup>10</sup>CBT modalities included the community management modality that was chosen by the Government to their HGSF programme

EQ3 Were the adopted implementation modalities the best way of meeting recipients' needs, including women's and girls'? 2. Effectiveness. EQ4 To what extent were the outputs and outcomes of the intervention achieved, and will this lead to the achievement of its objectives? EQ5 What were the main factors influencing the achievement or the non-achievement of outputs, outcomes and objectives of the intervention? EQ6 To what extent did the intervention deliver results, also with specific context to women and girls? 3. Efficiency. EQ7 Was the intervention cost-efficient and implemented in a timely manner? EQ8 Was the intervention implemented efficiently compared to alternatives, including the targeting? 4. Impact. EQ9 What will the long-term effects of the intervention be? EQ10 What was the impact of the intervention on gender relations? 5. Sustainability. EQ11 To what extent was sustainability incorporated in the design of the intervention? EQ12 To what extent are the benefits of the intervention likely to continue after the end of WFP's work, with specific consideration to women and girls?

5. In order to be able to address the aforementioned questions, the evaluation team used a combination of mixed methods, and the work was organized in three phases: 1. evaluation planning 2. field work 3. data analysis and reporting. Quantitative methods of analysis, though foreseen, were hardly used, as all MoBSE statistical data which the WFP relied on, made no distinction between schools that benefit from school meals and schools that do not. 11 districts<sup>11</sup> were used as reference, where 70% or more of the pupils were benefiting from school meals during this project, in combination with the existing secondary data used by the WFP<sup>12</sup>. Qualitative methods were extensively used, including desk review and semi-structured interviews (individual and in focus groups), the latter seeking interpretation and understanding of the initial findings. Direct observation in schools also add element for further analysis.

6. The interviews ensured a high degree of participation of all categories of stakeholders at national, regional (6 REDs), and school levels. Individual interviews with the headmasters and focus group discussions with members of SMC, FMC, Mother's Club, school cooks, and pupils were conducted in a sample of 42 schools (10,3% of SF beneficiary schools), in all six regions of The Gambia. Schools adopting CBT SF modality were prioritized (61% of the sample). Food storage, kitchens, school vegetable gardens, water sources, and hygiene were systematically observed during the visits to schools.

7. In response to a request from the WFP CO, the evaluation focused on: 1. evaluating the results on the SF (CBT community management modality); 2. Learning (evidence-based findings to inform decision-making). The evaluation was nutrition sensitive by mainstreaming the contributions of SF for education, its links to social protection, and the procurement of locally produced food commodities. Gender equality and emancipation of women were a crosscutting area of attention. Progress made and achievements attained were measured against the initially defined indicators.

8. An analysis on the effect of SF on education performance was nearly impossible since the existing data<sup>13</sup> contains only aggregated information on outcome indicators that make no distinction between SFP beneficiary and non-beneficiary schools. Qualitative information (the perception and opinions of stakeholders), including WFP, MoBSE, teachers and community leaders, regarding the results of SF for pupils' school performance were used to mitigate this weakness and allow some degree of analysis.

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<sup>11</sup>The average of beneficiary in this group of districts was 77%

<sup>12</sup>Details of evaluation methodology are presented in Annex 18

<sup>13</sup>Secondary data provided by the MoBSE's and adopted by the WFP as indicator

9. Time restriction was a limitation which was addressed by prioritizing key stakeholders for interviewing, and by splitting up the evaluation team for visiting schools<sup>14</sup>. Direct communication with community members<sup>15</sup> presented a language barrier for the non-Gambian ET members. Therefore, two good interpreters were recruited for the duration of the field work. Another limitation was the incomplete documentation on the project's planning, implementation, monitoring and results. However, by aggregating bits and pieces, significant information was provided during and after the fieldwork which allowed, to a large extent, the completion of the analysis.

## Key Findings

10. The key findings of the evaluation team are summarised below. They are structured according to the main evaluation questions and indicate the type and strength of evidence supporting each finding.

**11. Relevance.** The Gambian SFP is certainly relevant as a social safety net for poorer families and social groups. It constitutes an important form of nutritional and financial support to many vulnerable and food insecure families. School feeding<sup>16</sup> also regularly exposes children to many locally available nutritious food items that are not found in the family kitchen and contribute to the promotion of healthy habits and nutrition. School feeding encourages the development of ECDCs and can have a positive long-term effect on the school careers of ECD pupils. The intervention is aligned with priorities of the Government of The Gambia (GoTG), WFP and other partners, particularly on capacity development.

12. The project's logical framework has weaknesses at the level of indicators and their monitoring. Indeed, in the evaluation, this failure made it difficult to fully assess<sup>17</sup> the impact of SF on the school performance of the pupils in the beneficiary schools.

**13. Effectiveness.** The intervention achieved important results in its two main domains. It effectively prepared the foundation for a nationally owned and sustainable school feeding programme and maintained school feeding activities. It has benefited girls and boys at schools, and women and men from local communities. The first main objective<sup>18</sup> has certainly been achieved to a very large extent, but not in its entirety. Very important steps towards strengthening the capacities of the MoBSE<sup>19</sup> for a hand-over of the SFP and for initiating local purchases (Strategic objective 5), were found<sup>20</sup>. The Systems Approach for Better Education Results (SABER) ratings evolved<sup>21</sup>, illustrating the progress made, but the MoBSE is not ready to have SFP handed over in large areas of the country. A step-by-step road map for guiding the remaining stages of capacity strengthening of MoBSE is presently being prepared.

14. The second strategic objective<sup>22</sup> has also been achieved to a large extent, but not completely. School meals have been served to pupils (boys and girls) in many LB and ECDC schools, but the regularity of suffering from the structural underfunding<sup>23</sup> that resulted in «pipeline breaks» and interruptions in the SF. The average number of days with meals (between 2013 and 2015) was 113, or 56.8% of the 199 school days. A positive relationship between school

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<sup>14</sup>An internal training for standardize observation and data collection method on school took place on February 1st. All three members jointly visited two schools, and discussed findings and observations, prior to individually evaluating the remaining 40 schools the week thereafter.

<sup>15</sup>Many community members don't speak English very well

<sup>16</sup>The CBT community management modality was found to include a large variety of food items to the school menu

<sup>17</sup>Clarification on this matter is discussed in Evaluation Findings, paragraph 50

<sup>18</sup>First objective of the Project: to prepare the future full handing-over of the SFP to the GoTG

<sup>19</sup>Capacity development of MoBSE has reached its various levels: schools, Regional Education Directorate (RED), the School Agricultural and Food Management Unit (SAFMU) and the Ministry

<sup>20</sup>The Government of The Gambia has contributed with USD 3.02 million for implementing the Project and moved towards establishing their national school feeding programme. In 2018 the GoTG created a budget line for the school feeding activities, and a fund of 30 million dalasi was placed for funding their home grown school feeding programme which procures food locally produced.

<sup>21</sup>SABER ratings evolved from latent/emerging to emerging/established

<sup>22</sup>Second objective of the Project: to maintain the educational gains of previous SFP, ensuring the continuity of regular nutritious meals to pupils of pre-primary and primary schools in priority areas.

<sup>23</sup>Persistent funding shortfalls were found over the whole period of the Project



meals and increased enrolment (ECD<sup>24</sup> and LB) has been found. Thus, in principle, the United Nations Development Assistance Framework (UNDAF) Outcome 525 has certainly been reached. The pass rate in the LBS <sup>26</sup> slightly increase from 40,71% (2012) to 41.26% in 2017, suggesting that perhaps other factors are more determinant than school meals.

15. A pilot project testing two models of decentralised procurement has been successfully carried out (2016-2017), and the SF cash transfer based (CTB) community management modality is now being rolled out as the best model for the future. The CTB modality has the following advantages: contributing to good nutrition and health eating habits of students; the school menu is in harmony with the local culture and food availability and includes fresh vegetables locally produced; relies on strong community participation and ownership; supports local farmers supported by the purchase of locally produced food. At the end of this evaluation, about 9,5% of the LB beneficiary schools adopted the CBT community management modality.

16. Although significant results of the project were found on this evaluation, the incomplete monitoring of project's indicators made it difficult to fully assess the degree of its achievements.

17. **Efficiency.** Funding shortfalls for the SFP occurred for every region in the country and throughout the whole period. Globally, the shortfall was about half of the approved budget.

18. Rolling out the CBT SF modality will require additional training, specifically for the Food Management Committees' FMCs. For the in-kind modality schools<sup>27</sup> an FMC that isn't fully prepared is sufficient. However, for transitioning to the CBT modality, FMCs will need to be strengthened. The CTB modality requires a great commitment and participation of the FMC for planning, overseeing, and reporting the school feeding activities

19. The cost per meal in the CBT modality was higher than in the in-kind modality. In 2017 the costs per meal were respectively, 5.05 Dalasi (0.1068 USD) for the CBT and 3.95 Dalasi (0.83 USD) for the in-kind modalities. The choice of the CBT modality for the future SFP signifies a school meal that is about 28% more expensive (compared to the in-kind modality's). But this SF modality offers perspectives for multiple impacts: 1. school meals that benefit children in their growing and learning processes, 2. a significantly increased collaboration between the community and the school that must be very active and performance based, and 3. the establishing of a regular market for part of local food production (dry food products, fresh vegetables and condiments).

20. The average cost of one school meal over the past years, corresponds rather well with the average cost of school meals in a series of other low-income African countries. This points to a satisfactory level of efficiency of the implementation of this project.

21. **Impact.** School meals have been a significant income transfer, and food support to poor families and communities creating more than 5 million USD since the start of the Project. The local economy is also being significantly supported by the local purchases, where efforts to include local rice<sup>28</sup> should be pursued. New modalities of procurement and of contracting that are more favourable to local farmers should be explored in order to facilitate local, specifically the small-holder farmers', participation of suppliers to the SF. The project contributed to the participation of girls in primary schools and in their communities<sup>29</sup> which promoted the

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<sup>24</sup>Even the target for the indicator that assessed the outcome of school meals on enrolment on ECD wasn't reached or fully assessed, this evaluation's findings (particularly in the sample of 11 districts) suggest that the school feeding encourages enrolment of pupils in ECD

<sup>25</sup>UNDAF Outcome 5: access to high quality and relevant education and skills for youth, children and disadvantaged adults (is) enhanced

<sup>26</sup>The pass rate is measured by the National Assessment Test (NAT) in the LBS

<sup>27</sup>In-kind modality schools represents over 90% of all assisted schools

<sup>28</sup>Local purchases should be planned and implemented in coordination with the Regional Directorates of Agriculture and the local extension officers

<sup>29</sup>Mother's club are actively involved in the school feeding programme; many members of the SMC and FMC are women.

completion of primary education of girls and increased the participation of local female farmers in the school feeding food market.

22. The earlier entry to school of ECD pupils, as result of school meals, is likely to have a long term positive effect on the school careers of a large number of pupils as they will enter grade one with better preparation. It was found that SF encourages enrolment and attendance. However, the impact on the NAT pass rate is less clear.

23. National ownership has been put on the agenda and has come within reach, even if MoBSE structures are probably not yet sufficiently prepared and capable of managing a significant portion of the SFP.

24. **Sustainability.** Preparation for the future hand-over to the GoTG was an essential element in the design of the project as its first component, despite certain practices proving unfavourable towards promoting effective sustainability: 1. training of School Feeding Focal Points (SFFP's) is being used by WFP management and certain coordination tools, instead of developing tools that are proper for MoBSE. This makes that SFFP's are never able to fully be utilised by these WFP monitoring tools (like COMET) as they simply don't have access. This is because they are not WFP staff and also because the WFP systems do not correspond appropriately with the monitoring systems of the MoBSE. 2. The WFP has been supporting all the costs of the inter sectorial coordination meetings. This makes inter sectorial coordination seriously weakened in the absence of WFP funding.

25. Even if the capacity of the MoBSE is still insufficient for a fully effective take-over of the SFP, valuable stepping stones on the roadmap towards a nationally owned school feeding programme were found, including the existence of a specific budget line for SFP in the National Budget (2018) with a first provision of 30 million Dalasi.

## Recommendations

26. This evaluation allowed the formulation of several recommendations, directed at the WFP CO. They are as follows:

- **R1.** The WFP should improve the monitoring of the results of the SFP, i.e. the education parameters it had proposed as outcome indicators in the logical framework. Close collaboration with the Ministry of Basic and Secondary Education is required. Starting from the data collection system used by the cluster monitors in the regions, information on school feeding should be included and a distinction should be made between schools with and without school meals. This should apply to every relevant outcome indicator. Innovative monitoring methods, such as using tablets for collecting information in schools or developing a smart phone based monitoring system with text messages should be explored.
- **R2.** The WFP should facilitate the preparation of a realistic and consensual operation plan for the School Feeding Programme hand-over, in order to map out the steps forward. This includes a gradual shift towards CBT modality, a gradual shift towards responsibility for the Ministry of Basic and Secondary Education and its School, Agriculture and Food Management Unit, and the regular increase in capacities at schools, the Regional Education Directorate, and ministry levels. Most probably, external consultants can be an advantage in this process. Close collaboration with the MoBSE is, in any case, essential.
- **R3.** The WFP should at all costs avoid the systematic interruptions of food supply and of cash transfers to the schools. This presumes that sufficient funding for the school feeding is obtained, and that the WFP administrative procedures are simplified and sped up.
- **R4.** The WFP should favour the improvement of the SFP implementation mechanisms, procedures, norms, and monitoring systems. The Education Ministry and its Food Management Unit should design these improvements, which should correspond to the wider government

mechanisms and procedures. The currently used WFP-based systems, mechanisms and tools are often not sufficiently coordinated with the national systems.

- **R5.** The WFP should assist in upgrading and improving the existing mechanisms of accountability at the school level because of the increasing presence of cash in the schools. New control mechanisms should be introduced, and the existing mechanisms need to be monitored for better enforcement.
- **R6.** The WFP should promote the purchase of locally produced food, including rice, directly from the local producers by assisting the creation of new competitive procurement mechanisms like contracts with farming groups. Structural links are urgently needed between the MoBSE and the MoA, in order to facilitate purchases from local farmers. The WFP can and should support this process.
- **R7.** The WFP should explore possible solutions for the cumbersome processing of coos from maize or millet in the cash transfer to schools, and review its rules accordingly. These could include: equipping clusters of schools with a mill, allowing the cash transfer of funds to pay for the processing of the grains, or allowing schools to include the processing of maize and millet into «coos» in their tender notice.
- **R8.** In partnership with UNICEF and contingent on funding WFP should hand over the school meal programme to the Education Ministry with fully refurbished school kitchens, and with good sources of potable water for cooking and drinking.
- **R9.** The WFP should address the general complaint of the cooks about the low level of gratification they receive. The WFP should consider reviewing the modalities regulating the take-home ration of rice for the cooks, especially in the cash transfer community managed school meal modality where the menu is more complex and where very often additional volunteer cooks come in to cope with the high workload.

## 1. Introduction

### 1.1. Overview of the Evaluation

1. This evaluation report presents the findings, conclusions and recommendations of the final evaluation of the WFP development project Establishing the Foundation for a Nationally Owned Sustainable School Feeding Programme (DEV 200327) in The Gambia, that was approved by the WFP executive board in June 2012. The evaluation was commissioned by the WFP Country Office (CO) in The Gambia and covered the entire period of its implementation<sup>30</sup> from August 2012 to 31 December 2017<sup>31</sup>.

2. The main objectives of evaluating DEV 200327<sup>32</sup> were to assess and report on the performance of the project for the purposes of accountability and learning. While the first objective was to assess and report on the results obtained for informing its donors and stakeholders, the second objective was to determine the reasons why certain results were achieved or not, to draw lessons, and to derive good practices and pointers for learning.

3. The evaluation also provides evidence-based findings to inform operational and strategic decision-making for The Gambia school feeding programme. Lessons learned will support the transition from project base to Transitional Interim Country Strategic Plan (TI-CSP) from January 2018 and the forthcoming Country Strategic Plan (CSP) from January 2019 onwards. It will be incorporated by the WFP into its relevant lesson sharing system.

4. Expected users for this evaluation report are the WFP Gambia Country Office, the Ministry of Basic and Secondary Education (MoBSE), and their partners in decision-making related to the programme and country strategy such as UN agencies (UNICEF and FAO), and project donors. Other users within the WFP (RB, HQ, OEV, and Centre of Excellence against Hunger) may use it to feed its results into evaluation syntheses, annual reporting to the executive board, and/or wider organizational learning and accountability. This evaluation took a participatory approach by which the views of all stakeholders, including beneficiaries, were taken into account in the evaluation findings and recommendations.

5. The DEV 200327 was jointly funded by the Government of The Gambia, through the Global Agriculture and Food Security Programme - GAFSP, Canada, the Republic of Korea, Japan and the European Union. However, along its 5 years of implementation the project faced multiple budget shortfalls. Figure 1 (Annex 13) shows that from 2012 to 2016 the available funding amounted to USD 13,340,194. The actual expenditure of 9,438,268 USD against the total approved budget of USD 21,565,000 shows that funding shortages have certainly impacted the project's implementation. In 2014, funding constraints meant that only two of the six regions received full rations of commodities available for school feeding<sup>33</sup>. In 2017, the funding was USD 2,600,000, or 65% of the approved budget<sup>34</sup>.

6. This project targeted the most vulnerable school children enrolled in 409 schools<sup>35</sup>, including lower-basic (LB) schools and madrassa and their attached ECDC's, as well as school cooks. This covered targeted districts in all of Gambia's 6 regions, as presented in the ToR<sup>36</sup> of this evaluation given in Annex 1. The main objective was to establish the foundation for a nationally owned and sustainable school feeding (SF) programme. Activities and expected results were structured in two major components: 1. capacity development with a view on a future hand-over, 2. daily school meal operations to ensure continuity, so as to consolidate the gains of the past SF programmes. The school feeding programme implemented both in-kind supply and cash-based transfer (CBT) SF modalities, and monthly family take-home rations of 50kg of rice for the cooks.

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<sup>30</sup> DEV 200327 was initially approved to cover a 4 years implementation, but it was further extended for additional 6 months (end date 31 December 2017)

<sup>31</sup> DEV 200327 has started in July 2012 and ended in December 2017

<sup>32</sup> Terms of Reference for this evaluation are in Annex 1

<sup>33</sup> Source: SPR 2014

<sup>34</sup> Source SPRs (2012, 2013, 2013, 2015, 2016, 2017).

<sup>35</sup> Number of schools' beneficiary of the Project in 2017

<sup>36</sup> Annex ToR 1 presents the School Feeding in The Gambia, with distribution of beneficiaries for the 2012-2016 project (Regions 1 to 6).

7. DEV 200327 covered capacity development on policy set up, the institutional framework, coordination mechanisms and the resource mobilization strategy for a nationally owned SF programme. The project promoted local procurement, and community mobilization and participation. Women played an important role in school feeding management committees and benefited directly from the sales of their vegetables to the schools<sup>37</sup>. They were increasingly responsible for decision-making at the school level, since 50% of the FMC members are women<sup>38</sup>, a goal that was reportedly achieved in 2015<sup>39</sup>. Capacity development activities included supporting the government in developing: 1. a school feeding policy; 2. a national resource mobilization strategy<sup>40</sup>; 3. a phased hand-over plan<sup>41</sup> 4. a strengthened and decentralized school feeding coordination mechanism.

8. In alignment with UNDAF strategic objectives, the project<sup>42</sup> planned on positively impacting the quality of the education in the country with measurable outcomes and targets, such as EDC graduation rate, net attendance ratio (lower basic education), completion rate (primary school), transition rate to secondary school, and student pass rate in national tests. In addition, strengthened capacity to reduce hunger was expected as a result of the project, including a hand-over strategy and the local purchase of foodstuff to prepare school meals.

9. The project's logical framework presents outcomes and outputs related to each strategic objective, establishes performance indicators, and points out assumptions and risks. Expected outcomes of the project include: 1. increased access to education and human capital development in assisted schools; 2. increased equitable access to utilization of education; 3. increased market opportunities for producers and traders of agricultural products and food at the regional, national and local levels; 4. ownership and capacity strengthened to reduce malnutrition and increase access to education at regional, national and community levels; 5. progress made towards nationally owned hunger solutions.

10. Partners in this project<sup>43</sup> included the GoTG, where the National Inter-Ministerial School Feeding Task Force and the regional multisector committees are responsible for the inter- sectorial coordination at national and regional level, respectively. It also included the national coordinating unit for the project is the School Agriculture and Food Management Unit (SAFMU), under the Directorate of Basic and Secondary Education and Programmes, in the Ministry of Basic and Secondary Education (MoBSE). At the regional level, the Regional Education Directorates (RED), assisted by School Feeding Focal Points (SFFPs) and WFP Capacity Development Officers (CDOs), coordinate the school feeding activities. At school level, school feeding is managed by the Food Management Committees (FMCs), which include school staff, members of the local community, the chief cook, the garden master, and pupils. FMCs are responsible for overseeing the SF in schools, implementing the in-kind supply modality of SF and are responsible for managing the SF implementation in cash-transfer and community procurement schools<sup>44</sup>.

11. In 2015 the National School Feeding policy was developed, which established the Home Grown School Feeding as the ideal model for the programme, with the ultimate target of feeding 100% of school children in ECDs and LBS. In 2017, the policy was professionally edited, for cabinet approval and future distribution<sup>45</sup> in 2018. Concepts of ownership and participation in school feeding are central in the HGSF in The Gambia including at the national, regional, and community levels. The school feeding programme is also designed to empower

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<sup>37</sup>In the cash-based transfer (CBT) school feeding modality most of the vegetables purchased for school meals were grown by local female farmers, as observed through interviews and focus group discussion during the school visits.

<sup>38</sup>Annex 15 presents composition and roles of the FMC, where women and men are equally represented

<sup>39</sup>SPR 2015 reports that at least 50% of the members of the FMCs were women.

<sup>40</sup>A study on creation of fiscal space for funding the SF programme was conducted by the Economic and Policy Research Institute (EPRI), according to the information in SPR 2017. However, this evaluation team didn't have access to such document during the evaluation.

<sup>41</sup>In November 2017 a week-long consultation workshop SF national policy and programme was conducted to draw inputs for the initial hand-over planning

<sup>42</sup>Project Establishing the Foundation for a Nationally Owned Sustainable School Feeding Programme (DEV 200327) – in The Gambia

<sup>43</sup>Complete information on partners of the project is found in the stakeholder analysis, Annex 10

<sup>44</sup>FMC composition, roles and responsibilities are presented in Annex 15

<sup>45</sup>Source: Draft SPR 2017

local farmers to benefit from the local feeding market and promote improved nutrition practices among small-scale farmers.

12. Pupils enrolled in Early Child Development (ECD) centres, Lower Basic Schools (LBS), grades 1-6 and in madrassas benefited from a daily school meal. The project also included school cooks, all of them women, as beneficiaries. School cooks received a monthly take-home ration of 50kg of rice as an incentive. In 2012, the project benefited 97,082 people (46,686 boys, 49,698 girls, and 698 cooks)<sup>46</sup>. The number of beneficiaries remained roughly the same during the whole implementation period of this project (DEV 200327) which included around

100,000 children<sup>47</sup>. There was an increase in 2017, when 127,721 pupils (62,011 boys and 65,710 girls) were supported by SF in school meals (about 89% in the in-kind supply modality and the remainder in the CBT SF modality), as well as 924 cooks, covering about 55% of all the LB schools<sup>48</sup> in The Gambia.

13. The project midterm evaluation (MTE) identified difficulties in the project implementation and delays in the supply of food rations that disrupted school meal provision. As a result, alternative decentralised SF modalities based on cash transfers using local procurement through caterers and school and community management were tested in 24 pilot schools in 2016-17. An internal assessment of this CBT pilot has recommended the adoption of the community managed CT modality as the best modality, and the abandonment of the caterer modality. As a result, in 2017-18, the number of schools using the CBT community management modality rose to 41, as a first step towards rolling out this modality, as the choice of the GoTG for its HGSF programme.

14. In 2017-2018, the GoTG created a specific budget line for school feeding, allocating 30,000,000 of Gambian Dalasi (approximately 635,700.00 USD) to fund school feeding activities in regions two and four (West Coast and Lower River regions).

## **1.2. Context**

### **1.2.1 Poverty, Food Insecurity and Nutrition**

15. The Gambia, a small West African country with a population of approximately 2.14 million inhabitants, with 66% under 25 years of age, is one of the least developed and low-income countries in the world. The country is highly vulnerable to recurrent droughts, floods, and about one in three Gambians are vulnerable to food insecurity. With a Human Development Index (HDI) of 0.452, The Gambia occupied the 173 position out of 183 countries in the ranking in 2016<sup>49</sup>.

16. Smallholder farmers in The Gambia comprise about 43.1% of the population. They make up 22.6% of the economy.<sup>50</sup> However, most of smallholders lack suitable access to local markets and are vulnerable to recurring shocks especially during the dry season. Rural poverty is on the rise. The figure of rural households living in poverty in 2003, 60%, increased in 2010<sup>51</sup> to 62.1% and to 69% in 2016 (IHS report 2017). Around 48.6%<sup>52</sup> of the population lives on less than USD 1.25 per day and the GDP per capita is USD 450.

17. Food insecurity disproportionately distresses households, affecting mainly those residing in rural areas. The 2016 Comprehensive Food Security and Vulnerability Analysis (CFSVA)<sup>53</sup> revealed that food insecurity has increased approximately 5.6% since 2011. Kiang, Central River region, and Upper River region, were the most affected areas, with food insecurity

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<sup>46</sup>In the initial years of the Project the in-kind SF modality was adopted by 100% of the schools that participated in the SF programme.

<sup>47</sup>The number of beneficiaries in the Project from 2012 to 2017, and other information about its implementation, is presented in Annex 12.

<sup>48</sup>Source: Draft SPR 2017

<sup>49</sup>HDI, 2016

<sup>50</sup>Vision 2016, Government of The Gambia.

<sup>51</sup>MDG Accelerated Framework MAF, 2010

touching between 12% to 22% of households. Under the SDG2<sup>54</sup>, the ZHSR<sup>55</sup> (2017) gaps in food and nutrition policies were identified and a roadmap was prepared for developing more cohesive food and nutrition security policies for decentralizing food assistance programmes, for improving the sustainability of safety programmes, and for increasing productivity of smallholder farmers and to support sustainable food systems.

18. The prevalence of global acute malnutrition increased from 9.9% in 2012 to 10.3 %<sup>56</sup> in 2015. National stunting rates were recorded at a critical 22.9%, and global acute malnutrition surpassed the World Health Organization (WHO) emergency threshold of 10% in four rural areas: Basse 13.9, Kuntaur 11.4, Kerewan 10.6, and Janjanbureh 10.5. Micronutrient deficiencies, particularly Iron Deficiency Anaemia (IDA), vitamin A Deficiency (VAD) and Iodine Deficiency Disorders (IDD) are widespread, particularly affecting children and women.

### **1.2.2 Government Policies, Priorities and Capacity**

19. The Gambia Incorporated Vision 2020 statement aims to transform the country into a middle income, export-oriented nation, with food and agriculture sectors identified as the top priority. Food and nutrition security programmes are included in the development agenda, the National Development Plan (NDP) and the Programme for Accelerated Growth and Employment (PAGE II), for the years 2018 - 2021.

20. The country experienced a difficult political regime change in early 2017, following the electoral victory of the opposition candidate Adama Barrow in December 2016. An active and even military intervention from neighbouring Senegal was needed to enable the new president to take office regularly. During several months, this tense political climate nearly paralysed the SFP throughout the country. At present, the new administration is faced with the challenge of implementing a change in the governing system. In addition, in 2014, an Ebola outbreak in neighbouring countries negatively impacted regional movement and trade. This crisis coincided with a poor harvest, resulting in record levels of food prices. Imports increased by almost one third.

21. School feeding is a component of the National Education Policy, and is also featured in The Gambia National Agricultural Investment Plan (GNAIP). The Gambia joined the Global Movement for Scaling Up Nutrition (SUN) in 2012 and the Renewed Efforts Against Child Hunger and Under-nutrition (REACH) partnership in 2013. The National Nutrition Policy 2010-2020<sup>57</sup> advocates for the incorporation of infant and young child feeding into the school curriculum. The National School Feeding Policy of The Gambia<sup>58</sup> established the HGSP as a model, in order to: (i) increase enrolment, attendance, retention and completion rates through school meals; (ii) reduce household expenditures on food and promote attendance for all vulnerable children; and (iii) promote agricultural production and increased income of rural households.

### **1.2.3 Education and Gender**

22. The school system of The Gambia includes: basic education (ECD, lower and upper basic); senior secondary; tertiary and higher education. The government education policy aims at universal access to pre-primary and primary education, which was attained for Lower Basic Education (ages of 7 to 12), but not yet for ECD (GER 45.4% in 2015)<sup>59</sup>. In addition, the quality of education, low retention rates, low adult literacy, low completion rate for primary education,<sup>60</sup> and gender inequality in said order within the education system remain a concern.

<sup>54</sup>Agenda 2030, Sustainable Development Goal 2 (Zero Hunger) -End hunger, achieve food security and improved nutrition and promote sustainable agriculture, source <https://sustainabledevelopment.un.org/sdg2>, access in March 20<sup>th</sup> 2018

<sup>55</sup>Zero Hunger Strategy Review - ZHSR (2017) is discussed in the Draft SPR 2017

<sup>56</sup>Standardized Monitoring and Assessment of Relief and Transitions (SMART) survey, 2015

<sup>57</sup>The Gambia National Nutrition Policy 2010-2020

<sup>58</sup>Developing the National School Feeding Policy of The Gambia was a planned activity of the project under evaluation

<sup>59</sup>The Gambia National Development Plan (PAGE II), 2017 to 2022

<sup>60</sup>Comprehensive Food Security and Vulnerability Analysis (CFPSVA), 2016

Half of the adult population ages 15 years and older is illiterate, and disaggregated gender literacy rates for youth (15-24 years old) stand at 70,8% for women and 75,6% for men<sup>61</sup>.

23. Overall, The Gambia has a Gender Inequality Index (GII) of 0.641, showing high gender disparity in society. Compared to men, women are mainly employed in the informal sector, have limited or no access to productive resources such as land, credit, technology and information, are subjected to harmful traditional practices such as female genital mutilation/excision (FGM), forced and early marriages, occupy only 10.3% of the parliamentary seats, and have lower literacy levels<sup>62</sup>. Women and girls continue to be disadvantaged due to socio-cultural norms and practices, as well as by discriminatory provisions in customary law. Girls aged 15-19 years are most at risk of practices such as early marriage (23.8%). Although, since 2015 a ban on FGM has been in place, its incidence remains high (76% of female aged over 15), generating adverse effects on women's and girls' sexual and reproductive health<sup>19</sup>, among other factors.

#### **1.2.4 International Assistance**

24. In response to high malnutrition and residual food insecurity, WFP implemented the Protracted Relief and Recovery Operation (PRRO) in June 2013, as a follow up to emergency operations that provided lifesaving food and nutrition assistance to drought and floodaffected populations. Also, the WFP launched the project, DEV 200327, to establish the foundation for a nationally owned sustainable SFP. The WFP was both committed to help meet the needs of the most vulnerable and assisted the government in its efforts to meet national priorities and the achievement of the MDGs. The WFP further supported capacity development activities towards safety nets and social protection. The FAO is an important partner of the GoTG contributing to agriculture development, food security, and poverty alleviation (specifically on North Bank, Lower River and Upper River regions). On other hand, UNICEF's cooperation aimed to achieve the MDGs desired outcomes and the United Nations Development Action Framework (UNDAF)<sup>63</sup>. In 2016, both the National School Feeding Policy and the National Social Protection Policy emphasised the need for technical assistance and cooperation with partners to empower vulnerable people.

25. In partnership with the government, the WFP started the Development Project 200327 in August 2012 to establish the foundation for a transition towards a nationally owned and sustainable school feeding programme. This project was aligned with the UNDAF (2012- 2016)<sup>64</sup> objective two and outcome five, with MDG two<sup>65</sup>, and with WFP Strategic Objectives. Other international assistance includes the FAO, UNICEF, EU, UNFPA, Peace Corps, and NGOs promoting fuel wood saving stoves.

### **1.3. Evaluation Methodology and Limitations**

26. This section provides an overview of the evaluation methodology and limitations. Complete and detailed information and justification for methodological choices for this evaluation are presented in Annex 17. This evaluation assessed the performance of DEV 200237 using the five international evaluation criteria: Relevance or appropriateness, Effectiveness, Efficiency, Impact, and Sustainability.

27. The main evaluation questions, as derived from the terms of reference were: 1. Relevance. Was the design of the intervention appropriate in terms of the wider context and of the needs of the most vulnerable groups it wanted to reach? Was the intervention aligned with the priorities of the government and with the policies and priorities of the WFP and its partners? Were the adopted implementation modalities the best way of meeting recipients' needs, including women's and girls'? 2. Effectiveness. To what extent were the outputs and outcomes

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<sup>61</sup>Source: SPR 2017

<sup>62</sup>The Gambia National Gender policy 2010 to 2020

<sup>63</sup>Annex 17 provides additional information on international assistance to the GoTG.

<sup>64</sup>United Nations Development Assistance (UNDAF) objective 2 – improve access to quality basic social services with particular attention to the vulnerable and marginalized; UNDAF outcome 5 – c to high-quality and relevant education and skills for youth, children and disadvantaged adults enhanced



of the intervention achieved, and will this lead to the achievement of its objectives? What were the main factors influencing the achievement or the non-achievement of outputs, outcomes and objectives of the intervention? To what extent did the intervention deliver results, also for women and girls? 3. Efficiency. Was the intervention cost-efficient and implemented in a timely manner? Was the intervention implemented efficiently compared to alternatives, including the targeting? 4. Impact. What will be the long-term effects of the intervention? What was the impact of the intervention on gender relations? 5. Sustainability. To what extent was sustainability incorporated in the design of the intervention? To what extent are the benefits of the intervention likely to continue after the end of the WFP's work, with specific consideration to women and girls?<sup>66</sup> Two new evaluation sub questions have been introduced; namely, the quality of the logical framework and the impact of the project on the local farming communities in order to be able to address these important issues as well.

28. Gender Equality and Empowerment of Women (GEEW) was integrated as much as possible in all steps of the evaluation process. The impact of the project on developing and strengthening the capacity of the GoTG to achieve its own National School Feeding programme was evaluated by its results of the school meals activities, as informed by the ToR<sup>67</sup>. During this evaluation, the Evaluation Team (ET) strictly respected the UN Evaluation Group Code of Conduct, informing interviewees about the objectives, methodology, and assuring confidentiality, and the code of ethics for evaluations by the United Nations Evaluation Group (UNEG), which defines the principles of independence, credibility, and impartiality of the evaluators.

29. In response to a specific request from the WFP CO to make this evaluation a relevant contribution to the ongoing formulation of the next five-year Country Strategic Plan (CSP), the evaluation focused on two key areas: evaluating results on the home-grown SF modality as it is currently being expanded in the country (cash transfer to the school, followed by local purchase of food); and learning (provide evidence-based findings to inform operational and strategic decision-making). Therefore, the evaluation questions additionally focused on different aspects: a) the regular SFP, b) the HGSFP, c) the hand-over process<sup>68</sup>. Questions that refer to the same theme have been grouped together in the evaluation matrix<sup>69</sup>, while specific focus was added to others. Especially under the criterion of effectiveness, a distinction was made between the achievement (outputs and outcomes) in three different domains: a) the SFP in general, i.e. the classic import-based in-kind supply managed by the WFP; b) the practice of the HGSF over recent years; c) the capacity strengthening for the future handover of the SFP, was introduced as a response.

30. In addition to the two key elements mentioned, the evaluation was nutrition sensitive and mainstreamed relevant aspects of School Feeding such as contributions for education, its links to social protection, and the provision of locally produced food commodities. Gender Equality and Emancipation of Women (GEEW) were a crosscutting area of attention in this evaluation, and gender-related topics were included in most interviews, while some interviews targeted only women and girls.

31. The evaluation was organized in three main phases (Figure 1.1) and relied predominantly on qualitative methods of analysis. Quantitative methods of analysis were hardly used, as the WFP systematically uses the MoBSE statistical database for education outcomes (indicators) that makes no distinction between schools that benefit from school meals, and schools that don't. However, based on MoBSE data that are aggregated at the district level, a sample of 11 districts with a high percentage of the benefits of pupils' for school meals (on average 77%) was also used as reference for the analysis<sup>70</sup>. For the component capacity development, the ownership and capacity strengthening were measured through the NCI (School Feeding

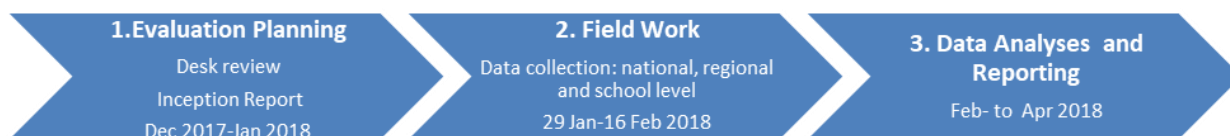
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<sup>66</sup>Evaluation matrix, in annex 2, provides additional information regarding to the evaluation questions<sup>67</sup>ToR in annex 1

<sup>68</sup>ToR and Evaluation Matrix in Annexes 1 and 2 <sup>69</sup>Evaluation matrix in Annex 2

Capacity Index) and through SABER assessments. Some output indicators that are intended to measure activities implemented by the project to reach the expected outcomes have provided additional quantitative information disaggregated by gender. Qualitative evaluation methods that seek interpretation and understanding of the initial findings were used to analyse the functionality of the SFP operational mechanisms and to gauge the perceptions of teachers, regional education officers, and national officers responsible for the school feeding, regarding the benefits and results of the SFP. This was done through semi-structured interviews, individual and in focus groups, at national, regional, and local school levels, and through on- site observation in each visited school. In all interviews and focus group discussions a high degree of participation of all categories of stakeholders were pursued by the successful use of two local translators, among others. Both foreign evaluators were assisted by a local translator, forming in both cases a man/woman pair, which aided considerably to the interviews with the local women and with girl pupils.

**Figure 1.1 - Evaluation Phases and Timeline**



Source: own elaboration

32. During the field work, individual interviews were conducted at national and regional (6 REDs) levels<sup>71</sup>. In addition, individual interviews and focus group discussion were conducted in a sample of 42 schools (10.3% of SF beneficiary schools), spread over the six regions. Pilot schools for CBT SF modality were prioritized in the sample (n=26), representing 61% of the schools visited. These comprised schools that practised the CBT community procurement since the pilot project from 2016, and two types of schools that had just recently, in September 2017, started with this modality: those that had practiced the «caterer» modality, and others that came from the regular WFP managed in-kind supply modality. The remaining schools in the sample represented the two types of schools with the regular WFP managed in-kind supply modality: those with many years of experience, and those that were added only in September 2017 to this modality, and that were without school meals until that time. The size of the sample allowed to grasp the wide variety of experiences, and each type of school feeding modality was sufficiently represented in the three groups of schools that was each visited by one evaluator. As madrassas were not included in the schools that participated in the pilot project, nor in the new group of schools that was admitted to the CBT community management modality, this type of school was not visited by the evaluators.

33. In each school, individual interviews were held with the head teacher, and focus group discussions were held with the SMC (school management committee), the FMC (food management committee), mothers club representatives, cooks, pupils (and girl pupils). Physical observation was done of the food storage, the kitchen, the school garden, the water source and of the general hygiene conditions. Local farmers, community leaders, and occasionally traders, when present, were also interviewed<sup>72</sup>. In some regions, senior staff of the MoA were interviewed, as well as extension personnel and farmers with larger swathes of land, capable of supplying the schools.

34. The information that was collected from multiple sources (WFP, MoBSE, school staff, community members, external actors) and at different levels (national, regional, local)<sup>73</sup> was systematically triangulated to check for consistency and coherence. Any lack of correspondence between information received was again probed through further analysis, often by questioning senior WFP staff members during the last week of the field phase, and by

<sup>71</sup> Complete information of stakeholder's interviews in annex 4 and questions for interviews in Annex 5

<sup>72</sup> Complete information on stakeholders interviewed and results presented in annex 10

seeking further and more detailed information, until the understanding was sufficiently consistent and coherent. This understanding was then again checked in a debate with the immediate stakeholders at the regional level and in various RED's at the end of the visit by the evaluator to that Region. Finally, there were three «restitutions» or debriefing sessions in Banjul, at the end of the field phase of this evaluation that contributed significantly to the final shape of the analysis, its conclusions, and the recommendations that were derived from them.

35. The progress made and achievements attained were measured against the initially defined indicators<sup>74</sup>, not including their weaknesses. The capacity strengthening to prepare for the hand-over of the SFP to the MoBSE was assessed by the increase of progress in the five domains of capacity on which the SABER approach focuses. Additional information, inputs from in- depth interviews and group discussions, and additional documentation collected during the field work has been used on the analysis and final report of this evaluation.

36. The evaluation team met several important limitations. Any analysis of the SF impact on the education performance of benefiting pupils was made nearly impossible because the secondary statistical data provided by the M&E system of the MoBSE provided only aggregated data on the education parameters that were proposed as outcome indicators in the project logframe. This data, though sex-disaggregated, does not make any distinction between schools benefiting from the school meals programme, and schools that are not. During the whole period of implementation of this project, the WFP has gone to no effort to introduce such a distinction, making this data usable. To mitigate the mentioned weaknesses and regarding aspects such as the results of SF for the school performance of the children, the ET used qualitative information, i.e. the perception and the opinions of all stakeholders, both from WFP and of MoBSE but also from teachers and community leaders.

37. Time restrictions were also a limitation during the field phase of this evaluation. It was addressed by prioritizing key stakeholders for interviews and by splitting up the evaluation team to visit schools<sup>75</sup>. Even so, a number of important partners and stakeholders could not be met by the team. Other limitations for the evaluation were the incomplete documentation of the project's planning, implementation, monitoring and results.

38. The information sent about the project during the inception phase was «in bulk» and not selected for relevance, which has been a recurrent obstacle during the whole field phase of the evaluation. Quite significant information<sup>76</sup> had only been provided to the ET at the very end of the evaluation, and several relevant documents had only been sent to the evaluation team after the field mission. The WFP tried to mitigate this difficulty by indicating a senior staff member<sup>77</sup> as a regular contact person for the ET, at the very end of the field phase.

39. Direct communication with community members (like the cooks and the FMC members e.g.) was a difficulty for the non-Gambian evaluation team members. Therefore, two interpreters were recruited, a man and a woman, for the duration of the field work when schools were visited. They proved to be excellent translators.

## 2. Evaluation Findings

40. The evaluation findings and the evidence to substantiate them are presented below. They are structured in five chapters, corresponding to the five main evaluation criteria. The content covers each time the analysis of the respective evaluation criterion and their corresponding evaluation questions<sup>78</sup> was done.

### 2.1. Relevance

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<sup>74</sup>See details in project framework, in Annex 7 of the ToR

<sup>75</sup>An internal training for standardize observation and data collection method on school was implemented. All three members jointly evaluate two schools, and discussed observed results, prior to individually evaluate the remaining 40 schools visited.

<sup>76</sup>The ongoing revision of the hand-over plan by the consultant Haddi Lamine Njie, was only mentioned to the ET during the debriefing session at the end of February 2018.

<sup>77</sup>Isatou Nasircham, the School Feeding Programme officer of WFP CO

<sup>78</sup>The Annex 20 informs details about evaluation questions, sources of information, and methods of analysis, according to each criterion and evaluation question

## **EQ1. Was the design of the intervention appropriate in terms of the wider context and of the needs of the most vulnerable groups (including women and girls) it wanted to reach?**

41. The design of the intervention was quite appropriate in relation to the context, globally and in terms of the needs of the most vulnerable families and communities, including girls' pupils and their mothers. The SFP has, between 2012 and 2017, transferred an important quantity of food to the more vulnerable districts of the country. The food aid was directly offered to ECD and basic school children in the form of school meals, and to a minor extent, to the cooks of the school kitchens as take-home rations. In this manner, it directly supported the feeding of the children and contributed to curbing short-term hunger.

42. The Gambian SFP is certainly relevant as a social safety net for poorer families and social groups. It constitutes an important form of nutritional and, indirectly, financial support to many vulnerable and food insecure, or food deprived families. In total, about USD 9 million have been transferred to the most vulnerable groups, contributing to the feeding of families and curbing short-term hunger<sup>79</sup>, also for women and girls, in the targeted districts over the past five years. As such, it proved to be a very appropriate tool.

43. Besides this primary element of relevance, the SFP was also supposed to contribute to the school performance of the beneficiary children, though the evidence available during this evaluation was not enough to prove it<sup>80</sup>. The number of ECDC's however has been growing over the past 5 years<sup>81</sup>, from 729 in 2013 to 2,086 in 2017. This is partly a result of the presence of school feeding. This way, an increasing number of toddlers, a slight majority of whom were girls, found their way to early schooling, which with no doubt will be of benefit to their future school careers.

44. A further element of relevance was the constant search for feasible systems of local procurement, to maximise the potential benefits for the local communities if they could sell their produce to the school kitchens. Local procurement was introduced during the project (2013-14), and in 2017, 521 MT of beans and 34 MT of iodized salt were locally procured<sup>82</sup> by the WFP for distribution to in the in-kind modality schools. In addition, in September 2017 the SF food basket of this modality was adjusted and new food items<sup>83</sup> were introduced, which initially caused delays in the food distribution. The schools with the CBT community management modality locally purchased, a variety of food items<sup>84</sup> to prepare the school meals. In this modality the menu is based in locally available foodstuffs that are part of the eating habits of the local community<sup>85</sup>. As the eating habits are developed during childhood, school feeding can contribute to promote healthy habits and nutrition of pupils by regularly exposing them to a large number of nutritious food items that are locally available.

45. Targeting of the programme to priority areas has been the approach used by both the WFP and MoBSE over the past years, using a set of selection criteria to determine which districts are a priority for school feeding. The selection criteria<sup>86</sup> considers nutrition-linked parameters like the vulnerability of the families, certain parameters of malnutrition and poverty, but also education-linked parameters such as low enrolment, low completion and pass rates, and unequal gender balance.

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<sup>79</sup>Source: Interview with stakeholder Isatou Nasircham, WFP.

<sup>80</sup>The recording system of MoBSE does not allow to separate easily the data of the schools that benefit from the SFP from those of the schools that do not benefit from the programme. WFP did not itself monitor the outcome indicators of the logical framework of this project.

<sup>81</sup>MoBSE Statistical year book 2017, p.12. The number of pupils rose from 75, 849 to 103,689 over the same period.

<sup>82</sup>Source: SPR 2917, p.9

<sup>83</sup>The previous food basket was composed of 4 items (rice, pulses, salt, oil), and the new food basket added 4 new items (source SPRs)

<sup>84</sup>The school menu of the CBT community management modality includes weekly rice, oil, beans, millet or maize, cassava or sweet potato, groundnuts, locust beans, fish (fresh, salted/dried, or smoked), and vegetables (onions, tomatoes, bitter tomatoes, okra, carrots, pumpkins, cabbages, and other locally produced vegetables).

<sup>85</sup>National Nutrition Agency (NaNa) of The Gambia conducted two assessments addressing nutrition of school children and food habits in households (2013 and 2014). The school menu for the CBT schools was planned by NaNa for improve nutrition of schoolchildren and was guided by the assessments in nutrition.

<sup>86</sup>The selection criteria were informed by both interview with WFP staff and documental study (vide annex 20 for more information in thismatter)

## **EQ2. Was the intervention aligned with the priorities of the government and with the policies and priorities of the WFP and its partners?**

46. The intervention was fully aligned with the priorities of the government as to school feeding and the promotion of general primary education. It was also fully in line with WFP policies and priorities of the WFP and of its partners, particularly with regard to the perspective of developing local capacity so that at a later stage the MoBSE could take up full operational, managerial and even financial responsibility for the programme.

47. The new National School Feeding Policy of December 2015 however, caused some deviation from this original full alignment. It states, as its first guiding principle, that school meals are destined to all children in public schools. The National Education Policy (2016-2030) acknowledges the government's commitment towards full ownership and management of the SF programme by 2020, and the goal to gradually expand this programme to all regions and levels. This principle of universality (the result of non-discrimination) has not been put into practice by this project. In the near future, the current resource constraints will probably cause the continuation of the actual, more realistic approach, that is based on targeting only the most needed communities and schools. Decisions about inclusion or exclusion are being taken on the basis of data at the district level, including or excluding entire districts. This entails a certain margin of inclusion and exclusion errors that could not be assessed through the evaluation.

## **EQ3. Were the adopted implementation modalities the best way of meeting recipients' needs, including women and girls?**

48. Local procurement by the WFP was introduced in 2012 and was pursued throughout the project (2012-16). In 2017, 521 MT of beans and 34 MT of iodized salt were locally procured by the WFP for distribution to in the in-kind modality schools. Additionally, in September 2017 the SF food basket of this modality was adjusted and new food items<sup>87</sup> were introduced, which initially caused delays in the food distribution. The project had also been exploring new modalities to implement school feeding that included local purchase of foodstuff.

49. The process leading to the experimental introduction of new SF modalities was somewhat slow to start and was not well documented. After the mid-term evaluation the project started experimenting with two different cash-based transfer (CBT) SF modalities. The experimentation led to the choice for the community managed cash-based transfer modality, which is now slowly being expanded in the priority districts.

The chosen «cash transfer-based community management» modality has 3 main advantages:

- it allows very strong community involvement
- it allows local farmers to sell their produce to the school kitchen
- it allows the fashioning of the school meal menu in accordance with local food habits and with local products.

It has the disadvantage of being around 28% more expensive than the WFP managed import-based SF modality. Globally, it is certainly a satisfactory modality to meet the vulnerable groups' needs, including women and girls, as more than half of the pupils are girls, and as most of the farmers are women.

50. The schools with the CBT community management modality purchase a variety of food items<sup>88</sup> to prepare the school meals. In this modality the menu is based on locally available foodstuffs, that are part of the eating habits of the local community. As the eating habits are developed during childhood, the school feeding can contribute to promote healthy habits and nutrition of pupils by regularly exposing them to a large number of nutritious food items that are locally available. This modality offers several advantages for local actors and for the local

<sup>87</sup>The previous food basket was composed of 4 items (rice, pulses, salt, oil), and the new food basket added 4 new items

<sup>88</sup>The school menu of the CBT community management modality includes weekly rice, oil, beans, millet or maize, cassava or sweet potato, groundnuts, locust beans, fish (fresh, salted/dried, or smoked), and vegetables (dark green leafy vegetables).

communities, and its practice encourages stronger links between the schools and their communities.

**Sub-question: Is the quality of the log frame satisfactory?**

51. The logical framework has several indicators that measure activities and that are not intended to measure results and outcomes. In its section on the results of Development Project Activity 1, Capacity development support (p.2 of the log frame), three of the five indicators refer directly to activities deployed by WFP personnel: number of people trained, number of TA projects conducted to strengthen national capacity, and WFP's expenditures on these. This type of activity performance indicators does not belong in a logical framework. Only result and outcome-measuring indicators should be included here.

52. Furthermore, most indicators present in the log frame are not linked to WFP's SF monitoring system. In its section on the results of Development Project Activity 2, School Feeding Support, all four indicators refer to education parameters: average annual enrolment increase for boys and girls (target 6%), attendance rate of 90%, gender ratio of girls/boys enrolled of 1, and a pass rate for girls and boys of 80%. As such, these indicators are appropriate for measuring outcomes, though with the benefit of hindsight, the targets set seem rather high, particularly for the pass rate.

53. However, the WFP has not yet designed ways to monitor these indicators effectively. The data referring to these education parameters are collected at the school level by the MoBSE cluster monitors, whose monitoring system does not allow the introduction of the distinction between SFP beneficiary schools from non-beneficiary schools. As such, the data held by MoBSE's M&E department and by the Education Monitoring Information System (EMIS) does not allow easy verification for the values of the indicators for the group of SFP-beneficiary schools. A manual selection process would have to be performed to arrive at this type of distinction, but so far, no one in WFP or in MoBSE has performed this exercise.

54. During this evaluation the ET did not have access to the MoBSE database which would have allowed this manual verification. During the field mission, information on education results was made accessible through the respective statistical year books that give details up to the district level and not per beneficiary school. These indicators could not be used to assess the degree of success of the project's outcome 4.2. «increased access to education and human capital development in assisted schools».

55. In an effort to mitigate this structural weakness of the indicators of the logframe and of the project's monitoring mechanisms, the evaluation team worked out the following approximate calculation that sheds some light on a possible and even probable correlation between school feeding and some of these indicators. Because the existing statistical data does not distinguish SF beneficiary schools from non-beneficiary schools, as an approximation, the data of districts where more than 70% of the pupils of LBS and ECDC are benefitting from school feeding were used as reference for the analysis of results.

56. An assessment of the impact of SF on the evolution of educational parameters in 11 districts (see Table 2.1), where on average 77% of pupils benefited from the school meals, has indicated that at the end of the project the project indicator «Graduation from ECD to grade 1» reached 64%, against a target value of 70%. Additional information on education parameters in this group of districts is presented in Annex 21.

57. The same difficulty existed in relation to the log frame's indicators of UNDAF outcome 5 «the access to high quality and relevant education and skills for youth, children and disadvantaged adults is enhanced». Outcome indicators such as graduation rates from ECD to grade 1, the net attendance ratio for LB education, primary school completion rates, the transition rate to secondary schools, and the student pass rate in national assessment tests, were not monitored by the WFP in such a way that would distinguish SFP beneficiary schools from non-beneficiary schools. In all the SPR reports, reference is made to global, nationwide

values of these indicators. Thus the result refers to the WFP assisted schools together with the non-assisted schools. As such, the measurement of the impact of SF on the education parameters is strongly diluted and becomes less meaningful<sup>89</sup>, as many other factors are also intervening in the education process. Globally, the education output parameters of The Gambia are extremely low. Besides the nutritional aspect, there is most likely a significant pedagogical issue at stake.

