



Decentralized Evaluation

**Final Evaluation of the School Meals Programme in Malawi with support from United States Department of Agriculture, Government of Brazil and United Kingdom
2014 to 2016**

Evaluation Report Volume 2

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List of Annexes

Annex 1: Evaluation Terms of Reference.....	1
Annex 2: Results Framework - USDA McGovern-Dole SMP.....	20
Annex 3: Logical Framework – PAA Africa SMP.....	23
Annex 4: Education donors in Malawi.....	26
Annex 5: Key additional education, equity and budgetary and expenditure data for Malawi (2012-2016).....	27
Annex 6: Recommendations from the previous McGovern-Dole SMP evaluations and from PAA monitoring reports.....	29
Annex 7: Evaluation matrix.....	30
Annex 8: Evaluation schedule	34
Annex 9: List of key informants.....	36
Annex 10: Quantitative tools.....	39
Annex 11: Qualitative tools.....	81
Annex 12: Detailed description of evaluation methodology and sampling.....	89
Annex 13: Planned and actual evaluation samples.....	93
Annex 14: Details of SMPs implemented in Malawi by other agencies and donors.....	95
Annex 15: Additional findings on the McGovern-Dole supported SMP.....	96
Annex 16: Difference-in-difference analysis through mean tests.....	100
Annex 17: Completed PMP - McGovern-Dole SMP.....	105
Annex 18: Additional findings on the PAA SMP	108
Annex 19: Completed indicator table – PAA SMP.....	111
Annex 20: Results of the APES surveys.....	119
Annex 21: School infrastructure in McGovern-Dole and PAA supported schools and in control schools	120
Annex 22: Recommended roles and responsibilities of key Government of Malawi ministries in future SMP.....	121

Annex 1: Evaluation Terms of Reference

Terms of Reference

Evaluation of School Meals Programme in Malawi with support from USDA, and the Governments of Brazil and the United Kingdom

1 Introduction

1. These Terms of Reference (ToR) are for the evaluation of the School Meals programme in Malawi that was implemented with support from the United States Department of Agriculture (USDA), the Government of Brazil (GoB) and the Department for International Development of the United Kingdom (DFID) from 2014 to 2016. The USDA supported the McGovern-Dole centralized school feeding project that covered 586 schools in the districts of Nsanje, Chikhwawa, Chiradzulu, Zomba, Thyolo, Mulanje, Phalombe, Mangochi, Dedza, Ntcheu, Salima, Lilongwe and Kasungu. The GoB and the DFID supported a decentralized school feeding programme the Purchase from Africans for Africa (PAA Africa), which covered 10 schools in the districts of Phalombe and Mangochi. This evaluation is commissioned by WFP Malawi Country Office for the evaluation of the McGovern-Dole school feeding project and by the PAA Africa/WFP-FAO Coordination unit and the WFP and FAO Malawi country offices for the PAA Africa project, and will cover the period from January 2014 to December 2016 for both projects.
2. These ToR have been prepared by the World Food Programme (WFP) Malawi country office in cooperation with the International Policy Centre for Inclusive Growth (IPC-IG), and took into account inputs by the Food and Agriculture Organization of the United Nations (FAO) and the FAO and the WFP headquarters, based upon an initial document review, mid-term monitoring reports 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 final evaluation, which is the subject of this ToR, shall assess the projects' relevance, effectiveness, efficiency, sustainability, potential impact/effect taking into account individual donor contributions. Furthermore, the evaluation will also focus on accountability to both beneficiaries and donors against intended results and learning. The evaluation is to be composed of two interlinked parts: a.) a process evaluation including activities and outputs and b.) an outcome evaluation, additionally, and upon data availability an impact evaluation may be assessed for the McGovern-Dole project. All parts of the evaluation shall draw on qualitative and quantitative methods (focus group discussions (FGDs) and key informant interviews), as well as the analysis of quantitative indicators (based on existing programme reports as well as secondary data to be collected as part of the evaluation activities). The impact evaluation for the McGovern-Dole will rely on a baseline and midline surveys that have been carried out to a sample of participating schools before and during the term of the project, and an endline survey yet to be collected.