**Table 2.1 - Percentage of Pupil's Entrants in Grade 1 with ECD Experience in Selected Districts<sup>90</sup>**

Education data	Results in 11 selected districts
Total number of children entering Grade 1	5145
Total number of children entering Grade 1 with ECD experience	3,307
Children with ECD experience (boys and girls) entering Grade 1 as a % of the total	64%
Percentage of pupil's beneficiary of school meals	77.2%

Source: own elaboration

### Key Findings and Conclusions – 1. Relevance

- School feeding is relevant as a social safety net, supporting food-insecure families, and encouraging these families to send their children, particularly girls, to school.
- The local purchases for school feeding<sup>91</sup> can be a strong boost for the local farming communities since this programme created regular demand for food items and establishes a market for local farmers.
- School feeding encourages the development of ECDC's, which can have a positive long-term effect on the school careers of current ECD pupils, particularly of the girls.
- The project's Logical Framework has weaknesses at the level of the indicators, as previously discussed, and their monitoring mechanisms should be improved.

## 2.2. Effectiveness

**58. Findings and their analysis:** The following evaluation questions have to be considered together as they overlap considerably.

**EQ4. To what extent were the outputs and outcomes of the intervention achieved, and will this lead to the achievement of its objectives? EQ5. What were the main factors influencing the achievement or the non-achievement of outputs, outcomes and objectives of the intervention?**

**59.** On average, the project only managed to serve meals to the children in about 56.8% of the school days (between 2013 and 2015, calculated from data from the SPRs). This is mainly due to the very insufficient degree of funding of the SFP over the whole period, even to cover the needs of the priority areas. The persistent funding shortfalls resulted in frequent «pipeline breaks» and interruptions in the regular school feeding (See Table 2.2).

**60.** The implementation of this project from 2012 until 2017 can be divided in two distinct periods. The first runs from 2012 to 2014, when a slow start<sup>92</sup> was made towards the capacity building in preparation of the future hand-over of the SFP to the government. In the meantime, the classical import-based «in-kind supply» SF modality was continued, with the above- mentioned difficulties.

**61.** Facts and achievements of DEV 200327 first years' implementation<sup>93</sup>:

- A capacity assessment at the regional level
- Production of a community engagement manual
- Inclusion of Mother's Club presidents and VDC leadership in the FMC's

<sup>89</sup>Nationwide about 23% pupils enrolled in ECD and LBS benefited from SFP (Table 1).

<sup>90</sup>Districts where 70 percent and above pupils enrolled in ECDC and LBS are beneficiary of the school feeding programme

<sup>91</sup>The option for local procurement, adopted in the CBT community management modality of school feeding, creates a regular market for food locally produced. <sup>92</sup>According to findings of the Project's mid-term evaluation has found that due to multiple constraints, and at the initial implementation rate, most objectives were unlikely to be met by July 2016 (initial date for project end). This matter will be further discussed in this evaluation report.

<sup>93</sup>Some features concern to the whole implementation period

- First financial contributions by the GoTG
- Multisector coordination mechanisms created at central and regional levels
- First discussions about a hand-over plan
- Severe difficulties in WFP's efforts to procure food locally (only 2% of the foreseen quantities)
- A local procurement feasibility study was done (August 2014)
- Throughout the whole period: continuation of the import-based in-kind school feeding modality
- The introduction of the objective of partial local procurement for Regions three and five, specifically rice by the MDG1c project that contributed significantly to this global SFP

62. The GoTG contributed with USD 3.02 million<sup>94</sup> for the funding of the programme in the two regions (two and four), though this was only seen in 2016. This important contribution, confirming the GoTG's commitment to the SFP was significant as it allowed for a somewhat more regular implementation of the project in the years that followed.

63. The mid-term evaluation of this project at the end of 2014 was a turning point in its implementation, beginning the second period that ran from 2015 to 2017.

64. Among its many recommendations, the following were the most important<sup>95</sup>:

- More efforts must be made towards ensuring a daily nutritious midday meal for the school children, by means of a more effective resource mobilization strategy (to address the structural underfunding), of efforts to avoid pipeline breaks in the supply, by tailoring meals to local tastes and locally available food products, by organising regular nutrition surveys and by encouraging community engagement and school gardens to supplement the rations supplied by the WFP.
- Ensuring increased national ownership and management by means of the development of a phased hand-over plan, of a resource mobilization strategy, of increased involvement of the communities, strengthening of SAFMU, targeted capacity development at all levels, an increased financial commitment from the GoTG, a testing of national procurement systems and the integration of SF into the education M&E and information (EMIS) systems.
- To prepare sustainable home-grown school feeding by means of a revision of WFP's cumbersome procurement procedures, improving the approach to farmers, an increased coordination among the different actors, an improved productivity from school farms and gardens, and by tailoring the school menus and meals to what is locally produced to a greater degree.
- Although this was not recommended as such by the MTE, both the WFP and MoBSE decided after this evaluation to experiment with decentralized procurement models, testing out greater autonomy at the school and community level.

65. In 2015, a pilot project aimed at the experimental introduction of two different modalities of SF CBT was planned: 1. caterers would be contracted by WFP to prepare and serve school meals in 12 selected schools (LB and ECD); 2. twelve other schools would receive a direct cash transfer from the WFP, allowing their FMC to purchase food locally (CBT community management).

66. This pilot was implemented during part of the school year 2016-17. Though the experience was monitored in the schools, it was only partially documented<sup>96</sup> by the WFP and the MoBSE. Its analysis in a participatory workshop in July 2017 led to the decision to opt, in the future, exclusively for the community procurement modality, implemented by the school FMC.

67. The main arguments were: 1. The caterers were not always capable of supplying the schools at a satisfactory level; some of the monitoring findings include missing food basket items, inadequate staffing arrangements, delegation of caterer duties to school management, increasing the burden on the teachers, inadequate funds for school level procurement, and the use of a fixed daily provision, not flexible to accommodate daily enrolment differences; 2. They were, in general, fairly difficult to monitor; 3. Due to a service fee the caterer CBT modality

<sup>94</sup>This funding took place in the framework of the FASDEP/GAFSP MoU.

<sup>95</sup>Annex 11 presents complete information on recommendations of mid-term evaluation

<sup>96</sup>There is no report that documents in a somewhat comprehensive way what was actually done and how things went, and that analyses the experience, based on data on meals prepared, costs incurred, which food was procured where, degree of acceptance, degree of satisfaction, etc. There is only preparatory material (a concept note and a training manual) and an assessment workshop summary of two pages that states that community procurement was the better modality, without providing facts and figures to sustain that choice. That is all. The ET was not given access to any monitoring report nor any cost analysis documentation on this pilot.



costed on average 9.40 Dalasi per meal and was about 3 Dalasi (USD 0.0638) more expensive per child, per day than the CBT community management (where the average cost was 6.40 dalasi per meal); 4. The significant increase in community engagement of the SFP in the community management model; 5. The general level of satisfaction with this latter modality.

68. Outside this workshop, no further study or evaluation of the pilot project's implementation and results seems to have been made. During the fieldwork of this evaluation schools that were part of the group of 12 schools that previously adopted caterer modality were visited. In the schools of regions two and four that were visited, the preference of the CBT community management modality was clearly expressed during the interviews with the stakeholders at school level<sup>97</sup>.

69. In the run up to the new school year 2017-18, the MoBSE pushed for more schools to be integrated into SFP, for both in-kind supply SF modality and the new CBT modality. WFP's limited assessment capacities<sup>98</sup> made that only 33 new schools could be added to the in-kind supply modality, and 17 new schools could transit from the in-kind to the CBT modality. At the time of the evaluation there were, in total, 41 CBT schools.

70. The evaluation found several aspects of the current school feeding practice to be problematic<sup>99</sup>:

- The transmission of information from the school level to the WFP /via the cluster monitors, the SFFP and the CDO is often delayed, causing delays in the planning process of further food delivery and/or cash transfers.
- The presence of cash in the schools can lead to many irregularities at the local level. The existing mechanisms for accountability and safety seem to not always be implemented correctly.
- The public tender mechanism corresponds more to the conditions and practices of traders and businesses, but not to farmers or farmer groups. Additionally, the harvest calendar does not correspond well to the school tender calendar. This makes it difficult for farmers to sell to the schools.
- The processing and preparing of «coos» (from maize and millet) in CT schools, in the interior is currently a very laborious and cumbersome operation and too heavy a burden for the cooks.
- Practically all visited school kitchens lack equipment or cooking utensils: one or two cooking pots, some pans, basins, and various specific utensils. Most wood-saving stoves need urgent repair and at times even rebuilding.
- The vast majority of assisted schools have insufficient plates while spoons are practically non-existent. There are no clean and wind-protected «eating areas». Many schools lack sufficient water sources for cooking and washing of the dishes, and in many cases the water has to be collected and brought from sources outside the school.
- The «payment» or compensation of the cooks, which is their take-home ration of rice, is generally found to be very low. Often, there are also insufficient cooks for the work at hand, and unpaid volunteers have to be called in to assist.

### **Project Component One: The Hand-over of the SFP to the GoTG, and the Build- up of Capacity.**

71. All the activities in this component have taken place over the period 2012-2017, to buildup capacities in the GoTG (particularly in the MoBSE), to prepare the latter for the gradual take- over of managerial, operational and financial responsibility for the SFP. These activities involved the provision of motorcycles and computers, training, coaching and counselling processes, international study visits, advisory consultancies, and the joint preparation of training modules and manuals, and of operating manuals and procedures.

72. A National School Feeding Policy was also drafted by the MoBSE, with support from the WFP. Having been approved internally in the MoBSE, it should now be validated at the Cabinet level in the near future.

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<sup>97</sup>Details on the modality of school feeding and the experience of schools with the various modalities of school feeding are presented in Annex 18 (sample of schools) and Annex 7 informs the mission schedule.

<sup>98</sup>All proposed schools were to be visited by a specific WFP team, to check the specific conditions, so as to assess the readiness of the school. As this was a lengthy process, not all schools could be visited and assessed in time.

<sup>99</sup>Findings of the fieldwork in 42 schools, including interviews with the local stakeholders and in situ observation.

73. The successive SABER self-assessments indicated slow but gradual progress in capacities in the five policy goals between 2012 and 2016:

**Table 2.2 - Capacity Development: Results of SABER Assessments**

Assessment criteria	2011	2014	2016	Nov. 2017
Overall ranking	Emerging	Emerging	Emerging	14/20
Policy frameworks	Emerging	Emerging	Emerging	Established
Financial capacity	Latent	Emerging	Emerging	Established
Institutional capacity and coordination	Emerging	Latent	Established	Established
Design and implementation	Emerging	Emerging	Emerging	Established
Community engagement	Established	Emerging	Emerging	Emerging

Source: own elaboration

74. According to the SABER policy goals, the main findings of this evaluation are:

- Development of a policy framework: remained «emerging» for a long time, but is now considered «established», because school feeding is reflected in several other national policy documents, and a National School Feeding Policy has been formulated and validated by the MoBSE and is now awaiting approval by the Cabinet.
- Development of financial capacity: from latent, over emerging to «established», because school feeding is now included in the national planning process and a specific budget line has been allocated to it. Funding is disbursed in limited but significant amounts and somewhat irregular so far. However, up to now practically no district, regional or national-level structures, other than MoBSE, include school feeding in their annual plans and budgets. Local councils, the Ministry of Health and Social Welfare (MoHSW) and the Ministry of Agriculture (MoA) have important contributions to make to school feeding.
- The development of institutional capacity and coordination: this evolved from the emergence of latent to established. Because of the existence of a multi-sectoral steering and coordinating committee at the national level, because of the existence and functioning of SAFMU, and because school level management and accountability structures are in place. In practice however, this rating seems over-optimistic, as the multi- sectoral committee is at present not very functional or active. SAFMU has limitations. there are coordination and monitoring problems at RED level, and school level structures are still weak, particularly in terms of accountability.
- The capacity for design and implementation remained «emerging» throughout the period, but jumped to «established» in November 2017, even without the existence of «a resourced monitoring and evaluation system that is functioning and that forms part of the lead institution», as the SABER quality standard states.
- The progress in community participation was first assessed as established but was later reduced to only «emerging». This is accurate, among other reasons because the community does not participate in the design of the programme. However, in the meantime, significant progress has been made, thanks to the generalisation of the Mother's Clubs participation and their increased role in the FMC, and the overall boost of community involvement by the SF CBT community management modality.

75. Nevertheless, this excellent rating in the latest SABER auto-evaluation exercise found at the moment of the evaluation, the capacities of the MoBSE to the take-over of the SFP were not being uniformly perceived as sufficient. At the local level, schools and communities seemed reluctant in their confidence of MoBSE's capacities to entirely finance and manage the programme effectively. At the level of the REDs also (CBOs and SFFPs), the preference was to see WFP continue its role on SF management for a few more years. This was to give more time to ensure a smooth transition process.

76. The ratings given by the respective SABER assessments, defined in workshop conditions, seem at times to have been somewhat too optimistic. Particularly in 2011, as the next assessment in 2014 considerably reduced the appreciation of several criteria.

77. In 2017, a study was conducted with WFP support to investigate the possibilities for the national budget to fund a national social protection programme, composed of four national programmes: maternal and child nutrition and health, youth empowerment, pensions, and school feeding. It would be possible to fund these four programmes out of 0.5% of the National Budget. To this end, a specific budget line was created in the national budget, to finance the school feeding programme.

78. At the end of 2017, the management and the financial responsibility of the school feeding activities in the Lower River Region and in the West Coast Region (regions 2 and 4) were officially handed-over to the Government. The WFP will transfer its remaining funds for these two regions to the MoBSE in order to complement the funds estimated by the GoTG for 2018 (30 million Dalasi, corresponding to about 638.298 USD).

79. Up to mid-February 2018, the SF had not initiated its shipments of food nor its cash transfers to the 99 schools (33 CBT + 66 in-kind SF) involved in these two regions. Therefore, regions 2 and 4 which were handed over, experienced their first months of 2018 without school meals. This inactivity was partly due to an uncertainty surrounding the immediate availability of the promised 30 million Dalasi.

80. The degree to which the objectives of the project have been reached varies between the different project components, and according to which indicator or benchmark has been considered.

**Table 2.3 - Capacity Development: Target and Results**

Indicator as per Logframe + SPR's	Base	Target	2012 (SPR)	2013 (SPR)	2014 (SPR)	2015 (SPR)	2016 (SPR)	2017 (draft SPR)
National Capacity Index score (NCI)	10	15			2 <sup>100</sup>		2	3
Number of people trained						100		
Number of TA projects to strengthen capacity	Not monitored							
WFP expenditures on TA for cap. building	Not monitored							
# of WFP tools and systems handed over to the GoTG		No target defined		1				
% of food resources contributed by GoTG		No target defined			813.050 USD	772.800 USD		
School Feeding policy formulated						Yes		

Source: own elaboration

81. During the evaluation, in February 2018, opinions in the MoBSE were divided as to the readiness of its structures and functional mechanisms, to «take on board» the «handed over» school feeding process, which started in January 2018 with the handing over of the management of SF in Regions 2 and 4, with government funding.

82. SAFMU<sup>101</sup> seemed confident at immediately taking over the management, though several weaknesses (transport, communication, and monitoring tools) still exist. However, there was not a clear consensus on the preparedness of the GoTG among senior staff of the of BSE and the RED who were much more reluctant. A hand-over plan is being discussed still, and its draft version is considered too optimistic. More time needs to be expected. The handing-over process has to be rescheduled over a longer period of time. An external consultant<sup>102</sup> is presently working for the MoBSE and for the WFP to work out a consensus with regards to a more realistic time plan and implementing of the entire hand-over process, coupled to an effective capacity strengthening programme on the side of the MoBSE.

83. The assessment of the evaluation team is that MoBSE is not sufficiently ready in terms of operational capacity to take up the entire responsibility to organise and manage school meals efficiently and effectively in two regions of the country. At most, it could take the responsibility for a limited number of primary schools and ECDC's for an experimental year and then restructure its operational mechanisms and capacities, «on the job», while implementing the in-kind supplies and the cash transfers to these schools, and controlling the use made of these. Some senior WFP staff should support this process in a coaching function, and an overall WFP

<sup>100</sup> A different scale was adopted from here on

<sup>101</sup> The School Agriculture and Food Monitoring Unit, established near the WFP warehouses in Kafining is MoBSE's unit to manage the SFP.

<sup>102</sup> Mrs. Haddi Lamine Njie, whom the consultants only met after their debriefings to the WFP and the MoBSE, on 15.2.2018

readiness should exist to intervene rapidly with in-kind supply to the schools in question, in case of «an emergency».

84. Particularly at the level of SAFMU and of the RED's, some level of weaknesses was found.

SAFMU:

- limited means of transport and of communication (no easy access to internet);
- understaffed, also because two experienced senior staff members left the unit;
- limitations in terms of own management tools and mechanisms, and difficulties in mastering the use of the SFP's management tools (mainly Tracker and COMET).

RED's:

- school feeding is not fully integrated in the tasks of the RED;
- school feeding is not fully integrated in the monitoring templates and data collection mechanisms of the cluster monitors, so that SF data is not integrated into national education statistics;
- the SFFP has other responsibilities aside of the SF, which prevents their fulltime effort on SF improvement.

## Project Component 2: The School Feeding Practice.

85. Of the many indicators that are constructed in the Logical Framework of this project, to which others have been added in the respective yearly Standard Project Reports, only few have been monitored consistently. Where they were done, the monitoring relied on secondary data from the MoBSE which does not distinguish between SFP-supported and non-supported schools.

86. The most crucial indicator of success on the education performance of the children, the pass rate, appears twice in the log frame, and is insufficiently explained. It is not clear whether or not on both occasions these mentions refer to the NAT pass rate.

87. In any case, these pass rate indicators seem to suggest a lower than expected impact of the school feeding. The final NAT pass rate is 41.26%, coming from an initial figure of only 29%. Both these figures consider all LBE schools in the country, SF beneficiary schools as well as non-beneficiary schools. This shows a progression of 12.26%, or 42% more than the original position. The stated targets were, respectively, 55% and 80%. In relation to the target of 55%, the final rate of 41.26% is a 47% increase. This is very significant but much less than expected. It is not clear which other factors are contributing to this progress.

88. The actual enrolment increase is lower than expected, probably because of the already quite high enrolment rate in the country.

89. The low to moderate impact of SF on the school performance results of the children suggests that other factors outside the school feeding are having a major impact on the effectiveness of their learning processes. Most likely, there is a significant need for pedagogical improvements.

**Table 2.4 - School feeding programme: targets and results**

Indicator as per Logframe + SPR's	Base	Target	2012 (SPR)	2013 (SPR)	2014 (SPR)	2015 (SPR)	2016 (SPR)	2017 (draft SPR)	Result
Graduation from ECD to grade 1	46,1 %	70%							Not monitored
Net attendance for LBS	61 %	80 %					89	91	-
Primary school completion rate	74 %	100 %					Retention rate <sup>100</sup> 65.60	Retention rate 73.20	-
Transition rate to secondary school	56 %	70 %	Promotion rate 72,4	Promotion rate 73					-
Student pass rate in NAT's	29 %	55 %	Not monitored, not mentioned in the SPR's				58	41.26	-
Enrolment average annual in-crease boys in LBS	10	6 %				1	3,28	1,05	
Idem girls in LBS	14			1.05	1.05	1.01	3.32	1.04	

<sup>100</sup> Total retention rates, that include boys and girls

Indicator as per Logframe + SPR's	Base	Target	2012 (SPR)	2013 (SPR)	2014 (SPR)	2015 (SPR)	2016 (SPR)	2017 (draft SPR)	Result
Idem boys in ECD	14						1.26		
Idem girls in ECD	8						2,20		
Attendance rate	61	90 %			88.27	85	89		
Gender ratio girls/boys LBS	1.01	1	1.01	1.02	1.07		1.02	1.04	
Pass rate girls + boys		80 %							
Local food purchases		10 %			2 %	5 %		14%(also regional)	

Source: own elaboration

90. The per cent of enrolment increased in 2017 which is lower compared to the baseline data. This can be explained by the fact that the global enrolment rate (GER104) was already fairly high in 2012 (88.3% on average), and increased up to 108.6% in 2017. It was thus impossible to sustain a yearly increase rate of 6% over the whole period. The 2016 figures suggest that the enrolment increase rate for girls has been somewhat stronger than for boys. That tendency is real, as illustrated by the national GER averages for LBE that rose from 90.2% in 2012 (89,1 for boys and 91.4% for girls) to 108.6% in 2017 (105.4% for boys and 111.8% for girls<sup>105</sup>).

#### **EQ5: What were the main factors influencing the achievement or the non- achievement of outputs, outcomes and objectives of the intervention?**

91. Structural underfunding has led to an irregular rhythm of implementation of the school feeding component of this project. The persistent funding shortfalls resulted in frequent «pipeline breaks» and interruptions in the regular school feeding. Not even the needs of the priority areas could be covered in a regular manner.

**Table 2.5 - Timeline, Funding and Shortfalls** <sup>106</sup>

Donor	Total	2012 <sup>107</sup>	2013	2014	2015	2016	2017
EU (.561)	4,111,254	201,542	1,457,573	1,466,358	985,781	-<	-
EU (.514)	150,549	-	-	-	-	150,549	-
Gambia	3,194,268	-	-	974,518	778,800	732,550	708,400
Japan 1st	2,091,209	-	-	-	1,045,604	1,045,604	-
Japan 2nd	1,265,206	-	-	-	-	632,603	632,603
Korea	300,000	-	-	-	-	300,000	-
Australia	10,494	-	-	-	10,494	-	-
Private donors (all)	497,375	164,853	186,092	146,430	-	-	-
Canada	1,861,221	1,861,221	-	-	-	-	-
Multilateral	616,038	556,400	59,638	-	-	-	-
Extra funding 2017	1,258,997						1,258,997
<b>TOTALS</b>	<b>15,356,611</b>	<b>2,784,016</b>	<b>1,703,303</b>	<b>2,587,306</b>	<b>2,820,679</b>	<b>2,861,306</b>	<b>2,600,000</b>
Required funding	25,358,120	3,828,846	3,248,266	3,719,528	4,067,811	5,355,426	5,138,243
Funding shortfall	39.4 %	27.3 %	47.6 %	30.4 %	30.7 %	46.6 %	49.4 %
Number of school days with meals		80	189	50	100	No data in the SPR	No data in the draft SPR
% school days without meals		80% (half year)	5%	75%	50%	No data in the SPR	No data in the draft SPR

Source: own elaboration

92. Though the information about the number of days with and without school meals is incomplete for 2016 and 2017, there seems to be an obvious causal link between the yearly funding shortfalls, and the per cent of days without meals in the same year and in the period thereafter. At times (like in 2014 and 2015), the targets were set lower, e.g. at only 100 days with meals per year, so as to somewhat accommodate the funding shortfall of that period.

<sup>104</sup> MoBSE statistical yearbook 2017.

<sup>105</sup> Regrettably these data aggregate SF beneficiary schools to non-beneficiary schools and can therefore not be used to prove any specific impact of the SF on this tendency

<sup>106</sup> Approximate amounts in USD, and percentage of funding according to the budget approved. Certain amounts may not correspond exactly to the consolidated data at CO or RO level, but this does not invalidate the argument. (Source: M&E Dept. WFP CO Banjul + own calculation)

<sup>107</sup> DEV 200327 was implemented from August 2012 onwards

93. The various SPR's from 2012 to 2017 excel in using diplomatic, concealing and veiled language<sup>108</sup>, but are systematically unclear and outspoken about the difficulties the project has been facing, and about its causal factors<sup>109</sup>. Although it was very difficult to break through this screen of cautiousness to discover the real underlying causes, they are probably a mix of the following factors:

- a complex political climate in the country
- regional difficulty on transportation due to the Ebola outbreak in nearby countries
- reduced staffing to support the school feeding activities
- Internal difficulties negatively affecting motivation among staff

94. For these reasons, this evaluation did not allow the analysis of some in depth hidden factors behind the successes and failures of the project.

#### **EQ6: To what extent did the intervention deliver results, also for women and girls?**

95. The intervention achieved important results in both its two main intervention domains (strategic interventions): it did effectively prepare the foundations for a handing over of the SFP (operational management and financial responsibility) in the foreseeable future, and it did maintain the momentum of the school feeding practice while increasing its positive effects on the local families and communities. As such, women and girls are both indirect and direct beneficiaries of the achievements of the intervention.

#### **Sub-question: To what extent has the local procurement of food for the SF had a positive effect on local production and marketing? And effect on women in the farming community?**

96. The WFP has tried to purchase part of its required food items locally since 2012<sup>110</sup>. Mostly rice was targeted for partial local procurement during the period 2012-2016. Particularly the EU-funded MDG1c project (2012 to 2016) aimed at both boosting the local rice production in CRR and purchasing the harvests for delivery to the schools. Success in local procurement was rather limited, partly because of difficulties in the production-based component of this project, but also because of the cumbersome procurement procedures and modalities of the WFP.

97. The CBT to the schools under the SF community management modality have, during the school years 2016-17 and 2017-18, allowed schools to purchase locally produced food for feeding their pupils<sup>111</sup>. During the year 2016-17, with only 12 schools on this experimental modality and a total of about 4,875 pupils, the total quantity of food procured locally can be estimated at 71 MT, with a possibility of part of the 78 MT rice that was purchased being of local origin. In the year 2017-18 the number of schools using this CBT modality increased to 41, with a total of 22,506 pupils. This brings the total of locally produced foodstuffs that are being purchased this year by the schools to 328.5 MT, as well as a portion of the 360 MT rice, though this may also be imported rice. The important of the value of «petty cash» money, used on a day to day basis by the schools to buy fresh vegetables at the local markets or from local farmers should be added. This total can amount to around 15% of the total value transferred to the schools as a «cash transfer».

98. Of the total cash transfers estimated for the school year 2017-18 for the 41 LBS and ECDC (SF CBT modality), the amount designated to the local purchase of niébé beans, millet, maize, cassava, sweet potatoes, groundnuts, locust beans, dried fish and green leaves, is 9,540,124

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<sup>108</sup> The SPR's are sometimes completely wrong, e.g. SPR 2016, on pages 17 and 18 where it is said that 101.828 ECDC children got school meals, but LBS pupils did not get any meal. The reality was quite different. No one seems to have seen this error in the tables.

<sup>109</sup> This difficulty was anticipated by the ET, as indicated in the Inception Report (Evaluation Matrix, p.28 last column).

<sup>110</sup> Source of information: documental study, particularly SPRs, and interviews with WFP officers

<sup>111</sup> Both documental study and interviews during fieldwork support this finding. Annex 20 provides information on sources of information.

Dalasi (about USD 202,981)<sup>112</sup>. This amount is almost certainly to be introduced in the local economy as payment for locally produced<sup>113</sup> and marketed food.

99. If rice could be added to this category of locally produced and locally purchased food for the school meals, it would mean an additional financial injection in the local economy of about 6,080,567 Dalasi (about USD 128,417)<sup>114</sup>. On average, every additional school that is included in the cash transfer modality means a financial transfer to the local community of USD 4,950 for the typical locally grown food items, and a potential additional USD 3,132 if locally produced rice is purchased<sup>115</sup>. The expected positive impact of the school feeding programme on the local farming economy is slowly taking shape and making itself noted. However, there are still serious obstacles for their participation, mostly because the tendering system used by the schools is appropriate for traders but not farmers. Very few producers are familiar with the tendering system used by the schools, and the tendering calendar does not correspond well to the harvest calendar. When the schools issue their first tender notices, the harvests are still in the fields. There is also very limited contact between the local school staff and the agricultural extension officers of their respected area, and between the RED's and the respective Regional Agricultural Directorates. There are, however, promising opportunities for more coordination and synergy, like the upcoming (ADB funded) plan to upgrade irrigation systems for 500 ha of irrigated rice in the URR<sup>116</sup>, where the local rice grower association is more than willing to supply the local schools. A local (decentralised) approach is needed to enable a better use of these opportunities. Local women, as individual farmers or as members of a farming household can potentially benefit considerably from these opportunities. In at least one school<sup>117</sup>, the local Mother's Club has been supplying rice to the school kitchen.

100. Between 2015 and 2017, most of the recommendations of the 2014 MTE have been put into practice. A cost-benefit analysis has been made to sustain a resource mobilisation strategy. The menu of the meals has been gradually revised and is now much more geared to local eating habits and locally available food items. Community management of the SF process is strongly encouraged and has even been chosen as the national model, and most school gardens have been fairly well kept. They are present in most schools, contributing to the school kitchens with condiments and vegetables. The local procurement procedures have been revised, and efforts have been made to increase coordination among the different actors. A phased hand-over plan is currently being formulated, covering all aspects of the programme from national financing down to community involvement.

101. Some other recommendations have not been followed entirely: the organisation of regular nutrition surveys, the integration of SF into the education M&E and information (EMIS) systems, and the improvement of the approach to farmers, facilitating the purchasing of their produce.

## Key Findings and Conclusions – 2. Effectiveness

- The incomplete monitoring of the indicators that were foreseen to assess the degree of success of the project makes it difficult to fully assess the degree of achievement of its objectives.
- The two strategic objectives of the project have both been defined in terms of activities, not as specific stages to be achieved. The first objective was *to* prepare the future full handing-over of the SFP to the GoTG, to be implemented in 2020. This has certainly been done but not in entirety.
- Very important steps have been made in terms of strengthening the capacities of the MoBSE at various levels (schools, RED, SAFMU, Ministry), preparing readiness for hand-over and

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112 ANNEX 22 includes information in mode of calculation of the value of the local purchases in the CBT community management modality of school feeding.

113 By doing so, the project puts into practice an important recommendation of the MTE of 2014.

114 Based on the actual purchase of rice to the school feeding programme

115 Amounts and prices for food items informed in the WFP's Cash request -Summary of Cost and Tonnage Commodity (GDM), to CBT schools and SPRs.

116 Source: Regional Directorate of Agriculture, Basse, URR

117 See the Story worth telling, page 44

initiating local purchases (Strategic objective 5). But the MoBSE is at present not yet ready for an operational «handed-over» of the SFP in large areas of the country. A step-by-step road map for the remaining stages of capacity strengthening of MoBSE at its various levels is presently being prepared by an independent consultant for MoBSE and the WFP.

- The SABER ratings have, on the whole, evolved from «latent» or «emerging» to «emerging» and even «established», illustrating the progress that was made.

The second strategic objective was to maintain the educational gains of the earlier school feeding programmes, ensuring the continuity of regular nutritious meals to the pupils of pre-primary and primary schools in very vulnerable, food-insecure priority areas. This has been done but not in its entire scope.

- School meals have been served to pupils in many primary schools and ECDC's, but the regular service suffered from serious structural underfunding. The number of assisted schools grew slightly, from about 314 in 2012 to 368 in 2017. The average number of days with meals per school year was 113 between 2013 and 2015, with an average total of 199 school days per year that constitutes 56.8% of the total.
- Decentralised procurement has been successfully carried out in the school year 2016-17, and the cash transfer community procurement modality is now being slowly rolled out as the best model for the future. At present, CBT SF modality schools represent about 9.5% of the total number of SFP assisted LB schools.
- The local farming communities are being significantly supported by the local purchases. It is possible to extend the local purchases to locally produced rice, the most important commodity, if coordination with the Regional Directorates of Agriculture and the local extension officers is pursued, and if purchase modalities can be adapted to farmers instead of only corresponding to the conditions of businessmen.
- A positive relationship between school meals and an increased enrolment (ECD as well as LBS) has been found (empirical findings in most schools), meaning in principle UNDAF Outcome 5, «access to high quality and relevant education and skills for youth, children and disadvantaged adults (is) enhanced» has been reached.
- The overall NAT pass rate in the LBS was 41% in 2017. The baseline in 2012 was 40.71% for Eng5 and 42.75% for Math5. No significant progress seems thus to have been made on this important indicator, which suggests that other factors are more determinant than school meals.

### **2.3. Efficiency**

#### **EQ7: Was the intervention cost-efficient and implemented in a timely way? Findings and their analysis:**

102. The SFP has faced a severe lack of resources. It was, for most regions, never totally funded over the past five years. This has forced the WFP to seek the most economic options at all levels: procurement, storage, and transportation to the schools. Although the findings of the evaluation did not allow an in-depth analysis of this aspect, the on average satisfactory implementation of most of planned activities suggests that the practices for spending the reduced resources has been as efficient as possible.

103. It is nearly impossible to identify the cause of the problems found in the evaluation and the lack of some of the expected results at the end of the project. It made it impossible to assess, for example, to which extent the irregular delivery of school meals was caused by problems in setting up and operating school feedings operations or caused by the absence of funds to run the programme.

104. In 2016, a cost-benefit analysis<sup>118</sup> of the SFP in The Gambia was done by the Department of Economy of the University of The Gambia. Its calculations, along five different scenarios,

<sup>118</sup>Cost Benefit Analysis of School Meals Programme, July 2016



with different values for various variables, resulted in a positive benefit-cost ratio of 6.15 for all scenarios, as well as a return on investment (ROI) of 515, with slight variations between the scenarios. They found that the benefits for the children in their later school and professional careers would be significantly higher than the costs incurred at present, per child<sup>119</sup>. The findings of this study suggest that the school feeding programme in The Gambian from 2012 to 2016 appears to be highly cost-efficient.

**EQ8: Was the intervention implemented efficiently, compared to alternatives, including the targeting?**

105. The average cost of one school meal in the in-kind supply modality is about 3.64 Dalasi for the food, plus 0.31 D as an average transportation<sup>120</sup> cost which works out to 3.95 Dalasi, equivalent to 0.083 USD. This figure is according to WFP’s planning for 2017. This does not include international procurement and transportation or handling costs in the Banjul port. The average cost of one school meal in the cash transfer-community procurement modality is about

5.05 Dalasi<sup>121</sup>, equivalent to 0.106.3 USD. A locally procured meal in the new HGSP modality is thus on average 28.09% more expensive than the classic import based in-kind supply school meals provided by the WFP<sup>122</sup>. This is considered with international procurement, transportation and import costs excluded.

106. The option for the HGSP modality implies a costlier way of operating that can only be justified by the superior quality of the meals (8 ingredients instead of only 4, which is very appreciated by all interviewed stakeholders in all the visited HGSP-schools), taking into account the menu being more aligned to the local tastes and preferences and by its current incipient and potentially more important beneficial impact on the local smallholder farmers’ community. The costs and characteristics of the three modalities of school feeding implemented from 2012-2017 are presented in Table 2.6.

**Table 2.6 -School Feeding Modalities in The Gambia**

Modality	Community Involvement	Local Purchases and Impact on Local Economy	Monitoring of Actors and Coordination	Average Cost per Meal (approximate)
In-kind supply by WFP (since 2012)	Low, limited to supervision and handling	Very low to none at all	WFP is main actor and monitors the FMC effectively	3,95 D in 2017 (including cost of transportation from Kanifing warehouse to the schools, but excluding international procurement, transportation and import costs)
CBT -community procurement (as from 2016 onwards)	High in all phases and aspects of the process	Fairly high to high, depending on the supplier chosen. Vege-tables are regularly purchased locally, benefitting local farmers, who are often women.	Both WFP’s CDO and MoBSE’s cluster monitors monitor the FMC effectively	6.40 D during the experiment in 2016-17; and 5.05 D in 2017-18 (including transportation up to the school gate) (based on cash requests from the REDs)
Former caterer modality (during the 2016-17 experiment only)	Very low to none, the caterer took care of everything him/herself	Very limited to none at all	During the pilot initiative, monitoring of the caterer’s performance was difficult for both WFP and MoBSE	9.40 Dalasi per meal (all-in, including a service fee of 3D)

Source: own elaboration

107. The targeting was satisfactory but the prioritisation was operated at the central level, and distinction between different levels of poverty, of vulnerability and of average school performance was made only up to the district level, not the village level. This implies a certain inclusion as well as exclusion error, that were not examined by the WFP nor by the MoBSE thus far. Requests were made in the interior regions to include more madrassas in the SFP.

108. However, it must be possible to experiment with a decentralisation of the targeting practice down to regional and even district levels, where the knowledge of each of the local

<sup>119</sup>This study used as reference a total school feeding cost per child of 563 GMD/year. At the exchange rate of 30.7.2016, equivalent to 13.22 US\$ a child a year.

<sup>120</sup>This transportation cost refers to the weighted average transportation cost of the dry food to the schools (2,041.88D/MT in 2016-17), calculated for 150 gr, which is the estimated quantity of dry food for one meal.

<sup>121</sup> Calculated on the basis of the data of the cash transfer requests from the 6 RED’s in 2017-18.

<sup>122</sup>Source of information: SPRs and WFP’s Cash request -Summary of Cost and Tonnage Commodity (GDM), to CBT schools

school and community conditions exists, so that choices of inclusion and exclusion can be made at that level using the same or a similar set of selection criteria, e.g. in the Greater Banjul Area there are a certain number of pockets of extreme poverty, and target practices should be able to allow their inclusion in the SFP as the local community most likely qualifies (or is a priority) for access to school feeding. But this assumes that the decision making about inclusion and exclusion is decentralised to regional, or even district levels with supervision and quality control by central level (WFP and SAFMU).

109. It would be desirable to opt for a gradual transition from the in-kind SF modality towards a total adoption of cash transfer and community procurement instead of a radical shift for large numbers of schools of the same region. At present, most of the in-kind modality schools do not have sufficiently strong and capable FMC's able to take up the many new challenges posed by the community procurement modality. This is caused by their current limited level of responsibilities in their in-kind modality, where they are mainly witnesses, assistants, helpers and to a lesser extent, controllers.

110. Any shift towards the community procurement model requires a specific training of the FMC, a strong sensitization for the engagement of the community on SF activities, and possibly a change in the FMC composition, so that a strategic minimum of literate persons is included. Such an intensive preparation and capacity building process has been implemented by the CDO and the SFFP in each of the now 41 schools with community procurement modality, over the past few years.

111. A valuable transition step could be a mixed formula, in which the WFP sends «petty-cash» amounts of money per term to selected in-kind schools<sup>123</sup>, to be used by the FMC's to purchase vegetables and condiments to enrich the menu that is based on these in-kind supplies. Such a «transitional formula» would allow FMC's to increase their role as well as their capacities, with a view on the future adoption of the full community procurement modality.

112. The option for the SF CBT community management modality implies a double positive effect on the local communities. On the one hand, they benefit from the daily transfer of the value of one meal for their children at school. On the other hand, an increasing amount of food is purchased locally, giving a strong incentive to the local producers, and in turn to the local economy. Globally, there is sufficient local production<sup>124</sup> to feed the schools, even though the harvest calendar may at times not correspond fully to the rhythm of the schools' call for tenders. When the schools issue their first term tenders, the harvests of the rain-fed crops are still in the fields. The first tender call could therefore be more appropriate for traders, not for farmers. For irrigated rice, the supply follows a different pattern, though also in conjunction with the seasons. Transportation of food items at the local level is not a significant problem as distances are short. No local price increases have been found as a result of school purchases.

113. The CBT community management modality that was chosen by both WFP and MoBSE, is about 28% more expensive than the classic import based in-kind delivery modality practiced by the WFP over the past decades. This choice was made because of the secondary beneficial effects that are expected from the local purchases approach in terms of local agricultural and economic development and of the enhanced community participation in the life of the local basic schools. Globally, the total outcome should be higher and more sustainable than by continuing to rely on imported food items to be distributed by the WFP.

114. An analysis of the cost efficiency of the SF component of this project, as compared to international standards and practice, is presented in table 2.7.

**Table 2.7 - Cost Efficiency of School Feeding**

Year	Total direct cost: food, transport and support costs (a) (Source: SPR's)	Number of meals served (b) (days with meals x # of pupils)	Cost per meal (c) = (a)/(b)	Cost per child (c) x # of days with meals
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<sup>123</sup>Such a formula was said to be in discussion in the WFP CO in February 2018.

<sup>124</sup>Feasibility Study on Local Procurement for School Feeding. IDDS, 2014

2012	USD 790,737	100 x 96384 = 9,638,400	0.082 US\$	USD 8.20 for half a year only, would be USD 16.40 for a full year
2013	USD 2,923,324	189 x 89,031 = 16,826,859	0.174 US\$	USD 32.83 for a complete year
2014	USD 899,593	100 x 99,603 = 9,960,300	0.090 US\$	USD 9.03 for half a year, would be USD 17.97 for a full year.
2015	USD 1,176,730	199 x 99,603 = 19,820,997	0,05936 US\$	USD 11.814 for a full year
2016	USD 1,108,670	No data on # of feeding days; 101,828 children reached	-	USD 10.887 per child this year (a)/# children reached
2017	No financial data in the draft SPR	137,278 children reached, # of feeding days unknown	-	-

Source: own elaboration

115. The cost of school feeding per capita per year for this project varied between USD 10.887 and USD 32.83. This very high variability suggests problems with the data, as more regularity would be expected. The cost of school feeding per capita and per year in other African low- income countries<sup>125</sup> varies between USD 20 and USD 117, as presented in Table 2.8.

**Table 2.8 - Cost of School Feeding in Low-income African Countries**

Mean:	USD 56
Median:	USD 50
Minimum:	USD 20
Maximum:	USD 117

Source: own elaboration

116. The findings of this evaluation suggest that costs per child of the SFP in The Gambia seem to be reasonable and normal to even modest. This points to a satisfactory level of efficiency of this project.

## 2.4. Impact

### Key findings and conclusions - 3: Efficiency

- The WFP has faced serious shortfalls in the funding of the school meal programme for every region in the country. Globally, the funding was only about half of what was budgeted for.
- On average, the cost of the project to feed one child compares favourably to figures found for a group of low-income African countries in a comparative study<sup>126</sup> done by the WFP in 2013.
- The cash-transfer community procurement modality is more expensive, per meal served, than the mostly import-based in-kind modality practiced by the WFP. Based on WFP and RED planning figures for 2017, the costs were respectively 5.05 Dalasi (10.68 US dollar cent) for the locally procured school meals (transport costs included) and 3.95 Dalasi (8.3 US dollar cent) for the in-kind (in-country transport costs included only) modality school meals. The introduction of the community procurement modality in 2016, and the option that was made to adopt this modality as the general model for the future signifies a way of operating that seems to be about 28.09% more expensive, at least in 2017
- The insufficiently prepared FMC's in most in-kind modality schools need to be trained and built up before the cash transfer community procurement modality can be started in their school. For the in-kind modality schools a less prepared FMC is sufficient.
- The option for SF CBT community management offers perspectives for a double impact: school meals on the one hand, that benefit children in their growing and learning processes, and a local market for part of the local production of food, both dry food stuff as well as fresh vegetables and condiments.

### Findings and Their Analysis:

#### EQ9: What will be the long-term effect of the intervention?

117. This project included ECDC's in the school feeding programme. This proved to be a real success, and the actual numbers of pre-primary children<sup>127</sup> that attended were always significantly higher than the estimated numbers: 112% in 2012, 108% in 2013, 124% in 2014, 103% in 2015, blurred data in 2016, and 139% in 2017. The actual numbers rose from 10,345 in 2012 to 19,091 in 2017, partly as a result of school meals. Indeed, both ECDC's and the lower grades 1 to 3 tend to clearly react to the presence of school meals in all the schools that were visited, staying away when they are absent, and attending on a large scale when school meals resume. Considering the generally beneficial impact of attending pre-primary school on the

<sup>125</sup> Source: WFP - The State of School Feeding Worldwide 2013, p. 63, table 7)

<sup>126</sup> The State of school feeding worldwide, WFP, 2013.

<sup>127</sup> Source: the respective SPR's.

performance of pupils during the rest of their school career<sup>128</sup>, this huge increase in ECDC pupils means a significant boost to their future learning results. This is however, rather difficult to quantify. A trend on increased participation in ECD was found in a sample of districts where the majority of pupils from ECD have benefited from school meals<sup>129</sup>.

118. Over 100,000 LBS pupils had meals during more than half of all school days over the past 5 years. The school meals provided over the period 2012-2017 have been a significant contribution to the feeding of the children of poor families in districts with poor indicators of food security. They constitute a subsidy to their families in the form of one meal per day, worth about 5 Dalasi on average in the CBT community procurement modality and 3.95 D in the WFP managed in-kind supply modality. The total value of these meals amounts to over USD 5 million<sup>130</sup>.

119. The **short-term impact** of the project has initially been a support mechanism to the household economies of the poor and vulnerable families in the targeted districts and schools. Analysis of the total value of the meals served in the schools is presented in Table 2.9.

**Table 2.9 - Value of the Meals Delivered to School Children**

Year	Total cost of food used in SFP	# of meals (# of beneficiary children x #number of days with meals)	Average food cost per meal and cost per child per year, food only.
2012	USD 63,825	(10,345+86,039) x 80 = 7,710,720	USD 0.00827, per year: USD 1.64573
2013	USD 1,964,361	(9,973+79,058) x 189 = 16,826,859	USD 0.11673, per year: USD 23.23
2014	USD 899,593	(51,420+88,499) x 100 = 13,991,000	USD 0.64297, per year: USD 127
2015	USD 1,176,730	(88,499+11,104) x 199 = 19,820,997	USD 0.05936, per year: USD 11.81
<b>Subtotals 2012 2015</b>	<b>USD 4,104,509</b>	<b>58,349,576 meals</b>	<b>Average 2012 to 2015: USD 0.07 per meal</b>
2016	USD 969,354 + USD 139,316	101,828 x unknown	unknown
2017	Not given by the draft SPR	137,278 x unknown	unknown
Total	USD 5,213,179	Total unknown	Over the total period: unknown

Source: the SPR's from 2012 to 2017 (draft version only for the latter one)

120. The long-term effect of this project is found to have a significant contribution to the encouragement of parents to send their children on a regular basis to basic schools and even at a younger age to ECDC's. The project was a significant help to enhance the general level of schooling of the children in The Gambia, particularly in the poorer and more food-insecure districts.

121. If we assume the value of a meal to be on average 4 Dalasi<sup>131</sup>, then the contribution monthly is, in an average month, about 4 x 20 = 80 Dalasi. The relevance of the school meals for a beneficiary family per wealth group, in an approximate calculation, is presented in Table 2.10.

**Table 2.10 - Contribution of School Meals Per Wealth Group.**

Wealth group	Per capita expenditure (D per month)	Relative contribution of the value of school meals, per child, in D per month
Lowest	673	80/673 = 11.89 %
Low	1,399	80/1,399 = 5.72 %
Medium	1,327	80/1,327 = 6.03 %
Medium-high	2,275	80/2,275 = 3.52 %
Highest	3,182	80/3,182 = 2.51 %

Source: own elaboration

122. For the lowest category, which seems to correspond roughly to the 9.1% of all households having insufficient access to food<sup>132</sup>, a daily meal at school means a contribution of near 12% to the total per capita expenditures of a given household. This is a very substantial impact of the project.

<sup>128</sup> By attending to ECD the child benefits from a stimulating pre-school environment and is earlier exposed to English, one of the teaching languages, this helps them to become more familiar to this language, that is in practically all cases not spoken in the household.

<sup>129</sup> In a sample of 11 districts were about 77% pupils enrolled in ECD and LBS benefited from school meals the number of pupils that started grade 1 with ECD experience suggests positive effects of school feeding on this group-age (Annex 21).

<sup>130</sup> Source: SPR's from 2012 to 2017.

<sup>131</sup> A rough estimate, in-between 3.95 and 5.05 Dalasi respectively, for the purpose of a proportional analysis only.

<sup>132</sup> Defined as the «Deficit Food access group» on p.49 of the Comprehensive Food Security and Vulnerability Analysis of December 2016

123. The project's contribution was particularly important as it allowed poorer families to send their children to school more regularly and for a longer period, particularly their daughters. The global gender ratio (girls to boys) in primary schools in the country is now 1.064 against 1.024 in 2011<sup>133</sup>. There is a continuous and slightly increasing majority of girls in the classrooms. This effect is fully in line with the objectives of the project, to increase the access of girls to education and human capital development in assisted schools.

### **Local Purchases Stimulate the Local Economy**

124. The WFP has tried to purchase part of its required food items locally since 2012. Rice was mostly targeted for partial local procurement during the period 2012-2016. Particularly the EU-funded MDG1c project (2012 to 2016) aimed at both boosting the local rice production, mainly in CRR but also in NBR and URR, and purchasing the harvests for delivery to the schools. Success in local procurement in the WFP component of this project was rather limited, partly because of difficulties in the implementation of the production-based component of this project, managed by the FAO, but also because of the cumbersome procurement procedures and modalities of the WFP.

125. The CBT to the schools under the SF community management modality have, during the school years 2016-17 and 2017-18, allowed schools to purchase locally produced food for feeding their pupils. During the year 2016-17, with only 12 schools on this experimental modality and a total of about 4,875 pupils, the total quantity of food procured locally that was also produced locally can be estimated at 71 MT, with possibly also part of the 78 MT of rice that was purchased being of local origin<sup>134</sup>. In the year 2017-18 the number of schools on this CBT modality increased to 41, with a total of 22,506 pupils. This brings the totals of locally produced foodstuffs that are being purchased this year by the schools to 328.5 MT, plus part of the 360 MT rice, though this may also be imported rice<sup>135</sup>. It should be added that the important value of «petty cash» money, used on a day to day basis by the schools to buy fresh vegetables at the local markets or from local farmers is essential. This total can amount to about 15% of the total value transferred to the schools as a «cash transfer».

126. The expected positive impact of the school feeding programme on the local farming economy is slowly taking shape and making itself noted. There are still, however, serious obstacles for their participation, mostly because the tendering system used by the schools is not appropriate for farmers. It is only fit for traders. Very few producers are familiar with the tendering system used by the schools, and the tendering calendar does not correspond well to the harvest calendar. When the schools issue their first tender notices the harvests are still in the fields.

127. Of the total of the cash transfers estimated for the schoolyear 2017-18 for the 41 LBS and ECDC (SF CBT modality), the amount designated to the local purchase of niébé beans, millet, maize, cassava, sweet potatoes, groundnuts, locust beans, dried fish and green leaves, is 9,540,124 Dalasi (about USD 202,981). This amount is almost certainly to be injected in the local economy, as payment for locally produced and marketed food.

128. If rice could be added to this category of locally produced and locally purchased food for the school meals, it would mean an additional financial injection in the local economy of about 6,080,567 Dalasi (about USD 128,417) per year. On average, every additional school that is included in the cash transfer modality means a financial transfer to the local community of about USD 4.950 for the typical, locally grown food items, and a potential additional USD 3.132 if locally produced rice is purchased<sup>136</sup>.

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<sup>133</sup> MoBSE statistical year books 2015 and 2017

<sup>134</sup> Findings of the evaluation field work shows that the Mother's Club of one CTB community management school, located in CRR, participated in the tender, was awarded with the contract and supplied rice to the SF (in 2017).

<sup>135</sup> See annex 22 for additional information and details about the calculation

<sup>136</sup> Source for the calculations: WFP's cash request documents from the 6 RED's, 2017, shared by Tamsir Cham.

129. There is also very limited contact between the local school staff and the agricultural extension officers in each area, and between the RED's and the respective Regional Agricultural Directorates. There are, however, promising opportunities for more coordination and synergy, like the upcoming (ADB funded) plan to upgrade the irrigation systems for 500 ha of irrigated rice in URR, where the local rice grower association is more than willing to supply the local schools. A local (decentralised) approach is needed to enable a better use of these opportunities.

### **School Meals and Positive Outcome of the Study Results on the Pupils.**

130. It was not possible for the ET to conduct a full calculation that would make the direct impact of school meals obvious on the education parameters of the beneficiary schools, as opposed to the non-beneficiary schools. For more clarification see the section on the methodological approach and limitations in annex 17 of this report. However, this evaluation allowed the assessment of trends on education performance that do suggest positive effects of school meals, especially on the levels of enrolment of ECD pupils<sup>137</sup>.

### **EQ10: What was the impact of the intervention on gender relations in Gambian society?**

131. The immediate impact of this project on the gender relations in The Gambia has been limited and indirect. It has most probably contributed to a gradual promotion of the role of mothers, and women in general, in relation to the primary schools in their communities, particularly via the Mothers Clubs and via their role in the FMC and the SMC. Nevertheless, in the medium to long term future, this project can have a significant impact on the gender relations in Gambian society. The presence of women in the FMC and SMC, often in leadership positions, has given them the opportunity to gain more social status and authority. Also, the more prominent role played by the Mothers Club in every school committee has been a strong and significant element of a strengthening of women's voices in the public area.

132. The option for community managed CBT SF carries with it the potential for more local marketing opportunities for producers, most of whom are women. This could contribute to the strengthening of their economic position. Additionally, it has given significant encouragement to girls to go to school regularly, both in the six primary classes as well as in the ECDC. The gender ratio among pupils has always been more than 1, meaning more girls than boys attend school for all age groups. This is probably to a large extent a result of the presence of school meals.

133. The fact that more girls are benefiting from primary education, and will likely continue in higher numbers into secondary schools, will undoubtedly have an important long-term effect on their social position and on their capacity to induce gradual changes in the actual gender relations that are strongly rooted in tradition and culture, as well as in religion.

### **National Ownership and Hand-over Preparedness.**

134. This project has made a fundamental contribution to the gradual preparation of the readiness of the MoBSE to take over the SFP. It allowed concepts, opinions and attitudes related to the shift in responsibilities from WFP towards MoBSE to mature, and to gradually take shape, both in WFP as well as in MoBSE senior and operational staff. At present, the readiness of the MoBSE at its different levels is not yet sufficient for an effective operational and financial take-over.

135. Findings of this evaluation did not point to unintended short or long-term effects for recipients or non-recipients.

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<sup>137</sup> Findings include quantitative analysis in 11 districts and qualitative findings on the fieldwork in 42 schools

## Key findings and conclusions – 4: Impact

- The meals have been a significant income transfer and food support to poor families and communities since 2012 with more than USD 5 million.
- The children that were enrolled in the ECDC because of the presence of meals will undoubtedly have a long term positive effect on their school careers, as they will enter grade 1 with a much better preparedness than non-ECDC pupils.
- School feeding encourages enrolment and attendance but the impact on the NAT pass rate is less clear and seems to be much lower.
- National ownership has been put definitively on the agenda, and comes within reach, even if the respective MoBSE structures are at present not yet fully prepared and capable of managing significant parts of the SFP.