2 Reasons for the Evaluation

The reasons for the evaluation being commissioned are presented below.

2.1 Rationale

4. In support of the government of Malawi, efforts towards social development through its Growth and Development Strategy II in achieving universal primary education, WFP Malawi has been implementing the School Meals Programme (SMP) through its five year Country Programme (2012-2016) with the USDA, GoB and DFID support. In particular, with the support from the GoB and DFID, and in partnership with FAO, WFP is piloting a Home Grown School Feeding (HGSF) model encompassing supply and demand activities (PAA Africa) complemented by technical and policy support for a national HGSF development. With the support from the USDA, the McGovern-Dole centralized SMP was implemented, while also piloting the conversion of a number of supported schools to a decentralized HGSF model.
5. McGovern-Dole, as a standard humanitarian school feeding intervention through a centralized model, focused on a multisectoral approach, contributing to achieving overall improvements on national

indicators on children attendance, attentiveness, safe food preparation and storage practices, nutrition knowledge, water and sanitation, access to health interventions, and government engagement and capacity to manage and implement national school meals programmes. Moreover, with the purpose of future sustainability McGovern-Dole piloted the conversion of a number of schools to a HGSF model of assistance in the creation of commercial links between schools and local FOs. In addition to the demand- side component of the SMP, the PAA Africa implemented a HGSF pilot with special focus on integrating school meals, institutional procurement and agricultural support to smallholder farmers in one single intervention as a tool for promoting capacity development with government participation on the pilot operations and complemented by technical support and knowledge exchange tailored workshops to the Government of Malawi.

6. Bearing in mind the contribution by both projects to the overall SMP, it is crucial to document the achievements and the potential to improve the education outcomes and lives of poor and vulnerable people in rural areas in the future, its operational processes, success and challenges and their contributions for Government capacity building and ability to implement a similar programmes in the future. Furthermore, results and lessons learnt will inform and strengthen future initiatives, as well as provide inputs to the Government on best practices.
7. The evaluation, among other objectives, intends to assess the contribution of each project to the WFP's global SMP in Malawi. In overall, the evaluation results will be used to document best practices, identify challenges and possible solutions, and to provide accountability to both, donors and beneficiaries. In particular, the evaluation results aim at informing the design and implementation modalities of Government-led initiatives learning from the current approaches and possible scale-ups of PAA Africa and McGovern-Dole projects; the results will also form the baseline values for the next WFP operations on school feeding. Furthermore, the evaluation shall inquire whether the innovative elements introduced under the PAA Africa programme has contributed to the advancing on HGSF in Malawi and whether the pilot operations have the potential to provide inputs to the development of other HGSF projects in Malawi or the WFP's Purchases for Progress (P4P) initiative, identifying the challenges and achievements of the pilot and how it can inform, or have informed, other projects. Lastly, the evaluation results will be important for informing national policies and as an advocacy tool for the mobilization of resources on the scale up of HGSF programmes.
8. The evaluation shall inform stakeholders on relevance, effectiveness, efficiency, sustainability and outcomes of both projects in Malawi. Moreover, the evaluation shall inquire more on the innovative elements of the HGSF models implemented by both PAA Africa and McGovern-Dole.

2.2 Objectives

9. Evaluations in WFP serve the dual and mutually reinforcing objectives of accountability and learning.
 - **Accountability** – The evaluation will assess and report on the performance of implemented activities, outputs and outcomes of both centralized and decentralized as per programme design and objectives in Malawi.
 - **Learning** – The evaluation will assess and identify key achievements and challenges to determine and draw lessons and best practices for learning. It will provide evidence-based findings to inform operational and strategic decision-making, improvement in partnership coordination, and sustainability. Findings will be actively disseminated and lessons will be incorporated into relevant lesson sharing systems.