### 2.5. Sustainability Findings and

#### Their Analysis:

#### EQ11: To what extent was sustainability incorporated in the design of the intervention?

136. Sustainability, in the sense of the preparation of a continuation of the SFP after the end of this project, has been an essential component of the project since the beginning: the project aimed essentially at laying the foundations for a «nationally owned sustainable SFP» in the country, by developing institutional and operational capacity in the MoBSE and in its inter- sectorial relations with other national actors. Capacity building to enhance preparedness has been a central part of the activities and significant results have been achieved, as documented under section 2.2 of this report.

137. There is a significant level of capacity to manage the school feeding programme at all levels, but both human capacity and systems and tools are not yet sufficient for the MoBSE to start managing its own implementation of the SFP. At the school level capacities vary strongly from school to school, mostly according to training received and on-the-job experience. At the regional level, in the RED's, the SFFP have been trained but they cannot yet function fully without close support from the WFP CDO's, mostly because of problems with access to internet but also because of a lack of sufficient mastery of the respective WFP management tools.

138. The MoBSE monitoring tools and systems do not sufficiently take SF into account. At the national level, the SAFMU unit has also been trained, but it lost valuable senior staff recently, and it is at present still insufficiently prepared to take over the operational management of parts of the national SFP. Insufficient access to internet and difficult communication with the RED's is part of the problem, as well as insufficient equipment and appropriate management tools and experience.

139. The implementation however has implied certain practices that were counterproductive and have somewhat undermined the dynamic towards effective sustainability: one example is the general practice of the WFP (and of other UN organisations) to pay per diems to local ministry staff for attending coordination meetings at central and regional levels, e.g. for the inter-sectorial coordination on school feeding that was created in the framework of this project. When the WFP stops organising and above all, paying for these meetings<sup>138</sup>, it can only be expected that their dynamic, which was artificial anyhow and not owned by the local ministries, abruptly stops.

140. Another example is the tendency of the CDO's that were placed in the RED's to develop capacities of the local SFFP's in the organisation and the coordination of the SF in their region, to do much of the coordination work themselves. This is because they are under pressure to comply with monthly and term deadlines, and because the SFFP's face many practical difficulties in their work. In addition, the management and coordination tools Tracker and

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<sup>138</sup> Participants of these meetings also had per diem, and expenses for transport to participate in the meetings funded by the WFP

Comet are proper to WFP, and not always aligned to the systems and practices in place within the government. Capacity building is, in practice, rather limited.

141. The MoBSE does not yet have a sufficient set of tools of its own for school feeding management and coordination. It depends almost entirely on WFP tools and mechanisms, though certain tools, like the Monthly Return Form, MRF, were said to have been developed originally by the MoBSE. At present, the School Feeding Focal Points at the RED's are being trained to monitor and manage the school feeding process using various tools of which Tracker and COMET are the most important. The latter can, however, only be accessed by the CDO's, as it is a corporate monitoring tool for the WFP to which outsiders cannot have access. In addition, some REDs'<sup>139</sup> have limited capacities to access the internet, and to rely totally on internet-based online monitoring systems could undermine the monitoring and coordination of SF in some areas.

142. Throughout the implementation period, the WFP has used the SABER approach to guide and to monitor its efforts towards the creation of conditions for the future handover of the SFP as a sustainable and nationally owned programme. Every year SABER assessment workshops were held. Their reports documented the gradual progress that was made in the process of strengthening local capacity, mostly within the MoBSE, on all five domains that are essential: policy framework, financial capacity, institutional capacity and coordination, design and implementation, and community engagement

143. The capacity of the MoBSE, at its different levels, is not yet optimal for a full effective take-over of the management and operational responsibility of the SFP.

#### **EQ12: To what extent are the benefits of the intervention likely to continue after the end of WFP's work, also for women and girls?**

144. WFP is not ending its work in The Gambia, nor does it have the intention to put a sudden end to its involvement in the school feeding programme. The question must then be understood in the sense of the coming «after-project» period. From January 2018 onwards, the WFP continues to support the SFP in its global programme budget. Certain donors, like the EU, will continue their support for several more years. No sudden «end of WFP's work» is foreseen.

145. The GoTG intends to gradually step in, and finance as well as manage increasing parts of the SFP itself. The continuity of the school feeding in the near future depends on the successful continuation of the hand-over process that started in January 2018, with the handing over of the operational responsibility of the school feeding programme in Regions 2 and 4, to the GoTG. The effective start-up of this operational responsibility was delayed because of several practical difficulties.

146. As the MoBSE and more particularly the SAFMU is not entirely ready yet, the initial period will probably be characterized by important delays and interruptions in the school feeding in those two regions. Probably an in-depth assessment of the setup of the school feeding programme within the structures of MoBSE (national, regional and school levels) and its mechanisms could further identify risks and threats for the coordination at various levels and facilitate an improved coordination of the HGSF programme in the country.

147. In other regions, the operations will continue as during the project period, but there may in certain regions be more interruptions and delays in the delivery of food and in the financial transfers to the schools. The benefits for the children, boys and girls alike, will in principle continue.

148. A study that was conducted in 2017 with WFP support indicated the feasibility of funding a social protection programme composed of four national programmes: maternal and child

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<sup>139</sup> During the field work it was found that RED 4 (Central River Region) has limited capacity for using the internet (equipment and intermittent access to the internet). Most other regions have this problem as well.



nutrition and health, youth empowerment, pensions, and school feeding. This conclusion led to the creation of a new specific budget line in the National Budget in 2017 for the funding of the School Feeding Programme. Early in 2018, an initial amount of 30 million Dalasi was said to be available for the school feeding programme in the two regions R2 and R4, for which the government would henceforth be responsible. There were, however, still doubts, during this evaluation, whether this money was effectively available.

149. Local communities have been found to be very motivated about school feeding, and to engage strongly in various volunteer support activities, and, whenever allowed, in active participation. This is seen most in the case of the CBT community procurement modality. Communities respond and participate very actively through the FMC, but also through various activities deployed by the Mothers Clubs, that are able to mobilize a significant amount of voluntary work. This strong local dynamic is strengthened by the increasing possibilities for local farmers to sell produce to the school kitchen. This high level of active local participation is a very important element towards making school feeding more sustainable at local level. In several instances, this local dynamic has made that, when WFP supplies or cash transfers were late, an informal<sup>140</sup> local form of school meals, based on voluntary contributions and donations, were set up to try to bridge the gap.

150. At the time of this evaluation there had not yet been an agreed upon strategic plan or road map, with benchmarks over time, so as to guide the future path towards increased capacities, responsibilities, tasks, and ownership of the SPF by the MoBSE/GoTG. In addition to effectively guiding the hand-over process, such a strategic plan/road map could also be used as an effective tool/ strategy for fundraising, by both the WFP and GoTG.

151. In the framework of this process, a planning workshop was held in November 2017 to conduct a SABER exercise and SWOT analysis, and to discuss a possible roadmap. There is, however, no consensus yet over the steps and the time frame that should be considered. The MoBSE reacted to this proposal requesting more time for the transition, while asking more efforts to deal with the current gaps and insufficiencies. However, during this evaluation, a parallel effort was undertaken by the MoBSE and the WFP, with support from a consultant to work out, in close collaboration with all major actors, a strategic/operational road map for the near future.

### **Key findings and conclusions – 5: Sustainability**

- Sustainability has been an essential element in the design of the project. The preparation of the conditions for a future hand-over to the GoTG was the first component of the action.
- Certain practices proved unfavourable for the dynamic towards effective sustainability, like the WFP costing of the intersectoral coordination meetings, including a per diem, or the training of SFFP's on the use of WFP management and coordination tools, because of a lack of tools inside the MoBSE.
- The capacity of the MoBSE at its various levels is still insufficient to allow a full effective take- over of the management and the operational responsibility of the SFP.
- Valuable stepping stones on the roadmap towards a nationally owned school feeding programme are shown in a specific budget line for SFP in the National Budget for 2018, with a first provision of 30 million Dalasi
- An effort has been ongoing since a workshop in November 2017 to formulate a strategic plan or road map, with benchmarks over time, for the guidance of the transition process in the near future. A parallel consultancy, owned by both the MoBSE and the WFP, is supporting that effort.

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<sup>140</sup> E.g. in the LBS of Daru in CRR, where there were only locally improvised school meals at the moment of the evaluation visit.

### 3. Conclusions and Recommendations

152. Based on the findings presented in the previous section, an overall assessment that responds to the evaluation questions is provided below. This is followed by recommendations of how the WFP and MoBSE can take action to build on the lessons learned.

#### 3.1. Overall Assessment and Conclusion

153. This project, that envisaged the gradual strengthening of the preparedness in the MoBSE of The Gambia to progressively take over the operational and management responsibility of the School Feeding Programme that has been organised and implemented by the WFP for several decades is a very beneficial action.

154. During this evaluation it was found that the project is being implemented by dedicated professional staff at all levels, from the school and community level, up to the Ministry and the WFP CO in the Greater Banjul Area. At the school level, all actors are, in general, very satisfied with the SF and very motivated for various reasons, as school meals are considered an important encouragement and stimulus for poor parents to send their children to school and for children to study better. While the future transition towards a nationally owned SF programme was being prepared, the WFP continued organising its classic in-kind supply of dry food throughout the whole implementation period, from 2012 until the end of 2017.

155. The implementation of the project had a slow start, and there were many difficulties that may have caused it. The main overall difficulty in the implementation of this project was, undoubtedly, the systematic lack of funding for the activities. Pledged funds were also received late. As a probable consequence of funding issues, there have been too many interruptions in the flow of the food supply to the schools<sup>141</sup>. After the introduction of direct cash transfers to a selected number of schools in 2016, the same pattern of delays came to the forefront. This time, it was caused by late transfers, partly linked to late or insufficient reporting by the schools and the SFFP's on the preceding transfers.

156. This evaluation allowed the identification of a number of possible improvements in the current mechanisms, modalities and practices in the school feeding programme that could be further adopted. Most suggestions for improvement were made at the school level, by school headmasters/headmistresses, FMC leaders and members, school cooks, and even pupils. Other suggestions were elaborated on by the ET itself, and the full list of suggestions is presented in the recommendations section.

157. The FMC is clearly the «upcoming actor» in the school feeding at the school level, particularly when a school is given opportunity to participate in the CBT community management modality. The FMC is at the same time, a tool for and an expression of local ownership of the school feeding programme. The FMC's are a very important structure, that should be further consolidated and strengthened. Particularly the aspects of democratic management and transparency in the management of food items and cash flow at the school level should be invested in. Capacity building at the local level, at the schools and of the SFFP in the RED, is being operated only by the WFP's CDO placed in the region. However, during this evaluation, there was no CDO at work in several Regions (REDs 1,2,3). Therefore, this important activity seems to be understaffed and underfunded, which could be an important obstacle towards a future rollout of CBT community management SF in the whole country.

158. The tasks on hand are: the development of MoBSE-owned management and coordination tools for the school feeding in the two actual modalities: in-kind and cash transfer; training of a certain number of school FMC's per year, in the basic aspects of school feeding management under the cash-transfer-community-procurement modality; follow-up of these FMC's, their monitoring, including on the job training and counselling.

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<sup>141</sup>The relation between funding shortfalls and «pipeline breaks» in the food supply line, is shown clearly in Table 4.

## **1. Conclusions on the Relevance of the Project.**

### **Appropriateness of the design of the intervention to the context and needs of most vulnerable groups.**

159. This project was adequately designed and corresponds to the needs of vulnerable and food-insecure families in the poorer districts of the country. It constitutes a systematic transfer of the value of food to these poorer families and allows them in this way to keep sending their children to school, even at a very early age. School feeding is highly valued throughout Gambian society. The expectation was to accomplish sending as many children to school at the initial age to attend ECD, LBS and later on to secondary schooling, so as to give them more chances in life. Particularly, girls were expected to go to school more, and for more years, so as to avoid early marriage and in general, allow for a fuller education and development. With more girls educated in the higher levels, gradual changes in gender relations in the wider society were implicitly expected

160. The project was adapted to the wider context in the sense that it provided for a dynamic which would prepare for a hand-over of the managerial, operational and even financial responsibilities for the SFP to the Gambian MoBSE in the near to medium term future, after decades of WFP-led school feeding practices. Its targeted approach, focusing on the most food-insecure districts, made it reach the most vulnerable groups, including the girls attending schools.

### **Alignment with the priorities of the government, and with policies and priorities of the WFP and its partner.**

161. Initially, the project was well aligned to the priorities of the GoTG and with the policies and priorities of the WFP and its partners. When in 2015 the MoBSE formulated its National School Feeding Policy, a certain misalignment came to the foreground: the MoBSE envisages school meals for all children in the country, without discrimination, whereas the WFP's vision is more selective, prioritizing those communities and districts with the highest needs in terms of nutrition and/or education. In practice however, this difference in point of view has not caused any practical disagreement.

162. The preference of the project for local procurement is fully in line with the GoTG's choice for the cash transfer based community procurement modality, which is now adopted for general rollout throughout the country.

### **Implementation modalities that were adopted for meeting recipients' needs**

163. The WFP has, in collaboration with the MoBSE, and over the past five years, tried to identify the most appropriate approaches and implementation modalities for the two major objectives of the project. That has not always been done in the most optimal way: a rather slow start was taken in the first years of the hand-over process, e.g. the local procurement of food items was not successful in the first 3 to 4 years for various reasons<sup>142</sup>. The experimental comparison of two cash transfer based decentralized modalities only took place in 2016-17, for 6 months, and was very poorly reported on.

164. At the end of the project implementation period however, there were significant results, both in terms of capacity building in the perspective of a hand-over of the management of the SFP to SAFMU of the MoBSE, in terms of the choice for the cash transfer based community management modality<sup>143</sup>, as the national model to be rolled out. This is clearly the modality that has the greatest developmental potential for the local communities, the vulnerable food- insecure families and their children going to school. The only critical aspect of this model is

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<sup>142</sup>Additional information on this matter is presented in the section 2 (findings on effectiveness), from paragraph 92 to 95.

<sup>143</sup>The cash-transfer community procurement modality, with 9 food items in the menu is more expensive, per meal served, than the mostly import-based in-kind modality with only 4 ingredients<sup>144</sup>, as practiced by the WFP. Based on WFP and RED planning figures for 2017, the average costs were respectively 5.05 Dalasi (0.107 USD) for the locally procured school meals and 3.64 Dalasi (0.077 USD) for the WFP managed in-kind supply modality. This latter cost has however to be increased with the average transportation cost, which is about 1,900 Dalasi/MT or 0.27 Dalasi per meal of about 150 gr dry food stuff. The real cost of the in-kind supply modality per meal is thus about 3.91 Dalasi or 0.083US\$.

that it is about 29% more expensive than the classic import-based WFP managed modality, that lacks any positive impact on the local farming communities and economy<sup>144</sup>.

### **Quality of the log frame**

165. Several indicators that were proposed in the Logical Framework of the project are less meaningful in practice because, until now, there is no practical instrument to monitor these. The school performance indicators like graduation rate from ECD to grade 1, the net attendance ratio for LBS, the primary school completion rate, the transition rate to secondary school and the student pass rate in NAT tests, the average annual increase in enrolment (girls and boys), and the gender ratio, are all relevant indicators to measure the degree of achievement of outcomes and results of this project. Therefore, they have not been monitored by the WFP. These parameters were only monitored by the cluster monitors of the RED's, but they do not make<sup>145</sup> distinction between schools that benefit from school feeding and schools that do not. The monitoring of this data by the WFP, as mentioned in the yearly SPR's, referred always to global, «nationwide», data. That is, all schools (beneficiary and non-beneficiary) included. This of course strongly dilutes the possible effect of school meals on the education sector performance.

## **2. Conclusions on the Effectiveness of the Project Implementation. Extent of results**

### **delivered by the intervention (also for women and girls)**

166. Very important steps forward have been made in terms of strengthening the capacities of the MoBSE at various levels (schools, FMC, RED, SFFP, SAFMU, Ministry), on preparedness for hand-over and initiating local purchases (Strategic objective 5). Nevertheless, the MoBSE is at present not ready for taking over the management and school feeding operation in entire regions of the country. A step-by-step road map for the remaining stages of capacity strengthening of MoBSE at its various levels is presently being prepared between the MoBSE and the WFP<sup>146</sup>. The foundation for a nationally owned sustainable SFP has been established<sup>147</sup>.

167. The second strategic objective was to maintain the educational gains of the earlier school feeding programmes, ensuring the continuity of regular nutritious meals to the pupils of pre- primary and primary schools in very vulnerable, food-insecure priority areas. This has been done, to a very large extent, but not completely. A structural underfunding of the programme has negatively impacted the results of the programme, and as a consequence the regularity of the provision of school meals was strongly compromised<sup>148</sup>.

168. The project was successful in developing and delivering tools to contributing to the SO "Reduce risk and enable people, communities and countries to meet their own food and nutrition needs"<sup>149</sup>. Decentralised procurement has been successfully experimented in the school year 2016-17, and the cash transfer-community procurement modality is now being slowly rolled out as the chosen model for the future, "increasing marketing opportunities for producers and traders of agricultural products and food at the regional, national and local levels (Outcome SO1)<sup>150</sup>.

169. A positive relationship between school meals and an increased enrolment (ECDC as well as LBS) has empirically been found in most of the schools, so that in principle, UNDAF

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<sup>144</sup> The option for community procurement offers perspectives for a double impact: school meals on the one hand, that benefit children in their growing and learning process, and a local market for part of the local production of food, both dry food stuff as well as fresh vegetables and condiments. Also, this SF modality can potentially benefit nutrition and health by promoting the development of healthy eating habits during the childhood.

<sup>145</sup> Data collected by cluster monitors at schools are transmitted to the M&E department of the MoBSE, and used in the statistics of Education

<sup>146</sup> Planning roadmap and step-by-step hand-over planning is currently being facilitated by an independent local consultant

<sup>147</sup> The SABER ratings have on the whole evolved from «latent» or «emerging» to «emerging» and even «established», for some aspects, illustrating also the progress that was made.

<sup>148</sup> The number of assisted schools grew from about 314 in 2012 to 407 in 2017. The average number of days with meals per schoolyear was about 113 between 2013 and 2015<sup>148</sup>, representing about 56,8 % of the school days. The Gambia school calendar varies from one region to another, but on average, for planning purposes, the WFP always considered 199 school days a year.

<sup>149</sup> See project logframe in annex 1(TOR)

<sup>150</sup> At present, cash transfer schools are about 9,5 % of the total number of SFP assisted LB schools (Figures 8 and 9).

Outcome 5, «access to high quality and relevant education and skills for youth, children and disadvantaged adults (is) enhanced» has been reached. However, the full achievement of intended outcomes of the project for improving the results of education could not be proven. No significant progress was found on indicators that measure their results on increasing the progression of the pupils along the school system, such as the NAT pass rate<sup>151</sup>. This suggests that other factors are probably more determinant than school meals.

### **Factors influencing the achievement or non-achievement of outputs, outcomes and objectives of the intervention**

170. An important factor in support of this project's success is the increasing manifestation of a clear political commitment to the development of a home grown SFP on the part of the GoTG. This is shown by the formulation of a National School Feeding Policy, the creation of a specific budget line in the national budget and increasing funding for the SFP by the GoTG. In Gambian society, urban as well as rural, SF is in general, very much appreciated and supported. The political commitment runs parallel to a global societal appreciation of school feeding.

171. A very significant element of difficulty that has negatively impacted the success of this project has been its systematic underfunding. There has been a global funding shortfall of 39.4% over the whole period of implementation.

172. Another difficulty that could justify, in some degree, the non-achievement of some intended outcomes was the dual objective of this project<sup>152</sup>. This meant that in practice, the WFP has played a dual role while simultaneously operating a large school feeding programme nationwide and working towards developing capacity in the GoTG for establishing its own school nationally owned and sustainable feeding programme. The last one included work towards creating sustainable and effective approaches for the school meal activities in The Gambia and sensitizing the government and the community to embrace a nationally owned school feeding programme. This challenge adds up to the previously mentioned budget constraints that were found<sup>153</sup>.

173. A last difficulty that may have impacted the results found was the need to set up a school feeding programme within the administrative structure of the MoBSE, which required changes at national and regional levels. This means job creation, and adjustment in government processes that usually are beyond the reach of project decisions. One example which illustrates this was the difficulty in monitoring and evaluation the project results, due to the inappropriateness of the existing MoBSE monitoring and evaluating system that didn't allow evaluation of school feeding activities.

## **3. Conclusions on the Efficiency.**

### **Cost-efficiency of intervention, and its timely implementation**

174. The implementation of this project was of a satisfactory level with regards to cost- efficiency. However, this evaluation did not allow the full assessment of the cost-efficiency of the implementation of this project. This was due to the serious shortfalls in the funding of the school meal programme for every region in the country WFP has faced. Globally, the funding was only about 60% of what was budgeted.

175. Preliminary conclusions under this EQ refer to the modalities of school feeding that were adopted in the project, and their potential advantages and disadvantages, such as:

- The cash-transfer community procurement modality, with 9 food items in the menu which are more expensive, per meal served, than the mostly import-based in-kind modality with

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151 The overall NAT pass rate in the LBS was 41.26 % in 2017/151. The baseline in 2012 was 40.71 % for Eng5 and 42.75% for Math5

152 The two main objectives of this project were on capacity development and school feeding operations.

153 The midterm evaluation has suggested that a probable cause of delays and lack of some results was the double role played by the WFP in this project. \_\_\_

only 4 ingredients<sup>154</sup>, as practiced by the WFP<sup>155</sup>. However, the CBT modality includes additional benefits to pupils and the local community that aren't captured by school meals direct cost comparison including but not limited to community participation and ownership, benefits for local farmers, and better approval of the school menu for the beneficiary of the school meals (pupils);

- The currently insufficiently prepared FMC's in most SF in-kind modality schools need to be trained and built up before the SF CBT community management modality can be started up in their school. For the in-kind modality schools, a less prepared FMC is sufficient. However, the CBT was the modality chosen by the GoTG for the future school feeding operations, and efforts should be done within FMC's to develop their skills and scope of responsibilities, thereby preparing them for their tasks in the full CBT community management modality;
- The option for community procurement offers perspectives for a double impact: school meals on the one hand, that benefit children in their growing and learning process, and a local market for part of the local production of food, both dry foodstuff as well as fresh vegetables and condiments. Also, this SF modality can potentially benefit nutrition and health by promoting the development of healthy eating habits during childhood;
- The implementation followed a rather slow pace in the first years, accelerating towards much greater proactivity after the MTE. Most elements of success and achievement of outputs, outcomes and results date from the latter period. The timeliness of the implementation was not optimal.

### **Possible alternatives**

176. The evaluation did not allow the identification of possible other alternative approaches. Regarding the targeting of the school feeding, which is at present operated at a national level, admitting or excluding entire districts, a certain level of inclusion and exclusion errors was sensed. There was however, no opportunity to assess this aspect further, or to assess the possible effect of more decentralized targeting methods.

## **4. Conclusions on the Impact of the Project.**

### **Intended and non-intended long-term effects of the intervention**

177. The delivery of school meals has been a significant income transfer and food support to poor families and communities that are beneficial to the school feeding programme<sup>156</sup>. This also means that the local economy is being supported, significantly, by the local purchases of the 41 schools with the cash transfer/local procurement modality, as most food items are locally produced.

178. Most of the food purchases for the school meal preparation are, however, until now, made from businesses (traders), and not from farmers directly. In addition, women farmers started selling their produce to the schools, mostly vegetables but also other locally produced items. It would be possible to extend these local purchases to other food items, such as locally grown rice if coordination with the Regional Directorates of Agriculture and the local extension officers were pursued, and if purchase modalities could be adapted to farmers' needs and market practices instead of only corresponding to the conditions of businessmen (traders)<sup>157</sup>.

179. National ownership has been put definitively on the agenda, and comes within reach, even if the respective MoBSE structures are at present not yet considered to be fully prepared and capable of managing significant parts of the SFP.

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<sup>154</sup>In September 2017 the food basket on the SF in-kind modality was reviewed and now it includes the same 8 food items of the CBT SF modality

<sup>155</sup>Based on WFP and RED planning figures for 2017, the average costs were respectively 5.05 Dalasi (0.1068 USD) for the locally procured school meals and 3.64 Dalasi (0.8 USD). The introduction of the community procurement modality in 2016, and the adoption of this modality as the general model for the future, signifies a way of operating that seems to be about 33% more expensive, at least in 2017.

<sup>156</sup>Since 2012 for more than 9 million USD have been spent this way.

<sup>157</sup>A group of women farmers, organized in a Mother's Club' of a CBT school located in CRR, was already able to participate in the procurement process and sell the rice used for the school meals.

180. So far, because of the limited monitoring of the school performance parameters of the assisted schools, no positive correlation could be found between school meals and better school results<sup>158</sup> in the beneficiary schools. However, international experience confirms the probability of such a causal relationship<sup>159</sup>. In addition, the children that were enrolled in the ECDC because of the presence of meals will undoubtedly have a long term positive effect on their school careers, as they will enter grade 1 with a much better preparedness than non-ECDC pupils.

### **Gender-specific impacts of the intervention**

181. The continuation of the high enrolment and attendances rate by girls, as compared to boys (in both ECD and LBS) will most likely have positive long-term effects for these girls in relation to their age of marriage, to their social position, and to their capacity to gradually influence gender relations in their families and in society at large in favour of more gender equity.

182. A strongly increased social role of the Mothers Clubs, as regular member of the FMC and the SMC, and as an important motor for the community engagement in the school feeding process at the local level may also contribute to gradually enhanced women's possibilities to act and speak out in the public area and become important actors in support of the schools and their children's' education. This way, gradual changes in the social positioning of women can take effect, as a result of their participation in the school feeding programme.

## **5. Conclusions on Sustainability**

### **Sustainability strategies incorporated in the design of the project**

183. Sustainability has been a central element in the design of the project, as the preparation of the conditions for a future hand-over to the GoTG was the first component of the action. Sustainability as a nationally owned school feeding programme was always the perspective for the short to medium term future.

184. The shift to decentralized CBT community management modality of school feeding and for more local purchases, that was initiated by the project, is also part of its drive towards the establishment of the foundation for a nationally owned sustainable SFP in the country.

185. Certain practices proved however, somewhat unfavourable for the dynamic towards effective sustainability, like the fact that the WFP has supported all costs of the inter-sectorial coordination meetings, including the of a per diem payment to participants in the coordination meetings. Also, the training of SFFP's on the use of WFP management and coordination tools, which lacked its own tools inside the MoBSE, proved to be an unsurmountable obstacle to establish sustainable school feeding practices.

### **Sustainability of the benefits of the intervention**

186. WFP is not ending its work in The Gambia regarding school feeding at the end of this project. It continues to ensure the existence of the SFP, while at the same time endeavouring in the process of transition of the managerial, operational and even financial responsibilities to the SAFMU of the MoBSE. This means that the results found in this programme are likely to continue while the GoTG is working towards their own and fully operational sustainable school feeding programme.

187. Valuable stepping stones on the road towards a nationally owned school feeding programme in The Gambia were taken. The existence of a National School Feeding Policy and of a specific budget line for SF in the national budget<sup>160</sup> are examples of progress towards

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<sup>158</sup> Expected outcomes on Education includes higher NAT pass rates.

<sup>159</sup> Rethinking School Feeding: Social Safety Nets, Child Development and the Education Sector. World Bank Publications, 2009

<sup>160</sup> Budget for 2018, and of a first provision of 30 million Dalasi.

sustainability. However, the capacity of the MoBSE at its various levels is still insufficient to allow a full effective take-over of the management and the operational responsibility of the SFP.

188. The project still did not fully achieve its goal of preparing the transition of the SFP from the WFP to the GoTG. But an effort has been ongoing since a workshop in November 2017 to formulate a strategic plan or road map, with benchmarks over time, for the guidance of the transition process in the near future.

189. The in-kind modality of school feeding could benefit from the development and test of mixed SF formulas, like the provision of a limited amount of petty cash to selected in-kind supply modality schools as a strategy for transitioning to the future community managed modality of school feeding (CBT) adopted by the GoTG. This could be a valuable stepping stone for strengthening the capacity of their FMC's, as preparation to the full level of responsibility under a future fully fledged CBT community management modality. Also, it could greatly improve the nutritional value of the school meals in the in-kind modality, as well as increasing their potential to promote healthy eating habits among the school children.

190. The procurement practices, that have evolved considerably during the implementation of this project, could further be improved to increase the participation of local farmers in the school feeding food market. Therefore, the development of appropriate procurement formulas, next to, or instead of, the usual public tender procedure, that facilitate the participation of farmers/producers, many of whom are women, to sell their produce to the schools, is highly desirable.

### 3.2. Recommendations

**R1: The WFP should urgently improve its monitoring of the education parameters that should show evidence of the positive impact of school feeding.** Time frame: end of 2018.

191. WFP should endeavour to work out better monitoring systems for the school feeding programme, in close collaboration with the MoBSE. This joint effort should start from MoBSE's existing monitoring system and improve it gradually. In any case, the two organisations' systems should be better harmonised, to allow for a meaningful monitoring of those parameters that are relevant to both. It could consider to equip all cluster monitors with an iPad (or tablet or smartphone), in which they would be able to insert the SF data off-line (as well as other data on education parameters if the software programme allows that). As these tablets are equipped with SIM-cards, the cluster monitor would then, when he/she is back in the regional capital, register and send the data to WFP (and to MoBSE). The possibility of adopting a SMS based monitoring system for the SFP in The Gambia could also be explored<sup>161</sup>.

192. The monitoring system should monitor the relevant parameters that are intended to show the impact of school feeding, distinguishing schools with school meals from those without. Thereby, results of school feeding on education could be included in both WFP's yearly SPR's and in the MoBSE's Statistical Yearbooks. The average NAT3 and NAT5 pass rates for mathematics and English in SFP-assisted schools could be one of these relevant parameters.

**R2: The WFP should facilitate the preparation of a realistic and consensual operational plan or road map for the hand-over of responsibilities for the school feeding programme from the WFP to the MoBSE.** Timeframe: immediate, as it is urgently needed to guide the ongoing process.

193. The WFP should work closely together with the SAFMU/MoBSE to prepare a strategic/operational road map or implementation/transition plan for: a gradual shift towards more CBT modality schools, a gradual shift towards more SAFMU/MoBSE operational (and

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<sup>161</sup> An SMS based school feeding monitoring system is being implemented to monitor a school meals programme in Odisha, India. <http://www.mdmodisha.nic.in/>



financial) responsibility, and a regular follow-up and assessment of the gradual increase in capacities at school/RED-SFFP/SAFMU/ MoBSE levels.

194. Such a plan should guide the ongoing process. It should have clear benchmarks and should spell out clearly the required capacity strengthening on the side of the MoBSE and follow a realistic strategy to build that up. MoBSE should have the greater responsibility in working out such a plan, and WFP should play only an assisting and facilitating role. Most likely, WFP and the MoBSE would benefit from the collaboration with external consultants to help with this hand-over plan and for finding alternative solutions to the existing difficulties, because of their probable stronger capacity to «think outside the box». The ToR of such consultancies should be worked out by the MoBSE (and SAFMU), with assistance from WFP, but in such a way that it is formulated specifically for the task at hand, and as much as possible, free from pre-established WFP templates.

**R3: WFP should avoid as much as possible the systematic interruptions of both food supply and cash transfers to schools.**

195. Both in-kind supplies and cash transfers should arrive in the schools in a timely manner. This requires that: WFP should endeavour to obtain sufficient funding for the SFP, from various sources, both national and international; parallel efforts from the MoBSE to secure additional and/or new funding are of course also essential; new and innovative ways should be identified, worked out and experimented, in order to simplify, and to speed up the administrative procedures linked to planning, authorising, procuring, transporting of food, or of transferring funds to the schools, as well as the reporting by the schools, the SFFP and the RED's on the use that was made of these food and cash transfers.

**R4: WFP should create conditions for the design of improved implementation mechanisms, procedures, norms, and monitoring systems.** Timeframe: urgent, before end 2019.

196. SAFMU and MoBSE should be the main actors in this design process and the improved mechanisms should correspond better to the existing MoBSE functioning mechanisms and procedures. WFP should support that process, without taking the lead. WFP mechanisms, procedures, norms and monitoring systems should be a source of inspiration for the MoBSE to develop their own mechanisms, procedures and norms, not necessarily the starting point of the process<sup>162</sup>.

**R5: WFP should assist the MoBSE to upgrade and improve the existing mechanisms of accountability and security** at school level, in relation to school meals. Time frame: before end of 2019.

197. The presence of cash in the schools can lead to many irregularities at the local level. New control mechanisms must be introduced, and the existing mechanisms<sup>163</sup> need to be monitored, so that they are effectively put in practice.

198. The possible introduction, in the local school management committee (SMC) of a subcommittee for control of the management of finances and food items, of the type that typically exists in co-operatives e.g., can be considered. Such a Control Committee (CC or CoCo) could then be responsible for the regular checking of the use of funds and of material goods belonging to the school meal programme as well as those from the School Investment Grant (SIG), for which, at present, there may be no explicit control bodies.

**R6: WFP should assist the MoBSE in promoting the purchase of locally produced food**, including rice, directly from the local producers, by experimenting new competitive procurement mechanisms. Timeframe: urgent, before end of 2019,

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<sup>162</sup>The existing school data since 2012 up to now should be disaggregated between SF beneficiary schools and non-beneficiary, so that meaningful analysis of different variables and correlations becomes possible.

<sup>163</sup>Certain local suppliers may be given preference, or the handling of cash money can be less correctly, or for practical reasons the two key System of the cash boxes might be made more flexible, reducing strongly the capacity to supervise and control the use of the money.

199. Public tenders correspond more to the conditions and practices of traders and businesses, but not of farmers. Also, the harvest calendar does not correspond well to the school tendering calendar.

200. Thereby, SF food procurement should explore/experiment the possible use of negotiated contracts with farmers or farming groups for future harvests. A supply contract with an agreed upon price can be a procurement mechanism that is more appropriate for the specific conditions of the farmers than the public tender formula currently used. To this end, a

«tender» can be organised specifically between producers/farmers, for the supply of clean rice (with agreed upon quality criteria, including a certain percentages of broken grains) to a school or a cluster of schools. In collaboration with the agricultural extension officers, they could develop and test mechanisms to promote new forms of the joint sale<sup>164</sup> of produce to the schools by smallholder farmers. At the inter-ministerial level, structural linkages are urgently needed between the MoBSE and the Ministry of Agriculture (MoA) in order to facilitate purchases from local farmers. The operationality of these linkages should be at the school/cluster and regional level, but a global MoBSE-MoA agreement should establish a framework and encourage the regional staff of both these ministries.

**R7. WFP should assist the MoBSE to explore and find possible solutions for processing and preparing of «coos» (from maize and millet).** Time frame: Before end of 2019.

201. Preparation of coos in the CT schools is currently a very laborious and cumbersome operation and too heavy a burden for the cooks. Some suggestions were made in the schools, that, in the opinion of the ET, merit could be considered as a possible solution: equip every (cluster of) schools with a mill (with different implements for the respective operations to be performed), so that they can do the processing themselves. At the same time, this could possibly be a source of income for the school, when operating the mill commercially for external clients; allow the schools to use SF funds to pay for the processing (and the transport costs to a mill nearby). This was permitted in 2016-17 but later abolished by WFP; allow the schools to include the processing of maize and millet into «coos» their tender notice, inviting interested parties (local women groups for example) to be candidates for this processing work, preparing ready-to-use «coos» for the school cooks.

**R8: In partnership with UNICEF and contingent on funding WFP should hand over the school meal programme with fully refurbished school kitchens, and with good sources of potable water for cooking and drinking.** Timeframe: Before end of 2019.

202. Most school kitchens need replenishment of their equipment: one or two cooking pots, some pans, basins, and some specific utensils. Each team of cooks can make a list of items lacking. And practically all wood-saving stoves need urgent repair, often even rebuilding, which would best be done by skilled and experienced masons.

203. The vast majority of assisted schools have insufficient plates, and spoons are practically non-existing. And there is nowhere a more or less clean and wind-protected «eating area». Many schools lack sufficient water sources for cooking and washing of dishes, and in many cases the water has to be collected and brought from sources outside the school. An assessment and further improvement in water sources for the school feeding would increase the chance of adopting better hygienic practices on the food preparation and distribution and promoting the food safety of school meals.

**R9: WFP should review the take-home ration of rice of the cooks,** which is their gratification, as it is now perceived as very low and with quite some irregularities in practice. Timeframe: before the end of 2019.

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<sup>164</sup>The 2017 projected population estimate from the 2013 census.

204. The WFP norm is 2.5 kg of rice per cooking day per agreed upon cook. The WFP estimates one cook per 200 children. Often times, the FMC adds one or more voluntary cooks, unpaid, when the WFP-cooks cannot cope with the tasks at hand. This occurs especially in the CBT community managed modality where the school menu is more complex and requires additional work for its preparation, so that extra voluntary, unpaid, community cooks come in. The unequal treatment causes a sense of injustice.

205. In practice the payment received by the SFP-accepted cooks varies considerably, from 30Kg/three months to 60kg/month for a half-time cook. WFP should apply its norms correctly and better supervise the other actors involved (such as the food transporters). If the WFP cannot increase the «payment» or gratification of the cooks, then the WFP should assist the MoBSE to lobby the local authorities (councils, local administrations) as these could possibly make contributions from their own resources.

206. Three additional aspects are recommended for future consideration. They are explained more completely in Annex 14.

1. In some RED's in the interior of the country, senior education officials asked for a higher proportion of madrassas to be included in the SFP, as they are at present underrepresented.

2. Several senior education officials feel that more rigor should be applied to the contributions of the community to the SF - «people who do not pay, do not eat!», as that would prevent many children from saving their one Dalasi to spend it on sweets at the school market, where many school vendors offer all kinds of sweets and biscuits.

3. The development of «ownership» of the SFP at the school level is slow. At present, schools still often feel very insecure about their degree of freedom to change minor aspects of the SF modality.

#### 4. A Story Worth Telling

In The Gambia, mother's clubs exist in almost every village. They are informal associations of all mothers of the pupils from the village's lower basic schools.

During this evaluation, the consultants met members of the Mother's Clubs from almost every school that was visited. In principle, every mother of a school child is member but, in practice, a number of mothers from the local community regularly attend. The most active of them engage as volunteers in various activities that are aimed to improve the school environment, to support certain activities of the school staff, and to set up economic activities, including farming. This is done with the objective of creating extra income for their group. This extra income is then used to support the most vulnerable pupils for their school uniforms, books and other school supplies, and to support the school in general through various activities to improve the school premises, e.g. doing small repairs, and its associated activities, e.g. by awarding prizes to pupils that were excellent in their school performance.

Various levels of participation in a different activity were observed during the field work of the evaluation team. The ET considers that there is a trend towards a stronger support by the Mother's Club in those schools that implement the CBT community management modality of school feeding, particularly in Regions four and two. During one of our school visits we came across a very nice example of Mothers Club support.

The Bureng LBS, with 315 pupils in 2017, of which 47 were in the ECDC and 270 in the lower basic practiced the CBT community management modality of SF since the very first experiment (2016-2017 school year). The Mother's Club of Bureng LBS mainly cultivate rice together, as they are all farmers. In 2017, when the tender notice was published and distributed, this Mother's Club proposed to supply rice to the school from their common stock. They won this tender, and that term they supplied the school with rice, which is the main food item on the school's menu. With the income they earned, they made increased donations to the school to do some necessary repairs in the school building.

This nice story gives an example of the enormous potential of community engagement that can be put in motion by the school feeding programme when relying on strong participation from the local community. It increases its impact and support to the school community well beyond just preparing them meals.

**Annexes**

**Annex 1: Terms of Reference**

**Decentralized Evaluation Quality Assurance System (DEQAS)**

**Terms of Reference**

**Evaluation of**

**Gambia DEV 200327: Establishing the Foundation for a Nationally Owned Sustainable School Feeding Programme in The Gambia, from 2012 to 2017**

**WFP The Gambia**

## **1. Introduction**

1. These Terms of Reference (TOR) are for the evaluation of Development Project (DEV) 200327 – Establishing the foundation for a Nationally Owned and Sustainable School Feeding Programme in The Gambia. This evaluation is commissioned by WFP The Gambia Country Office and will cover the period from August 2012 to December 2017.
2. These TOR were prepared by the WFP The Gambia country office based upon an initial document review and consultation with stakeholders and following a standard template. The purpose of the TOR is twofold. Firstly, it provides key information to the evaluation team and helps guide them throughout the evaluation process; and secondly, it provides key information to stakeholders about the proposed evaluation.
3. The TOR will be finalised based on comments received on the draft version and on the agreement reached with the selected company. The evaluation shall be conducted in conformity with the TOR.
4. The Development project's objective is to establish the foundation for a transition to a Nationally Owned and Sustainable School Feeding Programme. The project is composed of:
  - I. Capacity development
  - II. Daily school meals operations

The project covers vulnerable populations in regions 1 to 6 of the Gambia and is jointly funded by the Government of the Gambia (through the Global Agriculture and Food Security and Programme - GAFSP), Canada, Republic of Korea, Japan and the European Union (EU). The operation evaluation will cover all activities and processes related to the formulation, implementation, resourcing, monitoring and reporting of DEV 200327 and is expected to last for a period of 6 months (i.e. October 2017 to April 2018).

## **2. Reasons for the Evaluation**

5. The reasons for the evaluation being commissioned are presented below.

### **2.1. Rationale**

6. The WFP Gambia Country Office is commissioning the final evaluation of WFP school meals activities in The Gambia to assess performance of program operations and associated interventions for the purposes of accountability and program strengthening.
7. The WFP started the School Feeding Programme (SFP) in the Gambia in 1970. From 2012 to date, DEV 200327 received a \$17,227,504 from EU, Japan, GoTG (FASDEP), Australia, South Korea, Howard Buffet, Thomas Nationwide Transport (TNT) Express and Canadian Fund to support 145,933 pre-primary and primary school children during the period 2012-2017. WFP's school meal programme in Gambia incorporates a nutritious midday meal that includes fortified vegetable oil and iodized salt.
8. As the DEV 200327 programme is now at its final point, the Gambia Country Office is keen to evaluate progress to date and receive guidance on the programme implementation. The evaluation will also serve as a transition from project base to Transitional Interim Country Strategic Plan (TI-CSP) from January 2018 and the forthcoming Country Strategic Plan (CSP) from January 2019 onwards. Further, a key component of the programme is to work in partnership with stakeholders and provide capacity development to government to eventually take over the programme. Therefore, an important part of this evaluation will be to assess the partnerships with the government and other key stakeholders, such as the local communities and NGOs.

9. The evaluation is being commissioned for the following reasons:
10. To ensure that necessary fine tuning of school meals operations and any design in final handover phase towards a Nationally Owned Sustainable School Feeding Programme are evidence based. This evaluation has been timed to ensure that findings can feed into future decisions on implementation of the T-ICSP starting in January 2018 and design of the forthcoming CSP starting in January in 2019.
11. The evaluation will have the following uses for the WFP The Gambia country office:

This evaluation will serve as a situation analysis to guide in the development of a hand- over strategy, evaluate the progress to date and receive guidance on the programme implementation.

A key component of the Nationally Owned Sustainable School Feeding Programme is to work in partnership with stakeholders and provide capacity building to government to eventually take over the programme. Therefore, an important part of this evaluation will be to assess the partnerships with the government and other key stakeholders, such as the local communities and NGOs.

The evaluation will also be an opportunity to evaluate whether recommendations made during the midterm evaluation (2014) were integrated into programme implementation and if so, whether these recommendations were successful in strengthening the programme.

## **2.2. Objectives**

12. Evaluations in WFP serve the dual and mutually reinforcing objectives of accountability and learning.
  - **Accountability** – The evaluation will assess and report on the performance and results of DEV 200327 – Establishing the foundation for a Nationally Owned and Sustainable School Feeding Programme.
  - **Learning** – The evaluation will determine the reasons why certain results occurred or not to draw lessons, derive good practices and pointers for learning. It will provide evidence-based findings to inform operational and strategic decision-making. Findings will be actively disseminated and lessons will be incorporated into relevant lesson sharing systems.

The main objective is to critically assess results, impact accountability and the implementation arrangements and management of the school meals activities (cash and in kind, in particular home grown initiatives) and links with local procurement so that the lessons derived could be used in adapting the handover of the school meals programme to the Government of The Gambia. Another objective of the evaluation is to assess to what extent WFP assistance was delivered and utilized in safe, accountable and dignified conditions.

The purpose of the evaluation is to critically and objectively review the programme and its implementing environment, including capacity development activities assess whether 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 corrections that may be necessary to effectively and efficiently meet the stated goals and objectives.

## **2.3. Stakeholders and Users**

13. A number of stakeholders both inside and outside of WFP have interests in the results of the evaluation and will be required to play a role in the evaluation process. The methodology for the evaluation will ensure that a range of beneficiary voices are captured through key informant interviews and focus group discussions (FGD) with various interest groups of both genders (parents/teachers/students).
14. Table 5 below provides a preliminary stakeholder analysis, which should be deepened by the evaluation team as part of the Inception phase.
15. Accountability to affected populations, is tied to WFP's commitments to include beneficiaries as key stakeholders in WFP's work. As such, WFP is committed to ensuring Gender Equality and Women's Empowerment (GEEW) in the evaluation process, with participation and consultation in the evaluation by women, men, boys and girls from different groups.

**Table 1 - Preliminary Stakeholders' analysis**

Stakeholders	Interest in the evaluation and likely uses of evaluation report to this stakeholder
<b>INTERNAL STAKEHOLDERS</b>	
Country Office (CO) The Gambia	Responsible for the country level planning and operations implementation, It has a direct stake in the evaluation and 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 operation.
Regional Bureau (RB) Dakar	Responsible for both oversight of COs and technical guidance and support, the RB management has an interest in an independent/impartial account of the operational performance as well as in learning from the evaluation findings to apply this learning to other country offices. The Regional Evaluation Officers supports CO/RB management to ensure quality, credible and useful decentralized evaluations.
WFP [technical units] HQ	WFP HQ technical units 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 HQ 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.
Office of Evaluation (OEV)	OEV 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 decentralised evaluation stakeholders as identified in the evaluation policy.
WFP Brazil Centre of Excellence (CoE)	The WFP Brazil Center of Excellence (CoE) has been providing technical assistance to CO and Government of The Gambia through South-South collaboration, including policy related areas, study tours and yearly participation in the Global Child Nutrition Forum (GCNF) where discussions, sharing experience and adoption of global commitments have been taken on Home grown School Meals Programmes. Technical assistance to school meals has been aligned with social protection support that enhanced WFP Gambia and the GoTG's understanding of different social protection initiatives and to consider School Meals as the largest social safety nets in the country. CoE also provides support to the Gambia in organizing exchange and knowledge sharing opportunities through annual fora on social protection initiatives.
<b>WFP Executive Board (EB)</b>	The WFP governing body has an interest in being informed about the effectiveness of WFP operations. This evaluation will not be presented to the EB but its findings may feed into annual syntheses and into corporate learning processes.
<b>EXTERNAL STAKEHOLDERS</b>	

Stakeholders	Interest in the evaluation and likely uses of evaluation report to this stakeholder
<b>Government:</b> Ministry of Ministry of Basic and Secondary Education	The Government, specifically the Ministry of Basic and Secondary Education (MoBSE) has a direct interest in knowing whether WFP activities in the country are aligned with its priorities, harmonised with the action of other partners and meet the expected results. Issues related to capacity development, handover of school meals and sustainability will be of particular interest to MoBSE as the direct institutional beneficiary.
<b>Beneficiaries</b>	As the ultimate recipients of food assistance, people we serve have a stake in WFP determining whether its assistance is appropriate and effective. More than 145,933 primary and pre-primary school children from the most vulnerable and food insecure regions (Banjul and Kanifing Region 1 , West Coast Region 2, North Bank Region 3, Lower River Region 4, Central River Region 5, Upper River Region 6) receive nutritious midday meal that includes fortified vegetable oil and iodized salt. Cooks also receive food incentives to encourage their participation. The Food Management Committees and Mother's Clubs are responsible for food management at school level while communities as a whole complement the programme. 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.
<b>UN Country team</b>	The UNCT's harmonized action should contribute to the realisation of the government developmental objectives. It has therefore an interest in ensuring that WFP operation is effective in contributing to the UN concerted efforts. Various agencies are also direct partners of WFP at policy and activity level, including FAO and UNICEF our main UN partners
<b>NGOs</b>	NGOs are WFP's 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.
<b>Donors: Government of The Gambia, Government of Canada, European Union, Japan, Republic of Korea</b>	WFP operations are voluntarily funded by a number of donors. They have an interest in knowing whether their funds have been spent efficiently and if WFP's work has been effective and contributed to their own strategies and programmes. EU has specific interest in ensuring that operational performance reflects EU standards and accountability requirements, as well as an interest in learning to inform changes in project strategy, results framework, and critical assumptions.
<b>Local farmers/small holders</b>	Local farmers, particularly small holder farmers, local suppliers and producer associations, are involved in the provision of commodities needed for a national school feeding programme. They are expected to benefit from some of the capacity development activities during the implementation of the project.
<b>Others</b>	A wide range of actors, such as school administrators and community members are involved in the management of school meals and are also expected to benefit from some of the capacity development activities geared towards community participation and daily management of school feeding. WFP-Gambia also has established partnerships with UNICEF and FAO, and the Gambia MoBSE to achieve project objectives. Their respective perspectives will be sought as the engagement of these actors influences the effectiveness of the programme as well as its sustainability.

16. The primary users of this evaluation will be:

- The WFP Gambia Country Office, the Ministry of Basic and Secondary Education and partners in decision-making, notably related to programme implementation and/or design, Country Strategy and partnerships. Of particular interest will be recommendations on implementing a nationally sustainable school meal programme from 2018 onwards.
- Given the core functions of the Regional Bureau (RB), the RB is expected to use the evaluation findings to provide strategic guidance, programme support, and oversight.



- The government is expected to take over the management and monitoring of the school feeding program over time, therefore, information on whether the programme is yielding the desired results is of primary importance.
- Other UN agencies such as UNICEF and FAO will be interested in the results of the evaluation.
- WFP HQ may use evaluations for wider organizational learning and accountability.
- OEV may use the evaluation findings, as appropriate, to feed into evaluation syntheses as well as for annual reporting to the Executive Board.

### 3. Context and subject of the Evaluation

#### 3.1. Context

17. The Gambia remains one of the poorest countries in the world, ranked 173 out of 188 countries in the 2016 Human Development report (HDR), making it the 15<sup>th</sup> least developed country in the world. Of the 1.9 million<sup>165</sup> Gambians, about 48.6%<sup>166</sup> percent live on less than US\$1.25 per day, 8% are considered food insecure.<sup>167</sup> Four out of Local Government Areas (LGA) recorded 12 – 18% food insecure households according to the 2016 Comprehensive Food Security and Vulnerability Analysis. Basse (14.5%), Kuntaur (18.1%), Janjangbureh (12.3%) and Mansakonko (12.1%) were found to have the highest number of food insecure households in the country. Life expectancy is estimated at 64.4 years; Infant mortality rates estimated to be 34 per 1,000 live births; for every 100,000 live births, 433 women die from pregnancy related causes, which would rank it among the highest rates in the world<sup>168</sup>. According to the 2015 Standardized Monitoring and Assessment of Relief and Transitions (SMART) survey, the prevalence of global acute malnutrition increased to 10.3%, up from 9.9 % in the 2012 survey. National stunting rates were recorded at a critical 24.9 %. Global acute malnutrition surpassed the WHO emergency threshold of 10 % in four out of eight local government areas (Basse 13.9, Kuntaur 11.4, Kerewan 10.6, and Janjanbureh 10.5). Kerewan, Basse, Kuntaur and Janjanbureh Local Government Areas (LGAs) also recorded stunting rates above the national average, while micronutrient deficiencies are widespread across the country, particularly affecting children and women.
18. In terms of human development, the country has achieved the MDGs related to gender parity in primary and secondary education and to access to water sources. About 55 % of adult men and women are literate. The completion rate for primary education (Grade 6) stands at 75.4 % (76 % for girls and 74.7 % for boys), while the completion with pass rate in all core subjects for basic cycle education (Grade 9) was 24.1 % in 2015. The university admissibility rate for high school completion (Grade 12) was 4 % (5 % for boys and 3 % for girls) in 2016. Government policies provide for universal access to pre- primary and primary education, yet the quality of education as well as the retention of children in schools is of concern.
19. Overall, Gambia has a Gender Inequality index (GII) of 0.641, ranking it 148 out of 159 countries in the 2015 HDR. While there is gender parity at primary education enrolment, and very close to parity at secondary education level (0.96), other gender- related indicators are less favourable. For example only 10.3 % of the parliamentary

<sup>165</sup> 2015 Integrated Household Survey.

<sup>166</sup> 2015 Comprehensive Food Security and Vulnerability Analysis.

<sup>167</sup> The Gambia MDG status report, 2014; (using 2013 data) 168 2015 UN Common Country Assessment

seats are held by women. The 2013 population census reports that 42 % of the economically active population is female, of which 56 % is engaged in agriculture while 24 % is in service, shop and market sales. Male headed households constitute 79 % and female headed households constituted 21 %, while women make up 60 % of the total unemployed population. While the Gambia has a National Gender Policy, the UNDAF (2017-2021) notes that effective mainstreaming of gender into Government policies and programmes remains a challenge as women and girls continue to be disadvantaged due to socio-cultural norms, practices as well as discriminatory provisions in customary law. Girls aged 15-19 years are most at risk of mainly due to practices such as early marriage (23.8 per cent). Incidence of Female Genital Mutilation/Circumcision (FGM/C) aimed at controlling women's sexuality and autonomy that adversely affects women and girls' sexual and reproductive health remains high with 76 per cent of women and girls aged 15-19. Although a ban is in place for the practice of FGM/C challenges remain on enforcement.