2.3 Stakeholders and Users

10. A number of stakeholders have interest in the results of the evaluation. Table 1 below provides a preliminary stakeholder analysis, which may be deepened by the evaluation team as part of the evaluation inception phase.
11. Accountability to populations and supported Government is tied to WFP and FAO's commitments to include beneficiaries as key stakeholders in their work. As such, the evaluation will ensure gender equality and women's empowerment in the evaluation process, with participation and consultation in the evaluation by women, men, boys and girls benefitting from the Programme.

Table 1: Preliminary Stakeholders' analysis

Stakeholders	Interest in the evaluation and likely uses of evaluation report to this stakeholder
INTERNAL STAKEHOLDERS	
WFP Country Office (CO) Malawi, Lilongwe	Responsible for the country level planning and operations implementation related to food procurement, food delivery and school feeding. It has a direct stake in the evaluation and interest in learning from experience to inform decision-making and advocacy with the government for adequate investment in HGSF. It is also called upon to account internally as well as to its beneficiaries and partners for performance and results of its operation.
FAO Country Office (CO) Malawi, Lilongwe	Given that PAA Africa operations of support to farmers and farmers' organizations are implemented by FAO, and PAA knowledge exchange and technical support in jointly implemented with WFP, the FAO representation in Lilongwe also has a direct stake in this evaluation and 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.
WFP Regional Bureau (RB) Johannesburg	Responsible for both oversight of COs and technical guidance and support to WFP CO activities in general, WFP RB management has 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.
FAO Regional Office for Africa (RAF), Accra	Responsible for both, oversight of FAO reps. and provision of technical guidance and support to the operations, the FAO regional office for Africa in Accra also has a stake 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.
WFP HQ	WFP has an interest in the lessons that emerge from evaluations, particularly as they relate to WFP strategies, policies, thematic areas, or delivery modality with wider relevance to WFP programming. The PAA Africa coordination unit at WFP headquarters is a particularly important stakeholder.
FAO HQ	The FAO headquarter also has an interest in the lessons that emerge from evaluations, particularly as they relate to FAO strategies, policies, thematic areas, or delivery modalities. In particular, the FAO's Nutrition and Food Systems Division (ESN) and the Emergency Operations and Rehabilitation Division (TCE) will be important stakeholders and users of this evaluation. The PAA Africa coordination unit at FAO headquarters is a particularly important stakeholder.
WFP 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 articulating roles and responsibilities of various decentralized evaluation stakeholders as identified in the evaluation policy.
FAO Office of Evaluation (OED)	Similarly to the WFP OEV, the FAO OED has a stake in ensuring that evaluations deliver quality, are credible and useful and respect provisions for impartiality.
WFP Executive Board (EB)	The WFP governing body has 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.

EXTERNAL STAKEHOLDERS	
Beneficiaries	As the ultimate recipients of food assistance and productive and agricultural outputs marketing support, beneficiaries have a stake in determining whether assistance provided is appropriate and effective. As such, the level of participation in the evaluation of women, men, boys and girls from different groups will be determined and their respective perspectives will be sought. The beneficiary groups targeted shall include learners, community members, Parent Teacher Association (PTAs), school committees, small holder farmers, etc.
Government	The Government has a direct interest in knowing whether the evaluated activities in the country are aligned with its priorities, harmonized with the action of other partners and meet the expected results. Issues related to capacity development, handover and sustainability will be of particular interest. For the SMP, key government ministries include Ministry of Education – School Health and Nutrition department, Ministry of Finance, Ministry of Gender, Ministry of Agriculture and Food Security, and Ministry of Trade.
UN Country Team	The UNCT's harmonized action should contribute to the realization of the Government's developmental objectives. It has therefore an interest in ensuring that the evaluated projects are effective in contributing to the UN concerted efforts. Various agencies are also direct partners of WFP and FAO at policy and activity level. The implementation of SMP in Malawi falls under the social protection cluster and key UN partners in this include UNICEF and FAO.
NGOs	NGOs are WFP and FAO implementing partners for 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. Key NGO partners include: We Effect for PAA Africa, and Malawi Lake Basin, Creative Centre for Community Mobilization (CRECOM), Association of Early Childhood development for USDA McGovern-Dole.
Donors	WFP and FAO operations are voluntarily funded by a number of donors. In particular, the McGovern Dole school feeding programme has been funded by USDA (Washington office), USAID – Food for Peace and Education (Malawi office), and PAA Africa has been funded by the GoB and the DFID. 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 programs.