20. The Gambia's economy is predominantly subsistence agrarian, with rain fed subsistence agriculture being the main source of livelihood for the majority of the population. The country has a gross domestic product (GDP) per capita of USD 450 and the economy relies heavily on remittances from workers overseas and tourism, with Remittance inflows amounting up to about 20 % of the country's GDP. A widening fiscal deficit, ad hoc monetary policy shifts, and Central Bank financing of the deficit have caused the economy to continue to weaken. The main drivers of The Gambia's economy in 2016 were agriculture (26 %) and services at 64 % (including tourism, trade, transport and communications). GDP has grown by 0.9 % between 2013 and 2014, representing a significant decline in growth over the previous five years. The Gambia is rated 47.3 on the GINI Index in 2013, indicating a prevalence of income inequality.
21. The overall national contribution of agriculture to GDP is 26 %.<sup>169</sup> The number of smallholder farmers in The Gambia is estimated to comprise 43.1 % of the population and 22.6 % of the economy.<sup>170</sup> 55.7 % of smallholders are women. Smallholders in four predominantly rural region remain particularly vulnerable to recurring shocks and the lean season. Despite continued vulnerability, increased opportunities for value addition and non-farm employment provided by the Government, WFP and partners have contributed to positive trends in smallholder productivity and incomes over the past years. Nevertheless, smallholders lack suitable access to and integration in (local) markets.
22. Domestic cereal production accounts for up to 60 % of annual consumption requirements and the country relies heavily on food imports. However, the agricultural sector has untapped potential since less than half of arable land is cultivated. In addition, the Gambia is faced with environmental challenges such as land degradation, loss of forest cover, loss of biodiversity, coastal erosion, waste management and climate change. Over the past years, the country has experienced several disasters in the form of drought, floods, fires and locust infestation, causing large-scale destruction. The severe floods that have occurred in recent years are caused largely by rapid urbanisation and the failure by citizens to adhere to physical planning regulations. The Government strategies to address agriculture and food security includes use of national experts committee and agricultural council to guide agricultural planning and policy, provision of technical support including new technologies, the creation of financial opportunities

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<sup>169</sup> Vision 2016, Government of The Gambia.

<sup>170</sup> Eurostat: <http://ec.europa.eu/eurostat/news/themes-in-the-spotlight/asylum2016>

for farmers to access long-term loans to develop modern farms and the development of science parks to enhance the quality of primary produce.

23. High rates of unemployment among the youth, currently estimated at 38% and irregular migration to Europe have also been a phenomenon The Gambia is grappling with. According to the European Union, at least 14,735<sup>171</sup> Gambians sought asylum in EU member countries, with 75% classified as economic migrants. This ranks the Gambia third in sub Saharan Africa, behind only Nigeria and Eritrea. Migration?

### **3.2. Subject of the evaluation**

24. Designed as a follow up to the previous school meals projects (1974-2011), and aligned to UNDAFs 2016 – 2016; 2017-2021, the WFP DEV 200327 (2012-2017) aims to set the foundation for a national school feeding programme. The project's objective is to establish the foundation for a transition to a nationally owned and managed sustainable home-grown school feeding programme, as requested by the Government. The project focus on:

- strengthening the overall institutional and policy framework for a school feeding system; and
- consolidating and improving the gains achieved in access to pre-primary and primary education, through direct support for school feeding in the most vulnerable regions and districts, especially those with particularly poor education statistics.

25. The School Agriculture and Food Management Unit under the Directorate for Basic and Secondary Education and Programmes in the Ministry of Basic and Secondary Education are the main implementing partners for the project.

26. The two main activities of the project are Capacity Development Support and School Meals Support. Under the capacity development support the project aimed to support the Government in developing: i) a school feeding policy; ii) a national resource mobilization strategy; iii) a phased hand-over plan; and iv) a strengthened and decentralized school feeding coordination mechanism. In line with the Government's decentralization policy, capacity development target stakeholders at the central, regional and community levels, particularly decentralized structures charged with the day to day management of the school meals programme. School feeding support focus on girls and boys in pre-primary and primary schools up to grade 6 in very vulnerable, food-insecure, rural and urban areas.

WFP Gambia school meals activities are aligned to achieve two strategic objectives under the 2013-2017 WFP Strategic Plan: Reduce risk and enable people, communities and countries to meet their own food and nutrition needs (SO3), and reduce undernutrition and break the intergenerational cycle of hunger (SO4). The project is also aligned to UNDAF Outcome 5, access to high quality and relevant education and skills for youth, children and disadvantaged adults enhanced. Please see the full project logframe in Annex 7 of the terms of reference.

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<sup>171</sup> For more detail see: <http://www.oecd.org/dac/evaluation/dacriteriaforevaluatingdevelopmentassistance.htm>  
<http://www.alnap.org/what-we-do/evaluation/eha>

and

## 4. Evaluation Approach

### 4.1 Scope

27. The evaluation will cover all activities and processes related to the implementation, monitoring and reporting of the daily school meals activities and capacity development/strengthening activities of DEV 200327, as relevant to answer the evaluation questions. This evaluation, commissioned by the WFP Gambia Country Office, is expected to provide an evidence-based, independent assessment of performance of the operation so that WFP and program partners can adjust course as necessary for the establishment of sustainable school meal programme managed by the Gambia government. The period covered by this evaluation captures the time from the beginning of the implementation of activities (August 2012) to the end of the project (December 2017).

28. The evaluation will focus primarily on the following activities:

- Review of relevant documents including project documents, internal/external administrative records, collected data, monitoring plan and reports and Project- Level Results Framework;
- Field visits to WFP school feeding sites to conduct surveys and interviews with focus groups at the village level;
- Interviews with representatives and staff members of governmental implementing partners, as well as interviews with community participants impacted by the project.
- Gender Equality and the Empowerment of women (GEEW) will be mainstreamed throughout.

### 4.2 Evaluation Criteria and Questions

29. **Evaluation Criteria** The evaluation will apply the international evaluation criteria of: Relevance/Appropriateness, Effectiveness, Efficiency, and Sustainability.<sup>172</sup> Gender Equality and Empowerment of Women should be mainstreamed throughout. The evaluation will also address issues relating to impact in light of the effects of institutional capacities that were strengthened towards the achievement of a national school meals programme. Where possible, this evaluation will also address indirect impact questions relating to the achievements of key school meals activities beyond capacity strengthening

30. **Evaluation Questions** Allied to the evaluation criteria, the evaluation will address the following key questions, which will be further developed by the evaluation team during the inception phase. Collectively, the questions aim at highlighting the key lessons and performance of specified activities in DEV 200327, which could inform future strategic and operational decisions.

**Table 2 - Criteria and evaluation questions**

Criteria	Evaluation Questions
Relevance/Appropriateness	<ul style="list-style-type: none"><li>• To what extent was the design of the intervention relevant to the wider context?</li></ul>

<sup>171</sup> [UNEG Norm #7](#) states "that transparency is an essential element that establishes trust and builds confidence, enhances stakeholder ownership and increases public accountability"

Criteria	Evaluation Questions
	<ul style="list-style-type: none"> <li>• To what extent is the intervention in line with the needs of the most vulnerable groups (men and women, boys and girls)?</li> <li>• To what extent is the intervention aligned with the needs and priorities of the government?</li> <li>• To what extent is the intervention aligned with WFP, partners, UN agencies and donor policies and priorities?</li> <li>• Was the intervention approach chosen the best way to meet the food security and nutrition needs of recipients?</li> <li>• Where adopted transfer modalities the best way of meeting recipients needs?</li> <li>• Where protection issues considered in the design and implementation?</li> </ul>
Effectiveness	<ul style="list-style-type: none"> <li>• To what extent were the outputs and outcomes of the intervention achieved?</li> <li>• What were the major factors influencing the achievement or non-achievement of the outcomes of the intervention?</li> <li>• To what extent is the achievement of outcomes leading to achievement of objectives of the intervention?</li> <li>• What were the major factors influencing the achievement or non-achievement of the objectives of the intervention? (Where the assumptions that achieving outcomes would achieve the objectives confirmed?)</li> <li>• To what extent did the intervention deliver results for men and women, boys and girls?</li> <li>• Where there unintended positive/negative results?</li> <li>• Where the relevant assistance standards met?</li> </ul>
Efficiency	<ul style="list-style-type: none"> <li>• Was the intervention cost-efficient?</li> <li>• Was the intervention implemented in a timely way?</li> <li>• Was the intervention implemented in the most efficient way compared to alternatives?</li> <li>• Did the targeting of the intervention mean that resources were allocated efficiently?</li> </ul>
Sustainability	<ul style="list-style-type: none"> <li>• To what extent did the intervention implementation arrangements include considerations for sustainability, such as capacity building of national and local government institutions, communities and other partners?</li> <li>• To what extent is it likely that the benefits of the intervention will continue after WFP's work ceases?</li> <li>• Has the intervention made any difference to gender relations in the medium or longer term?</li> </ul>
Impact	<ul style="list-style-type: none"> <li>• What were the long-term effects of the intervention on recipients' lives?</li> <li>• What were intended and unintended long term effects on institutional capacities?</li> <li>• Were there unintended (positive or negative) effects for recipients and non recipients of assistance?</li> <li>• What were the gender-specific impacts? Did the intervention influence the gender context?</li> </ul>

### **4.3 Data Availability**

31. The evaluation will draw on the existing body of documented data, as far as possible, and complement and triangulate this with information to be collected in the field. Specifically, this will include the baseline survey, the first outcome survey, government capacity assessments, previous evaluations of WFP-Gambia's School Feeding Program, as well as all monitoring data. The evaluation will employ both quantitative and qualitative methods including: desk review of documents and data, semi-structured interviews and focus groups (to ensure that a cross-section of stakeholders are able to participate and a diversity of views are gathered) and observation during field visits. The selection of field visit sites will be based on objectively verifiable criteria and may include stratified sampling to ensure a representative selection
32. The team will be able to rely on activity implementation reports, relevant COMET data, assessment and monitoring reports, minutes from the project coordination committee meeting, the project document and logframe, evaluations or reviews of ongoing and/or past interventions including the 2014 Mid Term evaluation of the development project, reports of SABER exercises, the 2015 Assessment of Regional Supervisory Capacities and Cost Benefit Analysis as well as documents related to government and interventions from other actors. In addition, the team will review relevant WFP strategies, policies and normative guidance.
33. Concerning the quality of data and information, the evaluation team should:
  - a. assess data availability and reliability as part of the inception phase expanding on the information provided in section 4.3. This assessment will inform the data collection approach and methodology.
  - b. systematically check accuracy, consistency and validity of collected data and information and acknowledge any limitations/caveats in drawing conclusions using the data.

### **4.4 Methodology**

34. The evaluation team will design the methodology during the inception phase. The evaluation will employ quantitative and qualitative data collection methods conducted in parallel. Quantitative data to be collected via a cross-sectional survey of a sub-sample of SFP schools and beneficiaries. Extensive desk research to complement this process. Qualitative data to be collected through focus group discussions (FGD) and Key Informant Interviews (KIIs) to provide an independent source of information to triangulate and support the quantitative findings. The only exception to this methodology for the evaluation will be the collection of data from non-participating schools. If the service provider wishes to make adjustments to the methodology, this should be clearly indicated and justified.
35. The methodology will be designed by the evaluation team during the inception phase. It should:
  - Employ the above mentioned relevant evaluation criteria of Relevance, Effectiveness, Efficiency, Sustainability, Coverage, Coherence, and Connectedness.
  - Demonstrate impartiality and lack of biases by relying on a cross-section of information sources (stakeholder groups, including beneficiaries, etc.) The selection of field visit sites will also need to demonstrate impartiality.

- Using mixed methods (quantitative, qualitative, participatory etc.) to ensure triangulation of information through a variety of means.
- Apply an evaluation matrix geared towards addressing the key evaluation questions taking into account 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;
- Mainstream gender equality and women's empowerment, as above;

36. The following mechanisms for independence and impartiality will be employed: i) the establishment of an Evaluation Committee; ii) the establishment of an Evaluation Reference Group composed of staff internal to WFP as well as external partners and iii) the appointment of the CO M&E Officer as the Evaluation Manager.

**Impartiality and Independence:** Measures are in place to ensure impartiality and independence during the evaluation. An external service provider will be hired to conduct the evaluation; WFP has appointed a dedicated evaluation manager to manage the evaluation process internally; an internal WFP evaluation committee, led by staff not directly implementing the programme at the country office level, to manage and make decisions on the evaluation; an Evaluation Reference Group (ERG) (including WFP and external stakeholders) will be set up to steer the evaluation process and further strengthen the independence of the evaluation. All feedback generated by these groups will be shared with the service provider. The service provider will be required to critically review the submissions and provide feedback on actions taken/or not taken as well as the associated rationale.

**Risks:** A risk to the evaluation includes a potential difference in the methodological approach used by the service provider between the mid-term evaluation and the final evaluation. To mitigate this risk, a service provider will be chosen from among a well recommended set of evaluation firms that regularly provide services to WFP. Additionally, the inception report will be carefully reviewed by WFP and stakeholders to ensure methodology and approach are sound.

#### 4.5 Quality Assurance and Quality Assessment

37. WFP's Decentralized Evaluation Quality Assurance System (DEQAS) defines the quality standards expected from this evaluation and sets out processes with in-built steps for Quality Assurance, Templates for evaluation products and Checklists for their review. DEQAS is closely aligned to the WFP's evaluation quality assurance system (EQAS) and 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.

38. DEQAS will be systematically applied to this evaluation. 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.

39. WFP has developed a set of [Quality Assurance Checklists](#) for its decentralized evaluations. 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.

40. The CO will designate an Evaluation Focal Point who has no involvement in the daily implementation of the school meals programme. An internal evaluation committee (IEC) will be chaired by the Country Director or her deputy. The IEC will ensure due process in evaluation management, providing advice the evaluation focal point and clearing evaluation products submitted to the Chair for approval.
41. The CO will further establish an evaluation reference group of WFP and external stakeholders to review TORs, inception packages, and final reports to ensure appropriate safeguards for independence and impartiality.
42. To enhance the quality and credibility of this evaluation, an outsourced quality support (QS) service directly managed by WFP's Office of Evaluation in Headquarter provides review of the draft inception and evaluation report (in addition to the same provided on draft TOR), and provide:
  - a. systematic feedback from an evaluation perspective, on the quality of the draft inception and evaluation report; and
  - b. recommendations on how to improve the quality of the final inception/evaluation report.
43. The evaluation manager will review the feedback and recommendations from QS and share with the team leader, who is expected to use them to finalise the inception/ evaluation report. To ensure transparency and credibility of the process in line with the [UNEG norms and standards<sup>\[1\]</sup>](#), a rationale should be provided for any recommendations that the team does not take into account when finalising the report.
44. This quality assurance process as outlined above does not interfere with the views and independence of the evaluation team, but ensures the report provides the necessary evidence in a clear and convincing way and draws its conclusions on that basis.
45. The evaluation team will be required to ensure the quality of data (validity, consistency and accuracy) throughout the analytical and reporting phases. 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 [WFP's Directive CP2010/001](#) on Information Disclosure.
46. All final evaluation reports will be subjected to a post hoc quality assessment by an independent entity through a process that is managed by OEV. The overall rating category of the reports will be made public alongside the evaluation reports.

## 5. Phases and Deliverables

47. The evaluation will proceed through the following phases. The deliverables and deadlines for each phase are as follows:

**Figure 2 - Summary Process Map**





48. The evaluation will proceed through five phases. Annex 2 of the ToR provides details of the activities and the related timeline of activities and deliverables.

49. **Preparation phase** (August-October, 2017): The CO Evaluation Manager will conduct background research and consultation to frame the evaluation; prepare the TOR; select the evaluation team and contract the company for the management and conduct of the evaluation.

50. **Inception phase** (November-December, 2017): This phase aims to prepare the evaluation team for the evaluation phase by ensuring that it has a good grasp of the expectations for the evaluation and a clear plan for conducting it. The inception phase will include a desk review of secondary data and initial interaction with the main stakeholders.

Deliverable: Inception Report (IR). The Inception Report details how the team intends to conduct the evaluation with an emphasis on methodological and planning aspects. It will present an analysis of the context and of the operation, the evaluation methodology articulated around a deepened evaluability and gender-sensitive stakeholders' analysis; an evaluation matrix; and the sampling technique and data collection tools. It will also present the division of tasks amongst team members as well as a detailed schedule for stakeholders' consultation.

The draft IR will be submitted to the QS service for comments; a revised version will then be shared with the Evaluation Reference Group for comments before being submitted to the Evaluation Committee for approval. Stakeholders' comments will be recorded in a matrix by the evaluation manager and provided to the evaluation team for their consideration before finalisation of the IR. For more details, refer to the content guide for the IR.

51. **Evaluation phase** (Jan 9<sup>th</sup> – Jan 30<sup>th</sup>, 2018): The fieldwork will span over three weeks and will include visits to project sites (schools) and primary and secondary data collection from local stakeholders. Two debriefing sessions will be held upon completion of the field work. The first one will involve the Country Office (relevant RB and HQ colleagues will be invited to participate through a teleconference) and the second one will be held with external stakeholders.

Deliverable: Exit debriefing presentation. An exit debriefing presentation of preliminary findings and conclusions (PowerPoint presentation) will be prepared to support the de- briefings.

52. **Reporting phase:** (1st February-15<sup>th</sup> to April, 2018): The evaluation team will analyse the data collected during the desk review and the field work, conduct additional consultations with stakeholders, as required, and draft the evaluation report. It will be submitted to the evaluation manager for quality assurance.

Deliverable: Evaluation report (ER). The evaluation report will present the findings, conclusions and recommendations of the evaluation in a concise report of 40 pages maximum. Findings should be evidence-based and relevant to the evaluation questions. Data will be disaggregated by sex and the evaluation findings and conclusions will highlight differences in performance and results of the operation for different beneficiary groups as appropriate. There should be a logical flow from findings to conclusions and from conclusions to recommendations. Recommendations will be limited in number, actionable and targeted to the relevant users. These will form the basis of the WFP management response to the evaluation.

The draft ER will be submitted to the QS service for comments; a revised version will then be shared with the Evaluation Reference Group for comments before being submitted to the Evaluation Committee for approval. Stakeholders' comments will be recorded in a matrix by the evaluation manager and provided to the evaluation team for their consideration before finalisation of the ER. For more details, refer to the content guide for the ER.

53. **Follow-up and dissemination phase:** The CO management will respond to the evaluation recommendations by providing actions that will be taken to address each recommendation and estimated timelines for taking those actions. The RB will support WFP's management response to the evaluation as appropriate, including following up with country offices on status of implementation of the actions. OEV will also subject the evaluation report to an external post-hoc quality assessment to report independently on the quality, credibility and utility of the evaluation in line with evaluation norms and standards. The final evaluation report will be published on the WFP public website. Findings will be disseminated and lessons will be incorporated into other relevant lesson sharing systems.
54. **Notes on the deliverables:** The inception report and evaluation reports shall be written in English and follow the EQAS templates. The evaluation team is expected to produce written work that is of very high standard, evidence-based, and free of errors. The evaluation company is ultimately responsible for the timeliness and quality of the evaluation products. If the expected standards are not met the evaluation company will, at its own expense, make the necessary amendments to bring the evaluation products to required quality level. The evaluation TOR, report and management response will be public and posted on the WFP External Website ([wfp.org/evaluation](http://wfp.org/evaluation)). The other evaluation products will be kept internal.
55. See Annex 1 of the ToR for details about the evaluation timeline.

## **6. Organization of the Evaluation**

### **6.1 Evaluation Conduct**

56. 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.
57. The evaluation team will not have been involved in the design or implementation of the subject of evaluation or have any other conflicts of interest. Further, they will act impartially and respect the [code of conduct of the evaluation profession](#).
58. The independent evaluation consultants or consulting companies will conduct and report on the evaluation according to WFP standards:
- Evaluators must have personal and professional integrity.
  - Evaluators must respect the right of institutions and individuals to provide information in confidence and ensure that sensitive data cannot be traced to its source. Evaluators must take care that those involved in evaluations have a chance to examine the statements attributed to them.
  - Evaluators must be sensitive to beliefs, manners and customs of the social and cultural environments in which they work.

- In light of the United Nations Universal Declaration of Human Rights, evaluators must be sensitive to and address issues of discrimination and gender inequality.
- Evaluations sometimes uncover evidence of wrongdoing. Such cases must be reported discreetly to the appropriate investigative body. Also, the evaluators are not expected to evaluate the personal performance of individuals and must balance an evaluation of management functions with due consideration for this principle.
- To ensure the independence of the studies and the evaluations the role of Evaluation Manager is distinguished from the role of the independent evaluation team. As a result, the Evaluation Manager cannot take the role of an Evaluation Team member.

## 6.2 Team composition and competencies

59. The evaluation team is expected to include two international members (evaluators), including the team leader and with at least one team member from the West Africa region. To the extent possible, the evaluation will be conducted by a gender-balanced, 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 experience with WFP and/or evaluation of WFP activities.
60. The team will be multi-disciplinary and include members who together include an appropriate balance of expertise and practical knowledge in the following areas:
- **Nutrition-sensitive School Meals** interventions (including understanding of WFP, FAO and UNICEF partnerships in this area)
  - **Capacity development**/support of Governments in school meals programmes, food security, and safety nets
  - **Gender** and protection expertise / good knowledge of gender issues within the country/regional context as well as understanding of UN system-wide and WFP commitments on gender.
  - All team members should have strong analytical and communication skills, evaluation experience and familiarity with The Gambia and/or West Africa contexts.
61. All team members should have strong skills in oral and written English; knowledge of a local language would be an asset.
62. The Team leader will have technical expertise in one of the technical areas listed above as well as expertise in designing methodology and data collection tools and demonstrated experience in leading similar evaluations. She/he will also have leadership, analytical and communication skills, including a track record of excellent English language writing and presentation skills.
63. 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; 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.
64. The team members will bring together a complementary combination of the technical expertise required and have a track record of written work on similar assignments.
65. Team member will: i) contribute to the methodology in their area of expertise based on a document review; ii) conduct field work; iii) participate in team meetings and

meetings with stakeholders; iv) contribute to the drafting and revision of the evaluation products in their technical area(s).

### 6.3 Security Considerations

66. **Security clearance** where required is to be obtained from Banjul.

67. As an 'independent supplier' of evaluation services to WFP, the evaluation company is responsible for ensuring the security of all persons contracted, including adequate arrangements for evacuation for medical or situational reasons. The consultants contracted by the evaluation company do not fall under the UN Department of Safety & Security (UNDSS) system for UN personnel.

68. Consultants hired independently are covered by the UN Department of Safety & Security (UNDSS) system for UN personnel which cover WFP staff and consultants contracted directly by WFP. Independent consultants must obtain UNDSS security clearance for travelling to be obtained from designated duty station and complete the UN system's Basic and Advance Security in the Field courses in advance, print out their certificates and take them with them.<sup>173</sup>

69. However, to avoid any security incidents, the Evaluation Manager is requested to ensure that:

- The WFP CO registers the team members with the Security Officer on arrival in country and arranges a security briefing for them to gain an understanding of the security situation on the ground.
- The team members observe applicable UN security rules and regulations – e.g. curfews etc.

## 7. Roles and Responsibilities of Stakeholders

### 7.1 The WFP Gambia Country Office:

a- The WFP Gambia County Office **Management (Director or Deputy Director)** will take responsibility to:

- Assign an Evaluation Manager for the evaluation: **Mustapha Jammeh**, Monitoring and Evaluation Officer.
- Compose the internal evaluation committee and the evaluation reference group (see below).
- Approve the final Tor, inception and evaluation reports.
- Ensure the independence and impartiality of the evaluation at all stages, including establishment of an Evaluation Committee and of a Reference Group (see below and [TN on Independence and Impartiality](#)).
- Participate in discussions with the evaluation team on the evaluation design and the evaluation subject, its performance and results with the Evaluation Manager and the evaluation team
- Organise and participate in 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

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<sup>173</sup> Field Courses: [Basic](#); [Advanced](#)

**b- The Evaluation Manager:**

- Manages the evaluation process through all phases including drafting this TOR
- Ensures quality assurance mechanisms are operational
- Consolidates and shares comments on draft TOR, inception and evaluation reports with the evaluation team
- Ensures expected use of quality assurance mechanisms (checklists, quality support)
- Ensures that the team has access to all documentation and information necessary to the evaluation; facilitates the team's contacts with local stakeholders; sets up meetings, field visits; provides logistic support during the fieldwork; and arranges for interpretation, if required.
- Organises security briefings for the evaluation team and provides any materials as required

c- An internal **Evaluation Committee** has been formed as part of ensuring the independence and impartiality of the evaluation. This committee will be made up of the Country Director, Head of Programme, Programme Policy Officer (School Meals), Budgeting & Programming Officer, Government Partnership Officer, Sr. Programme Associate (VAM), Monitoring & Evaluation Officer and Logistics Officer. The members of the committee will provide inputs to the evaluation process and comment on evaluation products. (Refer to Annex 3 of the ToR for the list of members).

**70. An Evaluation Reference Group** has been formed, as appropriate, with representation from Ministry of Basic and Secondary Education, National Nutrition Agency, Ministry of Health and Social Welfare, Programme Coordinating Group members of the UN System (UNICEF, UNDP and FAO). The ERG members will review and comment on the draft evaluation products and act as key informants in order to further safeguard against bias and influence. (Refer to Annex 4 of the ToR for the list of members).

**71. The Regional Bureau** 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 relevant, as required.
- Provide comments on the draft TOR, Inception and Evaluation reports
- Support the Management Response to the evaluation and track the implementation of the recommendations.

**72.** While the Regional Evaluation Officer, **Filippo Pompili**, will perform most of the above responsibilities, other RB relevant technical staff may participate in the evaluation reference group and/or comment on evaluation products as appropriate.

**73. 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.

**74. The Office of Evaluation (OEV).** OEV, through the Regional Evaluation Officer, will advise the Evaluation Manager and provide support to the evaluation process when required. It is responsible for providing access to the outsourced quality support service

reviewing draft ToR, inception and evaluation reports from an evaluation perspective. It also ensures a help desk function upon request.

## **8. Communication and budget**

### **8.1 Communication**

75. 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. These will be achieved by ensuring a clear agreement on channels and frequency of communication with and between key stakeholders to enhance the learning from this evaluation, the evaluation manager and team will also emphasize transparent and open communication with WFP stakeholders. Regular teleconferences and one-on-one telephone conversations between the evaluation manager, team and country office focal point will assist in discussing any arising issues and ensuring a participatory process.
76. As part of the international standards for evaluation, WFP requires that all evaluations are made publicly available. Following the approval of the final evaluation report, the terms of reference, inception report, final evaluation report and briefs/pamphlets summarising the key findings of the evaluation will be disseminated or made available to partners in electronic and print form. Key findings of the evaluation will also be translated in local languages and transmitted via community radios to targeted populations and communities that participate in the school meals programme implementation. Dissemination of evaluation findings will be done via workshops and local community radios. (See Annex 6 of the ToR).

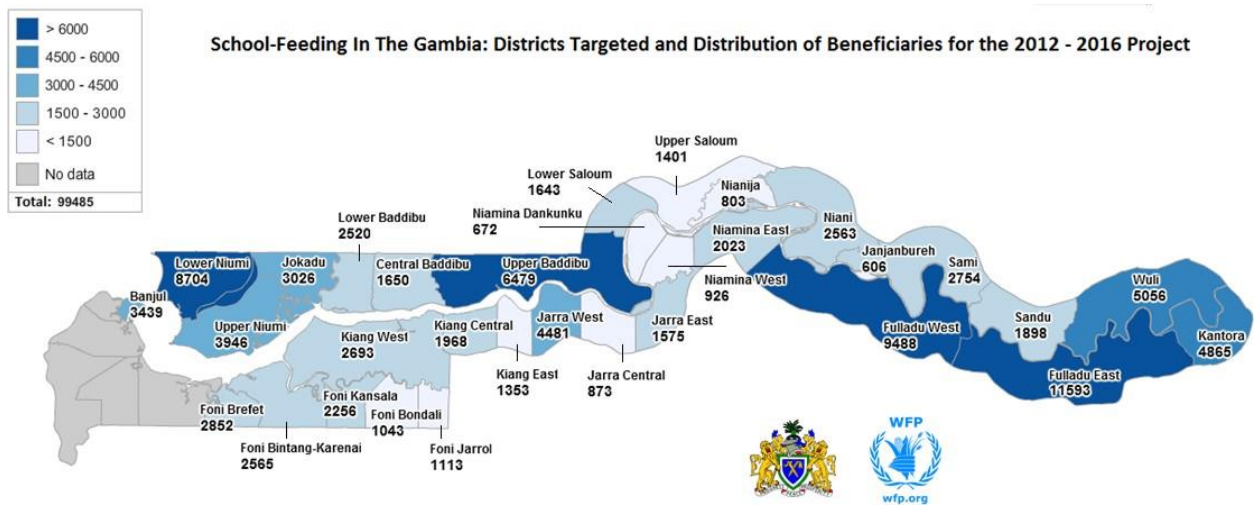
### **8.2 Budget**

The proposed budget will be based on

77. **Budget:** For the purpose of this evaluation, the budget will be based on pre-agreed rates with long-term agreement evaluation firms.
78. It should include costs associated with international travel and daily subsistence. Local travel will be supported by the Country Office.

*Please send any queries to Mustapha Jammeh, CO M&E Officer, at [mustapha.jammeh@wfp.org](mailto:mustapha.jammeh@wfp.org)*

## Annex ToR 1 - Map



## Annex ToR 2 - Evaluation Schedule

	Phases, Deliverables and Timeline	Key Dates (tentative)
	<b>Phase 1 - Preparation</b>	
	Desk review, draft of TOR and quality assurance (QA) using ToR QC	Early August 2017
	Sharing of draft ToR with outsourced quality support service (DE QS)	16 August 2017
	Review draft ToR based on DE QS feedback	23-30 August 2017
	Circulation of TOR for review and comments to ERG	31 August 2017
	Review draft ToR based on comments received	by 8 September 2017
	Submits the final TOR to the internal evaluation committee for approval	11 September 2017
	<b>Sharing final TOR with key stakeholders</b>	Mid-September 2017
	<b>Selection and recruitment of evaluation team</b>	by 30 September 2017
	<b>Phase 2 - Inception</b>	
	EM and CO briefs the Evaluation team (ET)	1 October 2017
	ET submits draft inception report (IR) to EM	15 November 2017
	EM shares draft IR with outsourced quality support service (DE QS) and quality assures it using the quality checklist (QC)	16-23 November 2017
	ET revises draft IR based on feedback received by DE QS and EM	23-30 November 2017
	ET submits revised IR based on DE QS and EM QA	30 November 2017
	EM circulates draft IR for review and comments to ERG	1-10 December 2017
	EM consolidates comments	11 December 2017
	ET revises draft IR based on stakeholder comments received	11-17 December 2017
	ET submits final revised IR to the EM	18 December 2017
	EM submits the final IR to the internal evaluation committee for approval	18 December 2017
	<b>Sharing of final inception report with key stakeholders for information</b>	<b>22 December 2017</b>
	<b>Phase 3 - Data collection</b>	
	Briefing evaluation team at CO	9 January 2018
	<b>Data collection</b>	<b>9-30 January 2018</b>
	<b>In-country Debriefing (s)</b>	29-30 January 2018
	<b>Phase 4 - Analyze data and report</b>	
	ET drafts the evaluation report	20 February 2018
	EM shares the draft ER with outsourced quality support service (DE QS) and quality assures it using the QC	21-28 February 2018
	ET revises draft ER based on feedback received by DE QS and EM	1-7 March 2018
	ET submits revised ER based on DE QS and EM QA	7 March 2018
	EM circulates draft ER for review and comments to ERG	8-21 March 2018
	EM consolidates comments	22 March 2018
	ET revises draft ER based on stakeholder comments received	23 March - 6 April 2018
	ET submits final revised ER to the EM	6 April 2018
	EM submits the final ER to the internal evaluation committee for approval	8 April 2018
	<b>Sharing of final evaluation report with key stakeholders for information</b>	<b>Mid April 2018</b>
	<b>Phase 5 Dissemination and follow-up</b>	
	Prepare management response	by mid-May 2018
	<b>Share final evaluation report and management response with OEV for publication</b>	May 2018



### **Annex ToR 3 - Membership of the Evaluation Committee**

Angela Cespedes, Representative and Country Director [Chair of the Evaluation Committee] Margaret Rehm, Head of Programme  
Isatou Nasir Cham, Programme Policy Officer (Officer in charge of School Meals) Mariamsey Njai, Logistics Officer  
Isatou Njai, Government Partnership Officer  
Sarah Yehouenou, Budget and Programming Officer Alieu Loum, Sr. Programme Associate (VAM)  
Mustapha Jammeh, Monitoring & Evaluation Officer (Evaluation Manager)

### **Annex ToR 4 - Membership of the Evaluation Reference Group**

Margaret Rehm, WFP Head of Programme  
Tida Jatta- Jarju, Director Basic and Secondary Education, MoBSE Mariatou Njai, FAO Assistant Representative  
Malang Fofana, Acting Deputy Executive Director, National Nutrition Agency Rupert Leighton, Deputy Representative, UNICEF  
Yadicone Eribo Njie, Executive Director, FAWEGAM  
Bakary Fadera, Programme Specialist (Education), Actionaid International The Gambia Buba Darboe, Programme Manager (DRR/Food Security), Red Cross  
Abdou Touray, UNDP Programme Specialist  
Darrell Sexstone, Programme Manager, EU Delegation  
Constance Kobolar, WFP (RBD) Regional Programme Policy Officer Aboubacar Koisha WFP (RBD), Regional Monitoring and Evaluation Officer Isatou Nasir Cham, WFP Programme Policy Officer

## Annex ToR 5 - Acronyms

BR	Budget Revision
CO	Country Office (WFP)
DAC	Development Assistance Committee
DEQAS	Decentralised Evaluation Quality Assurance System EB (WFP's) Executive Board
EQAS	Evaluation Quality Assurance System COMET Country Office Tool for Managing Effectively EM Evaluation manager
ER	Evaluation Report
ET	Evaluation Team
GEEW	Gender Equality and Women's Empowerment
GII	Gender Inequality Index
HQ	Headquarters (WFP)
IP	Inception Package Local
LGA	Government Area
LTA	Long-Term Agreement
MDG	Millennium Development Goals
MoBSE	Ministry of Basic and Secondary Education
M&E	Monitoring & Evaluation
Mt	Metric Ton
NGO	Non-Governmental Organisation
OEV	Office of Evaluation (WFP)
OpEv	Operation Evaluation
RB	Regional Bureau (WFP)
TOR	Terms of Reference
UNDAF	United Nations Development Assistance Framework UNCT United Nations Country Team
UNEG	United Nations Evaluation Group
WFP	World Food Programme

## Annex ToR 6 - Other technical annexes External

### Communications Plan

<b>When</b> <i>Evaluation phase plus Jan/2018</i>	<b>What</b> <i>Communication product (e.g. TOR, inception report, Final Report etc)</i>	<b>To whom-</b> <i>Target organization or individuals/position (e.g. NGO partner, head of government ministry, donor representative)</i>	<b>What level</b> <i>Organizational level of communication (e.g. strategic, operational, field etc.)</i>	<b>From whom</b> <i>Lead commissioning office staff with name/position (e.g. Country Office Director, evaluation manager)</i>	<b>How</b> <i>Communication means (e.g. meeting, interaction, etc.)</i>	<b>Why</b> <i>Purpose of communication (e.g. solicit comments, share findings for accountability)</i>
Planning August 2017	Tentative time and scope of evaluation	Government counterparts, NGO partners, UN agency partners, donors	Strategic + Operational	-Head of commissioning officer OR -Head of subject being evaluated	Email -or during a regular coordination meeting	To confirm the intention to learn/ account for results for the subject
Preparation August 2017	Draft TOR	Key stakeholders Through the Evaluation reference Group; and directly to stakeholders not represented in the ERG	Operational/ Technical	Evaluation manager	Email; plus a meeting of the ERG if required	To seek for review and comments on TOR
	Final TOR	Key stakeholders Through the Evaluation reference Group; and/or directly	Strategic + Operational/ Technical	Commissioning office director OR head of subject being evaluated	Email; plus discussions during scheduled coordination meetings as appropriate	Informing stakeholders of the overall plan, purpose, scope and timing of the evaluation; and their role
Inception October – November 2017	Draft Inception report	Key stakeholders Through the Evaluation reference Group; and/or directly	Operational/ technical	Evaluation manager	Email	To seek for review and comments on draft Inception report
	Final Inception Report	Key stakeholders Through the Evaluation reference Group; and/or directly	Strategic + Operational/ Technical	Commissioning office director and/or Head of subject being evaluated	Email; plus discussions during scheduled coordination meetings as appropriate	Informing stakeholders of the detailed plan of the evaluation; and their role including when they will be engaged

<b>When</b> <i>Evaluation phase plus Jan/2018</i>	<b>What</b> <i>Communication product (e.g. TOR, inception report, Final Report etc)</i>	<b>To whom-</b> <i>Target organization or individuals/position (e.g. NGO partner, head of government ministry, donor representative)</i>	<b>What level</b> <i>Organizational level of communication (e.g. strategic, operational, field etc.)</i>	<b>From whom</b> <i>Lead commissioning office staff with name/position (e.g. Country Office Director, evaluation manager)</i>	<b>How</b> <i>Communication means (e.g. meeting, interaction, etc.)</i>	<b>Why</b> <i>Purpose of communication (e.g. solicit comments, share findings for accountability)</i>
Data collection and analysis debrief January 2018	Debriefing power-point	Key stakeholders Through the Evaluation reference Group; and/or directly	Technical/operational	Evaluation manager And/or the head of subject being evaluated	Email	Invite the stakeholders to the external debriefing meeting, to discuss the preliminary findings
Reporting February - April 2018	Draft Evaluation report	Key stakeholders Through the Evaluation reference Group; and/or directly	-management and technical levels	Evaluation manager, on behalf of the evaluation committee	Email	Request for comments on the draft report
	Final evaluation Report	-Key stakeholders Through the Evaluation reference Group; and/or directly  -General public	All levels  -Community radios -Users of WFP.org -Users of partners websites	-Evaluation manager; plus the head of subject being evaluated -Evaluation manager -Focal point at the partner organizations	Email  -Posting report on <a href="http://www.WFP.org">www.WFP.org</a> -Posting on partners websites	Informing all key stakeholders of the final main product from the evaluation -Making the report available publicly
Dissemination & Follow-up May 2018 - July 2018	Draft Management Response to the evaluation recommendations	-Key stakeholders Through the Evaluation reference Group; and/or directly	Management and technical level, depending on subject of evaluation and their responsibility in taking the action	Evaluation manager, on behalf of the evaluation committee	-Email,  -and/or an organized face-to-face session	-communicate the suggested actions on recommendations and elicit comments, especially on actions required by external stakeholders
	Final Management response	-General public	-Users of WFP.org -Users of partners websites	Evaluation manager -Focal point at the partner organizations	-Posting report on <a href="http://www.WFP.org">www.WFP.org</a> -Posting on partners websites	-Making the MR available publicly
Others						

## Annex ToR 7 - Logframe

LOGICAL FRAMEWORK		
Results	Performance indicators	Assumptions
<b>Cross-cutting</b>		
<p style="text-align: center;"><b>Cross-cutting result</b></p> <p>GENDER: Gender equality and empowerment improved</p>	<ul style="list-style-type: none"> <li>&gt; Proportion of women beneficiaries in leadership positions o project management committees</li> <li>&gt; Proportion of households where females and males together mak decisions over the use of cash, voucher or food</li> <li>&gt; Proportion of women project management committee member trained on modalities of food, cash, or voucher distribution</li> <li>&gt; Proportion of households where females make decisions over th use of cash, voucher or food</li> <li>&gt; Proportion of households where males make decisions over th use of cash, voucher or food</li> </ul>	<p>Women stepping forward to accept position of leadership.</p>
<p style="text-align: center;"><b>Cross-cutting result</b></p> <p>PARTNERSHIPS: Food assistance interventions coordinated and partnerships developed and maintained</p>	<ul style="list-style-type: none"> <li>&gt; Proportion of project activities implemented with the engagemen of complementary partners</li> <li>&gt; Amount of complementary funds provided to the project by partners (including NGOs, civil society, private sector organizations, international financial institutions and regional development banks)</li> <li>&gt; Number of partner organizations that provide complementary inputs and services</li> </ul>	<p>Availability of adequate partners with capac</p>
<p style="text-align: center;"><b>Cross-cutting result</b></p> <p>PROTECTION AND ACCOUNTABILITY TO AFFECTED POPULATIONS: WFP assistance delivered and utilized in safe, accountable and dignified conditions</p>	<ul style="list-style-type: none"> <li>&gt; Proportion of assisted people who do not experience safety problems travelling to, from and/or at WFP programme site</li> <li>&gt; Proportion of assisted people informed about the programme (w is included, what people will receive, where people can complain</li> </ul>	

<b>SO3: Reduce risk and enable people, communities and countries to meet their own food and nutrition needs</b>		
<p><b>Outcome SO3.1</b></p> <p>Increased marketing opportunities for producers and traders of agricultural products and food at the regional, national and local levels</p>	<p>&gt; Food purchased from regional, national and local supplier as % of food distributed by WFP in-country</p>	<p>Quantities and food standards required for school feeding programme are met. Small holder farmers have the capacity to produce the types of products needed for school feeding programme.</p>
<p><b>Output SO3.1</b></p> <p>Increased WFP food purchase from regional, national and local markets and smallholder</p>	<p>&gt; Quantity of food purchased locally from pro-smallholder ag systems (in mt)</p>	<p>Smallholder farmers are organized to meet the demand for school feeding needs.</p>

**SO4: Reduce undernutrition and break the intergenerational cycle of hunger**

<p><b>Outcome SO4.1</b> Increased equitable access to and utilization of education  Increase access to education and human capital development in assisted schools.</p>	<ul style="list-style-type: none"> <li>› Enrolment (girls): Average annual rate of change in number of girls enrolled in WFP-assisted primary schools</li> <li>› Enrolment (boys): Average annual rate of change in number of boys enrolled in WFP-assisted primary schools</li> <li>› Enrolment (girls): Average annual rate of change in number of girls enrolled in WFP-assisted pre-schools</li> <li>› Enrolment (boys): Average annual rate of change in number of boys enrolled in WFP-assisted pre-schools</li> <li>› Retention rate in WFP-assisted primary schools</li> <li>› Gender ratio: ratio of girls to boys enrolled in WFP-assisted primary schools</li> <li>› Attendance rate in WFP-assisted primary schools</li> <li>› Enrolment: Average annual rate of change in number of children enrolled in WFP-assisted pre-schools</li> <li>› Enrolment: Average annual rate of change in number of children enrolled in WFP-assisted primary schools</li> <li>› Gender ratio: ratio of girls to boys enrolled in WFP-assisted primary schools</li> <li>› Pass rate in WFP-assisted primary schools</li> <li>› Retention rate (boys) in WFP-assisted primary schools</li> <li>› Retention rate (girls) in WFP-assisted primary schools</li> </ul>	<p>Complementary services are provided by development partners and the Ministry of Basic and Secondary Education. Donor and government contributions to the education sector are maintained at adequate levels. Communities are sensitized and committed to assuming responsibilities for the project. Ministry of Education has the human, material and financial resources to implement, monitor and evaluate activities. Accurate and timely data are available.</p>
<p><b>Outcome SO4.2</b> Ownership and capacity strengthened to reduce undernutrition and increase access to education at regional, national and community levels</p>	<ul style="list-style-type: none"> <li>› NCI: School Feeding National Capacity Index</li> </ul>	<p>Government maintains its commitment. Communities are sensitized and committed to assuming more responsibilities for the project. Government has the required material and financial resources to implement, monitor and evaluate activities.</p>

<p><b>Output SO4.1</b></p> <p>Food, nutritional products, non-food items, cash transfers and vouchers distributed in sufficient quantity and quality and in a timely manner to targeted beneficiaries</p>	<ul style="list-style-type: none"> <li>› Number of feeding days, as % of planned</li> <li>› Quantity of food assistance distributed, disaggregated by type, as % of planned</li> <li>› Number of institutional sites assisted (e.g. schools, health centres), as % of planned</li> <li>› Number of women, men, boys and girls receiving food assistance, disaggregated by activity, beneficiary category, sex, food, non-food items, cash transfers and vouchers, as % of planned</li> <li>› Quantity of non-food items distributed, disaggregated by type, as % of planned</li> </ul>	
<p><b>Output SO4.2</b></p> <p>Policy advice and technical support provided to enhance management of food security, nutrition and school feeding</p>	<ul style="list-style-type: none"> <li>› Number of technical assistance activities provided, by type</li> <li>› Number of government staff trained by WFP in nutrition programme design, implementation and other nutrition-related areas technical/strategic/managerial – disaggregated by sex and type of training</li> </ul>	



## Annex 2: Evaluation Matrix

<b>Criterion 1: Relevance / Appropriateness</b>					
<b>Evaluation Question</b>	<b>Measures / Indicators</b>	<b>Sources of information</b>	<b>Methods of data collection</b>	<b>Methods of analysis</b>	<b>Quality of the information</b>
Was the design of the intervention appropriate in terms of the wider context and of the needs of the most vulnerable groups (including the women and girls) it wanted to reach?					
1. To what extent was the design of the intervention relevant to the wider context?	Degree of correspondence to needs as seen in a global context in 2011	- Analysis of the 2011 context (in retrospect) - WFP staff, Government officers, and others responsible from that period	Documentation study/ review, semi-structured Interviews, meetings, check lists for observations, field visits.	Systematization of information, analysis, synthesis, cross-checking and verification	Risk of subjective interpretation of previous conditions/context
2. Were protection issues considered in the design and the implementation?	Open question, no indicators Not applicable to this project				
3. To what extent did the project respond to the needs of the pupils - both boys and girls, their parents, their schools, and their communities?	- Rates of enrolment, of pass rates, completion rates - Degree of correspondence with needs as expressed by pupils, parents, schools and community	- Documents, reports and databases from WFP, Government of The Gambia and other reliable sources (development partners, research groups and others), MTE report, - visits to a sample of schools in all 6 regions	- Analysis of documentation, including agreements, meeting minutes, surveys/ assessments, policies, plans, and reports - Visits to a sample of schools in all 6 regions - Interviews with schools, FMC's, mother's clubs, communities	- Systematization of information, - Cross-checking between information from interviews and data from documentation - Verification with community leaders and food monitoring committees (FMC)	
Was the intervention aligned with the priorities of the government and with the policies and priorities of the WFP and its partners?					
4. To what extent is the intervention aligned with the needs and priorities of the government?	Degree of correspondence to the priorities of the main Governmental actors (MoBSE,	- Strategic and planning documents - MoA and MoBSE staff and others responsible	- Documentation study - Interviews with responsible of the MoBSE at central and regional levels	- Systematization of the information, - Cross-checking among data from	

<b>Criterion 1: Relevance / Appropriateness</b>					
<b>Evaluation Question</b>	<b>Measures / Indicators</b>	<b>Sources of information</b>	<b>Methods of data collection</b>	<b>Methods of analysis</b>	<b>Quality of the information</b>
	MoA), as defined in their policy and action plans.	at central, regional and local level - SABER reports		documentation and interviewees - Verification of conclusions	
5. To what extent is the intervention aligned with WFP, partners, UN agencies, especially FAO, and donor policies and priorities?	Degree of correspondence with the priorities (as defined in policy and planning documents) of WFP, FAO, and donors (EU and others)	- Respective strategic and planning documents - WFP and FAO staff and others responsible at central, regional and local level - EU and other donor representatives	- Documentation study - Meetings and interviews with others responsible of WFP, FAO, EU and other partners and donors		
Were the adopted implementation modalities the best way of meeting recipients' needs, including women and girls?					
6. Was the intervention approach chosen the best way to meet the food security and nutrition needs of the recipients, including women and girls?	Effectiveness of the programme implementation, as compared to the supposed effectiveness of possible alternative approaches	- Activity reports - MTE report - Interviews at central, regional and local level - Visits to schools in all 6 regions	- Documentation study - Interviews at the 3 levels - Visits to the 6 regions	- Systematization of information - Working out hypotheses about alternative approaches - Verification of the validity of these alternatives - Comparison and verification	The EMIS and SFP monitoring data should allow for a correct evaluation of the appropriateness
6a) In the sense of securing and consolidating the SFP for all pupils in all selected schools?	Effectiveness of the programme implementation, as compared to the supposed effectiveness of	- Activity reports - MTE report - Interviews at central, regional and local level - Visits to schools in all 6 regions	- Documentation study - Interviews at the 3 levels - Visits to the 6 regions	- Systematization of information - Working out hypotheses about alternative approaches	The EMIS and SFP monitoring data should allow for a correct evaluation of the appropriateness

<b>Criterion 1: Relevance / Appropriateness</b>					
<b>Evaluation Question</b>	<b>Measures / Indicators</b>	<b>Sources of information</b>	<b>Methods of data collection</b>	<b>Methods of analysis</b>	<b>Quality of the information</b>
	possible alternative approaches			<ul style="list-style-type: none"> <li>- Verification of the validity of these alternatives</li> <li>- Comparison, cross checking across sources and across methods, and verification</li> </ul>	
6b) In the sense that the pilot was the best way to compare appropriately chosen modalities for home-grown school feeding practice?	<p>Appropriateness of the pilot design.</p> <p>Effective-ness of the pilot project implementation.</p> <p>Clarity of the results of the comparison.</p> <p>Degree to which clear conclusions could be drawn.</p>	<ul style="list-style-type: none"> <li>- Activity and progress reports, if any</li> <li>- Interviews at central, regional and local level</li> <li>- Visits to these 24 pilot schools in the 6 regions</li> </ul>	<ul style="list-style-type: none"> <li>- Documentation study</li> <li>- Interviews at the 3 levels</li> <li>- Visits to the 6 regions</li> </ul>	<ul style="list-style-type: none"> <li>- Cross-checking of information across sources and across methods</li> <li>- Systematization</li> <li>- Verification of the provisional conclusions</li> </ul>	There seems to be a problem in the monitoring of and the reporting on this pilot project. No final comparison results seem to exist as yet.
6c) In the sense of preparing the handover of the SFP to the MoBSE?	Effectiveness of this part of the programme implementation, as compared to possible alternative approaches	<ul style="list-style-type: none"> <li>- Activity reports</li> <li>- MTE report</li> <li>- Interviews at central, regional and local level</li> <li>- Visits to schools in all 6 regions</li> <li>- The various SABER reports</li> </ul>	<ul style="list-style-type: none"> <li>- Documentation study</li> <li>- Interviews with all relevant actors at the 3 levels</li> <li>- Visits to the 6 regions</li> </ul>	<ul style="list-style-type: none"> <li>- Systematization of information, cross checking across sources and across methods</li> <li>- Working out hypotheses about alternative approaches</li> <li>- Verification of the validity of these alternatives</li> <li>- Comparison and verification</li> </ul>	

<b>Criterion 1: Relevance / Appropriateness</b>					
<b>Evaluation Question</b>	<b>Measures / Indicators</b>	<b>Sources of information</b>	<b>Methods of data collection</b>	<b>Methods of analysis</b>	<b>Quality of the information</b>
7. Were adopted transfer modalities the best way of meeting recipient's needs? Compare the different school feeding modalities that have been used, with regard to effectiveness, efficiency, cost, timeliness, school and community involvement, impact on community, etc.	Systematic analysis and comparison of the results obtained through the different modalities that have been used so far.	- Activity reports - MTE report - Interviews with others responsible at the 3 levels - Visits to schools in all 6 regions	- Documentation study - Interviews at the 3 levels - Visits to the 6 regions	Systematic analysis and comparison of the results obtained by the different modalities. Analysis of the respective strengths and weaknesses, and internal/external factors determining for poor or full success and impact.	
8. Is the quality of the log frame satisfactory?	- Degree of clarity and coherence of the intervention logic - Clarity of concepts - Clarity and effectiveness of the indicators	- Basic document of the project DEV 200327 - Log frame	- Documentation study - Interviews - Visits to schools in all 6 regions	- Reflection in the ET - discussion with WFP	

<b>Criterion 2: Effectiveness</b>					
<b>Evaluation Question</b>	<b>Measures / Indicators</b>	<b>Sources of information</b>	<b>Methods of data collection</b>	<b>Methods of analysis</b>	<b>Quality of the information</b>
To what extent were the outputs and outcomes of the intervention achieved, and will this lead to the achievement of its objectives?					
9. To what extent were the expected outputs and outcomes of the intervention	1) Measure against log frame indicators: each output and outcome against its respective indicator	- Progress reports - MTE report - SABER reports - Interviews with stakeholders	- Documentation study - Interviews with stakeholders at all 3 levels in all 6 regions	- Documentation study - Verification in situ: visits to schools in all regions - Cross checking of information across	Progress reports without explanation of reasons of relative failures, need for complementary

Criterion 2: Effectiveness					
Evaluation Question	Measures / Indicators	Sources of information	Methods of data collection	Methods of analysis	Quality of the information
achieved? Also for women and girls? 1) SF in general 2) HGSP pilots 3) Capacity building for SFP hand-over	2) Measure against the specific objectives of the pilot project. 3) Measure in terms of the 5 SABER capacity domains			sources and across methods	sources of information
10. What were the major factors influencing the achievement (or not) of the three outcomes of the intervention? 1) SF in general 2) HGSP pilots 3) Capacity building for SFP hand-over	Open question, no previous indicators or measures	- Activity reports - MTE report - Interviews at national, regional and local levels	- Documentation study - Interviews with stakeholders at all 3 levels in all 6 regions	- Documentation study - verification in situ: visits to schools in all regions - Cross checking of information across sources and across methods	Progress reports without explanation of reasons of relative failures, need for complementary sources of information
11. To what extent is the achievement of outcomes leading to the achievement of the strategic objectives of the intervention? That applies also to women and girls?	Degree of achievement of the strategic objectives, degree of intrinsic causality between outcomes and objectives	- EMIS data - Progress reports - MTE report - SABER reports - Interviews with others responsible and stakeholders	- Documentation study - Interviews with stakeholders at all 3 levels in all 6 regions	- Documentation study - Verification in situ: visits to schools in all regions - Cross checking of information across sources and across methods	Satisfactory
What were the major factors influencing the achievement or non-achievement of outputs, outcomes and objectives of the intervention?					
12. What were the major factors influencing the	Open question, no previous indicators or measures	- Progress reports - MTE report	- Documentation study	- Documentation study - Internal reflection in the ET	Progress reports without explanation of reasons of relative