12. The primary users of this evaluation will be:

- The PAA Africa/WFP-FAO Coordination Unit, FAO and WFP country offices and their partners in decision-making (USDA, GoB and DFID) notably related to government capacity building on HGSP and programme implementation and/or design, Country Strategy and partnerships. It will also be used to decide on changes in the WFP SMP design and implementation as well as to inform the scale-up of the PAA Africa programme.
- Given the core functions of the Regional Bureau of WFP (RB) and the technical operational role of FAO Regional Office (RAF), both are expected to use the evaluation findings to provide strategic guidance, programme support, and oversight
- WFP and FAO HQ may use evaluations for wider organizational learning and accountability.
- WFP OEV and FAO OED may use the evaluation findings, as appropriate, to feed into evaluation syntheses as well as for annual reporting to the WFP Executive Board and FAO governing bodies, including the Committee on World Food Security.
- The GoB, DFID and USDA as main donors may find this evaluation crucial for the accountability of the programme.
- The government of Malawi, other African governments, FAO Nutrition and Food System Division (ESN) and the Division for Emergency Operations and Rehabilitation (TCE), FAO Regional Office

in Accra, other UN Agencies in Malawi, IPC-IG and the general audience will also benefit from this evaluation's learning component.

3 Context and subject of the Evaluation

3.1 Context

13. Malawi is a landlocked country in Southern Africa with a population of 17.7 million, out of whom 80% live in rural areas and depend on rain-fed subsistence agriculture for their living. 39% of Malawi's population and 60% of all smallholder farmers live below the poverty line. Moreover, 15% of the population are ultra-poor, i.e. unable to meet their basic nutritional requirements.¹ As a consequence of malnutrition, 42% of all children under 5 are stunted.²
14. Despite the achievements in terms of food supply at national level, a large share of the population still has insufficient access to food due to extreme poverty. It is currently estimated that over 6 million Malawians are food insecure due to El Nino and other climatic changes. Smallholder farmers experience several challenges to sustain food production and generate surplus such as limited diversification of sources of income, poor market integration and exposure to natural hazards.³ High transaction costs, mainly related to poor road infrastructure, and high aggregation costs due to the small-scale farming, can be pointed out as some of the major challenges for increased profitability among smallholder farmers in Malawi. Several studies reveal that smallholder farmers receive a relatively small share of the final value of the major commodities that they produce, due to low prices paid to individual farmers, high transportation costs, and large profit margins of middlemen and traders. A small subsection of farmers is linked to associations and cooperatives, mainly due to mistrust and low capacity of farmers' organizations.
15. Poverty and food insecurity also have a negative impact on educational outcomes and the formation of human capital among Malawi's children. Malawi has achieved nearly universal access to primary education, but the country still suffers from low attendance and completion rates, as well as high repetition rates. Only 31% of students complete primary education, of which only 27% are girls. Food insecurity of their households is one of the main causes of these problems. Hungry and underfed children drop out of school more frequently and they tend to face more difficulties in doing school and homework. This in turn leads to the persistence of an inter-generational cycle of poverty, malnutrition and low levels of human capital.⁴
16. The districts of implementation of the PAA Africa Malawi are Mangochi and Phalombe, located in the southern region of Malawi and are particularly affected by poverty. Mangochi has a population of 900,000 inhabitants out of which 61% are poor and 30% are ultra-poor. Phalombe has 355,000 inhabitants and 62% of them are poor, and 27% are ultra-poor. Moreover, both districts are characterized by a high HIV prevalence and 15% of the children (Phalombe) and 12% of all children (Mangochi) are living without their parents.⁵
17. The McGovern-Dole project in Malawi has been implemented in the 13 most food-insecure districts in Malawi, where educational performance indicators are also the weakest: Mangochi, Nsanje, Phalombe, Chikwawa, Mulanje, Zomba, Thyolo and Chiradzulu in southern Malawi, and Dedza, Lilongwe, Salima, Ntcheu and Kasungu in central Malawi.
18. In support of the government efforts towards social development efforts through its Growth and Development Strategy II in achieving universal primary education, WFP Malawi has been implementing the SMP through its five year Country Programme (2012-2016) (CP). The objectives of the CP are to: i) strengthen national capacities to improve primary education outcomes in the country; ii) reduce malnutrition among vulnerable groups; and iii) increase food security nationally and build resilience to shocks at the household and community levels. The CP has three components being implemented – namely: Support to Education, Nutrition Support, and Disaster Risk Reduction (DRR) for Food Security.