<b>Criterion 2: Effectiveness</b>					
<b>Evaluation Question</b>	<b>Measures / Indicators</b>	<b>Sources of information</b>	<b>Methods of data collection</b>	<b>Methods of analysis</b>	<b>Quality of the information</b>
achievement or non-achievement of the objectives of the intervention? Were the assumptions that achieving outcomes would lead to achievement of objectives confirmed?		- Interviews with others responsible and stakeholders at national, regional and local level	- Interviews with stakeholders at all 3 levels in all 6 regions - Focus group at school level	- Verification in situ: visits to schools in all regions - Cross checking of information across sources and across methods	failures, need for complementary sources of information
To what extent did the intervention deliver results, also for women and girls?					
13. To what extent did the intervention deliver results for a) men? b) women? c) boys? d) girls?	- Log frame indicators, particularly those for outcome 4.2.	- Data from the Education Management Information System (EMIS) - Progress reports - MTE report - Interviews with others responsible and stakeholders at national, regional and local level	- Documentation study - Interviews with stakeholders at all 3 levels in all 6 regions	- Documentation study - Verification in situ: visits to schools in all regions - Cross checking of information across sources and across methods	Satisfactory
14. To what extent has the local procurement of food for the school feeding had a positive effect on local production and marketing? Any effect on	Open question, no previous indicators or targets	- Data from MoA extension service; - Data from FAO support programmes	- Documentation study - Interviews with MoA and FAO staff - Interview with stakeholders at local and regional level. - Interviews with local producers	- Documentation study - Interviews with relevant FAO and MoA staff and with local producers - Cross checking of information across sources and across methods	

<b>Criterion 2: Effectiveness</b>					
<b>Evaluation Question</b>	<b>Measures / Indicators</b>	<b>Sources of information</b>	<b>Methods of data collection</b>	<b>Methods of analysis</b>	<b>Quality of the information</b>
women in the farming community?					
15. Were there unintended positive or negative results? For women and girls?	Open question, no previous indicators or measures	- Progress reports - MTE report - Interviews with others responsible and stakeholders at national, regional and local level	- Documentation study - Interviews with stakeholders at all 3 levels in all 6 regions	- Documentation study - Verification in situ: visits to schools in all regions - Triangulation of information across sources and across methods	
16. Were the relevant assistance standards met?	WFP internal quality standards for school feeding and for hand-over and transition processes	- WFP standards documents - Internal quality assessment reports - Others responsible and stakeholders	- Documentation study - Interviews with others responsible and stakeholders at national, regional and local levels	- Reflection in the ET - Formulation of provisional assessments - Verification with others responsible and stakeholders	
<b>Criterion 3: Efficiency</b>					
<b>Evaluation Question</b>	<b>Measures / Indicators</b>	<b>Sources of information</b>	<b>Methods of data collection</b>	<b>Methods of analysis</b>	<b>Quality of the information</b>
Was the intervention cost-efficient and implemented in a timely way?					
17. Was the intervention cost-efficient? a) School feeding b) Home-grown school feeding pilot with different modalities c) Hand-over preparation programme + related capacity building	- Successive year plans against performance per year	- Yearly SF-plans - Activity reports - MTE report - Interviews at national, regional and local level	- Documentation study - Interviews with others responsible and stakeholders - Visits to schools in all 6 regions	- Reflection in the ET - Formulation of provisional conclusions - Verification with others responsible and stakeholders - Cross checking of information across sources and across methods	Reliable data exist, but these are incomplete: there seems to be a certain lack of monitoring and reporting material with regard to this pilot. No final conclusions exist as yet. Cost-efficiency has to be measured in terms of degree of

<b>Criterion 3: Efficiency</b>					
<b>Evaluation Question</b>	<b>Measures / Indicators</b>	<b>Sources of information</b>	<b>Methods of data collection</b>	<b>Methods of analysis</b>	<b>Quality of the information</b>
					advancement in an ongoing process. Difficult to do this with total objectivity.
18. Was the intervention implemented in a timely way?	<ul style="list-style-type: none"> <li>- SF: see years planning</li> <li>- Handover: by lack of a handover plan: common sense</li> </ul>	<ul style="list-style-type: none"> <li>- Yearly SF-plans and hand-over planning</li> <li>- Activity reports</li> <li>- MTE report</li> <li>- Interviews at national, regional and local level</li> </ul>	<ul style="list-style-type: none"> <li>- Documentation study</li> <li>- Interviews with others responsible and stakeholders</li> <li>- Visits to schools in all 6 regions</li> </ul>	<ul style="list-style-type: none"> <li>- Reflection in the ET</li> <li>- Formulation of provisional conclusions</li> <li>- Verification with others responsible and stakeholders</li> <li>- Cross checking of information across sources and across methods</li> </ul>	Reliable information exists
Was the intervention implemented efficiently, compared to alternatives, including the targeting?					
19. Was the intervention implemented in the most efficient way, as compared to possible alternatives?	Comparison of the actual efficiency of implementation with hypotheses about alternative approaches	<ul style="list-style-type: none"> <li>- Planning documents</li> <li>- Financial reports</li> <li>- Progress reports</li> <li>- MTE report</li> <li>- Interviews with others responsible of WFP and MoBSE</li> </ul>	<ul style="list-style-type: none"> <li>- Documentation study</li> <li>- Interviews with others responsible and stakeholders</li> <li>- Visits to schools in all 6 regions</li> </ul>	<ul style="list-style-type: none"> <li>- Reflection in the ET on available information</li> <li>- Formulation of provisional conclusions</li> <li>- Verification with others responsible and stakeholders</li> </ul>	The hypotheses about alternative approaches bring a risk of being less realistic
20. Did the targeting of the intervention mean that resources were allocated efficiently?	<ul style="list-style-type: none"> <li>- Targets set by WFP and MoBSE</li> <li>- Log frame indicators for outputs, outcomes and results</li> </ul>	<ul style="list-style-type: none"> <li>- Planning documents</li> <li>- Financial reports</li> <li>- Progress reports</li> <li>- MTE report</li> </ul>	<ul style="list-style-type: none"> <li>- Documentation study</li> <li>- Interviews with others responsible and stakeholders at</li> </ul>	<ul style="list-style-type: none"> <li>- Systematization of information</li> <li>- Comparison between global results achieved and global costs incurred</li> </ul>	



<b>Criterion 3: Efficiency</b>					
<b>Evaluation Question</b>	<b>Measures / Indicators</b>	<b>Sources of information</b>	<b>Methods of data collection</b>	<b>Methods of analysis</b>	<b>Quality of the information</b>
		- Interviews with responsible of WFP and MoBSE	national, regional and local level	- Provisional conclusions - Verification validity and cross checking of information across sources and across methods	

Criterion 4: Impact					
Evaluation Question	Measures / Indicators	Sources of information	Methods of data collection	Methods of analysis	Quality of the information
What will be the long term effects of the intervention?					
21. What were/will be the long term effects of the intervention on recipients' lives? And specifically for women and girls?	Open question, no previous indicators or measures put forward	-Results/ performance of Education (comparing participating and non-participating schools) - Progress reports - MTE report - Interviews with people responsible and stakeholders at school and community level	- Database analysis - Documentation study - Interviews with school personnel, pupils, parents and community (focus groups and individual meetings, flexibly combined)	- Systematization of the information obtained - Formulation of provisional conclusions - Cross-checking and verification	Data are reliable. There is a danger of making unrealistic (too optimistic) projections for the future
22. What were the intended and unintended long term effects on institutional capacities?	- Targets and objectives set - MoBSE expectations - Unintended: no indicators set	- Progress reports - MTE report - SABER reports - Interviews with others responsible and stakeholders	- Documentation study - Interview with others responsible and stakeholders	- Systematization of the information obtained - Formulation of provisional conclusions - Verification and cross-checking - cross information across sources and across methods	Reliable
23. Were there unintended (positive and negative) effects for recipients and non-recipients of assistance, also for women and girls? a) SF in general b) HGSP pilot	- Targets and objectives set - MoBSE expectations - Unintended: no indicators set	- Progress reports - MTE report - SABER reports - Interviews with others responsible and stakeholders - EMIS data for the non-recipient schools	- Documentation study - Interview with others responsible and stakeholders - Non-recipients of assistance will be interviewed, only	- Systematization of the information obtained - Formulation of provisional conclusions - Cross-checking and verification	Reliable on the whole

c) Capacity building and hand-over.			macro-data will be used		
What was the impact of the intervention on gender relations?					
24. What were the gender-specific impacts? Did the intervention influence the gender context?	To a certain extent, the indicators for outcome 4.2. Can be used as reference. For the rest these are open questions, without previously set indicators or measures as such	- Progress reports - MTE report - Interviews with others responsible and stakeholders	- Documentation study - Interview with others responsible and stakeholders	- Systematization of the information obtained - Formulation of provisional conclusions - Cross-checking and verification	Data from EMIS and project reports are probably fairly reliable. To be checked.

<b>Criterion 5: Sustainability</b>					
<b>Evaluation Question</b>	<b>Measures / Indicators</b>	<b>Sources of information</b>	<b>Methods of data collection</b>	<b>Methods of analysis</b>	<b>Quality of the information</b>
To what extent was sustainability incorporated in the design of the intervention?					
25. To what extent did the intervention implementation arrangements include considerations for sustainability, such as capacity building of national and local government institutions, communities and other partners?	- Log frame indicators for outputs 5.2.1. And 5.2.2, and for outcome 5.2.	- Project document, DPAP document - Yearly work plan and activity reports - MTE report	- Documentation study	- Systematization of information - Listing of the planned arrangements for sustainability, and systematic comparison with their degree of implementation - Conclusions - Verification of the validity of these conclusions	Reliable
To what extent are the benefits of the intervention likely to continue after the end of WFP's work, also for women and girls?					

<b>Criterion 5: Sustainability</b>					
<b>Evaluation Question</b>	<b>Measures / Indicators</b>	<b>Sources of information</b>	<b>Methods of data collection</b>	<b>Methods of analysis</b>	<b>Quality of the information</b>
26. To what extent is it likely that the benefits of the intervention will continue after this project comes to an end, also for women and girls?	- Log frame indicators for outputs 5.2.1. And 5.2.2, and for outcome 5.2.	- Analysis of the SF practice (implementation) in 2017 - Activity reports - MTE report - Interviews at 3 levels - Visits to schools in 6 regions	- Documentation study: reports - Interviews at 3 levels with all types of stakeholders and people in leadership positions.	- Systematization of the information - Formulation of provisional conclusions - Verification of the analysis that was made, and of the validity of these conclusions	Reliable
27. Has the intervention made any difference to gender relations in the medium or longer term?	Open question, with only one previously set indicator or measure for women's empowerment: number of women in leadership positions in the school FMC's	- Interviews at national, regional and local levels, including schools and communities - Implementation reports	- Documentation study: reports - Interviews at 3 levels with all types of feminine stakeholders	- Systematization of the information- formulation of provisional conclusions - Verification of the analysis that was made, and the validity of these preliminary conclusions	Not clear whether reliable and complete information on this one indicator, or on possible other ones, exists.

Source: own elaboration

### Annex 3: Documents Reviewed

Document Type	Titles & dates of documents received
<b>Project related documents</b>	
Project document (including Logical Framework in Annex)	<ul style="list-style-type: none"> <li>• Development Projects -The Gambia 200327: Establishing the Foundation for a Nationally Owned Sustainable School Feeding Programme (2012)</li> <li>• Development Project Action Plan (DPAP), Between the Government of The Gambia and the United Nations World Food Programme, for DEV 200327 - Establishing the Foundation for a Nationally Owned Sustainable School Feeding Programme (2012)</li> </ul>
Standard Project Reports	<ul style="list-style-type: none"> <li>• Standard Project Report (SPR): SPR 2012, SPR 2013, SPR 2014, SPR 2015, SPR 2016, SPR 2017</li> </ul>
Budget Revisions	<ul style="list-style-type: none"> <li>• <b>2014</b> - Project Budget Revision of Gambia Development Project 200327: B/R No.3</li> <li>• <b>2015</b> - Project Budget Revision of Gambia Development Project 00327 B/R No.4;</li> <li>• <b>2016</b> -Project Budget Revision of Gambia Development Project00327: B/R No. 5</li> </ul>
Approved Excel budget (for original intervention and budget revisions if any)	<ul style="list-style-type: none"> <li>• Budget Template Version 8 June 2015 (it is not clear if this is approved)</li> </ul>
Intervention/Project Plan (breakdown of beneficiary figures and food requirements by region/activity/month and partners)	<ul style="list-style-type: none"> <li>• Activity Plan for Food and Agriculture Sector Development Project-Component 3, Integrating Improved Approaches to National Food and Nutrition Security, Subcomponent 1. Addressing Malnutrition, Activity 1.1, Implementing School Feeding Program, January to July (2014)</li> <li>• Annual work plans for project (DEV 200327), Establishing the Foundation for a Nationally Owned Sustainable School Feeding Programme (2015 and 2016)</li> <li>• Cash request -Summary of Cost and Tonnage Commodity (GDM), Region 1 – Great Banjul (2017)</li> <li>• Cash request -Summary of Cost and Tonnage Commodity (GDM), Region 2 – West Coast (2017)</li> <li>• Cash request -Summary of Cost and Tonnage Commodity (GDM), Region 3 – North Bank (2017)</li> <li>• Cash request -Summary of Cost and Tonnage Commodity (GDM), Region 4 - Lower River (2017)</li> <li>• Cash request -Summary of Cost and Tonnage Commodity (GDM), Region 5 – Central River (2017)</li> <li>• Cash request -Summary of Cost and Tonnage Commodity (GDM), Region 6 – Upper River (2017)</li> <li>• Memorandum of Understanding between The Ministry of Basic and Secondary Education of The Gambia and World Food Programme, on the implementation of community level procurements for school meals within the framework of establishing the foundation for a nationally owned sustainable school meals programme (Region 1). October 2017</li> <li>• Second revalidation and amendment of agreement on the implementation of cash-based transfer pilot on community procurement in The Gambia within the framework of DEV 200327 Establishing the foundation</li> </ul>

Document Type	Titles & dates of documents received
<b>Project related documents</b>	
	for a nationally owned sustainable school meals programme in Region 1. (October 2017)
Guides	<ul style="list-style-type: none"> <li>• Role of Regional Directorates in the capacity development project- “Establishing the Foundation for a Sustainable and Nationally-owned School Feeding Programme” including the MDG Initiative for regions 3 and 5</li> <li>• National Home Grown School Feeding Community Engagement. Training manual on effective food management for cluster monitors and others stakeholders (MoBSE / WFP, April-May 2014)</li> </ul>
<b>Country Office Strategic Documents (if applicable)</b>	
Country Strategy Document (if any)	
<b>Assessment Reports</b>	
WFP assessments/ Office of the Inspector General	Internal Audit of WFP’s Country Capacity Strengthening – Internal audit report AR 16/14
Comprehensive Food Security and Vulnerability Assessments	<ul style="list-style-type: none"> <li>• Comprehensive Food Security and Vulnerability Analysis (CFSVA) 2016</li> </ul>
Inter-Agency Assessments	<ul style="list-style-type: none"> <li>• Feasibility Study on Local Procurement for School Feeding (2014)</li> </ul>
SABER assessments	<ul style="list-style-type: none"> <li>• System Assessment and Benchmarking for Education Results - Benchmarks for the Gambia on School Feeding Sub-System (2012)</li> <li>• Gambia HGSF SABER exercise of 6th November 2014</li> <li>• A Review of the School Feeding Programme in The Gambia 2014: SABER Report</li> <li>• Gambia School Meals SABER Assessment Report: 2016 SABER Country Report</li> <li>• Summary of SABER Scoring at School Meals National Programme/ Policy Workshop (2017)</li> </ul>
Nutrition assessments	<ul style="list-style-type: none"> <li>• Assessment of the Nutritional Status of School Children in North Bank and Central River Regions, The Gambia. National Nutrition Agency ( NaNA), 2013</li> <li>• Baseline Assessment of Knowledge, Attitudes and Practices (KAP) of Households on Improved Nutrition in North Bank and Central River Regions, The Gambia. NaNA, 2014</li> </ul>
<b>Monitoring &amp; Reporting (if applicable)</b>	
Food Distribution and Post-Distribution Monitoring Reports	2012/December - Post Distribution Monitoring Report - Region 6 2013/June - Post Distribution Monitoring Report (don’t specify region monitored) 2015/ November - Post Distribution Monitoring Report, for Regions, 2,3,5 and 5 2017/May -Post Distribution Monitoring Report, for Regions 2,4,5 and 6 <i>* all post-distribution reports shared with the ET included</i>
<b>Output monitoring reports (if applicable)</b>	

Document Type	Titles & dates of documents received
<b>Project related documents</b>	
Actual and Planned beneficiaries by activity and district/ location by year	SPR 2012, SPR 2013, SPR 2014, SPR 2015, SPR 2016, Draft SPR 2017
Male vs. Female beneficiaries by activity and district/ location by year	SPR 2012, SPR 2013, SPR 2014, SPR 2015, SPR 2016, Draft SPR 2017
Beneficiaries by age group	SPR 2012, SPR 2013, SPR 2014, SPR 2015, SPR 2016, Draft SPR 2017
Actual and Planned tonnage distributed by activity by year	SPR 2012, SPR 2013, SPR 2014, SPR 2015, SPR 2016, Draft SPR 2017
Commodity type by activity	SPR 2012, SPR 2013, SPR 2014, SPR 2015, SPR 2016, Draft SPR 2017
Actual and Planned cash/voucher requirements (US\$) by activity by year	SPR 2012, SPR 2013, SPR 2014, SPR 2015, SPR 2016, Draft SPR 2017
<b>Operational documents (if applicable)</b>	
Activity Guidelines	World Food Programme SF Handbook
Mission Reports	
<b>Evaluations/ Reviews</b>	
Evaluations/ reviews of past or on- going operation	<ul style="list-style-type: none"> <li>• Mid-Term Evaluation of the School Feeding Programme (2014)</li> <li>• Report on Assessment of School Meals Supervision and Management Capacities at Regional Level (2016)</li> </ul>
<b>Resource mobilisation (if applicable)</b>	
Cost benefit analysis	<ul style="list-style-type: none"> <li>• Cost Benefit Analysis of School Meals Programme. The University of The Gambia (2016)</li> </ul>
<b>Other documents collected by the team (including external ones) (if applicable)</b>	
Study Visit	<ul style="list-style-type: none"> <li>• The Gambia School Feeding Study Visit to the Brazilian Centre of Excellence Against Hunger Report (2014)</li> <li>• Kenya Study Tour Report. Linking School Feeding Programme to Local Agriculture Food Production (2014)</li> <li>• Joint Study Visit to Senegal on Local Procurement to School Feeding (2013)</li> <li>• The Gambia Home Grown School Feeding Study Tour to Ghana (2014)</li> </ul>
Government policy, strategy and plan	<ul style="list-style-type: none"> <li>• National School Feeding Policy. Ministry of Basic and Secondary Education, The Republic of The Gambia (2015)</li> <li>• Education sector policy, 2016-2030. Ministries of Basic and Secondary Education, and Higher Education Research and Technology, The Gambia</li> <li>• The Gambia National Social Protection Implementation Plan 2015-2020</li> </ul>
Government policy, strategy and plan	<ul style="list-style-type: none"> <li>• Vision 2016 of Government of The Gambia, 2013</li> <li>• Gambia National Agricultural Investment Plan (GNAIP) - 2010-2015, GoTG,</li> <li>• Budget Speech by the Minister of Finance and Economic Affairs of the Gambia, 2015</li> <li>• MDG Accelerated Framework (MAF), GpTG, 2010</li> <li>• The Gambia National Development Plan (PAGE II), 2017 to 2020</li> </ul>

Document Type	Titles & dates of documents received
<b>Project related documents</b>	
	<ul style="list-style-type: none"> <li>• The Gambia National Gender policy 2010 to 2020</li> </ul>
Government Reports      Survey/Assessment	<ul style="list-style-type: none"> <li>• Human Development Index Report, UN, 2016</li> <li>• Integrated Household Survey, GoTG, 2015</li> <li>• Demographic Health Surveys (DHS, 2013)</li> <li>• Standardized Monitoring and Assessment of Relief and Transitions (SMART) survey, 2015</li> <li>• The Gambia MDG status report, GoTG, 2014; (using 2013 data)</li> <li>• NAT assessments, 3rd and 8th grades, Region 1 (2017)</li> <li>• NAT assessments, 3rd and 8th grades, Region 2 (2017)</li> <li>• NAT assessments, 3rd and 8th grades, Region 3 (2017)</li> <li>• NAT assessments, 3rd and 8th grades, Region 4 (2017)</li> <li>• NAT assessments, 3rd and 8th grades, Region 5 (2017)</li> <li>• NAT assessments, 3rd and 8th grades, Region 6 (2017)</li> <li>• NAT 2017 descriptive by each region</li> <li>• NAT 2017 result, with ownership.</li> </ul>
Others	<ul style="list-style-type: none"> <li>• The 2030 Agenda for Sustainable Development – United Nations (web pdf)</li> </ul>

Source: own elaboration



### Annex 4: Stakeholders Interviewed

Nr.	Name	Job Title	Organisation	Region
1	Alieu Loum	Evaluation manager	WFP	Bakau
2	Isatou Nasircham	Programme manager	WFP	Bakau
3	Tamsir Cham	Senior CDO	WFP	Bakau
4	Elvira Pruscini	CO Director	WFP	Bakau
5	Margaret Rehm	Programme Director	WFP	Bakau
7	Pa Goumbo Saine	Head of SAFMU	SAFMU	Kanifing
8	Oumar Jawara	Education Officer	SAFMU	Kanifing
9	Massaneh Fatty	Snr Education Officer	SAFMU	Kanifing
10	Ousainey Jobe	Logistic Officer	SAFMU	Kanifing
11	Oumar Bah	Education Officer	SAFMU	Kanifing
12	Mariam Sey Njie	Head of Logistic	WFP	Kanifing
13	Sana Cham	M&E	WFP	Kanifing
14	Bintou Sumareh	M&E	WFP	Kanifing
15	Modou Njie	Director	Public Health	Kotu
16	Sanjali Trawalleh		Public Health	Kotu
17	Ousman Dem	Sch. Health Officer	Public Health	Kotu
18	Kebba Jarjue	Program Manager	FASDEP	Bakau, Cape
19	Jero Mane	Director of Planning	MoA	Banjul
20	Mariatou Njie	Deputy Country Rep.	FAO	Fajara
21	Darrell Sexstone	Programme officer	EU Delegation	Bakau
22	Dr. Fanneh	Head of School of Business	UTG	MDI Kanifing
23	Christopher Belford	Economy Professor	UTG	Bakau
24	Tida Jatta	Director of Basic Education	MoBSE	Kanifing
25	Paul K. Mendy	Vice Principal	St. John Vianney LBS	R2-WC
26	Pierr Gomez	Deputy Head LBS	St. John Vianney LBS	R2-WC
27	James Demba	Garden Master - FMC	St. John Vianney LBS	R2-WC
28	Bubacarr Federa	Member - FMC	St. John Vianney LBS	R2-WC
29	Jerreh Badgie	Member - SMC	St. John Vianney LBS	R2-WC
30	Ebrima Saïdy	Regional Education Director	RED	R1 -GB
31	Kebba Jobe	Focal Point (SF)	RED	R1 -GB
32	Basirou Mbenga	PEO	RED	R1 -GB
33	Lamin F.M. Jaïteh	PEO	RED	R1 -GB
34	Alhagie Cham	Head Master	Muhamedan LBS	Banjul
35	Sulayman S.S. Jammeh	CDO	WFP	R5 – CRR
36	Ousman Bamba	IT Support Staff	RED	R5 – CRR
37	Jane Mendy	French FP	RED	R5 – CRR
38	Lamin Gingah	Madarassa FP	RED	R5 – CRR
39	Malick Jammeh	SEO Quality Focal Point	RED	R5 – CRR
40	Abdoulie M. Jallow	SFFP	RED	R5 – CRR
41	Tunkang Conteh	Reg Analyst -SFFP	RED	R5 - CRR
42	Kebba Njie	Garden monitor	Boraba LBS	R5 – CRR
43	Isatou P Jallow	Head Master	Boraba LBS	R5 – CRR
44	Nyima Kuyateh	Teacher	Boraba LBS	R5 – CRR
45	Fatou Sanneh	SMC/FMC Chairlady	Boraba LBS	R5 – CRR
46	Bunja Saïdykhan	SMC Chair	Boraba LBS	R5 – CRR
47	Kumba Fatty	SMC Member	Boraba LBS	R5 – CRR
48	Nyomie Camara	Chief Cook	Boraba LBS	R5 – CRR
49	Sherifo Fatty	FMC Chairman	Banni LBS	R5 – CRR
50	Modou E. Sallah	Head Master	Banni LBS	R5 – CRR
51	Isatou Dibba	Sch. Head Girl	Banni LBS	R5 – CRR
52	Muhammed Dahaba	Sch. Head Boy	Banni LBS	R5 – CRR
53	Bakary O. Badjo	Deputy Head	Banni LBS	R5 – CRR
54	Siya Fatty	Assistant Cook	Banni LBS	R5 – CRR
55	Babuccarr Boye	Garden	Banni LBS	R5 – CRR
56	Kemo Kinteh	Head Teacher	Wassu LBS	R5 – CRR
57	Lamin Kanteh	VDC	Wassu	R5 – CRR
58	Musa Sillah	Head boy	Wassu LBS	R5 – CRR
59	Sulayman Bah	FMC Chair	Wassu LBS	R5 – CRR
60	Modou Salieu Jallow	SMC Member	Wassu LBS	R5 – CRR
61	Malado Barry	Chief Cook	Wassu LBS	R5 – CRR
62	Isatou Njie	Deputy Head	Wassu LBS	R5 – CRR
63	Isatou Drammeh	SMC Member	Wassu LBS	R5 – CRR

Nr.	Name	Job Title	Organisation	Region
64	Adama Marikon	Vice Chair FMC	Wassu LBS	R5 – CRR
65	Fatoumata Kinteh	Head girl	Wassu LBS	R5 – CRR
66	Alhagie Cham	Deputy Head	Nyanga Bantang LBS	R5 – CRR
67	Baba Ceesay	SMC Chair	Nyanga Bantang LBS	R5 – CRR
68	Musu Sabally	Mothers' Club	Nyanga Bantang LBS	R5 – CRR
69	Alhagie Ndimbalang	VDC Secretary	Nyanga Bantang LBS	R5 – CRR
70	Sira Ndimbalang	SMC Treasurer	Nyanga Bantang LBS	R5 – CRR
71	Amie Drammeh	Chief Cook	Nyanga Bantang LBS	R5 – CRR
72	Sohna Sey	FMC Chair	Nyanga Bantang LBS	R5 – CRR
73	Malick Secka	Head Master	Ngain Sanjal LBS	R3 – NBR
74	Pa Modou	Garden Master	Ngain Sanjal LBS	R3 – NBR
75	Alhagie Nyang	SMT	Ngain Sanjal LBS	R3 – NBR
76	Ebrima Secka	SMC	Ngain Sanjal LBS	R3 – NBR
77	Ebou Gaye	VDC	Ngain Sanjal LBS	R3 – NBR
78	Jabou Ture	FMC/SMT	Ngain Sanjal LBS	R3 – NBR
79	Adam Gaye	SMC	Ngain Sanjal LBS	R3 – NBR
80	Fatim Mbye	Chief Cook/FMC	Ngain Sanjal LBS	R3 – NBR
81	Ida Fye	SMC	Ngain Sanjal LBS	R3 – NBR
82	Fatim Mbye	FMC/Mothers' club	Ngain Sanjal LBS	R3 – NBR
83	Alhagie Kebba Ceesay	SMC Chair	Ngain Sanjal LBS	R3 – NBR
84	Yandeh Gaye	Head girl	Ngain Sanjal LBS	R3 – NBR
85	Amat Gaye	Head boy	Ngain Sanjal LBS	R3 – NBR
86	Juma Bah	SMC Member/VDC	Yallal Bah LBS	R3 – NBR
87	Amadou	Garden Master	Yallal Bah LBS	R3 – NBR
88	Yaya Jobe	Head Boy	Yallal Bah LBS	R3 – NBR
89	Yama Secka	SMC/SMT	Yallal Bah LBS	R3 – NBR
90	Kebba L. Dibba	Head Master/Sect. SMC	Yallal Bah LBS	R3 – NBR
91	Fatou Bah	FMC Chair	Yallal Bah LBS	R3 – NBR
92	Jainaba Bah	Mothers' Club/FMC	Yallal Bah LBS	R3 – NBR
93	Adama Bah	Head girl	Yallal Bah LBS	R3 – NBR
94	Samba Bah	SMC Chair	Yallal Bah LBS	R3 – NBR
95	Maye Bah(Jallow)		Yallal Bah LBS	R3 – NBR
96	Ngui Secka	Head Teacher	Farafenni Mauritanie LBS	R3 – NBR
97	Isatou Jallow	Mothers' Club	Farafenni Mauritanie LBS	R3 – NBR
98	Binta Jagne	Senior Teacher and Supervisor	Farafenni Mauritanie LBS	R3 – NBR
99	Babucarr Bah	Senior Teacher and Supervisor	Farafenni Mauritanie LBS	R3 – NBR
100	Modou Lowe	SMC Member	Farafenni Mauritanie LBS	R3 – NBR
101	Mabintou Keita	Assistant Chief Cook	Farafenni Mauritanie LBS	R3 – NBR
102	Momodou Gaye	Store Kepper	Farafenni Mauritanie LBS	R3 – NBR
103	Francis Bass	Garden Master	Farafenni Mauritanie LBS	R3 – NBR
104	Hadijatou Kanteh	Head girl	Farafenni Mauritanie LBS	R3 – NBR
105	Adama Kanyi	Head girl	Farafenni Mauritanie LBS	R3 – NBR
106	Ebrima Bah	Head Master	Mbamureh Kunda LBS	R3 – NBR
107	Amie Bah	FMC Chair	Mbamureh Kunda LBS	R3 – NBR
108	Adja Kodeh Sowe	Mothers' Club	Mbamureh Kunda LBS	R3 – NBR
109	Ebou Ndow	Vice Chair FMC	Mbamureh Kunda LBS	R3 – NBR
110	Musa Bah	VDC Sect./ SMC	Mbamureh Kunda LBS	R3 – NBR
111	Amie Tabura	Chief Cook/FMC	Mbamureh Kunda LBS	R3 – NBR
112	Abdoulie Bah	SMC Chair	Mbamureh Kunda LBS	R3 – NBR
113	Banno Jawo	Head (FMC)	Mbamureh Kunda LBS	R3 – NBR
114	Dam Njie	Garden master	Mbamureh Kunda LBS	R3 – NBR
115	Alasana Jallow	Assistant Sect. FMC	Mbamureh Kunda LBS	R3 – NBR
116	Karamo Touray	Head Master	Salikenni LBS	R3 – NBR
117	Abdoulie Jarju	Deputy Head	Salikenni LBS	R3 – NBR
118	Kemo Ceesay	Chair – learners welfare and school environment	Salikenni LBS	R3 – NBR
119	Lamin Ndow	Chairman SMC	Salikenni LBS	R3 – NBR
120	Njumbou Jarju	Mothers' club treasurer	Salikenni LBS	R3 – NBR
121	Adja Mama Ceesay	Chief cook	Salikenni LBS	R3 – NBR
122	Lamin Hydara	VDC	Salikenni LBS	R3 – NBR
123	Kekuta Jallow	Assistant Sect. FMC	Salikenni LBS	R3 – NBR
124	Lamin Sakara	Head boy	Salikenni LBS	R3 – NBR
125	Fatoumata Trawalley	Head girl	Salikenni LBS	R3 – NBR

Nr.	Name	Job Title	Organisation	Region
126	Nyana Kassama	Head Mistress	Chamen LBS	R3 – NBR
127	Baba Cham	SMC Chair	Chamen LBS	R3 – NBR
128	Alhagie Alieu Njie	SMC Member	Chamen LBS	R3 – NBR
129	Ebou Cham	Deputy – H/M - FMC	Chamen LBS	R3 – NBR
130	Sira Cham	Mothers' club /FMC	Chamen LBS	R3 – NBR
131	Isatou Cham	Garden Master	Chamen LBS	R3 – NBR
132	Haddy B. Cham	Chief cook	Chamen LBS	R3 – NBR
133	Abie Cham	FMC Treasurer	Chamen LBS	R3 – NBR
134	Modou Lamin Jammeh	Head boy	Chamen LBS	R3 – NBR
135	Maram Bitae	Head Girl	Chamen LBS	R3 – NBR
136	Malang Bojang	Focal Point	RED	R3 – NBR
137	Lang Kinteh	Cluster Monitor	RED	R3 – NBR
138	Modtala Ceesay	SEO	RED	R3 – NBR
139	Lamin Jawara	Cluster Monitor	RED	R3 – NBR
140	Sherrif K. Kanyi	SEO	RED	R3 – NBR
141	Paul K. Mendy	Regional Director	RED	R3 – NBR
142	Fatou Joof	FMC	Fass Njaga Choi LBS	R3 – NBR
143	Buramanding Kinteh	Head Master	Fass Njaga Choi LBS	R3 – NBR
144	Lamin Y, Camara	Garden master	Fass Njaga Choi LBS	R3 – NBR
145	Jabou Corr	FMC / Mother's club	Fass Njaga Choi LBS	R3 – NBR
146	Ebou Ceesay	SMC Chair	Fass Njaga Choi LBS	R3 – NBR
147	Nini Joof	Chief cook	Fass Njaga Choi LBS	R3 – NBR
148	Fatoumata Choi	Head girl	Fass Njaga Choi LBS	R3 – NBR
149	Alhagie Ceesay	Head boy	Fass Njaga Choi LBS	R3 – NBR
150	Yama Joof	Mothers' club	Fass Njaga Choi LBS	R3 – NBR
151	Lamine M.B. Ceesay	SFFP	RED Basse	R6 – URR
152	Amadou Drammeh	CDO	WFP, RED Basse	R6 – URR
153	Tiyanne Syso	Senior education officer	RED	R6 – URR
154	Ibrahim S. Dyata	Madrassa focal point	RED	R6 – URR
155	Basaykoyo Darboe	Senior education officer	RED	R6 – URR
156	John Dyatta	Head Master	St. Georges LBS, Basse	R6 – URR
157	Amadou B. Diallo	VDC secretary	St. Georges LBS, Basse	R6 – URR
158	Mariama Sarjo	Chief cook	St. Georges LBS, Basse	R6 – URR
159	Kekoyi Koma	SMC chairman	St. Georges LBS, Basse	R6 – URR
160	Sara D.K. Diallo	Deputy headmaster	St. Georges LBS, Basse	R6 – URR
161	Peter Baldeh	Alkalo	St. Georges LBS, Basse	R6 – URR
162	Karim Daboe	Headmaster	Sabi LBS, Basse district	R6 – URR
163	Fode Manneh	Deputy headteacher	Sabi LBS, Basse district	R6 – URR
164	Siro Sahó	SMC treasurer	Sabi LBS, Basse district	R6 – URR
165	Bakary Diolla	Garden master	Sabi LBS, Basse district	R6 – URR
166	Awa Sucko	SMC chairlady	Sabi LBS, Basse district	R6 – URR
167	Saiba Daboe	Head master	Koba Kunda LBS, Fulladu West district	R6 – URR
168	Sarjo L. Bah	Head master	Sabusireh LBS, Basse	R6 – URR
169	Buleh Silah	Garden master	Sabusireh LBS, Basse	R6 – URR
170	Faye Drammah	Mothers Club president	Sabusireh LBS, Basse	R6 – URR
171	Isatou Diallo	Chief cook	Sabusireh LBS, Basse	R6 – URR
172	Amadou Baldeh	Deputy head teacher	Sabusireh LBS, Basse	R6 – URR
173	Ramatullah Baldeh	Head girl	Sabusireh LBS, Basse	R6 – URR
174	Paul Lopyy	Head master	St. Joseph LBS, Basse	R6 – URR
175	Marciano Mendy	FMC chairman, dep HM	St. Joseph LBS, Basse	R6 – URR
176	Mamandy Danyu	FMC member, teacher	St. Joseph LBS, Basse	R6 – URR
177	Modou Diallo	Head master	Sanunding LBS, Tumana district	R6 - URR
178	Bakary Drammeh	SMC chairman	Sanunding LBS Tumana	R6 – URR
179	Kabba Drammeh	Alkalo	Sanunding LBS Tumana	R6 – URR
180	Moury Djaité	FMC chairperson	Sanunding LBS Tumana	R6 – URR
181	Labbanding Debassy	Mothers Club treasurer	Sanunding LBS Tumana	R6 – URR
182	Sanussi Djabe	Head boy	Sanunding LBS Tumana	R6 – URR
183	Mbingui Ceesay	Chief cook	Sanunding LBS Tumana	R6 – URR
184	Fatou I. Njie	Headmistress	Kiskis LBS, Tumana dis.	R6 – URR
185	Kari Djabe	FMC chairperson	Kiskis LBS, Tumana dis.	R6 – URR
186	Ibrahim Ensede	Garden master	Kiskis LBS, Tumana dis.	R6 – URR
187	Hassan Bale	Deputy headmaster	Kiskis LBS, Tumana dis.	R6 – URR

Nr.	Name	Job Title	Organisation	Region
188	Fatima Bahaga	Chief cook	Kiskis LBS, Tumana dis.	R6 – URR
189	Mama Dang	Mothers club treasurer	Kiskis LBS, Tumana dis.	R6 – URR
190	Ousmane Swaré	SMC head	Kiskis LBS, Tumana dis.	R6 – URR
191	Massaneh Jawarrah	Agricultural extention officer	Badari village, Tumana district	R6 – URR
192	Ibrahim Adjowla	Commercial farmer	Neighbouring village	R6 – URR
193	EH Hadietou Sumareh	Commercial farmer	Neighbouring village	R6 – URR
194	Sulayman Touray	Head teacher	Sare Wollom, Jimara d,	R6 – URR
195	Senni Kandé	Alkalo	Sare Wollom, Jimara d,	R6 – URR
196	Kumbayel Baldeh	Mothers Club	Sare Wollom, Jimara d,	R6 – URR
197	Yaya Jaldoh	Chief cook	Sare Wollom, Jimara d,	R6 – URR
198	Mamadou Sow	FMC member	Sare Wollom, Jimara d,	R6 – URR
199	Sara Jallow	FMC member	Sare Wollom, Jimara d,	R6 – URR
200	Yero Jallow	FMC chairperson	Sare Wollom, Jimara d,	R6 – URR
201	Samba Kandeh	SMC chairman	Sare Wollom, Jimara d,	R6 – URR
202	Lassano Maneh	SMC chairman	Sandy Kunda, Jimara d.	R6 – URR
203	Amadou Jallow	Head master	Sandy Kunda, Jimara d.	R6 – URR
204	Hubo Baldeh	School caretaker	Sandy Kunda, Jimara d.	R6 – URR
205	Mussa Ndiamanka	School auditor	Sandy Kunda, Jimara d.	R6 – URR
206	Sirensaneh	Mothers Club	Sandy Kunda, Jimara d.	R6 – URR
207	Soubar Jallow	Mothers Club	Sandy Kunda, Jimara d.	R6 – URR
208	Fatoumah Baldeh	SMC treasurer	Sandy Kunda, Jimara d.	R6 – URR
209	Hawa Baldeh	Mothers Club	Sandy Kunda, Jimara d.	R6 – URR
210	Bakary Kanutey	Head master	Bakadagy LBS, Jimara d	R6 – URR
211	Baboucar Joof	Headmaster	Sotuma Sere, Jimara d	R6 – URR
212	Senna Jaينه	Ass Director Agriculture	Basse	R6 – URR
213	Ousmane Camara	Cluster Monitor	RED, Basse	R6 – URR
214	Kabira Darboe	Cluster Monitor	RED, Basse	R6 – URR
215	Kebba Njanko	Cluster Monitor	RED, Basse	R6 – URR
216	Buba T. Touray	Cluster Monitor	RED, Basse	R6 – URR
217	Sorry K. Ceesay	Cluster Monitor	RED, Basse	R6 – URR
218	Chernor Abdul Jallow	Cluster Monitor	RED, Basse	R6 – URR
219	Muhamad P. Mballow	Cluster Monitor	RED, Basse	R6 – URR
220	Aboulaye Tunkara	Head teacher LBS	Baja Kunda, Wuli East	R6 – URR
221	Bayoro Camara	FMC vice chairman	Baja Kunda, Wuli East	R6 – URR
222	Adji Bajaha	Son of alkalo	Baja Kunda, Wuli East	R6 – URR
223	Abdul Baldeh	Head master	Diabugu LBS, Sandu di.	R6 – URR
224	Oumar M. Bah	Rationer	Diabugu LBS, Sandu di.	R6 – URR
225	Mahamat S.S. Mbye	Garden master	Diabugu LBS, Sandu di.	R6 – URR
226	Houwa Dansirah	Chief cook	Diabugu LBS, Sandu di.	R6 – URR
227	Penda Jallow	Mothers Club	Diabugu LBS, Sandu di.	R6 – URR
228	Kumba Diawara	Head girl	Diabugu LBS, Sandu di.	R6 – URR
229	Haji Wele	Head boy	Diabugu LBS, Sandu di.	R6 – URR
230	Baboucar Njie	Agric. Extension officer	Dasilameh, Sandu dis.	R6 – URR
231	Bako Ibrahim Jabe	Rice Grower Association	Taibatu, Sandu district	R6 – URR
232	Alassane Ceesay (by phone only)	Headmaster	Dasilameh Juleh LBS, Tumana district	R6 – URR
233	Sario Kribally	Head master	Sare Mansally Jewru, Basse district	R6 – URR
234	Ali Kande	FMC chairman	Sare Mansally Jewru	R6 – URR
235	Balla Kande	FMC member	Sare Mansally Jewru	R6 – URR
236	Botche Kande	Alkalo	Sare Mansally Jewru	R6 – URR
237	Uma Jallow	Chief cook	Sare Mansally Jewru	R6 – URR
238	Mussa K. Sabally	Dep. Head master	Daru, Fulladu W, CRR	R5 – CRR
239	Fatimata Djallo	Chief cook	Daru, Fulladu W, CRR	R5 – CRR
240	Siene Mariama	2 <sup>nd</sup> cook	Daru, Fulladu W, CRR	R5 – CRR
241	Hadi Lamine Njie	Consultant MoBSE/WFP		Bakau
242	Ousman Banba	SF support staff	RED	R5-CRR
243	Gean Mende	SF support staff	RED	R5-CRR
244	Lamen Dnani	SF support staff	RED	R5-CRR
245	Mr. Malik	Senior advisor	RED	R5-CRR
246	Abdoulie M Jallow	SF support staff	RED	R5-CRR
247	Tuntang Conteh	Alternative SFFP	RED	R5-CRR
248	Sulayman SS Jammeh	WFP CDO	RED	R5-CRR

Nr.	Name	Job Title	Organisation	Region
249	Faburama Fatty	Headmaster	Kundang LBS	R5-LRR
250	Sheriffe Jatta TC	Headmaster	Somma Proper LBS	R4-LRR
251	Bakan Charty	Headmaster	Pakalinding LBS	R4-LRR
252	Bubacany Danbbe	SF support staff	RED	R4-LRR
253	Lamin NS Sarich	SFFP	RED	R4-LRR
254	Sheik Tijan Ann	SF support staff	RED	R4-LRR
255	Omar Keiba	SF support staff	RED	R4-LRR
256	Lamin Fatty	SF support staff	RED	R4-LRR
257	Musa Bah	SF support staff	RED	R4-LRR
258	Siaka Camara	Headmaster	Pakaliba, LBS	R4-LRR
259	Mr. Fadera	Headmaster	Bureng, LBS	R4-LRR
260	Sanabon Saneh	Headmaster	Kani-kunda LBS	R4-LRR
261	Lamin Saneh	Headmaster deputy	Kani-kunda LBS	R4-LRR
262	Mustafa Saina	Headmaster	Nyoro Jataba, LBS	R4-LRR
263	Sutay NB Bah	Headmaster	Foni Bitang, LBS	R4-LRR
264	Domingo AS Mendy	Headmaster	St. Edwards, LBS	R4-LRR
265	Fatou Jatama	Headmaster	Kakonde LBS	R2-WC
266	Lamin Jabang	Headmaster deputy	Kakonde LBS	R2-WC
267	Basiruh Colley	Headmaster	Janack LBS	R2-WC
268	Alimatou Jallow	Headmaster deputy	Janack LBS	R2-WC
269	Lang EFB Sanyang	Headmaster	Bitang Bolong LBS	R2-WC
270	Sutay N Bah	Headmaster	Arangallen LBS	R2-WC
271	Mr. Camara	Headmaster deputy	Arangallen LBS	R2-WC
272	Yamkuba Kujabi	SFFP	RED	R2-WC
273	Lamir MS Fatty	SF support staff	RED	R2-WC
274	Alieu S Jallow	SF support staff	RED	R2-WC
275	Lamin Barrow	SF support staff	RED	R2-WC
276	Momudou G Jallow	SF support staff	RED	R2-WC

## **Annex 5: Data Collection Tools**

### **I. Draft topic lists for semi-structured interviews**

These topic lists will be used flexibly during the interviews, as a guide for the consultant, and as a checklist. The order of issues to be addressed may be changed in the conversation, depending on the dynamic of the meeting, and on other related issues being brought up by the interlocutor.

These lists will normally not be used as questionnaires. The meetings will be open to emerging issues and viewpoints brought in by the interviewee that may not be included to these topic lists.

#### **1. Interviews at national level, in Banjul or Kanifing.**

##### **1.1. Interviews with WFP CO SFP staff in Banjul.**

1. How this project has been implemented over the past 5 and a half years? The yearly Standard Project Report (SPR) tells us something about the project, but also raise a lot of questions. (We can then go over our list of issues to be clarified).
2. What were main successes, difficulties and failures?
3. What were the underlying causes of these difficulties:
  - a) For the SF operations based on WFP procurement and delivery?
  - b) In relation to the various forms of home-grown school feeding?
  - c) For the capacity building and preparation of the future handover to GoTG?
4. The HGSF pilot project:
  - a) Project text?
  - b) Log frame (objectives, expected results, indicators)?
  - c) Progress reports issued?
  - d) Successes experienced, (and) were documented?
    - Difficulties experienced, (and) were documented?
    - Monitoring and/or evaluation reports?
    - Present day situation, in early 2018?
    - Outlook for the immediate future?
5. Can you explain us the financial aspects/situation: the exact financial history of this project and the actual situation. Successes and difficulties? Outlook to the immediate future?
6. How was/is the collaboration with MoBSE, in particular with SAFMU?
7. How was/is the collaboration with the MoA, in particular the extension service?
8. How was/is the collaboration with FAO, with regard to local food production?
9. How is/was the collaboration with the NaNa and other partners of the Project, including the University of The Gambia?
10. How do you see the results of the study visits and other sharing experiences (ex. Participation in the Global Child Nutrition Forum)?
11. How do you evaluate the GoTG capacity to effectively contribute increasing his part in the funds needed for the SFP? Which realistic road map could be made to ensure sustainability to the SF programme? By whom?
12. How do you evaluate the difficulties towards fully funding the SF in Gambia (by the GoTG, in the future)?
13. Do you see positive outcomes in terms of gender equality and women's empowerment? How/what?

14. Which improvements would you wish to see in future SF programmes in The Gambia?

**1.2. Interviews with WFP CO M&E staff in Banjul.**

1. How does WFP's monitoring and evaluation system work in relation to the SFP? Who are the participants/members in the WFP system, at national and regional level? How does this system integrate with the school level, i.e. information generated by the school community (FMC)?
2. How often each school is visited by a field/cluster monitor?
3. Does the WFP CO (Banjul) keep the individual reports of each field/cluster monitor, or this is only available at regional sub-offices? If so could we have the reports?
4. Does the FMC issue some report of their meetings and/or the activities/issues of SF at local level? If so, are these reports considered in the WFP M&S?
5. How does WFP's M&E system interrelate with the M&E system of the MoBSE?
6. Are all collected data sex-disaggregated (even if aggregated in later reports)? Can we have access to such detailed sex-disaggregated data, if we needed that?  
How has WFP assisted the MoBSE in developing and operationalizing a functional and effective M&E system? Successes? Difficulties?
7. Were there trainings for members of the GoTG for monitoring SF or using the M&E tools? And for the FMC?
8. Which suggestions for improvement on M&E would you like to make to those who will be formulating future SF programmes, and future strategic plans? What can be improved in the Gambian practice of M&E School feeding?

**1.3. Interviews with the staff of the SAFMU of the MoBSE in Banjul.**

1. Their structuring and functioning. Does each member of SAFMU have specific function/role? Is there some document describing the roles of each member?
2. Relationship with WFP CO-SF unit. Is there a division of tasks and responsibilities? Good practices? Challenges? How the challenges were further addressed?
3. How does the coaching of the WFP work for the SAFMU (in the regular basis)? And other coordination activities that aim to support with knowledge/technical skills the activities developed by the SAFMU?
4. How was this project implemented over the past 5 years (from your point of view)? Clarification of our doubts after reading the yearly SPR's. Main successes, main challenges and failures (and how the challenges were further addressed):
  - a) For the SF operations as such?
  - b) With regard to the home-grown school feeding pilot?
  - c) For the capacity building and preparation of the future handover to the GoTG?
- How is the HGSP-pilot project being planned and implemented? Successes, Challenges? Work plans? And monitoring reports? How do you evaluate the progress made? How do you look at the future?
- How is the relationship SAFMU - RED+SFFP in the Regions? Power balance between both? Successful? Challenges? How to make this relation/coordination to work better?
- Structural obstacles to local purchase of locally produced food. How do you see the problems at the local production side? Do you see challenges at the regulation/laws for procurement by the government? If so, how can this be addressed?
- Successes and challenges in FMC implementing the SF programme, i.e. planning, procuring food, reporting, etc. Is this activity competing with other responsibilities of the head teacher?

- How do you evaluate the contracting and functioning of the caterers? Are there reports/information/complaints from the school community?
- How do they see their (FMC, Caterer) capacity to manage/implement the SFP when the GoTG have fully handed over to them (i.e. when no longer technical assistance from WFP exists, from 2020 year)?
- Institutional capacity (MoBSE/Regional Education).
- Human management capacity (MoBSE, Regional Education and school staff)
- How is their (SAFMU) monitoring and evaluation system working? How much (or not) is it linked to the regular educational monitoring system of the MoBSE? Which works via the RED's, the cluster monitors and the school directors (and FMC). How linked is it to the EMIS?
- Do you see positive outcomes in terms of more gender equality and women's empowerment? Example?
  5. How were the results and recommendations on the midterm evaluation discussed and/or introduced in planning and practices of SAMFU?
  6. Which improvements in the school feeding practice in Gambia would you like to see in future school feeding projects or programmes? Which recommendations would you like to make to those who will be formulating future SF programmes?

#### **1.4. Interview with the national director of BSE**

1. What is the vision on MoBSE in terms of taking responsibility for running and guiding the SF programme in 2020? How the MoBSE does its planning and makes the necessary adjustments within the Education system towards that vision?
- 2.
3. How do you appreciate, evaluate the SF Project 2012-17?
4. How was/is the cooperation with the WFP? Changes over time in ownership of the SFP?
5. How was/is the cooperation with other actors in the area of SF (other government agencies/ministries, development partners (UN, NGO and others), university of The Gambia, etc.)?
6. What are your short term and your medium term strategies in relation to SF?
7. How do you evaluate the GoTG capacity to effectively contribute increasing budget contribution/or funding responsibility needed for the SFP? Which realistic road map could be made?
8. What are the priorities of the MoBSE on implementing and expending the SF?
9. Do you see positive outcomes in terms of more gender equality and women's empowerment?
10. Which improvements would you like to see happening, in future school feeding projects or programmes? At short term, at medium term, at the longer term?
11. The National Inter-Ministerial School Feeding Task Force:
  - a) How does the MoBSE interact with this group?
  - b) How does this group effectively contribute on guiding SF policy and strategic planning?
  - c) What are the strengths and challenges on the inter-sectoral coordination?

#### **1.5. Interviews at the Ministry of Agriculture (MoA) with staff of FASDEP and/or of the rural extension service.**

12. How do you appreciate and evaluate your involvement in the SF Project 2012-17?



13. How does the National Inter-Ministerial School Feeding Task Force supports/guides integrating the SF on agriculture policies and planning?
14. How do you evaluate the implementation of this project DEV200237, from your point of view?
15. How was/is the cooperation with the WFP? And with the MoBSE?
16. How was/is the cooperation with other actors in the area of SF?
17. What are your short term and your medium term strategies in relation to home- grown SF? Are there specific actions towards supporting local procurement to SF?
18. Do you see positive outcomes in the schools and in the communities in terms of more gender equality and women's empowerment?
19. Which improvements would you like to suggest for future home-grown school feeding programmes in The Gambia? How can things be better organised, and have more impact on the local communities?

### **1.6. Interviews with representatives of funders, in Banjul (EU, FASDEP)**

1. What are your specific financial contributions? And expected results?
2. What is your degree of satisfaction with the results obtained?
3. How do you evaluate the implementation of the projects/programmes to which you contributed financially?
4. Suggestions for improvement? Your recommendations to overcome eventual challenges?
5. What are the perspectives on funding SF for the immediate future? At medium term?
6. What are the medium term strategy of your institution in The Gambia? What are your priorities, impact sought and funds foreseen? Are the contributions linked to some long or medium term programme in The Gambia? If so, for how long is this programme supposed to invest in this field in The Gambia?
7. Which suggestions or recommendations would you be able to make to those who will be formulating future home-grown school feeding projects/programmes in The Gambia?

## **2. Interviews at Regional level, in the Regional Capitals.**

### **2.1. Interviews with Regional Education Directors (RED), or senior officer.**

1. How is the SF included in the Regional education planning and evaluation? Is there any multi-sectoral planning and evaluation of the SF at regional government level? If so, what/how?
2. How has the SF project been implemented here in your Region between 2012 and today?
  - a) What went well?
  - b) What was challenging?
  - c) What failed? Have failures resulted in changes/adjustments? If so, how?
3. Which factors can explain these successes and failures?
  - a) With regard to the school feeding practice as such.
  - b) With regard to the home-grown school feeding pilot.
  - c) With regard to the capacity building and preparation for handover of the SF programme to the GoTG.
4. What were your local priorities? Geographical, social?
5. How was the inter-sectoral coordination? Is there a regional multi-sectoral committee/group supporting SF? How does the multi-sectoral committee/ group

effectively operate at the regional level? What are the challenges and good practices, in this matter?

6. How was the collaboration with other actors (governmental and others) in relation to SF? The expected activities and collaboration were accomplished?
7. How is the coordination between these different actors achieved?
8. Do you see positive outcomes in the schools and in the communities in terms of more gender equality and women's empowerment?
9. Is there any contribution to the Project at the regional level (financial, in kind, services, etc.)? If so, are these contributions somehow added to the information (monitoring/reporting) on SF?
10. Considering eventual financing restraints, how could the SF be more effective/sustainable at this region?
11. Was your staff supported, on the technical level, by WFP or others, to implement SF? If so, for whom and how? How often the support happens? Was there any specific training?
12. Which suggestions would you like to make to those formulating a new home-grown school feeding programme for the near future? How can HGSF be improved in the immediate future, at medium term and longer?
13. Which are your recommendations to improve practices and results on local procurement for school feeding?

## **2.2. Interviews with School Feeding Focal Points (SFFP) in the Regions**

1. How has the SF project been implemented here in your Region, between 2012 and today? What went well, what was difficult, what failed? Which factors can explain these successes and failures?
  - a) With regard to the school feeding practice as such?
  - b) With regard to the home-grown school feeding pilot?
  - c) With regard to the capacity building and preparation for handover of the SF programme to the GoTG?
2. What has been your role and function in this implementation? Could you manage this task on a part-time basis? Are there aspects in your role and function that you would like to see changed in the future?
3. Did you receive any technical support/assistance or training (from WFP or other) to perform your role as SF focal points? What and how often?
4. How was the collaboration with other actors (governmental and others) in relation to SF?
5. How was the collaboration with local health on SF? Where there activities developed by health workers in support of SF? What/how often?
6. How do you assess challenges in local purchases of locally produced food for the schools? How can these mechanisms be improved, without risks for too high prices and uncertain quality?
7. Was there an effective a multi-sectoral committee/group supporting local procurement and other inter-sectoral actions at the regional level? If so, how do you see their results (good practices and challenges)? What are your recommendations to improve multi-sectoral planning and activities on SF?
8. Has the school meal composition been changed in order to correspond more to local food habits and to what is locally more easily available? How? Can this be pushed further?

9. How do you appreciate the increase in local capacity in the RED (cfr. five SABER areas) to manage future school feeding programmes? Sufficient? How far can the role and responsibility of WFP be reduced in a future programme?
10. Do you see positive outcomes in the schools and in the communities in terms of more gender equality and women's empowerment? What can be the next steps?
11. Which suggestions would you like to make to those formulating a new home-grown school feeding programme for the near future? How can HGSF be improved in the immediate future, at medium and longer term?

**2.3. Interviews with the CDO's (capacity development officers) of WFP in the Regions.**

1. How do you appreciate/evaluate the implementation of the project in your Region, since 2012 and up to today?
2. What has been your exact role and function in this implementation? Was your practice/experience different from the theory /planning?
3. Which factors helped you to achieve success, and which factors were obstacles to you in your capacity development work?
4. How do you assess the increase in capacity development (human, organisational, operational, institutional,) of the RED, the SFFP and other actors and stakeholders in this Region, in relation to school feeding? Is local capacity sufficiently well developed to allow a significant reduction in the role and responsibility of WFP? What would still have to be improved?
5. Which specific difficulties are posed by the home-grown SF approach? How can you work to increase local capacities with regard to local purchases of locally grown food?
6. How were the recommendation from the local assessment on school meals supervision and management (2016) included to the practice in 2017
7. Which suggestions or recommendations would you like to make to those who are to be formulating a new HGSF programme? Which improvements are due in the short run, at medium and longer run?

**2.4. Interviews with local suppliers (traders and producers), effective and potential ones.**

8. Is it interesting for you to be, or to become, a regular supplier of food to the school kitchens? Why?
9. What are the main difficulties you have encountered in the process so far?
10. How did you overcome, or try to overcome, these difficulties?
11. Which suggestions would you like to make to the people who are formulating a new home-grown school feeding programme in The Gambia? What should best be changed? Who should do what?
12. To what extent does/can local procurement strengthen the economies of poor farming families?
13. To what extent does/can local procurement strengthen the social and economic position of women in the local society?

### **3. Interviews with stakeholders and actors at local level, including in schools.**

#### **3.1. Interviews with headmasters (and or deputy).**

1. How has the SF programme been implemented in your school between 2012 and today? Successes, difficulties, failures?
2. If a HGSF-school: how do you evaluate the successes and difficulties of the particular approach and/or modality that was used in your school?
3. What was the impact of local purchases on the organisation of SF in your school?
4. How much of your time do you spend to oversee the school feeding operations? Is that sustainable? How much of your tasks can you delegate to the FMC?
5. Have there ever been irregularities in the management of food or funds?
6. Which changes in system or procedures would you like to recommend for the future?

#### **3.2. Interviews with Food Management Committees (FMC) leaders and members.**

1. How is your FMC committee composed? How is it functioning? Is it effective? Is it useful? Advantages and successes? Difficulties or obstacles in its functioning?
2. Which local difficulties exist in relation to local procurement?
3. How were they overcome?
4. How much time is spent on this operations and is it fine with him/her? This is voluntary time which could be use on other things.
5. What are the motivating factors for his/her contribution to the project?
6. Which local difficulties exist in relation to the storing of food, its preparation and consumption?
7. Have there ever been irregularities in the management of food or funds?
8. Are there any changes in procedures or rules and regulations that you would like to propose, based on your experience and on your understanding of the local situation and conditions?
9. Are there non-circumcised women among the cooks? (The locally most appropriate term should be used here).

#### **3.3. Interviews with alkalo's, village councils and village development committees' members.**

1. Your appreciation/evaluation of the impact of the SF or HGSF programme in your community? Positive/negative? Impact on the families with school going children? Impact on the food growing farmers?
2. Are there any specific difficulties?
3. What would you like to be different in the future? Can you make suggestions?
4. How does the selling of produce to the school kitchen compare to the other marketing opportunities that exist in your village? In proportion or %, or in amounts of money? How is marketing of farming produce here in your village?

#### **3.4. Interviews with school children, as first beneficiaries of the school feeding programme.**

1. How is the food in your school? Tasty? Regular? In time? Are portions OK? Do the last ones also get an equal portion, or less? Do girls get smaller portions? What do you drink with/after the food? In what (cup/mug/goblet)?
2. What is your contribution? (Paying, getting fuel wood, washing up the bowls, getting water)
3. Is the eating area OK? Do you bring a spoon from home?

**The following aspects are to be discussed separately with boys and girls:**

1. Do you normally eat at home before coming to school? If not, why not? At home, in the morning for breakfast, who eats first, who eats afterwards, who eats the leftovers?
2. After you come home from school, do you still have a midday meal, or only an evening meal? At home, in the evening, who eats first, who eats afterwards, who eats the leftovers? Who eats more, who eats less?
3. After you come home from school, what chores do you normally have to do for your mother and/or father and for your brothers/sisters? Have your sisters/brothers the same tasks and/or workload as you?

**3.5. Interviews with school cooks**

4. Are your own children or grandchildren studying at this school?
5. What are your different activities on a typical day that you are on cooking-duty? How is your work organised?
6. What is going well in your work? What are the difficulties?
7. How is the collaboration with the FMC of the school?
8. Which improvements would you like to see in your work environment and conditions?
9. Did the local procurement of food change cause you difficulties? Other meal composition, more difficult to cook or to serve?
10. Are you OK with the food you have to cook, or would you prefer it to be different?
11. Are there non-circumcised women in your cooking team? (Use the locally most appropriate term).

**3.6. Interviews with leaders and members of Mother's Clubs and parent associations.**

1. What is your role and function exactly? How is your Club or association organised, structured and formed? Division of tasks? Elections regularly?
2. How do you function? What is going well? What is being difficult?
3. What is your relation to the school? To its direction?
4. What is your relation to the Village Development Committee, to the alkali, to the council of elders?
5. Are you satisfied with the school feeding as it is going on now?
6. Are you satisfied with the way the school itself is functioning?
7. Until what age do you think girls should go to school?
8. Which improvements would you still like to suggest in relation to the school and to the school feeding?

**4. Observations during visits to schools and communities.**

**4.1. Check list general conditions and on hygiene and food preparation.** Points of attention during the observation of the school and of the school feeding practice during visits to schools (provisional list, to be adapted locally):

1. Situation of the school: distant, road conditions, transport possibilities.
2. Size of the school, number of pupils, physical conditions.
3. Is it functioning in two shifts?
4. How is the school feeding organised in this school?
5. Warehouses, conditions, equipment, stock cards, control book (in-out).
6. Stock management. Protection against theft. Control mechanisms.
7. Kitchen: conditions, equipment.
8. Fuelwood: system; How? By whom? Stocks available?

9. Cooking fires: how? OK?
10. Cooking pots and pans, utensils, size, capacity, tools.
11. Food preparation and cooking arrangements: clean and practical?
12. Handwashing before eating: practical?
13. Food serving arrangements: how? Practical?
14. Eating arrangements: how? Where? With spoons?
15. Drinking water? How? Cups, goblets?
16. Handwashing after eating: how? Practical?
17. Menu: OK? Fixed or flexible? Recent changes?
18. Food composition.
19. Salt: iodised? Quantity?
20. Washing up of the dishes, spoons, and bowls.
21. Washing up of the cooking pots and pans.
22. Cleaning of the fireplace.
23. Toilets for the cooking staff. Handwashing arrangements.
24. Toilets for the pupils. Hygiene. Is there a safe area for girls? Disposal of sanitary pads arrangement. Handwashing arrangements.

#### **4.2. Observations of the school and local community conditions**

1. Degree of prosperity and/or poverty (general impression)
2. Availability of local food on markets
3. Existence (or abundance) of crops in fields (in February only in valleys).
4. General impression about availability of drinking water at community level
5. Conditions of the roads, of access to markets.

## II. Template to organize data collection at schools

School Name:

District: Region:

Modality of school feeding implemented: Date

of visit:

Participants in the interviews: *(people/ groups that were represented in the interviews) including SMC (chair and other members); FMC (chair and other members); Mother's Club (president and other members); School cooks; FMC's head boy and head girl; Local farmers; Garden master; Pupils (girls and boys); traders; other community members.*

<b>HEADMASTER and /or deputy:</b> Name and contact (phone)	
<b>Experience of this school? with SF:</b> <ul style="list-style-type: none"> <li>• since when</li> <li>• degree of satisfaction?</li> <li>• difficulties?</li> </ul>	
<b>Cash transfers modalities results (if applicable)</b> <ul style="list-style-type: none"> <li>• caterer experience (if existed)</li> <li>• local procurement experience</li> <li>• Difficulties on budget management? Irregularities?</li> </ul>	
SF time consuming and possible conflict with other responsibilities?	
Recommendation, suggestions, wishes for the school feeding practice in the future?	
Other remarks	
<b>SMC, FMC, MOTHERS'CLUB, COOKS</b>	
<b>Regularity on school meals</b> <ul style="list-style-type: none"> <li>• Since SF started, every schooldays had meals?</li> <li>• If not, causes of possible interruptions in SF? How do you do to guarantee the continuity of SF when stocks are low, or when cash transfer late?</li> </ul>	
<b>Roles and responsibilities on SF of:</b> <ul style="list-style-type: none"> <li>• SMC (School Management Committee)</li> <li>• FMC (Food Management Committee)</li> <li>• Mothers' club</li> <li>Other actors?</li> </ul>	

How often do these committees meet to discuss SF?	
<b>Community contributions on SF?</b> <ul style="list-style-type: none"> <li>• In kind</li> <li>• Cash</li> <li>• Others</li> </ul>	
<b>Local procurement experience</b> <ul style="list-style-type: none"> <li>• Participation of committees (which committee) in tender? in reception? In monitoring/controlling?</li> <li>• Good results?</li> <li>• Difficulties?</li> <li>• How did the school overcome the difficulties that occurred?</li> </ul>	
<b>Cash Transfers and accountability</b> <ul style="list-style-type: none"> <li>• On time or delayed? Why?</li> <li>• Amounts sent: enough or not?</li> <li>• Constraints on current rules on procurement that are imposed by WFP?</li> <li>• Control mechanisms in place? Functional? How do they function?</li> <li>• Have there ever been mistakes or irregularities in funds management in the past?</li> <li>• How to improve cash management and control?</li> </ul>	
<b>Food storage</b> <ul style="list-style-type: none"> <li>• Well built? Ventilation? Pest control? Who has the keys?</li> <li>• Enough space?</li> <li>• Pallets?</li> <li>• Properly cleaned and organized?</li> <li>• Stock controls in place: stack files, ration book (in/out- book)?</li> <li>• Have there ever been mistakes made in the past with food management? Irregularities?</li> <li>• How can storage management and control be improved ?</li> </ul>	
<b>Monitoring</b> <ul style="list-style-type: none"> <li>• By FMC? SMC? Mothers Club? Effective or token?</li> <li>• Records on SF results kept by school? Can we have a look please?</li> <li>• How often does the SF Focal point visit the school?</li> <li>• How often does the Cluster Monitor visit the school? Does he look at school feeding also?</li> </ul>	
<b>Traders/local suppliers</b>	



<ul style="list-style-type: none"> <li>• Experience on supplying to schools for SF?</li> <li>• Difficulties to sell to school?</li> <li>• Recommended changes to improve your trading with schools for SF?</li> </ul>	
<p><b>Cooks</b></p> <ul style="list-style-type: none"> <li>• Children/grandchildren are in this school?</li> <li>• Good and bad experiences as cooks for the school?</li> <li>• Quality and quantity of food, your opinion?</li> <li>• Expected improvements on work condition (hours, workload, gratification, ...)/environments (kitchen facilities and equipment)?</li> <li>• In-kind versus local procurement: what works better in your opinion, for you?</li> <li>• Other needs/recommendations on SF ?</li> </ul>	
Additional remarks	
<b>SCHOOL CHILDREN: BOYS AND GIRLS</b>	
<ul style="list-style-type: none"> <li>• Regularity of school meals ?</li> <li>• Quality and quantity?</li> <li>• Portions for boys and girls: equal?</li> <li>• Contributions required from them for the school meals?</li> <li>• Eating area?</li> <li>• Plates and spoons are sufficient?</li> <li>• Is there drinking water? goblets ?</li> </ul>	
<p><b>School girls</b></p> <ul style="list-style-type: none"> <li>• You normally eat before coming to school?</li> <li>• Meal(s) at home after school?</li> <li>• Activities at home after school: work or play? Equal among brothers and sisters, or differences?</li> </ul>	
Additional remarks from school children	
<p><b>Remarks from other community member</b></p> <ul style="list-style-type: none"> <li>• Alkalo</li> <li>• Others members</li> <li>• VDC</li> </ul>	
<b>Additional remarks of ET on the school</b>	

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### Annex 7: Mission agenda: meetings and visit to schools

WEEK ONE				
Date	Local	Activity	Participants	Remarks
29 January	Great Banjul WFP CO	Briefing WFP CO	WFP staff ET	Briefing on SF programme
	Great Banjul  WFP CO and SAFMU	Meeting SAFMU	Mr. Pa Gombou and SAFMU team ET	Finalizing field work planning
		Meeting WFP Logistic and procurement team	WFP staff ET	Procurement to SF by WFP
30 January	Great Banjul Ministry of Health and Social Welfare	Meeting with Director of Health Promotion	Director Fantai Bai Seck and staff ET	Discussion on activities developed by MoHSW at schools
	Great Banjul	Meeting with FASDEP	Project coordinator-Mr. Kebba Jarju ET	Activities and perspectives on funding SF
31 January	Great Banjul	Meeting with Ministry of Agriculture	Director of Department of Planning	Coordination with SF is under this department
		Meeting with FAO	Deputy FAO representative Mrs. Mariatou Njai ET	Joint activities WFP and FAO on SF programme
		Meeting with European Union	Project coordinator -Mr Darrel Sexstone and ET	Activities and perspectives on funding SF
1 February	Great Banjul	Meeting with Director of MoBSE	Director of MoBSE – Mrs. Tida Jarjou ET	SF programme, experience and perspectives
	Region 2 West Coast	Visit to Saint John School	Headmaster committees, pupils, ET	Interviews, focus group discussions, observation
2 February	Region 1 Great Banjul	Meeting RED 1	Director – Ibraima Save Principal Educator Officer – Bassino Banja and Lamir FA Jati SFFP – Keba Jobe	Experience and perspectives in planning and coordinating the implementation SF regional level

WEEK ONE				
		Visit to school Muhamadam LBS	Headmaster committees, pupils, ET	Interviews and focus group discussions; observation

Central River Region					
Evaluator	District	Name of school	Date	SF Modality	Night Stop
Falie and Cristina	Janjanbueh	Regional education directorate	Feb.,05	N/A	
Falie	Niamina	Kudang	Feb., 05	In-kind	Travel and Night stop Janjanburreh
Bert	Upper Fulladou	Daru	Feb, 05	CBT	Travel and night stop at
Cristina	Upper Fulladou	Boraba	Feb, 05	CBT	Travel and night stop at Mansakonko
Falie	No info	Banni	Feb., 05	CBT	
	No info	Wassu	Feb., 06	CBT	
	No info	Nyangabantang	Feb. 06	CBT	Travel to and night at stop Farrafenni
Lower River Region					
Cristina	Mansakonko	Regional education directorate	Feb.,06		
	Jarra East	Pakaliba	Feb., 07	CBT	
		Bureng	Feb., 07	CBT	
	Jarra West	Soma Proper	Feb., 06	In-kind	
		Pakalinding	Feb., 06	CBT	Travel & night stop at Pakalinding
		Saint. George	Feb., 08	In-kind	
		Kanikunda	Feb., 07	CBT	Sleep on Mansakonko
	Kiang West	Nyoro Jattaba	Feb., 08	CBT	
West Coast Region					
Bert Cristina Falie	Foni Brefet	St. John's Vianneys	Feb, 1	CBT	
Cristina	Foni Bintang	Arangalleh	Feb.,08	CBT	
	Foni Bintang	Kandunku	Feb., 12	In-kind	
	Foni Bintang	Bintang Bolong	Feb., 12	CBT	Night at Banjul
	Foni Bintang	Janack	Feb., 09	CBT	Night at Banjul



Central River Region					
	Brikama		Feb.,09	N/A	Night at Banjul
North Bank Region					
Falie	Sabach Sanjal	Ngain Sanjal	Feb., 07	CBT	Night at Fara
	Upper Badibou	Farrafenni - Mauritania	Feb., 07	In-kind	Night at Fara
	Upper Badibou	Yalalba	Feb., 07	In-kind	Night at Fara
	Central Badibou	Salikenni	Feb., 08	CBT	Night at Fara
	Central Badibou	Mambureh Kunda	Feb., 08	In-kind	Travel and night stop at Fass
	Kerewan	Director, Focal point, Regional SF Team	Feb 09	N/A	Sleep at Lower Niumi
	Lower Niumi	Fass Njaga Choi	Feb., 12	CBT	
	Lower Niumi	Ndungu Kebbeh	Feb., 12	CBT	Travel Banjul
Upper River Region					
Bert	Basse	Director, Focal point, Regional SF Team	Feb, 5	N/A	Night stop at Basse
	Basse	St George	Feb, 5	CBT	Night Basse
	Basse	Sabi	Feb, 5	In-kind	Night Basse
	Fulladu East	Koba Kunda	Feb, 6	CBT	
	Fulladu East	Sambou Sireh	Feb, 6	In-kind	Night Basse
	Basse	ST-Josephs	Feb,6	In-kind	Girls Only
	Tumana	Sannunding	Feb, 7	CBT	
		KisKis	Feb, 7	CBT	Night stop at Basse
	Jimara	Bakadagy	Feb, 7	In-kind	
		Sare Wollom	Feb, 8	CBT	
		Sandy Kunda	Feb, 8	In-kind	Night stop at Basse
		Sotuma Sere	Feb, 8	In-kind	
	Wuli East	Bajakunda	Feb, 9	CBT	
	Sandu	Diabugu	Feb, 9	CBT	Night Basse
	Tumana	Dasimaleh Juleh	Feb, 10	In-kind	

Central River Region					
		Sare Mansaly Jewru	Feb, 10	In-kind	
	Basse	Debriefing Director, Focal point, Regional SF Team	Feb. 12		
	Upper Fulladu West	Daru	Feb 12		Night Stop Bakau

## **Annex 8: The five international evaluation criteria for DEV 200327**

**Relevance** refers to the correspondence between the design of the Project and the needs of the beneficiaries, and of the MoBSE. Also considered here is the correspondence of the project with the policy of the WFP and its alignment with the policies of the Government of The Gambia, such as education, food security and nutrition, school feeding and social protection, and others related to programme under evaluation. A final point of attention will be gender equity, a cross-cutting issue throughout the whole project evaluation.

**Effectiveness** refers to the degree to which the objectives of the Project have been achieved; this is by means of its outputs and products that created direct and indirect results, i.e. outcomes. The promotion of gender equity will also be evaluated under this criterion.

**Efficiency** corresponds to the relation between the products of the Project, and its inputs, so as to be able to assess their costs (per product, or per beneficiary, or of certain processes). This cost-efficiency will then be compared to that of possible alternative approaches, mechanisms or practices.

**Impact** refers to the changes the project has brought about in the pupils' school practices (verified by several education indicators), in their lives, and in those of their families and communities.

**Sustainability** refers to the potential continuation of benefits and positive impacts on beneficiaries, via the continued functioning of systems, mechanisms and practices after the end of the Project, in the perspective of the future hand-over of the School Feeding Programme to the Government of The Gambia, in particular to the Ministry of Basic and Secondary Education MoBSE.

### Annex 9: Three distinct major aspects of evaluation focus

- 1) It will evaluate **the implementation of the school feeding programme**. This is the regular and timely delivering, by the WFP in close collaboration with the Government, of quality school meals to the projected numbers of primary school pupils and of pre- primary infants in the planned number of schools, Early Childhood Development Centres (ECDC's) and madrassas, in all six Regions of the country. Here, the objective of the project was to contribute to improved education results and to provide a safety net for populations coping with recurring shocks, both natural and related to food prices.
- 2) It will also, more in detail, analyse **the implementation of the different modalities of home-grown school feeding** that have been piloted or initiated over the past few years. These modalities are based on local purchase of locally produced foods, with either «in kind transfer» to the schools, or through a «cash transfer based modality». Here the objective of the project was to assess in practice which models, procedures and mechanisms are most promising, and merit to be included in the planning process for the next five years' period. The aim was also to find out which practices, procedures and mechanisms will have to be further «refined» and developed.
- 3) It will evaluate **the process of capacity development support**, leading to the creation of conditions that will allow, by 2020, **the hand-over** the School Feeding Programme to the Government of The Gambia. This entails the creation and/or strengthening of institutional capacity; a policy framework; planning and implementation capacity at national, regional and local level; efficient procurement systems and procedures; effective monitoring and evaluation systems at all levels; and community participation and ownership. It implies also a high degree of ownership by the Government of The Gambia, which is, among others, expressed by an increasing own contribution to the funding of the Programme.

### Annex 10: Stakeholder analysis and mapping

Stakeholder	Interest in the [Intervention/Project/Operation]	Involvement in Evaluation and likely use	Who (specifically for the Evaluation)
<b>Internal (WFP) stakeholders</b>			
Country Office (CO) The Gambia	Learning from lesson to inform decisions	Major partner of the ET. Wishes to use the outcome of the evaluation in the next 5-year strategic country plan	CD, Head of Programme, M&E
WFP Regional Bureau (RB) Dakar	Impartial account of operational performance	Support to Gambia CO, supervision of the evaluation process. Need for input in the next CSP for The Gambia	Regional Head
WFP HQ (technical units)	Policy, strategic and programmatic considerations	Relevance beyond Gambia: lessons to be learned	Representation
WFP Office of Evaluation (OEV)	Impartiality of decentralised evaluation	Lessons and quality of decentralised evaluation	Decentralised evaluation
WFP Brazil Centre of Excellence (CoE)	Operational performance and alignment with social protection support	Knowledge sharing and support	CoE Representation
WFP Executive Board (EB)	Effectiveness of WFP operations	Annual syntheses & corporate learning	Representation
<b>External stakeholders</b>			
Ministry of Ministry of Basic and Secondary Education	Efficiency and effectiveness of operations, impact on education parameters	Direct interest in project performance, responsibility as to the take-over of the SFP in the near future	Permanent Secretary
Regional Education Directors	Operational efficiency and effectiveness	Direct s interest in project performance at regional level, responsibility as to the take-over of the SFP in the near future	Regional Education Directors
School Agriculture and Food Management Unit (SAFMU)	Operational efficiency and effectiveness	Direct stake and interest in improvements of operational efficiency	Directorate SAFMU
Regional School Feeding Focal Points	Operational efficiency and effectiveness	Direct stake and interest in improvement of operational efficiency	Regional SFFPs
Regional Multi- Sectoral Committees	Operational effectiveness	Direct stake and interest in improving operational effectiveness as to local procurement.	Regional Governors
Benefiting Schools –( Cash transfer & in-kind support)	Operational efficiency of the various approaches: lessons from the different systems, direct stake and interest in improvement of	Key informants. Use: improved effectiveness.	School management Committee (Headship & members)

Stakeholder	Interest in the [Intervention/Project/Operation]	Involvement in Evaluation and likely use	Who (specifically for the Evaluation)
	systems and procedures, so as to obtain more operational effectiveness.		
School children, boys and girls	Ultimate beneficiaries of the school meals	Key informants on SF in their schools	Some boys and girls, representing the total group of pupils
The local communities, both leadership and parents	Operational effectiveness and efficiency	Key informants on SF	Alkalo, elders, VDC, parents association, Mothers Clubs, ...
The local communities as farmers and food producers	Access to the opportunities to market their food produce to the local school food management committee	Key informants on local food supply to the HGSP programme: difficulties and opportunities	Local farmers, local farmer associations, local extension officers, ...
<b>External stakeholders and partners</b>			
FAO Country office	Agricultural production/productivity	Key informants, food production/productivity/marketing	Country Rep. FAO and technical team
FAO-FASDEP & MDG1c	School management capacity building, policy, & strategy considerations	Key informants, operational efficiency	Project Coordinators
UNICEF Country Office	Social protection nutrition & education support	Key informants, school meals as social safety & effect on school enrolment	CD UNICEF
NGOs	Project performance	Lessons on operational efficiency	NGO partners
<b>Donors</b>			
Government of the Gambia-Ministry of Finance	Efficient fund utilisation	Funding strategies	Permanent Secretary MoFEA
Government of Canada Representative	Efficient fund utilisation	Funding strategies	Country Representation
Government of Japan Representative	Efficient fund utilisation	Funding strategies	Country Representation
European Union	Operational performance and results framework	Accountability, EU standards, & project quality of design	Head of operation & NAOSU
Government of South Korea	Efficient fund utilisation	Funding strategies	
Food and Agriculture sector Development Project (FASDEP)	Efficient fund utilisation	Funding strategies	Project Coordinator

Source: own elabo

## **Annex 11: Recommendations of the Mid-term Evaluation**

### **1. Ensuring the availability of a daily nutritious midday meal**

Securing adequate financing: This has emerged over the years as perhaps the biggest single constraint militating against the serving of nutritious meals to school children on a daily basis, and efforts must be made to diversify and increase the current funding sources. The development of a resource mobilization strategy and its implementation could go a long way towards overcoming this critical challenge. Such a strategy should however be informed by a cost-benefit analysis of the SFP.

Timeliness of procurement and supply: Pipeline breaks have been encountered both for the current academic year for certain rations, as well as for the previous academic year. Delays in the supply of rations have the obvious effect of preventing the school children from having school meals on a daily basis, or adversely affecting the nutritional content of the school meals.

Tailoring school meals towards local tastes and locally available supplies: Greater effort should be exerted in the direction of diversifying the school menus and meals in order to maximize the utilization of locally produced food commodities, without necessarily compromising the nutrient content of the school meals. This will also have positive implications for HGSE.

Nutrition survey: At present, no surveys are conducted periodically to ascertain whether the meals being served to the school children meet the nutrient requirements enshrined in DEV – 200327. These should be done periodically and in a statistical manner.

In order to supplement the rations supplied by the SFP, there needs to be greater community engagement and support, and the productivity of the school gardens improved. The food rations should also be reviewed and if necessary adjusted to address micronutrient deficiencies, while tailoring the school menus to local tastes and food supplies as much as possible.

### **2. Ensuring national ownership and management**

Handing over plan: Given that transferring the SFP to national ownership and management is a key objective of DEV – 200327, the development of a phased handing-over plan would not only provide a roadmap towards national ownership, but benchmarks and a common platform against which to plan project activities, as well as to measure progress. The development of the phased handover plan should therefore be accorded priority, which would include the gradual handing over of local procurement of food commodities, handling, storage and distribution, to SAFMU, inter alia.

Resource mobilization strategy: Similarly, the development of a resource mobilization strategy for school feeding should have been done right at the start of the project. It is well documented that resource constraints have hampered the SFP, leading to a reduction of the rations supplied to schools, as well as the number of school children targeted. In spite of Government's commitment to gradually take over the funding of

the SFP, at present there exist funding gaps, particularly for schools in Regions 1 and 6. Development of the resource mobilization strategy from the outset would therefore provide the opportunity for it to be tested and adjusted if necessary, prior to eventual handover to Government.

Greater involvement of stakeholders, especially local communities: The local communities hosting the pre-primary and primary schools have a big role to play in supporting the SFP, in such ways as greater representation and participation in the FMCs, determination of the school feeding menu, and providing greater contributions towards the school meal (local resource mobilization), either in cash or in kind. It is thus imperative to engage local communities to discuss how they can play a greater role in the SFP, and innovative solutions must be sought, including local sponsors who hail from the community or are alumni of the school, local businessmen, etc. The media have a big role to play in sensitizing the local population and should therefore be formally engaged.

Review of institutional arrangements at national and regional levels: Consideration should be given to strengthening SAFMU so that it can deploy its own staff to the Regions as SFFPs, as seems to be the case in Region 6. At present it is the Regional Directorate that decides which member of its staff to designate as SFFP. The SFFPs are therefore not primarily answerable to SAFMU, nor do they necessarily have school feeding activities as their primary function. At the national level, serious consideration should be given to the establishment of the inter-ministerial task force, which could be used for high level decision making on policy and partnership related issues. Finally, consideration should be given to the deployment of regional Procurement Officers whose role would include mapping out availability of local food supplies, sensitizing local suppliers about procurement requirements and procedures, and linking them with buyers (WFP and MoBSE). At present this function is treated as an additional responsibility of CDOs, SFFPs and MSCs.

Targeted capacity development of institutions at national, regional, and community levels: Though SAFMU staff have participated in all study tours regarding HGSF, and collaborates closely with WFP in most school feeding activities, there appears to be no targeted capacity development plan for SAFMU and its sister institutions, such as the Procurement Unit, and the Logistics Unit. A capacity needs assessment therefore needs to be undertaken for SAFMU and its sister institutions within MoBSE, which would then guide targeted capacity development activities in the run up towards national ownership and management. Similarly, at regional and school levels, capacity needs assessments should be undertaken for MSCs and FMCs, which would then guide capacity development efforts to implement their mandates with greater efficacy.

Financial commitments by Government: Though MoBSE is making commendable efforts to gradually increase its financial responsibilities for the SFP, it has struggled thus far to meet its full obligations as reflected in the DPAP. MoBSE must therefore explore possibilities for meeting in full its financial obligations, if necessary away from the annual National Budget, and to engage both external development partners as well as from within, including local businesses and individuals.



Gradual hand over of local procurement and distribution of food commodities: Government is likely to resort to national procurement methods prescribed by the Gambia Public Procurement Authority (GPPA) once it takes over full responsibility for local procurement of food commodities, and not necessarily utilize the procurement system of WFP, as obtains at present. There is therefore a need to test the national procurement systems for the procurement of local food commodities gradually, so that lessons can be learnt and adjustments made if necessary, by the time this responsibility is handed over to Government. Similarly, the Distribution Services Unit of MoBSE must be increasingly utilized to deliver food commodities to the schools, since it is likely to assume this role. These activities, could be subsumed within the phased handover plan to be developed.

Integration of school feeding into sectoral and national M&E systems: At present the monitoring and evaluation of the SFP is not fully integrated into the M&E system of MoBSE or its Education Management Information System (EMIS). At national level, while school feeding is incorporated into the M&E system, the latter is yet to be rendered functional. M&E of the SFP therefore is at present the purview mainly of SAFMU and WFP. Steps therefore have to be taken to fully integrate school feeding into sectoral and national M&E systems, as part of the drive towards national ownership and management.

### **3. Towards sustainable homegrown school feeding**

Local availability of food supplies: The first important step towards sustainable homegrown school feeding is to ensure that the relevant food commodities are available locally. The local procurement feasibility study (Aug 2014) concluded that there is adequate national capacity for the production of food commodities for the SFP. Further, the Government's Vision 2016 initiative aimed at self-sufficiency in rice production has the distinct potential to boost rice yields considerably. The focus therefore should be on boosting the capacity of farmers to increase their productivity, as well as provision of support to meet the quality standards, such as milling machines, fumigation facilities, organization of farmer groups, and improving the links between producers and buyers.

Cumbersome procurement process: Almost all the stakeholders involved in the local procurement of food commodities for the SFP have lamented the cumbersome and time-consuming nature of the process, which has led in some instances to farmers selling their produce elsewhere at the expense of the SFP. The current process must therefore be reviewed urgently, both in terms of technical requirements as well as time taken, in order to tailor it to local realities.

Improving the approach to farmers: Given the market competition for what is currently produced locally, especially rice, WFP and its partners such as FAO must do more to ring-fence the needs of the SFP, such as entering into production contracts with farmers at an early stage (greater use of forward delivery contracts at an earlier stage), and perhaps supplying them with inputs as part of the contract.

Coordination of the different actors: Given that there are several different actors involved in the procurement of local food commodities, as well as the SFP in general, coordinating their activities to ensure sustainable HGSF is a sine qua non. At regional

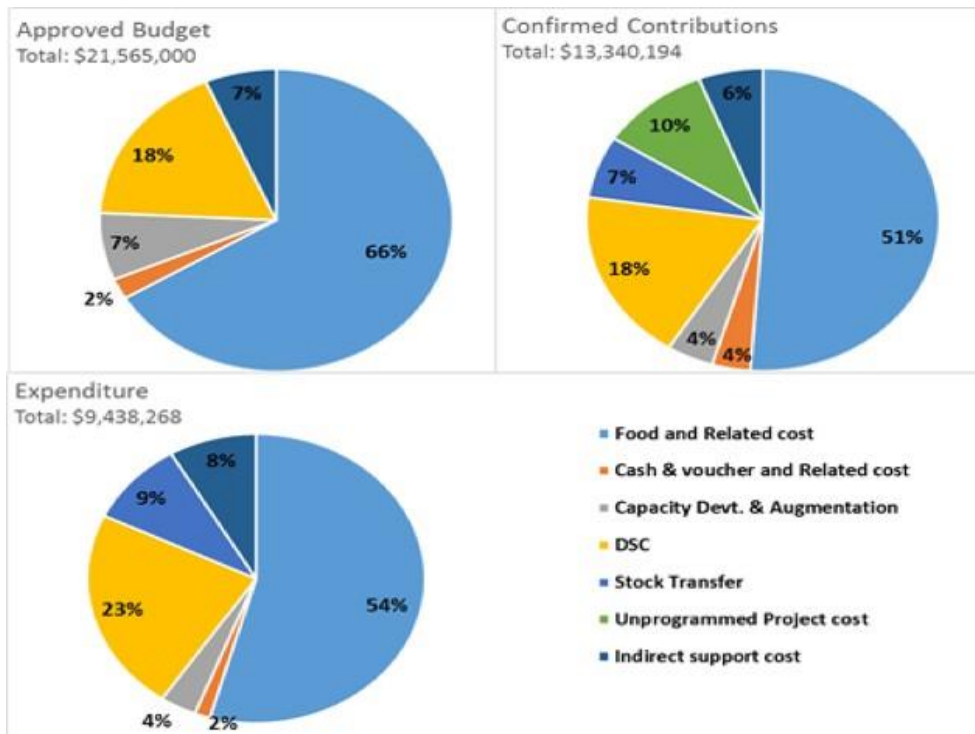
level, laudable efforts are being made by the MSCs, supported by the CDOs and SFFPs, to ensure synergy. These must be replicated at the national level by their principals. Thus it may be necessary to re-establish the inter-ministerial task force at national level for this purpose.

Improved productivity from school farms and gardens: As part of their contribution towards the SFP, local communities should be encouraged and supported to cultivate school farms whose produce is targeted towards the SFP. Within the schools, support and encouragement should be provided for the school gardens whose produce is meant to enrich the school meals.

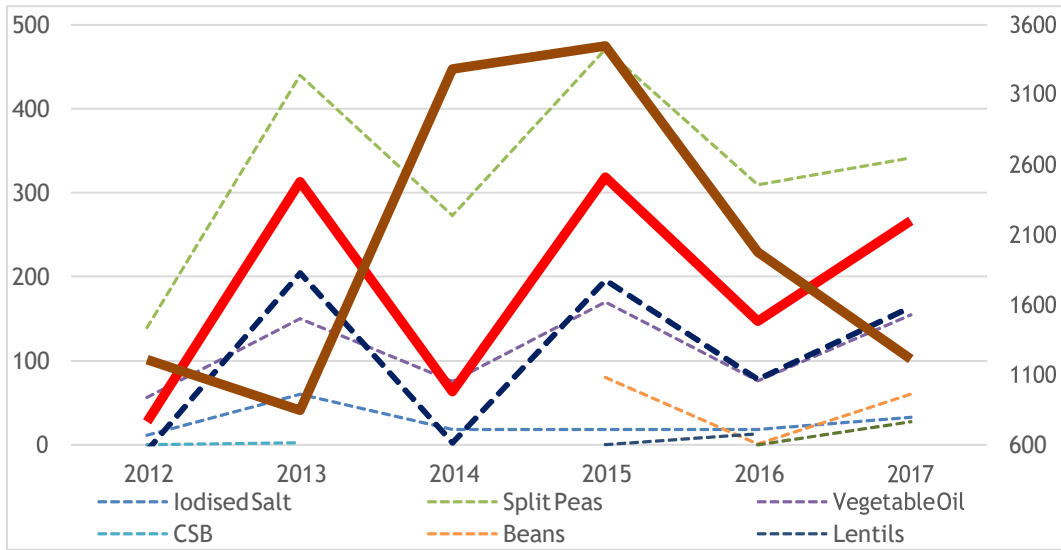
Tailoring the school menus and meals to what is locally produced: While CRR is construed as the bread basket for rice production in The Gambia, other cereals and food commodities are also produced in other parts of the country. Thus it is imperative that local school menus be tailored towards locally produced food commodities in order to ensure sustainability, without necessarily compromising the nutritional value of the school meals.

## Annex 12: Relevant Figures of the SFP

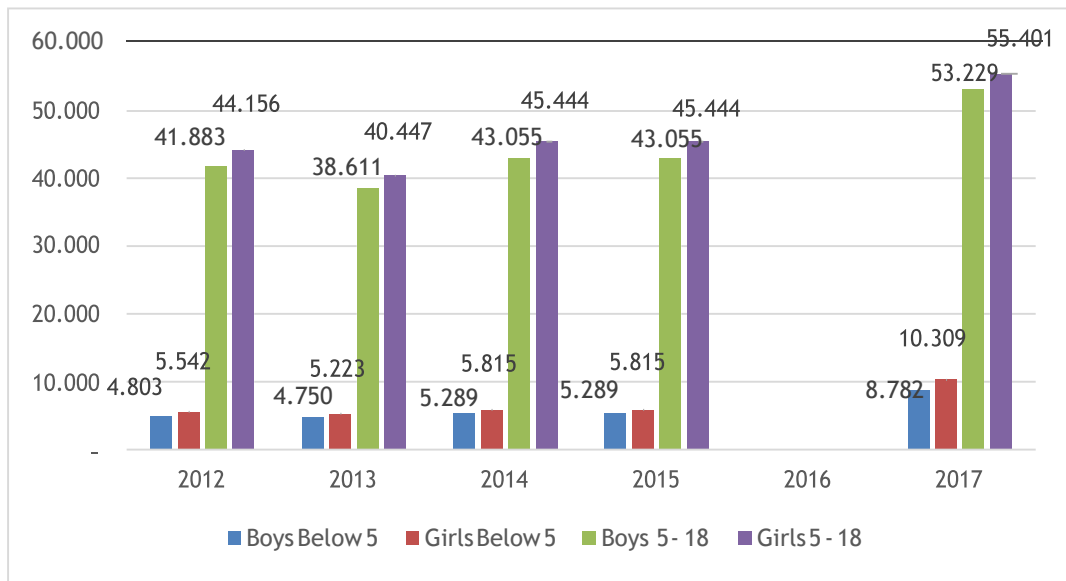
Figure 1 - Budget contributions and Expenditure Distribution (up to December 31/2016)



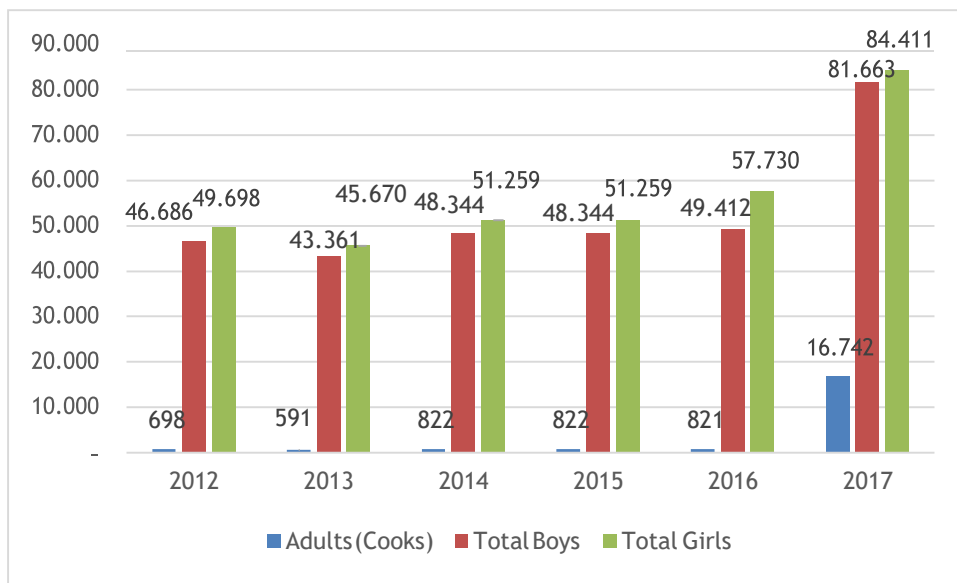
**Figure 2 - Commodity Distribution (metric ton) by Year. Rice and Total distributed and Total Planned, right axis**



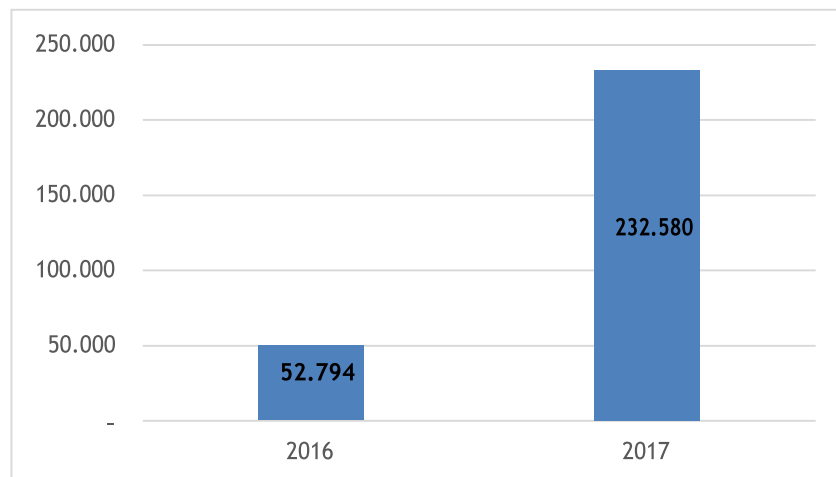
**Figure 3 - School Feeding beneficiaries under 18 years of age by modality and year.**



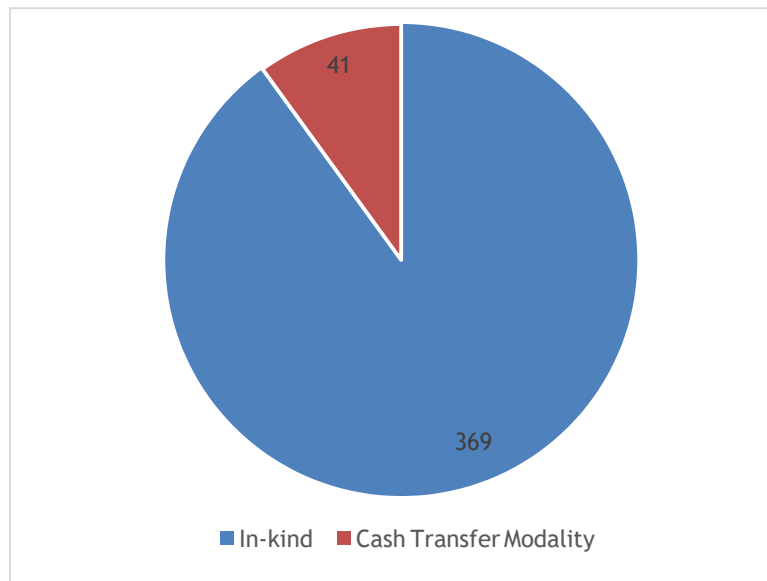
**Figure 4 - School Feeding Beneficiaries by Modality and year**



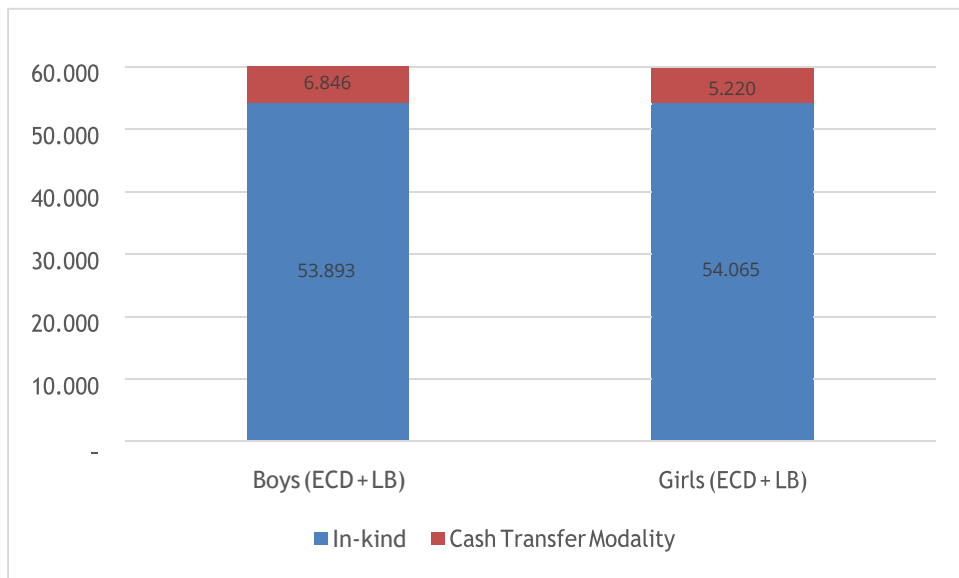
**Figure 5 - Cash transfers (USD) in the CBT school feeding modality**



**Figure 6 - Distribution of school feeding modalities in the schools.**



**Figure 7 - Distribution of students according to the school feeding Modality**



### Annex 13. List of Acronyms

AMANA	Association Of Madrassas In The Gambia CBO Community Based Organization
CC	Control Committee
CDO	Capacity Development Officer Comprehensive Food Security And Vulnerability
CFSVA	Analysis
CO	Country Office
CSP	Country Strategic Plan
CBT	Cash Based Transfer Decentralized Evaluation Quality Assurance
DEQAS	System
DEV	Development
ECDC	Early Childhood Development Centre EMIS Education Monitoring Information System ET Evaluation Team
EU	European Union
FAO	Food and Agriculture Organisation Of The Un FGM Female Genital Mutilation
FMC	Food Management Committee
GAFFSP	Global Agriculture And Food Security Programme GEEW Gender Equality And Emancipation Of Women GER Global Enrolment Rate
GII	Gender Inequality Index
GNAIP	Gambia National Agricultural Investment Plan GoTG Government Of The Gambia
HDI	Human Development Index
HGSF	Home Grown School Feeding
HGSFP	Home Grown School Feeding Programme HM Head Master, Head Mistress
HQ	Head Quarters
IDA	Iron Deficiency Anemia
IDD	Iodine Deficiency Disorders
IHS	Integrated Household Survey
LB	Lower Basic
LBS	Lower Basic Schools
Logframe	Logical Framework
MDG	Millenium Development Goals
MoA	Ministry Of Agriculture
MoBSE	Ministry Of Basic And Secondary Education
MoHSW	Ministry Of Health And Social Welfare MRF Monthly Return Form
MT, mt	Metric Ton(S)
MTE	Mid-Term Evaluation
M&E	Monitoring And Evaluation
NDP	National Development Plan

UNFPA	Un Agency For Population Activities NAT National Assessment Test
NAT3, NAT5	Nat Tests For Grade 3 And For Grade 5 NCI National Capacity Index
NGO	Non-Governmental Organisation
OEV	Office Of Evaluations Programme For Accelerated Growth And Employment
PAGE	
PRRO	Protracted Relief And Recovery Operation RB Regional Bureau
REACH	Renewed Efforts Against Child Hunger RED Regional Education Directorate
SABER	Systems Approach For Better Education Results SAFMU School Agriculture And Food Management Unit SF School Feeding
SFP	School Feeding Programme
SFFP	School Feeding Focal Point
SPR	Standard Project Report
SMS	Short Message Service (On Cellular Phones) SIG School Investment Grant
SUN	Scaling Up Nutrition
UNEG	Un Evaluation Group
SMC	School Management Committee TI-
CSP	Transition Country Strategic Plan TA Technical Assistance
ToR	Terms of Reference
UNICEF	United Nations Children Fund USD Us Dollar United National Development Assistance Framework
UNDAF	
UTG	University Of The Gambia
VAD	Vitamin A Deficiency
VDC	Village Development Committee
WHO	World Health Organisation



## **Annex 14: Additional remarks to recommendations of the evaluation**

In addition to the evaluation recommendations above, this evaluation has found aspects that should be included for future consideration, such as:

1. At the RED of Region 6, URR, senior education officials asked for a higher proportion of madrassas to be included in the SFP. The madrassas that are member of the government-recognised AMANA association can receive SFP school meals. This evaluation did not allow the ET to analyse in more detail the question of the more regular inclusion of madrassas into the SFP. The ET thus feels it does not have a well- founded opinion or recommendation in relation to this request, that seems to correspond to a more general expectation from the GoTG.
2. At the RED of Region 6, several senior education officials were in favour of a change in approach in relation to the 1 dalasi a day contribution by the beneficiary families. The general opinion is that more rigor should be applied to the contributions of the community to the SF - «who does not pay, does not eat!» That was the rule some decades ago (when they were young), and that would prevent that many children save their 1 Dalasi to spend it on sweets at the school market, where many school vendors offer all kinds of sweets and biscuits. The very existence of these «school markets» can also be questioned: they are to a certain extent real competitors for the school meals. If most children have enough pocket money for cakes, sweets and other stuff of debatable nutritional value, so that a whole «market» can flourish at the school's doorstep, then maybe there is simply no need for a school meal programme in that community ?
3. The development of «ownership» of the SFP at school level is slow: both the CDO and the SFFP should explain (more) clearly to the school FMC's that certain practical adaptations to their «rules» for the cash-transfer community procurement modality can be operated at school level without any problem, provided the FMC or the headmaster checked on beforehand with them so as to make sure that there is no loss in nutritional value in the school meals. At present, schools still feel often very insecure about their degree of freedom to change minor aspects of the modality. This is a significant aspect of lack of ownership, which may be normal in the beginning, but which should disappear gradually over time.

## **Annex 15: Food Management Committee: composition and roles<sup>174</sup>**

A Food Management Committee must be established in all communities where a school exists. Although all schools were trained in 2010 on establishment of FMCs, and supposed to have a FMC, they are not functional. Their composition and roles were well defined and terms of reference shared. The membership has changed over time and communities perceived food management as the responsibility of schools and this has affected their functionality.