¹PAA Programme Phase II: Country Project Malawi

²UNICEF, WFP, UNFPA: Improving access and quality of education for girls in Malawi (mdtf.undp.org/document/download/13464)

³PAA Programme Phase II: Country Project Malawi

⁴World Food Programme. Food for Education Works: A review of WFP FFE programme monitoring and evaluation 2002-2006. Rome: School Feeding Unit, WFP; 2007

⁵See PAA Africa: A comparative case study of a Community-based HGSM and a HGSM based on Local Food Procurement

The CO is also implementing the Purchase for Progress (P4P) pilot, which supports all the three components through local purchase and support to smallholder farmers. The education component is the largest of the three components and is being implemented through two main models: 1) the centralized model through which WFP provides food commodities directly to the target schools and 2) and the decentralized model, known as HGSF, through which WFP transfers funds provided by donors to the public administration (schools) for local food procurement from farmers' organizations. Through the PAA Africa programme, and in partnership with FAO, WFP is implementing a specific modality of HGSF in the districts of Phalombe and Mangochi since 2012, encompassing supply and demand support, decentralized food purchases and diversified food basket.

19. School meal interventions provide daily meals to 857,621 pupils from about 5.3 thousand schools in 13 districts, representing about 30% of the total number of pupils. The meals provided consist mainly of Corn Soya Blend (CSB). A large share of the products used for school meals in Malawi are in-kind donations from international donors including the USDA McGovern-Dole Food for Education Programme. However, considering the government priority to reduce imported food and increase the internal production and the current positive food supply-demand balance, models that prioritize the use of locally produced products in school meals such as PAA Africa's HGSF become essential for a sustainable model of school feeding.

3.2 Subject of the evaluation

20. The WFP School Meals Programme in Malawi is implemented under the Country Programme (CP200287.1) with multiple donor support. This evaluation will focus on the centralised model of SMP, supported by the USDA; and the decentralized HGSF model through the PAA Africa programme, supported by the GoB and the DFID. While the USDA McGovern-Dole project focused on a school feeding model based on centralized procurement, it also piloted a decentralized procurement approach in which, as PAA Africa, food is procured from smallholder FOs in the immediate proximity of the beneficiary schools. In addition, for the case of PAA Africa's HGSF model, these *institutional purchases* are complemented by productive support for smallholder farmers (provision of inputs, trainings) and knowledge exchange activities for advancing on a government capacity building on HGSF. The PAA Africa initiated the improved pilot activities since 2014 that have benefited 10 schools in the districts of Phalombe and Mangochi, the pilot activities where used as a capacity building instrument and a source of experiences for political and knowledge exchange on HGSF in order to inform and exchange information with other countries implementing similar programmes through workshops and seminars as well as providing inputs for the government plans on HGSF. The USDA McGovern-Dole project has extended its support to 586 schools across the 13 districts in Malawi since 2013. The USDA is the principal donor of WFP's SMP in Malawi for the centralized model. This evaluation will assess both projects while taking into account individual contributions and project objectives of both McGovern-Dole and PAA Africa.