For an effective and efficient FMC, the composition of its members, election and selection criteria and role and responsibilities will be well defined during this training and adhered to:

### **Composition and election of FMC**

- Chairperson -LWSE Chair
- Vice chair - appointed by the LWSE
- Secretary - Head Teacher
- Assistant Secretary - Whoever is responsible for keeping records at school
- Treasurer – Mother’s Club member
- Assistant Treasurer- Head cook?
- Student rep - Head boy and Head girl
- VDC secretary –
- Garden Master

### **Selection criteria**

- Gender balance (50:50 representation of males and females)
- Some form of literacy
- Election done by the community
- Five nominated members and seven elected members

### **Roles & responsibilities of FMC Members**

The activities that FMC members will be engaged in include the following:

- Facilitate local procurement of commodities for school feeding
- Identifying potential suppliers of commodities for school feeding based on the food basket (Cereals, Pulses, Oil and Iodized Salt)
- Follow procurement procedures
- Timely direct and correct delivery of food
- Custodian of delivery notes
- Ensuring availability of proper storage
- Receiving, recording and updating of stack cards
- Rationing of daily meals
- Regular stock monitoring
- Recruitment of cooks

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<sup>174</sup> Source: National Home Grown School Feeding Community Engagement. Training manual on effective food management for cluster monitors and others stakeholders (MoBSE / WFP, April-May 2014)

- Timely requisition of funds
- Ensuring continuous supply of food

### **Food Management**

- Proper storage
- Recruitment of cooks
- Receiving and daily recording and updating of stock cards
- Oversee daily rationing of meals
- Monthly stock monitoring and updating Regional Education Office

### **School Health and Nutrition**

- Together with regional heads, NaNA and inter-sectoral committee, design a balanced, nutritious, local food basket
- Ensure the school meals are in accordance to the planned menu and meet the expectations in terms of nutrient adequacy
- Mother's club treasurer should be in charge of purchasing the condiments and purchase the condiments on a weekly basis

### **FMC Role in health, hygiene and nutrition is to ensure:**

- School meals are constituted with at least the four food groups each day including seasonal fruits and vegetables as part of the school food bowl
- Optimal water and hygiene measures are maintained in schools
- A culture of hand washing with soap among school children and the community is cultivated
- Sick and malnourished students are identified and referred for basic health services and feeding centres when necessary
- Waste disposal and proper sanitation facilities are available in schools
- Food preparation areas and utensils are maintained clean
- All cooks have current health certificates
- Food is stored safely separate from NFI
- Children are dewormed from parasites regularly
- The right knowledge on food, nutrition and healthy eating is promoted.
- School vendors sell healthy and safe snacks in the school environment
- Sufficient safe drinking water is available for school children
- Support active feeding for sick and vulnerable children (e.g. using individual plates)
- All children eat and enjoy school meals and discourage any food taboos that hinder adequate nutrient intake
- Participate in creation of a school menu that is nutrient balanced from the local food basket
- Act as a focal point for Food, Nutrition and health for the schools and communities

### **Resource Mobilization**

- Ensure continuing supply of food
- Mobilize and account for community contributions to school feeding (Cash and kind) to make the food basket more nutritious
- Purchasing of the condiments on weekly basis preferably by FMC Treasurer (Mother's club member)

- Explore possibility of reciprocal activities to mobilize resources for school feeding from farmers to make the food basket more nutritious

**Coordination:**

Prepare and Implement a community school **feeding operational plan** specifying dates and months

## **Annex 16: Other interventions in The Gambia**

### **1. UNICEF**

#### **Thematic interventions**

##### **Government of the Gambia-UNICEF Country Programme of Cooperation 2012–2016**

The Government of The Gambia-UNICEF Country Programme of Cooperation 2012- 2016 aims to achieve the outcomes related to children and women specified by the Millennium Development Goals (MDGs), the United Nations Development Action Framework (UNDAF), and The Gambia's strategic paper, Programme for Accelerated Growth and Employment (PAGE).

The country programme focuses on four key areas: Child Survival and Development, Basic Education, Child Protection, and Social Policy. The programme is implemented both at national level and area-base level, focusing predominantly in the Central River and Upper River regions, both of which have very poor development indicators for children and women - including poverty, access to safe water and sanitation, birth registration, child protection and school attendance - compared to national averages. The Policy Analysis Unit, Office of the President, is responsible for the overall co- ordination of the Programme of Cooperation.

Source: <https://www.unicef.org/gambia/activities.html>, access in March 20th 2018

### **2. FAO**

The Gambia benefits from the following FAO Regional Projects:

- International Cooperation with the Nansen Programme: Fisheries Management and Marine Environment;
- Evaluation of Production, Multiplication and Distribution Systems of Improved Groundnut Germplasm in West and Central Africa;
- Development of Communication Techniques for Peoples Participation;
- Forestry Outlook Study for Africa;
- Sustainable Fisheries Livelihoods Programme;
- Implementing the International Code of Conduct on the Distribution and Use of Pesticides in Sahel Countries;
- Advisory Services for Fisheries Monitoring, Control and Surveillance in West Africa;
- Sustainable Forest Management in Africa;

In July 2008 the FAO launched its emergency rice programme in West Africa.

In September 2008, the Government of The Gambia and the Food and Agricultural Organization (FAO) signed the FAO-funded Technical Cooperation Programme (TCP) Support Project for Sustainable Aquaculture Systems.

Source: <http://www.accessgambia.com/information/fao.html>, access in March 20<sup>th</sup> 2018

### **3. Peace Corps**

#### **Agriculture**

With collaboration from the Government of The Gambia and non-governmental organizations (NGOs), Peace Corps Volunteers are identifying ways to reduce poverty by improving agricultural productivity, promoting sustainable natural resource management, and encouraging agricultural diversification. Agriculture Volunteers promote best agricultural practices by helping local farmers learn to manage their fields and forests in a sustainable manner, assisting communities in building permagardens, starting tree nurseries, promoting composting, and developing apiary projects. They will also work to combat some of The Gambia's more pressing environmental concerns, such as erosion and deforestation, through these practices. While working in local communities, Volunteers will help generate income, encourage healthy eating habits, cultivate environmentally-friendly habits, and improve overall quality of life.

### **Education**

Peace Corps works in close partnership with the Ministry of Basic and Secondary Education to place Volunteers throughout The Gambia to focus on building the capacity of Gambian teachers as teacher trainers. Working in rural schools, Volunteers promote improved teaching methods focusing particularly on promoting English language proficiency and literacy. Through co-teaching and observing and evaluating lessons, they help teachers create student-centered classrooms and encourage positive classroom management skills. Volunteers also partner with teachers to organize extracurricular clubs, develop teaching and learning aids, acquire technological resources, and assist in the organization and use of libraries and resource centers.

### **Feed the Future**

The West Africa Food Security Partnership and Global Food Security & Feed the Future is a regional partnership between USAID West Africa and Peace Corps to support better food security programming and training opportunities. Feed the Future gives Volunteers the tools to build capacity at a grass-roots level to increase food security through improved natural resource management, agroforestry, improved agricultural production, small animal husbandry, nutrition education, economic development projects, food processing and conservation, and climate change adaptation. Volunteers from all sectors are encouraged to participate in food security activities as part of Feed the Future.

### **Let Girls Learn**

Launched in March 2015, Let Girls Learn is an initiative designed to promote gender equality in access to quality learning and confront obstacles to success through empowering girls to succeed in all aspects of life. Educated girls are essential to healthy and thriving communities; however, globally 62 million girls do not go to school. With programming focused on empowering local leaders and youth, Peace Corps The Gambia Volunteers from all sectors work in local communities as part of the Let Girls Learn global initiative to expand access to education and empowerment opportunities for girls and young women.

Source: <https://www.peacecorps.gov/the-gambia/projects/> access in March 20<sup>th</sup> 2018

## Annex 17: Evaluation Methodology

### 1. Methodology overview

1. This evaluation assessed the performance of DEV 200237 using the five main international evaluation criteria: Relevance or appropriateness, Effectiveness, Efficiency, Impact, and Sustainability. During this evaluation, the Evaluation Team (ET) strictly respected the UN Evaluation Group Code of Conduct of the UN system, informing interviewees about the objectives, methodology, and assuring confidentiality, and the code of ethics for evaluations of the United Nations Evaluation Group (UNEG), which defines the principles of independence, credibility and impartiality of the evaluators.

2. The WFP Country Director (CD) made a specific recommendation during the Briefing on The Gambia School Feeding to the Evaluation Team (ET) on 4.12.2017. As the evaluation should contribute to an ongoing effort on developing the next five-years Country Strategic Plan (CSP), which will most probably include the hand-over of SF to GoTG in 2020, the ET was requested to mainly focus on two key areas:

1. **Modalities of home-grown school feeding** in practice in the recent past, that are based on the purchase of locally produced food, **either by WFP and MoBSE personnel** (delivery in kind to the schools), or **by the schools and their Food Management Committee** (FMC) themselves after having received funding for that (cash transfer based model);
2. **Learning:** the evaluation will determine the reasons why certain results occurred or not, to draw lessons, derive good practices and pointers for learning. It will provide evidence-based findings to inform operational and strategic decision-making. Findings will be widely disseminated and lessons will be incorporated into relevant lesson sharing systems.

3. In addition to the two key elements mentioned, the evaluation should be nutrition sensitive and mainstream relevant aspects of School Feeding such as contributions for education, its links to social protection, and provision of locally produced food commodities. The main evaluation questions, as derived from the Terms of Reference, were the following:

#### 1. Relevance.

- Was the design of the intervention appropriate in terms of the wider context and of the needs of the most vulnerable groups it wanted to reach?
- Was the intervention aligned with the priorities of the government and with the policies and priorities of the WFP and its partners?
- Were the adopted implementation modalities the best way of meeting recipients' needs, including women and girls?

#### 2. Effectiveness.

- To what extent were the outputs and outcomes of the intervention achieved, and will this lead to the achievement of its objectives?
- What were the main factors influencing the achievement or the non-achievement of outputs, outcomes and objectives of the intervention?

To what extent did the intervention deliver results, also for women and girls?

#### 3. Efficiency.

- Was the intervention cost-efficient and implemented in a timely way?
- Was the intervention implemented efficiently, compared to alternatives, including the targeting?

#### 4. Impact.

- What will be the long-term effect of the intervention?
- What was the impact of the intervention on gender relations?

## 5. Sustainability.

- To what extent was sustainability incorporated in the design of the intervention?
- To what extent are the benefits of the intervention likely to continue after the end of WFP's work, also for women and girls?<sup>175</sup>

4. The evaluation assessed the performance of the Development Project DEV 200237 using the five international evaluation criteria, which are: Relevance or appropriateness, Effectiveness, Efficiency, Impact, and Sustainability. These criteria, given by the ToR and an essential part of standard procedures, are sufficient to allow for an in-depth analysis of the implementation of the intervention. No other evaluation criteria need therefore to be considered or included.

**Relevance** refers to the correspondence between the design of the Project and the needs of the beneficiaries, and of the MoBSE. Also considered here is the correspondence of the project with the policy of the WFP and its alignment with the policies of the Government of The Gambia, such as education, food security and nutrition, school feeding and social protection, and others related to programme under evaluation. A final point of attention was gender equity, a cross-cutting issue throughout the whole project evaluation.

**Effectiveness** refers to the degree to which the objectives of the Project have been achieved; this is by means of its outputs and products that created direct and indirect results, i.e. outcomes. The promotion of gender equity was also evaluated under this criterion.

**Efficiency** corresponds to the relation between the products of the Project, and its inputs, so as to be able to assess their costs (per product, or per beneficiary, or of certain processes). This cost-efficiency were then be compared to that of possible alternative approaches, mechanisms or practices.

**Impact** refers to the changes the project has brought about in the pupils' school practices (verified by several education indicators), in their lives, and in those of their families and communities.

**Sustainability** refers to the potential continuation of benefits and positive impacts on beneficiaries, via the continued functioning of systems, mechanisms and practices after the end of the Project, in the perspective of the future hand-over of the School Feeding Programme to the Government of The Gambia, in particular to the Ministry of Basic and Secondary Education MoBSE.

5. The evaluation was focused on three distinct major aspects:

1) Evaluating **the implementation of the school feeding programme**. This is the regular and timely delivering, by the WFP in close collaboration with the Government, of quality school meals to the projected numbers of primary school pupils and of pre-primary infants in the planned number of schools, Early Childhood Development Centres (ECDC's) and madrassas, in all six Regions of the country. Here, the objective of the project was to contribute to improved education results and to provide a safety net for populations coping with recurring shocks, both natural and related to food prices.

2) Analysing, in more in detail, **the implementation of the different modalities of home-grown school feeding** that have been piloted or initiated over the past few years. These modalities are based on local purchase of locally produced foods, with either «in kind transfer» to the schools, or through a «cash transfer based modality». Here the objective of the project was to assess in practice which models, procedures and mechanisms are most promising, and merit to be included in the planning process for the next five years' period. The aim was also to find out which practices, procedures and mechanisms will have to be further «refined» and developed.

3) Evaluating **the process of capacity development support**, leading to the creation of conditions that will allow, by 2020, **the hand-over** the School Feeding Programme to the Government of The Gambia. This entails the creation and/or strengthening of institutional capacity; a policy framework; planning and implementation capacity at national, regional and local level; efficient procurement systems and procedures; effective monitoring and evaluation systems at all levels; and community participation and ownership. It implies also a high degree of ownership by the Government of The Gambia, which is, among others, expressed by an increasing own contribution to the funding of the Programme.

<sup>175</sup>Evaluation matrix, in annex 2, provides additional information regarding to the evaluation questions.



6. **Gender equality and emancipation of women (GEEW)** was a crosscutting area of attention in this evaluation. All lists of topics to guide the interviews included gender-related issues or questions that should be raised in the particular interview, for which they were prepared. Questions addressed changes that occurred in terms of gender equality and women's empowerment, allowing to identify difficulties, obstacles and to clarify their mechanisms.

7. The evaluation questions that are given in the ToR have been accepted as such, and the considerations explained in paragraphs 55 to 60 above have been integrated in the evaluation sub questions, by adding extra focus on the three different aspects, where appropriate: a) the regular SFP, b) the HGSFP in all its variances, c) the hand-over process and its preparation.

8. Moreover, on the basis of the evaluation questions given by the ToR, the following over-arching evaluation questions have been identified:

1. **Relevance:** - Was the design of the intervention appropriate in terms of the wider context and of the needs of the most vulnerable groups, including the women and girls that it wanted to reach?
  - Was the intervention aligned with the priorities of the government and with the policies and priorities of the WFP and its partners?
  - Were the adopted implementation modalities the best way of meeting recipients' needs, including women and girls?
2. **Effectiveness:** - To what extent were the outputs and outcomes of the intervention achieved, and will this lead to the achievement of the objectives of the intervention?
  - What were the major factors influencing the achievement or non-achievement of outputs, outcomes and objectives of the intervention?
  - To what extent did the intervention deliver results, including women and girls?
3. **Efficiency:** - Was the intervention cost-efficient and implemented in a timely way?
  - Was the intervention implemented in the most efficient way, compared to alternatives, including **the targeting of the intervention?**
4. **Impact:** - What were the long term effects of the intervention, both intended and non-intended, on the lives of the recipients and on the institutional capacities?
  - What were the gender-specific impacts of this intervention?
5. **Sustainability:** To what extent were considerations for sustainability incorporated in the design of the intervention?
  - To what extent are the benefits of the intervention, including for women and girls, likely to continue after the end of WFP's work?

The final list of these evaluation questions, with the questions from the ToR as sub-questions, is given in the Evaluation Matrix. Two new sub-questions were added (nr. 8 and 14), in order to deal with two aspects that were absent in the ToR, namely one regarding the quality of the logical framework and one regarding the impact of local procurement of food on the local farming communities.

9. The evaluation matrix<sup>176</sup> shows, for each evaluation question and sub question, which corresponding indicators were used to assess the degree of achievement, which sources of information the ET used, which methods of information collection were used and how this information was analysed. In addition, a table (Annex 20) was created to inform how the triangulation of information, across sources and methods, was designed in order to respond to the evaluation questions.

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<sup>176</sup>Evaluation Matrix, in Annex 2 to the evaluation report

**Table 1. The process of triangulation<sup>177</sup> in the evaluation of DEV 200237**

Planning	Identify key evaluation questions
	Ensure evaluation question can be answered
	Identifying existing sources of information – quantitative and qualitative (documental study)
	Analysis of existing documents: listing of points of discussion, listing of provisional hypotheses, identification of issues and areas that merit further understanding (documental study)
Conducting	Verification of our understanding of the implementation of the project, through interviews with several key informants from the various stakeholders: WFP, MoBSE, SAFMU, FAO, UE, FASDEP, MoHSW,
	Gather new qualitative information (fieldwork and new documental study), and quantitative (new documental study), and assess quality
	Make observations from each set of data/information
	Observe trends, consistency, coherency or not, across the various sets of data/information
	Refine hypotheses and assumptions on intended results of the project, identify remaining doubts, lack of clarity and incoherencies.
	Summarize evaluation findings and draw conclusions
	Check the validity of the analysis and the provisional conclusions and recommendations in debates with the immediately concerned stakeholders. This has been done by having «restitution» sessions in various RED's, and through the 3 debriefing sessions held in Banjul at the end of the field phase.
Communicating	Communicate results of the analysis and of the triangulation: findings and conclusions of the evaluation report
	Outline next steps: recommendations of the evaluation

10. In the evaluation matrix, some questions have been grouped together, as they refer to the same theme, while to several others a specific focus has been added on each of the three major key areas that were focused during this evaluation. Especially under the criterion of effectiveness, a distinction has been introduced regarding the achievement of the outputs and outcomes between the three major aspects: a) SFP in general; b) HGSF of the recent years; c) capacity strengthening as preparation for the future handover of the SFP to the Gambia Government.

11. Progress made and achievements attained were measured against the initially defined indicators. The capacity strengthening to prepare for the hand-over of the SFP to the MoBSE were assessed by the appreciation of progress in the five domains of capacity on which the SABER approach focuses<sup>178</sup>.

12. The **capacity strengthening** to prepare for the hand-over of the SFP to the MoBSE was assessed by the appreciation of progress in the five domains of capacity on which the SABER approach focuses. The SF SABER rubrics guide the assessment

<sup>177</sup> Source: adapted from triangulation, data syntheses and planning for programme planning and decision making. <http://s116768.gridserver.com/sites/default/files/content/pphg/triangulation/gsi-tri-triangulation-process-overview.pdf>, access March 22<sup>nd</sup>.

<sup>178</sup> SABER is further discussed in the methodology

for each of the five policy goals where policy levers and indicators indicate progress towards achieving the goal. SABER rubrics define four stages for each indicator, delineating steps that a government can take to move forward with school feeding: Latent; Emerging; Established and Advanced<sup>179</sup>. Results of SABER exercises developed as baseline, and during the implementation of DEV200327 were used to assess progresses on the five SF SABER policy goals.

13. The evaluation used a combination of various methods and it was organized in three main phases<sup>180</sup>. Quantitative methods of analysis were in principle be based on the data available through the monitoring and evaluation systems, of both the WFP and the MoBSE. These data were interpreted to draw certain provisional conclusions, or to formulate specific questions that need further qualitative analysis, in order to provide answers to specific phenomena that require deeper understanding and explanation. However quantitative methods only allowed analysis up to district level since all MoBSE statistical data make no distinction at all between schools that benefit from school meals, and schools that do not. In addition, the WFP adopts secondary data nationwide (from MoBSE<sup>181</sup>) to monitor and evaluate outcomes of the school feeding, which means that the possible impact of the programme on education may be diluted since currently half of schools in The Gambia don't have school feeding programme.

14. In order to allow quantitative analysis on the results of DEV 200327, the distribution of beneficiaries of school feeding in the districts of the Gambia<sup>182</sup> initially assessed (numbers and percentage). The distribution of pupils enrolled in ECDC and LBS that benefited from the school meals (Table 2) and the total of beneficiary of school the school meals was assessed. Thereby the percentage of beneficiary in each district was estimated, using as reference the total of pupils enrolled in schools (ECD+LBS) in 2017 (figures of 2016-2017 Education yearbook).

15. The next step was to identify districts where 70% or above pupils enrolled in ECDC and LBS benefited from school meals during this project, to create a sub group districts where the vast majority of school children were beneficiary of the SFP. This allowed to identify 12 districts, from 4 of the 6 regions of the Gambia, for the quantitative analysis. This group of districts is composed by: 1. Foni Brefet (Region 2), 2. Jokadu (Region 3), 3. Jarra West, 4. Kiang Central, 5. Kiang East and 6. Kiang West (Region 4), 7. Jangjangbureh, 8. Lower Saloum, 9. Niamina West, 10. Nianija, 11. Sami and 12. Upper Saloum (Region 5).

**Table 2 Distribution of Beneficiaries of School Feeding in the Gambia and figures of Education**

Region	District	Nr. of beneficiari es of SF	Nr. of pupils LBS	Nr. pupils EDC	Total pupils (ECD and LBS)	% pupils with SF	Districts to with over 70% pupils with SF
<b>1 Great Banjul</b>	Banjul City	-	3,975	1,722			
	Kanifing Municipal Council	3,439	57,577	21,221	78,798	4,4	-

<sup>179</sup> The school feeding SABER framework enables countries to assess their situation against five policy goals: 1. Policy frameworks; 2. Financial capacity; 3. Institutional capacity and coordination; 4. Design and implementation; and 5. Community roles). Additional information on The School Feeding Systems Approach for Better Education Results (World Bank) is presented in Annex 18

<sup>180</sup> Evaluation phases are presented in figure 2

<sup>181</sup> Education Statistics - Yearbooks, MoBSE, 2014/2015, Ministry of Basic & Secondary Education

<sup>182</sup> Figures of distribution of beneficiaries of DEV 200327 by district is presented in Map of School Feeding, ToR Annex 1.

<b>2 West Coast</b>	Foni Bitang Karanai	2,565	2,996	1,416	4,412	58.1	-
	Foni Bondali	1,043	1,442	388	1,830	57.0	-
	<b>Foni Brefet</b>	<b>2,852</b>	2,403	1,203	3,606	<b>79.1</b>	YES
	Foni Jarrol	1,113	1,154	473	1,627	68.4	-
	Foni Kansala	2,256	2,435	869	3,304	68.3	-
<b>3 North Bank</b>	Central Baddibou	<b>1,650</b>	2,670	775	3,445	47.9	-
	<b>Jokadu</b>	<b>3,026</b>	3,450	604	4,054	<b>74.6</b>	YES
	Lower Baddibou	2,520	2,849	779	3,628	69.5	-
	Lower Niumi	8,704	9,119	3,649	12,768	68.2	-
	Upper Baddibou	6,479	8,137	2,161	10,298	62.9	-
	Upper Niumi	3,946	4,446	1,878	6,324	62.4	-
<b>4 Lower River</b>	Jarra Central	873	1,156	439	1,595	54.7	-
	Jarra East	1,575	2,064	619	2,683	58.7	-
	<b>Jarra West</b>	<b>4,481</b>	4,793	1,563	6,356	<b>70.5</b>	YES
	<b>Kiang Central</b>	<b>1,968</b>	1,521	591	2,112	<b>93.2</b>	YES
	<b>Kiang East</b>	<b>1,353</b>	927	304	1,231	<b>109.9</b>	YES
	<b>Kiang West</b>	<b>2,693</b>	2,607	1,013	3,620	<b>74.4</b>	YES
<b>5 Central River</b>	Fulladu West	9,488	11,776	1,858	13,634	69.6	-
	<b>Jangjangb ureh</b>	<b>606</b>	403	388	791	<b>76.6</b>	YES
	<b>Lower Saloum</b>	<b>1,643</b>	1,544	459	2,003	<b>82.0</b>	YES
	Niamina Dankunku	672	697	272	969	69.3	-
	Niamina East	2,023	2,318	935	3,253	62.2	-
	<b>Niamina West</b>	<b>926</b>	1,019	256	1,275	<b>72.6</b>	YES
	Niani	2,563	3,533	1,131	4,664	55.0	-
	<b>Nianija</b>	<b>803</b>	986	253	1,239	64.8	-
	<b>Sami</b>	<b>2,754</b>	2,914	973	3,887	<b>70.9</b>	YES
	<b>Upper Saloum</b>	<b>1,401</b>	1,295	459	1,754	<b>79.9</b>	YES
<b>6 Upper River</b>	Fulladu East	11,593	18,601	-	18,601	62.3	-
	Kantora	4,865	6,143	2,298	8,441	57.6	-
	Sandu	1,898	3,082	1,404	4,486	42.3	-
	Wuli	5,056	6,033	1,343	7,376	68.5	-
<b>Grand Total</b>		<b>99,485</b>	<b>114,513</b>	<b>30,753</b>	<b>145,266</b>	<b>N/A</b>	<b>N/A</b>

16. With base this selection criteria, the results an additional analysis of outcomes for education of pupils could be done. Results on three indicators of the performance of

education that were additionally assessed are: 1. Graduation from ECD to grade 1 (or entrants to grade 1 with ECD experience), NET enrolment and Completion rate.

17. In order to provide reliable information on the results of the project, qualitative methods which consisted mainly of semi-structured interviews, both individually and in focus groups, at national, regional, and local levels were used for interpretation and understanding of the findings. These consisted of semi-structured interviews, individually and in focus groups, at national, regional, and local (school) levels, and observation in site (schools). Interviews and focus group discussions, ensured a high degree of participation of all categories of stakeholders.

18. The interviews with key informants and the focus group discussions also ensured a high degree of participation of all categories of stakeholders, in 42 schools (10,3% of SF beneficiary schools), of all six regions where the Project has been implemented. This way, a large set of opinions and viewpoints of the stakeholders throughout the country were included in the global mass of inputs to be used in the analysis by the ET.

19. During the field work, individual interviews were conducted at national and regional (6 REDs) levels<sup>183</sup>. In addition, individual interviews and focus group discussion were conducted in a sample of 42 schools<sup>184</sup> (10,3% of SF beneficiary schools), distributed on the six regions. Table 1 shows the distribution of schools that were visited in each one of the 6 regions of The Gambia<sup>185</sup>.

20. Pilot schools for CBT community management modality represent the modality of school feeding that was chosen by the GoTB for their national school feeding programme. Thereby this modality was prioritized in the sample (n=26) representing 61% of the schools visited. Region 2 (West Coast) and 4 (Lower River) were the two areas where the GoTG will initially take over the school feeding operations, thereby deeply assessment for understanding the results and difficulties that may have occurred were also a priority on this evaluation. It meant that a larger proportion of schools were evaluated in these two regions where the majority of schools evaluated implemented the CBT community management modality.

21. On each school visited individual interviews were held with the head teacher, focus group with SMC's (school management committees), FMC's (food management committees), mothers club representatives, cooks, pupils (and female pupils), and observations of food storage, kitchens, school vegetable gardens, and water source and hygiene conditions. Local farmers, community leaders, and traders that were present at the school during the visit of the ET were also interviewed<sup>186</sup>.

22. In order to respond to the evaluation questions, the information obtained from various sources were further cross-checked for consistency between different sources, i.e. the various interviewees<sup>187</sup>, in locus observation, and documents analysed in the documental study<sup>188</sup>.

23. Information obtained via different methods was also cross-checked for consistency, and any significant non-conformity analysed. The whole analysis, as well as the conclusions that were drawn and the recommendations that might be formulated was validated during restitution debriefing sessions with the main stakeholders of each Region - at the end of the field work in that area - and in

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<sup>183</sup> Complete information of stakeholders' interviews in annex 4 and questions for interviews in Annex 5 <sup>184</sup> Details in the sample of schools visited are further discussed (site mapping section)

<sup>185</sup> See details of the fieldwork in Annex 7

<sup>186</sup> Complete information on stakeholders interviewed and results presented in annex 10

<sup>187</sup> Annex 5, data collection tools, shows questions for the interviews

<sup>188</sup> Details in Annex 20

restitution/debriefing sessions at national level in Banjul at the end of the field phase of the evaluation. This participatory validation process increased the value of the conclusions of the evaluation, as the local stakeholders were able to comment, improving the analysis that was made of the findings of the ET. A second valuable outcome of this restitution and validation effort is that it worked toward greater local ownership of the evaluation results, i.e. its conclusions and recommendations.

24. Considering that it is not a priority to prove the usefulness or the relevance of school feeding as such, the ET didn't visit or assessed schools that remained outside of the SFP. The macro-level comparison between participating and non-participating schools will be the only tool to be used to highlight the overall impact of the SFP on education. Moreover, as non-participating schools are situated in more prosperous areas of the country, they will normally be rather different from the participating schools, which are all situated in poorer, food insecure districts. Thus the value of using a counterfactual at this level is quite limited.

25. The focus of this evaluation lies rather, at the specific request of the CO Director, on the comparison of the various modalities of HGFSF that have been tried out during recent years, and about which there seems not to exist any single serious report. The element of comparison is thus certainly present, but rather between new modalities of HGFSF, and between the group of HGFSF modalities and the more classical «imported food» based WFP SF practice, that was regular between 2012 and 2015. Thus this classical modus operandi of WFP becomes in a way the «counterfactual» of this evaluation.

26. Since along the along the 4,5 years of implementation of the DEV 200327 two different CBT modalities of school feeding were tested (community management and caterer), and the number of schools implementing CBT modality has increased from 2016 to 2017, the sample of schools evaluated have also taken in consideration not only the current modality under implementation, but also past experiences with the SFP and time of implementing the current modality, or benefiting of the school feeding programme at all. Table 3 presents distribution of schools according to their experience.

In the first instance as providers of information and giving their opinions and points of view from their specific standpoint and function. In a second moment, when the ET will be cross-checking information, there will be opportunity for joint reflection and analysis. Also, focus group discussions will allow beneficiaries and stakeholders to participate and to make their opinions, considerations and perceptions known. When possible and appropriate, the evaluators will conduct their semi-structured interviews alone, without the presence of (senior) WFP or SAFMU staff. This is to allow for more freedom of expression, as their presence may influence the way interviewed people express their opinions.

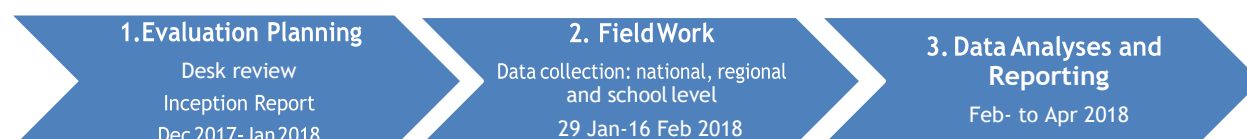
Separate meetings will be organized with women such as the cooks, the Mother's Club leaders and women from the community. Discussions with girl pupils may also take place, but then in the presence of their mothers. Finally, at the end of the field visit in each region, there will be, as much as possible, a short restitution meeting with the main local stakeholders of WFP and of the MoBSE, so as to verify the validity of the analysis made and of the provisional conclusions at that moment.

At the end of the field work phase, a global debriefing session with the representatives of the WFP and the MoBSE in Banjul is foreseen, for the presentation of the findings of the ET, the analysis that was made, the conclusions that were drawn and the intended recommendations. The stakeholders will have ample opportunity to comment on the findings, the analysis that was made, the conclusions that were

drawn and the recommendations that can be formulated, so that the conclusions of the evaluation become in a sense the object of a global consensus between stakeholders and evaluators.

27. **Attentive to specific conditions** intrinsic to each geographical area of the country, this is, with an open eye for differences between the six regions of the country, as well as between the various districts within each region, as there are often important differences between the districts. Every school and community's reality were analysed and understood in function of the local context, with its specific characteristics, opportunities and limitations.

**Figure 1. Evaluation phases and timeline**



28. The evaluation was implemented in three phases: the preparatory phase<sup>189</sup>, the field phase<sup>190</sup> and the final reporting phase (Figure 1). In total, the process will take approximately 20 weeks.

- The **preparatory phase** consists mainly of a desk-study, or review of relevant documents and records of the project. On the basis of this first understanding of the project and the main issues at stake during this evaluation, the ET has formulated a methodological proposal for the further phases of the evaluation. The present Inception Report is the product of this preparatory phase.
- The **field phase** is the period when all of the stakeholders are met and when discussions, meetings, interviews, focus group discussions and visits to schools and their communities will take place. This phase will have duration of three weeks. This phase also includes two debriefing sessions at the end of the in-country working period of the consultants: one for the WFP CO and the MoBSE and one for the external stakeholders.
- The **reporting phase**, during which the ET drafts the evaluation report, based on the field work findings and possible additional consultation work. This phase will take 9 weeks, and includes time for quality control and management of the draft report

## 2. Site mapping

29. The first day of the ET in Gambia included a work session with the SF-team of the WFP and with the SAFMU-team of the MoBSE to work out practical and logistical arrangements for the actual visit programme of each of the three ET members during week two. The detailed operational plan for travelling and visiting the RED's was defined at arrival of the ET members to The Gambia. It depended on the logistical support from WFP CO and on practical considerations based on local conditions, such as location of schools and time for traveling among the different locations to be visited.

30. At the national level, the evaluation team met and conduct in-depth interviews with all major stakeholders at institutional and operational level in Banjul. Stakeholders at national level are: 1. the WFP Country Office and its School Feeding Programme team; 2. the MoBSE, and its SAFMU unit; 3. other governmental stakeholders; 4. the FAO national office, and its team that works on the promotion of local food commodity production for sale to the school kitchens, 5. other major

<sup>189</sup> Preparatory phase represents Phase 2 on Evaluation Schedule of ToRs

<sup>190</sup> Phase 3 refers to Data Collection, as indicated in the ToRs

stakeholders, like UNICEF, NaNA, the University of The Gambia; 6. funding agencies like the EU, the FASDEP, and other donors previously indicated.

31. Immediately after this first series of meetings and discussions, the evaluation team (ET) will then proceed to visit together (still during the first week), two primary schools (one in the Greater Banjul and other in the West Coast region) that participated in the HGSF Pilot. This promoted standardizing individual approaches on visits, meetings, and interviewing style, and consolidating evaluation practices among ET members. This approach guaranteed a high degree of homogeneity in the quality of the findings and observations made by each ET member during their second week, when the ET members split up for visits to schools, and for conducting interviews individually.

32. During the whole second week and up to Monday 12 February, the evaluation team travelled to the remaining five regions of the country, which are, from west to east: The West Coast Region (Region 2), the Lower River Region (Region 4), the North Bank Region (Region 3), the Central River Region (Region 5) with its Northern and Southern parts, and the Upper River Region (Region 6).

33. Therefore, a work session for detailed planning with SAFMU and WFP was conducted of the Field Phase of this evaluation. During this second week, the team split up into three, and each individual team member visited a total of about 12 schools (15 on Upper River region), either in one single Region, or in two or even three neighbouring Regions<sup>191</sup>.

34. In all the five regional capital cities, the visiting evaluation team member met and conducted in-depth interviews with all stakeholders at regional level. These are, in the first place, the Regional Education Directorates, with the Regional Education Director (RED) and the School Feeding Focal Point (SFFP), but also the WFP capacity development officers (CDO's) whom are attached to these RED's. Other local institutional or operational stakeholders, such as health teams and other stakeholders participating in the inter-sectorial coordination group, were also met when they were present on the capital of the regions visited.

35. Farmers associations and local traders, who were or could become suppliers to the SFP, were also met, as well as local staff of the extension service of the Ministry of Agriculture (MoA), the FAO and NGO's that work locally in the area of food security and nutrition.

36. In each Region, the Evaluation Team visited a limited number of schools which participate in the different modalities of SFP. The selection criteria for choosing schools that were visited is the following: with priority, the various modalities of HGSF that were put in practice recently; also, the districts that were SFP targeted areas; inclusion, but to a lesser number, of the non-HGSF modalities in each region; inclusion, as much as possible, of all types of schools; inclusion of various schools with high proportion of girls as pupils, so as to understand better the apparent positive impact of SF on girls enrolment; sufficient time for each school visit, especially to the HGSF-schools. We do not aim at visiting as many schools as possible, each visit should have its own added value, yet the sample visited should be sufficiently varied. Some practical considerations that should be taken into account: accessibility, distance, priority schools in the morning, second priority schools in the afternoon, logistical

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<sup>191</sup> Details on the evaluation mission agenda and fieldwork to schools are presented in annex 7



support possibilities by WFP and not necessarily the same schools as the ones that were visited by the MTE.

37. The ET used the following distribution of school feeding practices and experience to the sample of schools that were visited (Table 3), based in the information was provided to ET during the inception report phase.

### Composition of the sample of schools visited, per Region and per SF- modality

*Table 3- Distribution of schools by experience with modalities of SF*

Modality of school feeding	Number of schools
In-kind schools benefiting from local procurement by WFP	333
New CBT community management schools added in September 2017	16
Schools that benefited from CBT community management from September 2016 up to now	13
Schools that benefited from the CBT caterer pilot (Sept. 2016 to April 2017) and now benefiting from CBT community management (June/July)	12
New schools benefiting from school meals from September 2017 onwards (in-kind deliveries by WFP from purchases locally and abroad)	33
<b>Total number of schools with SF in 2017</b>	<b>407</b>

38. In total 42 schools that were visited, of which: 16 with in-kind transfer, 9 new cash transfer schools, 11 with community procurement since September 2016, 10 that switched from the catering modality to community procurement and 6 new in-kind transfer schools (Table 4). This sample allowed for sufficient examples of all different SF modalities and practices. It represents 9,29% of the total of 409 schools that participate in the SFP in 2017.

*Table 4. Distribution of schools evaluated in each Region of The Gambia, according to the SF modality implemented.*

Region	Number of schools of each modality visited during this evaluation		Total of schools visited.	Total of schools with SF per Region
	Modality			
	CBT community management	In-Kind supply modality		
1. Greater Banjul	1	0	1	9
2. West Coast Region	4	1	5	33
3. North Bank Region	4	4	8	96
4. Lower River Region	5	2	7	65
5. Central River Region	5	1	6	111
6 Upper River Region	7	8	15	95
<b>Totals</b>	<b>26</b>	<b>16</b>	<b>42</b>	<b>407</b>

Source: own elaboration

**Table 5. Number of schools of each type and modality that were visited in each region, between 1 and 12 February 2018**

<b>SF modality</b>	<b>R1</b>	<b>R2</b>	<b>R3</b>	<b>R4</b>	<b>R5</b>	<b>R6</b>	<b>Total</b>
CBT community procurement since Sept 2016 (former pilot)	0	2	2	2	3	2	11
CBT community procurement since Sept. 2017 (former pilot caterer model)	1	2	2	2	1	2	10
New CBT community procurement since Sept 2017 only	1	0	3	1	1	3	9
In-kind supply by WFP (classic type)	0	0	1	1	0	5	7
New in-kind supply schools by WFP (since Sept. 2017 only)	0	0	0	1	1	2	4
<b>Totals</b>	<b>2</b>	<b>4</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>14</b>	<b>41</b>

**Table 6. Distribution of these school visits among the 3 members of the Evaluation Team:**

<b>Consultant</b>	<b>Main Regions</b>	<b>Additional Region</b>
Cristina Murphy TL (12 schools)	1. Lower RR (7 schools) 2. West Coast R (4 schools)	Central RR – South, towards the west (1 school)
Falie C.K. Baldeh (12 schools)	North Bank R (8 schools)	Central RR – North (4 schools)
Bert Fret (15 schools)	Upper RR (14 schools)	Central RR – South (1 school)

39. The actual choice of schools to be visited has been made on the basis of practical considerations, considering two or three schools of different type and modality in one district, or on one logical travel route. Other considerations taken into account were e.g. the need to cross the river or the need to be back into the accommodation area before dark.

40. In the case of Region 6, the opportunity to visit more schools than foreseen (there was still time, and we were passing through that village on our way back) was used on three occasions, making short visits to in-kind supply modality schools, all three of them without school meals at the time of the visit. Two of these were unannounced surprise visits.

41. Gender considerations are not in a dominant way included in the sampling process as described above. The reason is lack of information which made impossible to identify significant gender-related aspects that could be proposed for further in-depth analysis. Only the possible progress of the percentage of girl pupils in schools, or the absence of such a progress and the local dynamics that are underlying these phenomena is presently included in the selection criteria for choosing schools for visits. The ET expected to understand better, and to explain, possible success stories and good practices related to this issue during the field work.

42. Each one of the ET members visit schools in at least two Regions, in such a way that each one took about 12 schools. Each one was the principal evaluator in one Region, except the team leader who will be principal evaluator in two Regions (West Coast and Lower River regions). Central River Region was touched by all three evaluators and represented the first region to be visited together by the team leader the team member and Falie Baldeh.

43. In the course of week two, including the Monday of week 3, each individual evaluator visited two or three schools per day, during 6 school days, as presented in Annex 7. In practice it meant that the itinerary to visit schools and include meetings with RED had to carefully consider distances and locations to allow the ET to collect the required information on every school and meetings. However, the schools that benefit from in-kind supplies of food procured by the WFP, were within the group that required less intensive visits.

44. In this schematic proposal, the schools of the Central River Region are divided among all three the team members, though Falie C.K.Baldeh has remained the main evaluator, as he visited four schools there. Except for Region 1, Great Banjul region (3 ET members) and Region 5 (Central River region) were 2 ET members conducted meetings with RED, each team member conducted the general meetings and interviews with the RED, the SFFP and the CDO in his «main» Region(s), but not in his/her additional Region<sup>192</sup>.

45. The sample of the schools that were visited in each Region (Table 7) gave priority to those districts that were the focus of the School Feeding Programme between 2012 and 2017. The ET avoided visiting exactly the same set of schools as those that were visited during the MTE in 2014, so a sample of new schools with different experiences could be assessed. The information on the schools visited in each region summarized in Table 7.

**Table 7 - Numbers of schools to be visited per Region and experience with SF- modality**

SF modality <sup>193</sup>	R1	R2	R3	R4	R5	R6	Total
In-kind by WFP from local source	0	0	1	1	0	4	6
Cash Transf. since Sept 17	1	1	3	1	1	3	9
Community Procurement since Sept 16	0	2	2	2	3	2	11
Community Procurement after caterer	0	2	2	2	1	2	10
New schools, supply by WFP (cate-ring locally and abroad)	0	0	0	1	1	4	6
<b>Totals</b>	<b>1</b>	<b>5</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>11</b>	<b>42</b>

Source: own elaboration

46. Each team member conducted the general meetings and interviews with the RED, the SFFP and the CDO in his/her «main» Region(s), as informed. The three evaluators maintained regular contact by phone during this second week, while working

<sup>192</sup>Additional information on mission schedule and field work in ANNEX 7

<sup>193</sup> A complete information on the modality of school feeding that was being implemented, informing the 5 subgroups and the classification of each one of the 409 schools (color code as informed in the inception report) was provided by the WFP, allowing the ET to consider the subgroups in the sample)

separately, reporting every evening to the team leader, allowing a smooth coordination of activities.

47. Field work planning and logistics allowed for sufficient time to be spent per HGSP school, allowing for a more in-depth analysis of the school feeding as such, of the piloted local purchase programme and of the impact it has had so far on the school and on the community.

48. At school level, the following meetings and interviews with local stakeholders took place: the head teacher of the school (and the deputy); the School Management Committee (SMC) Food Management Committee (FMC) of the school; the kitchen personnel (cooks); the pupils, in joint focus groups; separate focus group discussions with school girls only when useful and possible (and the presence of their mothers was preferred); the mother's clubs; the school garden master; farmer groups, associations or cooperatives from the area, that are or possibly can become suppliers to the HGSP at local level; the village development committee (VDC); local staff of the Extension service of the MoA; and food supplier.

49. Moreover, the evaluators also contacted the local community, particularly the *alkalo* (village chief), the council of elders or the Village Development Committee.

### 3. Data Collection Methods and Tools

50. The Evaluation Team combined various information collection methods in a complementary way. Desk review (or documental analysis/study) was the basis of the information gathering process. All relevant documents pertaining to planning, implementing and monitoring the Project were read by all evaluation team (ET) members. The analysis of these documents provided inputs to formulating a number of questions, as several issues mentioned in these reports and other documents require additional explanation and a deeper understanding. Existing data from the WFP and MoBSE monitoring and evaluation systems were exploited as much as possible, both during the planning (inception) phase as during the ensuing phases of analysis. This should allow to identify areas that need further explanation and more in-depth analysis.

51. At the inception report phase there was an evident lack of information about the whole HGSP programme of the past few years. Therefore, the ET solved this situation by making specific efforts, once in Banjul, to obtain the most of written information reports and statistical data, as well as oral narrative explanations about the ongoing (or not) practice of school feeding, both regular as HGSP. Then the ET, when relevant and appropriate, included **Gender equality and emancipation of women (GEEW)** was a crosscutting area of attention in this evaluation. All lists of topics to guide the interviews included gender-related issues or questions that should be raised in the particular interview, for which they were prepared. Questions addressed changes that occurred in terms of gender equality and women's empowerment, allowing to identify difficulties, obstacles and to clarify their mechanisms.

52. The evaluation questions that are given in the ToR have been accepted as such, and the considerations explained in paragraphs 55 to 60 above have been integrated in the evaluation sub questions, by adding extra focus on the three different aspects, where appropriate: a) the regular SFP, b) the HGSP in all its variances, c) the hand-over process and its preparation.

53. Moreover, on the basis of the evaluation questions given by the ToR, the following overarching evaluation questions have been identified: this information in the

planning of the field visits and in the topic lists for the semi-structured interviews. When needed and possible, the ET members collected specific information on a limited scale, during the visits to a number of schools. This possible additional set of data, referring to the sample of visited schools only, was then interpreted separately, to help bringing additional clarity to the overall interpretation of the findings of the evaluation. In principle, the evaluation team prefers to base its analysis on the interpretation of the existing data in the WFP and MoBSE monitoring systems. However, in the absence of complete information, additional questions to deeper explore the results on the school feeding were added during the interviews with the various stakeholders. Perceived results, such as positive impacts for the beneficiary of this programme, and difficulties to be addressed in the future, were learned from all interviewees.

54. During the field phase of this evaluation, the ET consultants met with a large number of actors and stakeholders. In every one of the 42 schools, the evaluators will conduct semi-structured interviews and or focus group discussion with about 20-25 people, including the following actors and stakeholders, as these are considered to be key informants: the headmaster and deputy, the SMC leaders, FMC leaders and members, the cooks, the school children, the leaders and members of the Mothers' Clubs, the village alkalo, members of the village council and/or the village development committee, head girl and head boy of the FMC, the garden master, and food traders.

55. For specific categories of actors and stakeholders, or when appropriate, the interviews took the character of semi-structured focus group discussions, e.g. with the members of the SMC, FMC, with the cooks of the school kitchen, and with groups of beneficiary pupils. These focus groups may often be female only, like for instance mother's clubs, or the group of cooks of a school, so as to allow for more in-depth discussions on the impact of the SFP on the lives of girls and women, and on gender relations in the community.

56. For these semi-structured interviews and discussions, model topic lists were prepared, specific to each type of interview or meeting<sup>194</sup>. All these topic lists include gender specific aspects. They served as support during these meetings and contain a listing of all issues, questions, subjects and/or themes that should be discussed and/or analysed with the particular person or category of persons involved.

57. During the field phase of this evaluation, a number of ECDC's (pre-primary schools), primary schools were visited. As much as possible, there was on-site observation of the practice of school meal provision to the pupils, from the warehouse to the actual consumption of the meals and the washing up of plates or bowls. This practical on-site observation was flexibly combined with discussions with the various actors and with the school FMC. A check list with topics for observing the conditions of the kitchen, food storage area, and hygienic practices of cooks and children, related to food safety of the school meals, was developed and used to guide the assessment on these aspects, and is included to Annex 5.

58. The Evaluation Team also met village and community leaders when possible, so as to collect their opinions and observations on the school feeding, as it took place in their schools, over the period between 2012 and 2017, and on the impact this SFP has had on the local community. Particularly in terms of level of schooling of the children in general (and of girls in particular), market opportunities for their food crops and

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<sup>194</sup>Information on lists of topics for discussion in Annex 4

possible changes in gender relations. These data and information collection methods and tools are systematically included in the Evaluation Matrix. By these means, the ET expected to satisfy the interest of all stakeholders in this intervention, in the first place the national ones from Ministry level down to the local communities, but also the WFP, the external stakeholders and the donors. An analysis of these stakeholders and their expectations and likely use of this evaluation is given in Annex 19.

#### **Gender:**

#### **The base line data include gender disaggregated data by sex and age?**

59. Several data are sex disaggregated in the base line study of 2012. Most regrettably, the baseline study report presents an important part of its results in the form of quite cryptic and almost unreadable graphs, and not by tables with figures, so that the exploitation of these data is nearly impossible.

60. The analysis of the impact of school feeding (p.8 of the baseline report of 2012) did not distinguish between boys and girls for important aspects, like eating at home before coming to school, the increase in attention span, and the NAT test pass rates for English and Mathematics. Also, school attendance is not analysed for boys and girls separately. These seem to be important shortcomings. During the evaluation, at various moments and at various levels, the ET tried to gather baseline data «ex-post» so as to compensate, at least partially, for this important lack of information.

#### **The monitoring system of WFP and MoBSE allows for disaggregated monitoring data by sex and age?**

61. There appear to be some important shortcomings in the effectiveness of the actual monitoring and reporting system of the MoBSE. Cluster monitors (CM) and SFFP's are not well linked, and the regular monitoring tools of the CM, who visit the schools fortnightly, do not include<sup>195</sup> school feeding. During the evaluation, the ET tried as much as possible to gather sex-disaggregated information, particularly at the level of the RED's and the schools that are visited.

#### **Assess gender dimensions in the project design, in its implementation processes and in the results that have been achieved.**

62. Gender is a crosscutting issue in this Project. Therefore, gender dimensions have to be assessed in all phases of the project, from its design over the implementation to the results that were obtained.

63. The ET learned and interpreted all existing data (from the WFP and MoBSE monitoring system) from a gender sensitive perspective. Where certain relevant data are not (or not fully) sex and/or age disaggregated, the ET insisted on requesting that the underlying statistical information material be looked up.

64. In all topic lists that supported the semi-structured interviews that the ET conducted throughout the evaluation, gender-related topics were always be present, in forms that are appropriate to that specific type of stakeholder or responsible. In the focus group discussions with pupils, the ET had separate meetings with girls in a number of schools, in order to have their specific points of view.

65. When possible and/or appropriate, separate focus group discussions were held with women only. Focus group meetings with female cooks of the school kitchen and with the mothers' club members of each school are a example of women-only group meetings, during which the specific point of view of women (and of their daughters)

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<sup>195</sup>Report on Assessment of School Meals Supervision and Management Capacities at Regional and School levels, May 2016, p. 17.

can be raised and discussed more easily. As much as possible, and even if we had to disturb somewhat local norms about respect for hierarchy, the meetings with the cooks, the women's clubs' leaders and members and the girl pupils were given priority, so that they could take place at an hour that is comfortable for the women, in relation to their other obligations at home, in relation to food preparation and child care for instance. It was assumed that the timing of the meetings with men in general and also with boy pupils will be somewhat more flexible. It was also assumed that most local staff involved in SF were male, so it would be easy to hear the male voice. In order to make sure that also the opinions of the boys are heard, meetings with pupils will be set up, and boys will be given the floor to express themselves.

66. Whenever possible, women key informants were questioned about the gender-related aspects of the project and its impact and results, in order to find out about any relevant issue, positive or negative, in relation to the gender equality and women empowerment outcomes of this WFP programme.

67. During the analysis of all findings and data, particular attention was given to the gender-related aspects. As ample attention has been given to GEEW during the interviews and the field visits, an important amount of information have been gathered. The indicators in the Log frame have also guided us to provide appropriate space and priority to the gender-related aspects of the SFP, with a view to formulating relevant recommendations for the near future.

#### 4. Limitations and risks

Limitations of methods and approaches, and proposed mitigation measures of the evaluation, are presented in Table 8.

**Table 8 - Limitations, mitigation measures, and implications.**

Limitations of methods and approaches	Proposed mitigation measures and implications
Interviewees may, in some cases, not speak English sufficiently well	Translation to be foreseen by neutral translators or by using a focus group approach, asking one participants to translate for the others.
The number of stakeholders to be met and interviewed is too high, so there is not enough time to see them all	Prioritized strictly, and 2. Divided the meetings and interviews among the individual ET members
The number of schools visited (42) is insufficient to constitute a statistically valid sample	These visits to the schools focused on qualitative analysis primarily. This was complementary to documental study and quantitative analysis of the available data from the WFP and MoSBE monitoring systems
There were no complete reports available regarding the recent HGSE modalities in 2015, 2016 and 2017 during inception report	Direct interviews with WFP and MoBSE staff to supply the minimum, then visits to the schools. Additional documentation was collected during and immediately after the mission to The Gambia

Source: own elaboration,

#### 5. Ensuring quality

1. The norms of the WFP Decentralized Evaluation Quality Assurance System (DEQAS) will be applied to this evaluation. This will allow to verify that all conclusions are clearly evidence-based, and that they follow logically from the analysis that was made of the evaluators' findings. Recommendations should also be derived logically from the main conclusions of the evaluation and be useful to the users of this evaluation.
2. Following the DEQAS, Carolina Murgueitio of Econometría Consultores will be responsible for the internal quality control. Quality will be assured not only with the usual mechanisms of Econometría Consultores, but also with the experience gained in the framework of the operation evaluation LTA's and the current decentralized model. The usual mechanisms of Econometría Consultores are based on forms of interaction and coordination between the team of consultants and the client, in this case WFP.

These mechanisms aim at impartiality, independence, credibility and utility. The interaction between the consultant and the follow-up Committee formed by the contracting entity aims to achieve an efficient and effective information flow and decisions, allowing to solve the various obstacles rapidly. The evaluation team leader is responsible for managing commitments to deliver the required quality levels established in the ToR and the contract. Quality management will be based on the following basic principles

- WFP satisfaction as well as the person in charge of the LTA's signature.
  - Econometría Consultores also has an Advisory Committee with members of high technical and academics qualities.
  - Continuous improvement of the products, based on WFP feedback.
3. At the level of the WFP, the quality control will be ensured by various quality controlling instances, called in by both the CO in The Gambia and the RO in Dakar, Senegal. Finally, the products of this evaluation will also be critically reviewed by an external quality support service.

## **6. Organization of the evaluation**

### **6.1 Team composition and work plan**

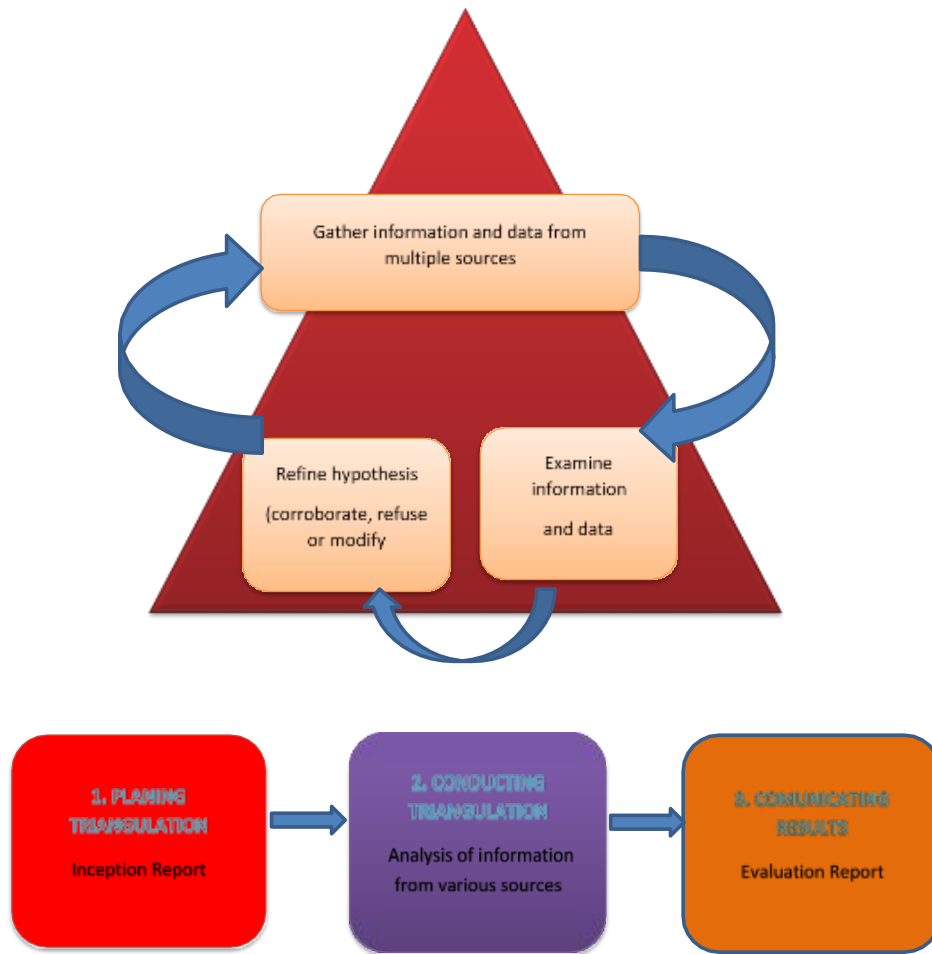
68. The team comprises three experienced consultants: (1) Cristina Murphy, PhD in Nutrition, with ample school feeding experience and expertise, is team leader, (2) Aubert Fret, senior agronomist with additional training in social and cultural anthropology; (3) Falie C.K. Baldeh, a Gambian national and experienced agronomist and rural development specialist. All team members have previous experience in West Coast African Countries.

### **6.2 Timeline**

69. The final revised inception report was completed on January 27th 2017. Field phase occurred from 29.2 and 16.2.2018. The final revised evaluation report is due by 19.4.2018.



Figure 2 - Triangulation process in the evaluation of DEV 200327<sup>196</sup>



<sup>196</sup> Adapted from triangulation process, source <http://s116768.gridserver.com/sites/default/files/content/pphg/triangulation/gsi-tri-triangulation-process-overview.pdf>, access in March 22<sup>nd</sup> 2018

## Annex 18: SABER School Feeding

Figure 1 -School Feeding SABER – five policy goals<sup>197</sup>

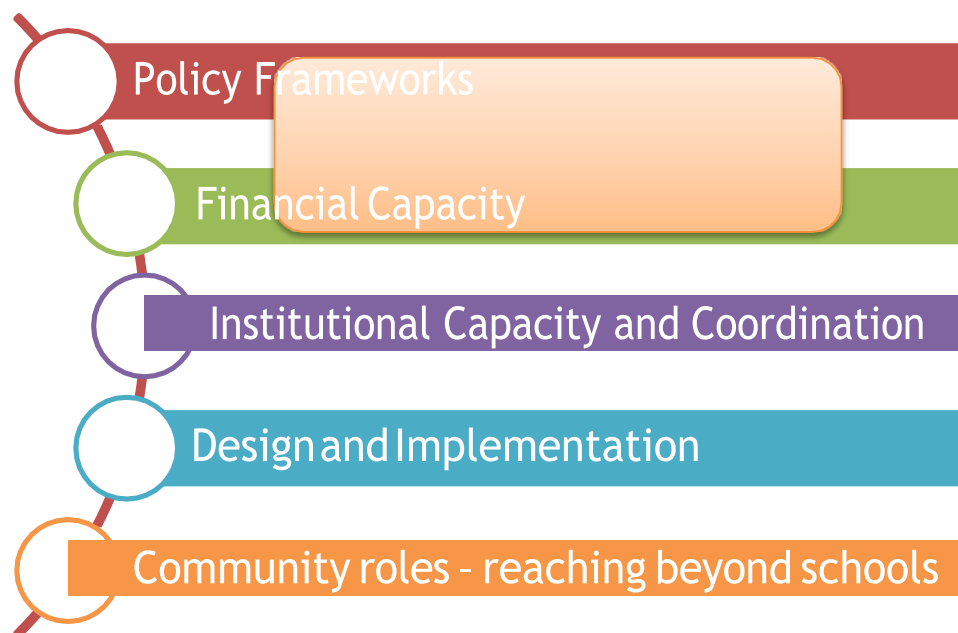


Table 1. School Feeding Rubrics <sup>198</sup>

Policy Goal 1: Policy Frameworks				
Indicator	Latent	Emerging	Established	Advanced
1.1 National-level poverty reduction strategy or equivalent national strategy as well as sectoral policies and strategies (education sector plan, nutrition policy, social protection policy) identify school feeding as an education and/or social protection intervention, clearly defining objectives and sectoral responsibilities	There is recognition of school feeding as an education and/or social protection intervention, but school feeding is not yet included in the published national-level poverty reduction strategy, equivalent national policy, or sectoral policies and strategies	School feeding discussed by members and partners during preparation of national-level poverty reduction strategy, equivalent national policy, or sectoral policies and strategies but not yet published	School feeding included in published national-level poverty reduction strategy or equivalent national policy (including specifications as to where school feeding will be anchored and who will implement); published sectoral policies or strategies have clearly defined objectives and sectoral responsibilities	School feeding included in published national-level poverty reduction strategy or equivalent national policy (including specifications as to where school feeding will be anchored and who will implement and accompanied by targets and/or milestones set by the government); published sectoral policies or strategies have clearly defined objectives and sectoral responsibilities, including what school feeding can and cannot achieve, and aligned with the national-level poverty reduction strategy or equivalent national strategy
1.2 An evidence-based technical policy related to school feeding outlines the	There is recognition of the need for a technical policy related to school feeding, but one has	A technical policy and situation analysis under development by the relevant sectors that	A technical policy related to school feeding is published, outlining the objectives, rationale,	A technical policy related to school feeding is published, outlining the objectives, rationale, scope, design, funding and sustainability of

<sup>197</sup> Source: WFP PowerPoint presentation

<sup>198</sup> Source: SF exercise: introduction to tools and tips (April 2014) - WFP

objectives, rationale, scope, design, and funding and sustainability of the program and comprehensively addresses all four other policy goals (institutional capacity and coordination, financial capacity, design and implementation, and community participation)	not yet been developed or published	address school feeding	scope, design, funding and sustainability of the program and covering some aspects of all four other policy goals, including links with agriculture development	the program and comprehensively covering all four other policy goals with a strategy for local production and sourcing, including links with agriculture development and small holder farmers; policy is informed by a situation analysis of needs and aligned with national poverty reduction strategies and relevant sectoral policies and strategies
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### Policy Goal 2: Financial capacity

Indicator	Latent	Emerging	Established	Advanced
2.1 National budget line(s) and funding are allocated to school feeding; funds are disbursed to the implementation levels (national, district and/or school) in timely and effective manner	There is recognition of the need to include school feeding in the national planning process, but this has not yet happened; the government is fully reliant on external funds and does not have provision in the national budget to allocate resources to school feeding; there is recognition of the need for mechanisms for disbursing funds to the implementation levels, but these are not yet in place	School feeding is included in the national planning process and national funding is stable through a budget line but unable to cover all needs; there is no budget line at regional and school levels; existing school feeding funds are disbursed to the implementation levels intermittently	School feeding is included in the national planning process and is fully funded through a national budget line; all ministries involved in the program implementation have a budget line or funds allocated; budget lines also exist at regional and school levels; school feeding funds are disbursed to the implementation levels in a timely and effective manner	School feeding is included in the national planning process and is fully funded through a national budget line consistent with the SF policy and situation analysis including options for engaging with the private sector; budget lines and plans also exist at regional and school levels, sufficient to cover all the expenses of running the program ; SF funds are disbursed to the implementation levels in a timely and effective manner and implementers have the capacity to plan and budget as well as request resources from the central level

### Policy Goal 3: Institutional capacity and coordination

Indicator	Latent	Emerging	Established	Advanced
3.1 Multisectoral steering committee coordinates implementation of a national school feeding policy	Any multisectoral steering committee coordination efforts are currently non-systematic	Sectoral steering committee coordinates implementation of a national school feeding policy	Multisectoral steering committee from at least two sectors (e.g. education, social protection, agriculture, health, local government, water) coordinates implementation of a national school feeding policy	Multisectoral steering committee from at least 3 sectors (e.g. educ, social protection, agriculture, health, local government, water) coordinates implementation of a national SF policy; this government-led committee provides comprehensive coordination (across international agencies,

				NGOs, the private sector and local business representatives) and is part of a wider committee on school health and nutrition
3.2 National school feeding management unit and accountability structures are in place, coordinating with school level structures	A specific school feeding unit does not yet exist at the national level; coordination between the national, regional/local (if applicable), and schools is lacking	A school feeding unit exists at the national level, but it has limited resources and limited staff numbers and lacks a clear mandate; while coordination mechanisms between the national, regional/local (if applicable), and school level are in place, they are not fully functioning	A fully staffed school feeding unit with a clear mandate exists at the national level, based on an assessment of staffing and resources needs; coordination mechanisms between the national, regional/local (if applicable), and school level are in place and functioning in most instances	A fully staffed school feeding unit exists at the national level, based on an assessment of staffing and resources needs, with a clear mandate, and pre- and in-service training; coordination mechanisms between the national, regional/local (if applicable), and school level are in place and fully functioning
3.3 School level management and accountability structures are in place	Mechanisms for managing school feeding at the school level are non-uniform and national guidance on this is lacking	National guidance on required mechanisms for managing school feeding are available at the school level, but these are not yet implemented fully	Most schools have a mechanism to manage school feeding, based on national guidance	All schools have a mechanism to manage school feeding, based on national guidance, with pre- and in-service training for relevant staff

#### Policy Goal 4: Design and Implementation

Indicator	Latent	Emerging	Established	Advanced
4.1 A functional monitoring and evaluation (M&E) system is in place as part of the structure of the lead institution and used for implementation and feedback	The importance of M&E is recognised, but government systems are not yet in place for M&E of school feeding implementation	A government M&E plan exists for school feeding with intermittent data collection and reporting occurring especially at the national level	The M&E plan for school feeding is integrated into national monitoring or information management systems and data collection and reporting occurs recurrently at national and regional levels	The M&E plan for SF is integrated into national monitoring or information management systems and data collection and reporting occurs recurrently at national, regional and school levels; analysed information is shared and used to refine and update programs; baseline is carried out & program evaluations occur periodically
4.2 Program design identifies appropriate target groups and targeting criteria corresponding to the national school feeding	The need for targeting is recognised, but a situation analysis has not yet been undertaken that assesses school feeding needs and neither targeting criteria	Targeting criteria and a targeting methodology is being developed corresponding to the national school feeding policy; a situation analysis assessing	Targeting criteria and a targeting methodology exists and is implemented corresponding to the national school feeding policy and	Targeting criteria and a targeting methodology exists and is implemented corresponding to the national school feeding policy and situation analysis (including costings for various targeting and designs); M&E information is used

policy and the situation analysis	nor a targeting methodology has been established as yet	needs is incomplete as yet	a situation analysis assessing needs	to refine and update targeting and coverage on a periodic basis
4.3 Food modalities and the food basket correspond to the objectives, local habits and tastes, availability of local food, food safety (according to WHO guidelines), and nutrition content requirements	There is recognition of the need for national standards for food modalities and the food basket, but these do not exist yet	National standards on food modalities and the food basket have been developed and correspond to two or more of the following: objectives, local habits and tastes, availability of local food, food safety (according to WHO guidelines), and nutrition content requirements	National standards on food modalities and the food basket have been developed and correspond to objectives, local habits and tastes, availability of local food, food safety (according to WHO guidelines), and nutrition content requirements	National standards on food modalities and the food basket have been developed and correspond to objectives, local habits and tastes, availability of local food, food safety (according to WHO guidelines), and nutrition content requirements; M&E information is used to refine and update food modalities and food basket on a periodic basis
4.4 Procurement and logistics arrangements are based on procuring as locally as possible, taking into account the costs, the capacities of implementing parties, the production capacity in the country, the quality of the food , and the stability of the pipeline	There is recognition of the need for national standards for procurement and logistics arrangements, but these do not exist yet	National standards on procurement and logistics arrangements have been developed and are based on three or more of the following: procuring as locally as possible, taking into account the costs, the capacities of implementing parties, the production capacity in the country, the quality of the food, and the stability of the pipeline	National standards on procurement and logistics arrangements have been developed and are based on procuring as locally as possible, taking into account the costs, the capacities of implementing parties, the production capacity in the country, the quality of the food, and the stability of the pipeline	National standards on procurement and logistics arrangements have been developed and are based on procuring as locally as possible, taking into account the costs, the capacities of implementing parties, the production capacity in the country, the quality of the food, and the stability of the pipeline; M&E information is used to refine and update procurement and logistics arrangements

**Policy Goal 5: Community roles-reaching beyond schools**

Indicator	Latent	Emerging	Established	Advanced
5.1 Community participates in school feeding program design, implementation, management and evaluation and contributes resources (in-kind, cash or as labor)	Systems and accountability mechanisms are not yet in place for consultation with parents and community members on the design, monitoring and feedback of the school feeding program	A school feeding management committee exists but parent and community member participation could be strengthened and awareness on the opportunity to monitor and feedback on the school feeding program is lacking	The school feeding management committee comprises representatives of teachers, parents, and community members and communities have accountability mechanisms to hold school feeding programs accountable at the school level	The school feeding management committee comprises representatives of teachers, parents, and community members and has clearly defined responsibilities and periodic training. Accountability mechanisms are in place by which communities can hold school feeding programs accountable at the school, regional, and national levels

### Annex 19: Stakeholder analysis and mapping

Stakeholder	Interest in the [Intervention/Project/Operation]	Involvement in Evaluation and likely use	Who (specifically for the Evaluation)
<b>Internal (WFP) stakeholders</b>			
Country Office (CO) The Gambia	Learning from lesson to inform decisions	Major partner of the ET. Wishes to use the outcome of the evaluation in the next 5-year strategic country plan	CD, Head of Programme, M&E
WFP Regional Bureau (RB) Dakar	Impartial account of operational performance	Support to Gambia CO, supervision of the evaluation process. Need for input in the next CSP for The Gambia	Regional Head
WFP HQ (technical units)	Policy, strategic and programmatic considerations	Relevance beyond Gambia: lessons to be learned	Representation
WFP Office of Evaluation (OEV)	Impartiality of decentralised evaluation	Lessons and quality of decentralised evaluation	Decentralised evaluation
WFP Brazil Centre of Excellence (CoE)	Operational performance and alignment with social protection support	Knowledge sharing and support	CoE Representation
WFP Executive Board (EB)	Effectiveness of WFP operations	Annual syntheses & corporate learning	Representation
<b>External stakeholders</b>			
Ministry of Ministry of Basic and Secondary Education	Efficiency and effectiveness of operations, impact on education parameters	Direct interest in project performance, responsibility as to the take-over of the SFP in the near future	Permanent Secretary
Regional Education Directors	Operational efficiency and effectiveness	Direct s interest in project performance at regional level, responsibility as to the take-over of the SFP in the near future	Regional Education Directors
School Agriculture and Food Management Unit (SAFMU)	Operational efficiency and effectiveness	Direct stake and interest in improvements of operational efficiency	Directorate SAFMU
Regional School Feeding Focal Points	Operational efficiency and effectiveness	Direct stake and interest in improvement of operational efficiency	Regional SFFPs
Regional Multi- Sectoral Committees	Operational effectiveness	Direct stake and interest in improving operational effectiveness as to local procurement.	Regional Governors
Benefiting Schools –( Cash transfer & in-kind support)	Operational efficiency of the various approaches: lessons from the different systems, direct stake and interest in improvement of	Key informants. Use: improved effectiveness.	School management Committee (Headship & members)

Stakeholder	Interest in the [Intervention/Project/Operation]	Involvement in Evaluation and likely use	Who (specifically for the Evaluation)
	systems and procedures, so as to obtain more operational effectiveness.		
School children, boys and girls	Ultimate beneficiaries of the school meals	Key informants on SF in their schools	Some boys and girls, representing the total group of pupils
The local communities, both leadership and parents	Operational effectiveness and efficiency	Key informants on SF	Alkalo, elders, VDC, parents association, Mothers Clubs, ...
The local communities as farmers and food producers	Access to the opportunities to market their food produce to the local school food management committee	Key informants on local food supply to the HGSP programme: difficulties and opportunities	Local farmers, local farmer associations, local extension officers, ...
<b>External stakeholders and partners</b>			
FAO Country office	Agricultural production/productivity	Key informants, food production/productivity/marketing	Country Rep. FAO and technical team
FAO-FASDEP & MDG1c	School management capacity building, policy, & strategy considerations	Key informants, operational efficiency	Project Coordinators
UNICEF Country Office	Social protection nutrition & education support	Key informants, school meals as social safety & effect on school enrolment	CD UNICEF
NGOs	Project performance	Lessons on operational efficiency	NGO partners
<b>Donors</b>			
Government of the Gambia-Ministry of Finance	Efficient fund utilisation	Funding strategies	Permanent Secretary MoFEA
Government of Canada Representative	Efficient fund utilisation	Funding strategies	Country Representation
Government of Japan Representative	Efficient fund utilisation	Funding strategies	Country Representation
European Union	Operational performance and results framework	Accountability, EU standards, & project quality of design	Head of operation & NAOSU
Government of South Korea	Efficient fund utilisation	Funding strategies	
Food and Agriculture sector Development Project (FASDEP)	Efficient fund utilisation	Funding strategies	Project Coordinator

## **Annex 20: Evaluation questions, sources of information, and methods of analysis, according to each criterion and evaluation question**

Several sources of information, from informants of various layers, and documents of the project were used for the triangulation while assessing the results of the Project DEV 300237. The sources of information in the documental study were used to both quantitative and qualitative (narratives) information, and the interviews were used to qualitative information. In addition, the original evaluation questions as proposed by the ToR and latter adjusted in the Evaluation Matrix, were merged into 12 Evaluation Questions (EQ) that covered all the aspects to be evaluated. This approach has facilitated presenting the results of the intervention in a global manner without losing its multifaceted aspects. Thereby, the evaluation report was built upon to respond to the following evaluation questions:

### **1. Relevance.**

1. Was the design of the intervention appropriate in terms of the wider context and of the needs of the most vulnerable groups it wanted to reach?
2. Was the intervention aligned with the priorities of the government and with the policies and priorities of the WFP and its partners?
3. Were the adopted implementation modalities the best way of meeting recipients' needs, including women and girls?

### **2. Effectiveness.**

4. To what extent were the outputs and outcomes of the intervention achieved, and will this lead to the achievement of its objectives?
5. What were the main factors influencing the achievement or the non- achievement of outputs, outcomes and objectives of the intervention?
6. To what extent did the intervention deliver results, also for women and girls?

### **3. Efficiency.**

4. Was the intervention cost-efficient and implemented in a timely way?
5. Was the intervention implemented efficiently, compared to alternatives, including the targeting?

### **4. Impact.**

6. What will be the long-term effect of the intervention?
7. What was the impact of the intervention on gender relations?

### **5. Sustainability.**

8. To what extent was sustainability incorporated in the design of the intervention?
9. To what extent are the benefits of the intervention likely to continue after the end of WFP's work, also for women and girls?

Table 1 presents the main sources of information that were used to the analysis and findings on this evaluation, and subsequent conclusions and recommendations. Information in documents reviewed is in Annex 3 and 6, and the details in the interviews and interviewees in Annexes 5 and 4, respectively.



**Table 1. Evaluation question, method of analysis and sources of information (documental and interviewees) according to each evaluation criterion**

<b>Criterion 1. Relevance</b>			
<b>EQ1. Was the design of the intervention appropriate in terms of the wider context and of the needs of the most vulnerable groups (including the women and girls) it wanted to reach?</b>			
<b>Measures Indicators</b>	<b>Methods of analysis</b>	<b>Source of information in documental study</b>	<b>Source of information in interviewees</b>
Degree of correspondence to needs as seen in a global context in 2011	Systematization of information, analysis, synthesis, cross-checking and verification Triangulation of information across sources and across methods	<p>Development Projects -The Gambia 200327: Establishing the Foundation for a Nationally Owned Sustainable School Feeding Programme (2012)</p> <p>Development Project Action Plan (DPAP), Between the Government of The Gambia and the United Nations World Food Programme, for DEV 200327 - Gambia National Agricultural Investment Plan (GNAIP) - 2010-2015, GoTG</p> <p>MDG Accelerated Framework (MAF), GpTG, 2010</p> <p>Comprehensive Food Security and Vulnerability Analysis (CFSVA) 2016</p> <p>Assessment of the Nutritional Status of School Children in North Bank and Central River Regions, The Gambia. National Nutrition Agency ( NaNA), 2013</p> <p>Baseline Assessment of Knowledge, Attitudes and Practices (KAP) of Households on Improved Nutrition in North Bank and Central River Regions, The Gambia. NaNA, 2014</p> <p>Comprehensive Food Security and Vulnerability Analysis (CFSVA) 2016</p> <p>National School Garden Baseline Survey 2013; WFP/Government</p> <p>The Gambia National Home-grown School Feeding Programme Baseline Survey 2012 Report, July 2012; Planning Director, Ministry of Basic and</p>	<p>WFP</p> <p>FAO</p> <p>EU</p> <p>FASDEP</p> <p>GoTG National Government (MoBSE, MoA, MoHSW)</p> <p>RED staff University of The Gambia (professors)</p>

**EQ2. Was the intervention aligned with the priorities of the government and with the policies and priorities of the WFP and its partners?**

<b>Measures Indicators</b>	<b>Methods of analysis</b>	<b>Source of information in documental study</b>	<b>Source of information in interviewees</b>
<p>Degree of correspondence to the priorities of the main Governmental actors (MoBSE MoA), as defined in their policy and action plans)</p> <p>Degree of correspondence with the priorities (as defined in policy and planning documents) of WFP, FAO, and donors (EU and others)</p>	<p>Systematization of the information,</p> <p>Cross-checking among data from documentation and interviewees</p> <p>Verification of conclusions</p> <p>Triangulation of information across sources and across methods</p>	<p>Development Projects -The Gambia 200327: Establishing the Foundation for a Nationally Owned Sustainable School Feeding Programme (2012)</p> <p>Development Project Action Plan (DPAP), Between the Government of The Gambia and the United Nations World Food Programme, for DEV 200327 - Establishing the Foundation for a Nationally Owned Sustainable School Feeding Programme (2012)</p> <p>Vision 2016 of Government of The Gambia, 2013</p> <p>Gambia National Agricultural Investment Plan (GNAIP) - 2010-2015, GoTG,</p> <p>Budget Speech by the Minister of Finance and Economic Affairs of the Gambia, 2015</p> <p>MDG Accelerated Framework (MAF), GpTG, 2010</p> <p>The Gambia National Development Plan (PAGE II), 2017 to 2020</p> <p>Education sector policy, 2016-2030. Ministries of Basic and Secondary Education, and Higher Education Research and Technology, The Gambia</p> <p>Activity Plan for Food and Agriculture Sector Development Project-Component 3, Integrating Improved Approaches to National Food and Nutrition Security, Subcomponent 1. Addressing Malnutrition, Activity 1.1, Implementing School Feeding Program, January to July (2014)</p> <p>The Gambia National Gender policy 2010 to 2020</p> <p>The Gambia National Social Protection Implementation Plan 2015-2020</p>	<p>WFP</p> <p>FAO</p> <p>GoTG National Government (MoBSE, MoA, MoHSW)</p> <p>RED: SSFP, CDO, RED staff EU</p> <p>FASDEP</p>

		<p>Annual work plans for project (DEV 200327), Establishing the Foundation for a Nationally Owned Sustainable School Feeding Programme (2014, 2015 and 2016)</p> <p>System Assessment and Benchmarking for Education Results - Benchmarks for the Gambia on School Feeding Sub-System (2012)</p> <p>Gambia HGSF SABER exercise of 6th November 2014</p> <p>A Review of the School Feeding Programme in The Gambia 2014: SABER Report</p> <p>Gambia School Meals SABER Assessment Report: 2016 SABER Country Report</p> <p>Summary of SABER Scoring at School Meals National Programme/ Policy Workshop (2017)</p> <p>Respective strategic and planning documents</p>	
<b>EQ3. Were the adopted implementation modalities the best way of meeting recipients' needs, including women and girls?</b>			
<b>Measures Indicators</b>	<b>Methods of analysis</b>	<b>Source of information in documental study</b>	<b>Source of information in interviewees</b>
<p>Rates of enrolment, of pass rates, completion rates</p> <p>Degree of correspondence with needs as expressed by pupils, parents, schools and community</p> <p>Effectiveness of the programme implementation, as compared to the supposed effectiveness of possible alternative approaches</p>	<p>Systematization of information,</p> <p>Comparison, cross checking across sources of information (interviews and data from documentation) and across methods, and verification</p> <p>Verification with school teachers, community leaders and food monitoring committees (FMC), and in restitution meetings</p>	<p>Education Statistics - Yearbook, MoBSE, 2014/2015, Ministry of Basic &amp; Secondary Education</p> <p>Education Statistics - Yearbook, MoBSE, 2015/2016, Ministry of Basic &amp; Secondary Education</p> <p>Education Statistics - Yearbook, MoBSE, 2016/2017, Ministry of Basic &amp; Secondary Education</p> <p>Standard Project Report (SPR): SPR 2012, SPR 2013, SPR 2014, SPR 2015, SPR 2016; SPR 2017</p> <p>Mid-Term Evaluation of the School Feeding Programme (2014)</p> <p>2012/December - Post Distribution Monitoring Report - Region 6</p> <p>2013/June - Post Distribution Monitoring Report (don't specify region monitored)</p>	<p>MoBSE / SAFMU</p> <p>RED: SSFP, CDO, RED staff</p> <p>In 42 schools of (6 regions)</p> <ul style="list-style-type: none"> <li>• Headmaster</li> <li>• SMC</li> <li>• FMC</li> <li>• Mother's club</li> <li>• Cooks</li> <li>• Pupils (boys and girls)</li> </ul> <p>Other community members and leaders</p>

<p>Appropriateness of the pilot design. Effectiveness of the pilot project implementation.</p> <p>Clarity of the results of the comparison.</p> <p>Degree to which clear conclusions could be drawn.</p> <p>Results obtained through the different modalities of school feeding that have been used so far.</p>	<p>Triangulation of information across sources and across methods</p> <p>Working out hypotheses about alternative approaches</p> <p>Verification of the validity of these alternatives</p> <p>Systematization of information, cross checking across sources and across methods</p> <p>Systematic analysis and comparison of the results obtained by the different modalities.</p> <p>Analysis of the respective strengths and weaknesses, and internal/external factors determining for poor or full success and impact.</p> <p>Triangulation of information across sources and across methods</p>	<p>2015/ November - Post Distribution Monitoring Report, for Regions, 2,3,5 and 5</p> <p>2017/May -Post Distribution Monitoring Report, for Regions 2,4,5 and 6</p> <p>Activity Plan for Food and Agriculture Sector Development Project- Component 3, Integrating Improved Approaches to National Food and Nutrition Security, Subcomponent 1.</p> <p>Addressing Malnutrition, Activity 1.1, Implementing School Feeding Program, January to July (2014)</p> <p>Comprehensive Food Security and Vulnerability Analysis (CFSVA) 2016</p>	<p>Traders</p>
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**Criterion 2. Effectiveness**

**EQ4. To what extent were the outputs and outcomes of the intervention achieved, and will this lead to the achievement of its objectives?**

<b>Measures Indicators</b>	<b>Methods of analysis</b>	<b>Source of information in documental study</b>	<b>Source of information in interviewees</b>
<p>1) Measure against log frame indicators: each output and outcome against its respective indicator</p> <p>2) Measure against the specific objectives of the pilot project.</p> <p>3) Measure in terms of the 5 SABER capacity domains</p> <p>Degree of achievement of the strategic objectives, degree of intrinsic causality between outcomes and objectives</p>	<p>Documentation study</p> <p>Verification in situ: visits to schools in all regions</p> <p>Cross checking of information across sources and across methods</p> <p>Triangulation of information across sources and across methods</p>	<p>Standard Project Report (SPR): SPR 2012, SPR 2013, SPR 2014, SPR 2015, SPR 2016; SPR 2017</p> <p>Mid-Term Evaluation of the School Feeding Programme (2014)</p> <p>Report on Assessment of School Meals Supervision and Management Capacities at Regional Level (2016)</p> <p>System Assessment and Benchmarking for Education Results - Benchmarks for the Gambia on School Feeding Sub-System (2012)</p> <p>Gambia HGSF SABER exercise of 6th November 2014</p> <p>A Review of the School Feeding Programme in The Gambia 2014: SABER Report</p> <p>Gambia School Meals SABER Assessment Report: 2016 SABER Country Report</p> <p>Summary of SABER Scoring at School Meals National Programme/ Policy Workshop (2017)</p> <p>Education Statistics - Yearbook, MoBSE, 2014/2015, Ministry of Basic &amp; Secondary Education</p> <p>Education Statistics - Yearbook, MoBSE, 2015/2016, Ministry of Basic &amp; Secondary Education</p> <p>Education Statistics - Yearbook, MoBSE, 2016/2017, Ministry of Basic &amp; Secondary Education</p> <p>NAT assessments, 3rd and 8th grades, Region 1 (2017)</p> <p>NAT assessments, 3rd and 8th grades, Region 2 (2017)</p> <p>NAT assessments, 3rd and 8th grades, Region 3 (2017)</p>	<p>WFP</p> <p>FAO</p> <p>MoBSE / SAFMU</p> <p>RED: SSFP, CDO, RED staff</p> <p>In 42 schools of (6 regions)</p> <ul style="list-style-type: none"> <li>• Headmaster</li> <li>• SMC</li> <li>• FMC</li> <li>• Mother's club</li> <li>• Cooks</li> <li>• Pupils (boys and girls)</li> </ul>

		NAT assessments, 3rd and 8th grades, Region 4 (2017) NAT assessments, 3rd and 8th grades, Region 5 (2017) NAT assessments, 3rd and 8th grades, Region 6 (2017) NAT 2017 descriptive, by each region	
<b>EQ5. What were the main factors influencing the achievement or the non-achievement of outputs, outcomes and objectives of the intervention?</b>			
<b>Measures Indicators</b>	<b>Methods of analysis</b>	<b>Source of information in documental study</b>	<b>Source of information in interviewees</b>
Open question, no previous indicators or measures	Documentation study Internal reflection in the ET  Verification in situ: visits to schools in all regions  Cross checking of information across sources and across methods  Triangulation of information across sources and across methods	Mid-Term Evaluation of the School Feeding Programme (2014)  Report on Assessment of School Meals Supervision and Management Capacities at Regional Level (2016)  Standard Project Report (SPR): SPR 2012, SPR 2013, SPR 2014, SPR 2015, SPR 2016; SPR 2017  2012/December - Post Distribution Monitoring Report - Region 6  2013/June - Post Distribution Monitoring Report (don't specify region monitored)  2015/ November - Post Distribution Monitoring Report, for Regions, 2,3,5 and 5  2017/May -Post Distribution Monitoring Report, for Regions 2,4,5 and 6  Role of Regional Directorates in the capacity development project- "Establishing the Foundation for a Sustainable and Nationally-owned School Feeding Programme" including the MDG Initiative for regions 3 and 5  National Home Grown School Feeding Community Engagement. Training manual on effective food management for cluster monitors and others stakeholders (MoBSE / WFP, April-May 2014)	WFP  MoBSE / SAFMU  RED: SSFP, CDO, RED staff  Interviews in 42 schools of (6 regions) with:  <ul style="list-style-type: none"> <li>• Headmaster</li> <li>• SMC</li> <li>• FMC</li> <li>• Mother's club</li> <li>• Cooks</li> <li>• Pupils (boys and girls)</li> </ul>

		Feasibility study on Local Procurement for School Feeding, WFP and MoBSE, August 2014	
<b>EQ6. To what extent did the intervention deliver results, also for women and girls?</b>			
<b>Measures Indicators</b>	<b>Methods of analysis</b>	<b>Source of information in documental study</b>	<b>Source of information in interviewees</b>
Log frame indicators, particularly those for outcome 4.2. Open question, no previous indicators or targets WFP internal quality standards for school feeding and for hand- over and transition processes	Verification in situ: visits to schools in all regions  Cross checking of information across sources and across methods  Documentation study  Verification in situ: visits to schools in all regions  Triangulation of information across  of sources and across methods –  Documentation study  Interviews with relevant FAO and MoA staff and with local producers  Cross checking information across sources and across methods  Reflection in the ET  Formulation of provisional assessments  Verification with others responsible and stakeholders	Education Statistics - Yearbook, MoBSE, 2014/2015, Ministry of Basic & Secondary Education  Education Statistics - Yearbook, MoBSE, 2015/2016, Ministry of Basic & Secondary Education  Education Statistics - Yearbook, MoBSE, 2016/2017, Ministry of Basic & Secondary Education  NAT assessments, 3rd and 8th grades, Region 1 (2017) NAT assessments, 3rd and 8th grades, Region 2 (2017) NAT assessments, 3rd and 8th grades, Region 3 (2017) NAT assessments, 3rd and 8th grades, Region 4 (2017) NAT assessments, 3rd and 8th grades, Region 5 (2017) NAT assessments, 3rd and 8th grades, Region 6 (2017) NAT 2017 descriptive by each region  NAT 2017 result, with ownership.  Standard Project Report (SPR): SPR 2012, SPR 2013, SPR 2014, SPR 2015, SPR 2016; SPR 2017  2012/December - Post Distribution Monitoring Report - Region 6 2013/June - Post Distribution Monitoring Report (don't specify region monitored) 2015/ November - Post Distribution Monitoring Report, for Regions, 2,3,5 and 5 2017/May -Post Distribution Monitoring Report, for Regions 2,4,5 and 6	MoBSE / SAFMU  RED: SSFP, CDO, RED staff  In 42 schools of (6 regions)  <ul style="list-style-type: none"> <li>• Headmaster</li> <li>• SMC</li> <li>• FMC</li> <li>• Mother's club</li> <li>• Cooks</li> <li>• Pupils (boys and girls)</li> </ul> Other community members and leaders

	Documentation study Triangulation of information across sources and across methods	Mid-Term Evaluation of the School Feeding Programme (2014) -WFP standards documents (guides, policies)	
<b>Criterion 3. Efficiency</b>			
<b>EQ7. Was the intervention cost-efficient and implemented in a timely way?</b>			
<b>Measures Indicators</b>	<b>Methods of analysis</b>	<b>Source of information in documental study</b>	<b>Source of information in interviewees</b>
Successive year plans against performance per year SF: see years planning Handover: by lack of a handover plan: common sense	Reflection in the ET Formulation of provisional conclusions Verification with others responsible and stakeholders Cross checking of information across sources and across methods	Annual work plans for project (DEV 200327), Establishing the Foundation for a Nationally Owned Sustainable School Feeding Programme (2014, 2015 and 2016) Standard Project Report (SPR): SPR 2012, SPR 2013, SPR 2014, SPR 2015, SPR 2016; SPR 2017 2012/December - Post Distribution Monitoring Report - Region 6 2013/June - Post Distribution Monitoring Report (don't specify region monitored) 2015/ November - Post Distribution Monitoring Report, for Regions, 2,3,5 and 5 2017/May -Post Distribution Monitoring Report, for Regions 2,4,5 and 6 Mid-Term Evaluation of the School Feeding Programme (2014) Cost Benefit Analysis of School Meals Programme, WFP/MoBSE July 2016.	WFP MoBSE / SAFMU RED: SSFP, CDO, RED staff In 42 schools of (6 regions) <ul style="list-style-type: none"> <li>• Headmaster</li> <li>• SMC</li> <li>• FMC</li> <li>• Mother's club</li> <li>• Cooks</li> <li>• Pupils (boys and girls)</li> </ul> Other community members and leaders
<b>EQ8. Was the intervention implemented efficiently, compared to alternatives, including the targeting?</b>			
<b>Measures Indicators</b>	<b>Methods of analysis</b>	<b>Source of information in documental study</b>	<b>Source of information in interviewees</b>
Comparison of the actual efficiency of implementation with hypotheses about alternative approaches	Reflection in the ET on available information Formulation of provisional conclusions	Annual work plans for project (DEV 200327), Establishing the Foundation for a Nationally Owned Sustainable School Feeding Programme (2014, 2015 and 2016) Cash request -Summary of Cost and Tonnage Commodity (GDM), Region 1 – Great Banjul (2017)	Interviews with others responsible of WFP and MoBSE



<p>Targets set by WFP and MoBSE</p> <p>Log frame indicators for outputs, outcomes and results</p>	<p>Verification with others responsible and stakeholders</p> <p>Systematization of information</p> <p>Comparison between global results achieved and global costs incurred</p> <p>Provisional conclusions</p> <p>Verification validity and cross checking of information across sources and across methods</p>	<p>Cash request -Summary of Cost and Tonnage Commodity (GDM), Region 2 – West Coast (2017)</p> <p>Cash request -Summary of Cost and Tonnage Commodity (GDM), Region 3 – North Bank (2017)</p> <p>Cash request -Summary of Cost and Tonnage Commodity (GDM), Region 4 - Lower River (2017)</p> <p>Cash request -Summary of Cost and Tonnage Commodity (GDM), Region 5 – Central River (2017)</p> <p>Cash request -Summary of Cost and Tonnage Commodity (GDM), Region 6 – Upper River (2017)</p> <p>2014 - Project Budget Revision of Gambia Development Project 200327: B/R No.3</p> <p>2015 - Project Budget Revision of Gambia Development Project 00327 B/R No.4;</p> <p>2016 -Project Budget Revision of Gambia Development Project00327: B/R No. 5</p> <p>Standard Project Report (SPR): SPR 2012, SPR 2013, SPR 2014, SPR 2015, SPR 2016; SPR 2017</p> <p>Mid-Term Evaluation of the School Feeding Programme (2014)</p>	
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**Criterion 4. Impact**

**EQ9. What will be the long-term effect of the intervention?**

<b>Measures Indicators</b>	<b>Methods of analysis</b>	<b>Source of information in documental study</b>	<b>Source of information in interviewees</b>
<p>Open question, no previous indicators or measures put forward</p> <p>Targets and objectives set</p> <p>MoBSE expectations</p>	<p>Systematization of the information obtained</p> <p>Formulation of provisional conclusions</p> <p>Verification and cross-checking - cross information across</p>	<p>Education Statistics - Yearbook, MoBSE, 2014/2015, Ministry of Basic &amp; Secondary Education</p> <p>Education Statistics - Yearbook, MoBSE, 2015/2016, Ministry of Basic &amp; Secondary Education</p> <p>Education Statistics - Yearbook, MoBSE, 2016/2017, Ministry of Basic &amp; Secondary Education</p> <p>NAT assessments, 3rd and 8th grades, Region 1 (2017)</p>	<p>MoBSE / SAFMU</p> <p>RED: SSFP, CDO, RED staff</p> <p>In 42 schools of (6 regions)</p> <ul style="list-style-type: none"> <li>• Headmaster</li> <li>• SMC</li> <li>• FMC</li> <li>• Mother's club</li> </ul>

Unintended: no indicators set	sources and across methods	<p>NAT assessments, 3rd and 8th grades, Region 2 (2017) NAT assessments, 3rd and 8th grades, Region 3 (2017) NAT assessments, 3rd and 8th grades, Region 4 (2017) NAT assessments, 3rd and 8th grades, Region 5 (2017) NAT assessments, 3rd and 8th grades, Region 6 (2017) NAT 2017 descriptive by each region</p> <p>NAT 2017 result, with ownership.</p> <p>Standard Project Report (SPR): SPR 2012, SPR 2013, SPR 2014, SPR 2015, SPR 2016; SPR 2017</p> <p>Mid-Term Evaluation of the School Feeding Programme (2014)</p> <p>System Assessment and Benchmarking for Education Results - Benchmarks for the Gambia on School Feeding Sub-System (2012)</p> <p>Gambia HGSF SABER exercise of 6th November 2014</p> <p>A Review of the School Feeding Programme in The Gambia 2014: SABER Report</p> <p>Gambia School Meals SABER Assessment Report: 2016 SABER Country Report</p> <p>Summary of SABER Scoring at School Meals National Programme/ Policy Workshop (2017)</p>	<ul style="list-style-type: none"> <li>• Cooks</li> <li>• Pupils (boys and girls)</li> </ul> <p>Other community members and leaders</p>
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**EQ10. What was the impact of the intervention on gender relations?**

<b>Measures Indicators</b>	<b>Methods of analysis</b>	<b>Source of information in documental study</b>	<b>Source of information in interviewees</b>
<p>To a certain extent, the indicators for outcome 4.2. Can be used as reference.</p> <p>For the rest these are open questions, without previously set</p>	<p>Systematization of the information obtained</p> <p>Formulation of provisional conclusions</p> <p>Cross-checking and verification</p>	<p>Standard Project Report (SPR): SPR 2012, SPR 2013, SPR 2014, SPR 2015, SPR 2016; SPR 2017</p> <p>Mid-Term Evaluation of the School Feeding Programme (2014)</p>	<p>In 42 schools of (6 regions)</p> <ul style="list-style-type: none"> <li>• Headmaster</li> <li>• SMC</li> <li>• FMC</li> <li>• Mother's club</li> <li>• Cooks</li> </ul>

indicators or measures as such			<ul style="list-style-type: none"> <li>Pupils (boys and girls)</li> </ul> Other community members and leaders
<b>Criterion 5. Sustainability</b>			
<b>EQ11. To what extent was sustainability incorporated in the design of the intervention?</b>			
<b>Measures Indicators</b>	<b>Methods of analysis</b>	<b>Source of information in documental study</b>	<b>Source of information in interviewees</b>
- Log frame indicators for outputs 5.2.1. And 5.2.2, and for outcome 5.2.	Systematization of information Listing of the planned arrangements for sustainability, and systematic comparison with their degree of implementation Conclusions Verification of the validity of these conclusions	Development Projects -The Gambia 200327: Establishing the Foundation for a Nationally Owned Sustainable School Feeding Programme (2012) Development Project Action Plan (DPAP), Between the Government of The Gambia and the United Nations World Food Programme, for DEV 200327 - Establishing the Foundation for a Nationally Owned Sustainable School Feeding Programme (2012) Annual work plans for project (DEV 200327), Establishing the Foundation for a Nationally Owned Sustainable School Feeding Programme (2014, 2015 and 2016) Standard Project Report (SPR): SPR 2012, SPR 2013, SPR 2014, SPR 2015, SPR 2016; SPR 2017 Mid-Term Evaluation of the School Feeding Programme (2014)	WFP FAO GoTG National Government (MoBSE, MoA, MoHSW) RED: SSFP, CDO, RED staff EU FASDEP MoBSE / SAFMU RED: SSFP, CDO, RED staff
<b>EQ12. To what extent are the benefits of the intervention likely to continue after the end of WFP's work, also for women and girls</b>			
<b>Measures Indicators</b>	<b>Methods of analysis</b>	<b>Source of information in documental study</b>	<b>Source of information in interviewees</b>
Log frame indicators for outputs 5.2.1. And 5.2.2, and for outcome 5.2.	Systematization of the information Formulation of provisional conclusions	Analysis of the SF practice (implement-station) in 2017 SPR 2017, Standard Project Report (SPR): SPR 2012, SPR 2013, SPR 2014, SPR 2015, SPR 2016; SPR 2017	MoBSE / SAFMU RED: SSFP, CDO, RED staff In 42 schools of (6 regions) <ul style="list-style-type: none"> <li>Headmaster</li> </ul>

<p>Open question, with only one previously set indicator or measure for women's empowerment: number of women in leadership positions in the school FMC's</p>	<p>Verification of the analysis that was made, and of the validity of these conclusions</p>	<p>Mid-Term Evaluation of the School Feeding Programme (2014)</p>	<ul style="list-style-type: none"> <li>• SMC</li> <li>• FMC</li> <li>• Mother's club</li> <li>• Cooks</li> <li>• Pupils (boys and girls)</li> </ul> <p>Other community members and leaders</p>
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## Annex 21: Outcomes of Education in 11 selected districts of The Gambia

**Table 1 Districts where 70 percent and above pupils enrolled in ECDC and LBS are beneficiary of the school feeding programme**

Region	District	Number beneficiaries of SF)	Number pupils LBS	Number pupils EDC	Total (ECD plus LBS	Percentage of pupils with SF
West Coast	Foni Brefet	2,852	2,403	1,203	3,606	79.1 %
North Bank	Jokadu	3,026	3,450	604	4,054	74.6 %
Lower River	Jarra West	4,481	4,793	1,563	6,356	70.5 %
	Kiang Central	1,968	1,521	591	2,112	93.2 %
	Kiang East	1,353	927	304	1,231	109.9 %
	Kiang West	2,693	2,607	1,013	3,620	74.4 %
Central River	Jangjangbureh	606	403	388	791	76.6 %
	Lower Saloum	1,643	1,544	459	2,003	82.0 %
	Niamina West	926	1,019	256	1,275	72.6 %
	Nianija	803	986	253	1,239	64.8 %
	Sami	2,754	2,914	973	3,887	70.9 %
	Upper Saloum	1,401	1,295	459	1,754	79.9 %
<b>Total on districts</b>		23,703	22,876	7,813	30,689	<b>77,2%</b>
<b>Total nationwide</b>		<b>99,485</b>	<b>329,828</b>	<b>103,689</b>	<b>433,557</b>	<b>23%</b>

**Table 2. Education Statistics on 11 selected districts were 70% and above pupils (ECD and LBS) are beneficiary of the school feeding programme: number and percentage of girls and boys entrants on Grade 1 with ECD experience<sup>199</sup> against general number of entrants on Grade 1 (with and without ECD experience)**

Districts	Total SF Benef.	Total pupils enrolled ECD + LB	Percentage pupils ECD+LB E With SF	Boys entrants Grade 1 ECD Experience (number)	Boys entrants Grade 1 ECD experience %	Girls entrant Grade 1 ECD experience (number)	Girls entrant Grade 1 ECD experience %	Total pupils entrants Grade 1 (number)	Total pupils entrant Grade 1 ECD experience (number)	Total pupils entrants Grade 1 ECD Exper. %
Foni Brefet	2,852	3,606	79.1	202	68	193	73	559	395	71
Jokadu	3,026	4,054	74.6	196	53	163	43	755	359	48
Jarra West	4,481	6,356	70.5	324	59	318	58	1,099	642	58
Kiang Central	1,968	2,112	93.2	132	76	125	79	332	257	77
Kiang East	1,353	1,231	109.9	76	94	48	55	169	124	73
Kiang West	2,693	3,620	74.4	231	74	166	70	549	397	72
Jangjangbureh	606	791	76.6	33	69	34	81	90	67	74
Lower Saloum	1,643	2,003	82	101	56	92	42	396	193	49
Niamina West	926	1,275	72.6	58	79	82	78	178	140	79
Sami	2,754	3,887	70.9	250	74	222	64	686	472	69
Upper Saloum	1,401	1,754	79.9	97	75	164	81	332	261	79
<b>Grand total/ average</b>	<b>23,703</b>	<b>30,689</b>	<b>77,2%</b>	<b>1700</b>	<b>-</b>	<b>1607</b>	<b>-</b>	<b>5145</b>	<b>3,307</b>	<b>64%</b>

Nationwide: 62% of pupils (65% boys and 59%girls) entrants grade 1 had ECD experience in 2017

**Table 3. Education Statistics on 11 selected districts were 70% and above pupils (ECD and LBS) are beneficiary of the school feeding programme: trends in Net enrolment rate (NER)<sup>200</sup> on LBS (LBE) from 2011 to 2017.**

<sup>199</sup>Percentage of New Entrants into Grade One Schools with ECD Experience. New entrants into Grade One who have attended ECD expressed as percentage of all new entrants

<sup>200</sup>Net Enrolment Ratio (NER) School age pupils/students enrolled in a given level of education expressed as a percentage of corresponding school-age population.

Districts	Percentage SF beneficiary <sup>201</sup>	LBE NER boys 2017 (%)	LBE NER girls 2017 (%)	LBE NET total 2011 %	LBE NET boys 2017 %	LBE NET girls 2017	LBE NET total 2017 (boys
Foni Brefet	79.1	96.4	99.2	100.1	85.9	99.2	92.5
Jokadu	74.6	66.7	75.8	64.6	79.6	75.8	77.8
Jarra West	70.5	no data	99.8	no data	no data	no data	no data
Kiang Central	93.2	no data	99.5	no data	no data	no data	no data
Kiang East	109.9	72.7	99.1	81.6	85.1	99.1	91.6
Kiang West	74.4	104	83	98	90	83	87
Jangjangbureh	76.6	91.3	87.4	102.4	82.4	87.4	85
Lower Saloum	82	47.3	93.1	55.8	66.8	93.1	79.8
Niamina West	72.6	no data	68.1	no data	no data	no data	no data
Sami	70.9	no data	no data	no data	no data	no data	no data
Upper Saloum	79.9	21.9	46.9	29.3	30.8	46.9	38.9

Source: own elaboration with data from Education yearbook2016- 2017 and Map of SF, Annex 1 ToR

<sup>201</sup> According table 2 of Annex 17.

**Table 4. Education Statistics on 11 selected districts were 70% and above pupils (ECD and LBS) are beneficiary of the school feeding programme: trends in the completion rate (CR<sup>202</sup>)**

Districts	LBE CR boys 2001	LBE CR girls 2011	LBE CR total 2011	LBE CR boys 2017	LBE CR girls 2017	LBE CR total 2017
<b>Foni Brefet</b>	97.7	79	88.2	104.4	101.9	103.1
<b>Jokadu</b>	55.4	54.8	55.1	67.4	67.8	67.6
<b>Jarra West</b>						
<b>Kiang Central</b>	no data	no data	no data	no data	no data	no data
<b>Kiang East</b>	97.7	113.3	105.6	77.2	80.5	78.9
<b>Kiang West</b>	91	76	83	99	69	84
<b>Jangjangbureh</b>	107.9	85	96.2	73	60.5	66.7
<b>Lower Saloum</b>	57.8	66.5	62.2	60.9	66.9	64
<b>Niamina West</b>	no data	no data	no data	no data	no data	no data
<b>Sami</b>	no data	no data	no data	no data	no data	no data
<b>Upper Saloum</b>	no data	no data		no data	no data	no data

Source: own elaboration with data from Education yearbook2016- 2017 and Map of SF, Annex 1 ToR

<sup>202</sup> **Completion Rate (CR)** Number of pupils enrolled in a final grade of a given level of education expressed as percentage of school-age population of that grade



**Annex 22: Mode of calculation of the value of the local purchases in the cbt community management modality of school feeding.**

**Calculation of the value of the food items purchased locally in the CBT community management modality in 2017-18.**

1. The value of all locally produced food items of the school menu in 2017-18, less rice and oil (which are or may be imported): millet, cassava, maize, niébé beans, groundnuts, dried local fish and onions (though these latter are mostly imported from Holland).

Region	Term 1	Term 2	Term 3	Total (GMD)	Equiv. in USD
6	437,742	402,473	411212	305,061,90	
5	457,660.31 x 3			1,372,980.93	
4	606,526.13 x 3			1,819,578.39	
3	644,671.19 x 3			1,934,013.57	
2	617,771.37 x 3			1,853,314.11	
1	751,725.06 x 3			2,255,175.18	
<b>Total:</b>				<b>9,540,124.08</b>	<b>202,981</b>

This total value is to be spent in 41 communities where a CBT community management school is functioning.

2. The value of the rice component only of the school menu in 2017-18 (currently probably imported to a large extent).

Region	Term 1	Term 2	Term 3	Total (GMD)	Equiv. in USD
6 Old schools	322,301.35	278,351.20	302,767.90	903,420.45	
6 New schools	218,769.09	188,936,04	205,510.36	613,216.39	
5	231,338.00 x 3			694,014.00	
4	297,753.99 x 3			893,261.97	
3	319,022.00 x 3			957,066.00	
2	304,604.00 x 3			913,812.00	
1	368,592.00 x 3			1,105,776.00	
<b>Total:</b>				<b>6,080,566.81</b>	<b>128,417.46</b>

This amount can be beneficial to local rice growers if the schools do an effort to allow local producers to participate in the tendering process.

Regional Bureau Dakar

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