21. Since 2013, WFP provided daily hot meals using enriched Corn Soya Blend (CSB+) as part of the McGovern-Dole project, aiming to reach up to 857,621 children, (842,749 primary and 14,872 pre- primary) across 13 districts annually. Throughout 2013-2015, WFP provided CSB+ through USDA in-kind support to 693,349 beneficiaries in 586 primary schools, equivalent to around 70% of schools assisted by WFP in Malawi (approximately 12% of the total primary schools in Malawi), as well as 35 Early Childhood Development (ECD) centres. The project also provides maize take-home rations targeting 33,000 girls and orphaned boys to support retention of these vulnerable groups during the lean season. The program also aimed at piloting the conversion of 105 schools to HGSF model, while 300 schools were supported with school gardens.

22. The McGovern-Dole programme in support to the WFP SMP in Malawi has been implemented in 3 phases since 2012. The first phase was implemented during 2010-2012, targeting 338,709 learners in 362 primary schools with a total budget allocation of US\$19.2 million. The second phase, which is the focus of this evaluation, has an implementation period of 2013-2016 targeting 693,349 learners in 586 schools with a budget allocation of approximately US\$30 million. The last phase, will be implemented between 2016 and 2017 targeting 548,000 learners in 456 primary schools with an estimated budget allocation of US\$15 million. For all the phases, implementation of the McGovern-Dole has been in all 13 districts.

23. PAA Africa is an institutional demand programme which aims at supporting smallholder farmers by creating a structured and stable demand for their products while at the same time strengthening their productive capacities by providing inputs and technical assistance. The institutionally procured products are then used for humanitarian food assistance programmes (e.g. school feeding) and has therefore also the potential to increase food security among vulnerable groups, such as school children. PAA Africa is a joint initiative of FAO, WFP, local governments, the Brazilian Ministry of Foreign Affairs and the United Kingdom DFID. WFP deals with the purchasing process (contracts and price negotiation with FOs) and support to schools and school feeding, while FAO provides inputs and technical assistance to farmers. Five Sub-Saharan countries are involved in the programme, namely Ethiopia, Malawi, Mozambique, Niger and Senegal.
24. PAA Africa implementation in Malawi has been carried out in two phases since 2012. Phase 1 of the programme began in February 2012 focusing on the operationalization of local food purchase pilots along with the elaboration of assessments and strategic plans to strengthen local food purchases for food assistance (HGSF). With a total budget allocation of USD 4.58 million, the project supported 1,587 beneficiary farmers and 9,527 learners in 7 schools. In 2014 the programme initiated Phase 2, which foresees a five-year implementation plan (2014-2018). The programme targeted 3,773 small holder farmers and 10,350 learners in 10 schools: the first sub-phase is an improved pilot complemented by technical and knowledge exchange activities from January 2014 to August 2016, and Sub-phase 2 foresees 42 months of project scale up from 2016 to 2019. The goals, outcomes and outputs for PAA Malawi Phase 2 have been defined in the country project logical framework in Annex 6. The PAA Africa programme in Malawi includes several activities to strengthen the supply side and support smallholder farmers and farmer organizations even beyond institutional purchases: the programme foresees training for agricultural extension workers, training sessions with FOs and school committee members on cost calculation, budgeting and contractual obligations, as well as direct assistance to the contracted farmers. These production support activities have been implemented through a partnership between FAO and the NGO We Effect, which was formalized in December 2015. In addition, FAO, We Effect, and district government partners implement school gardens as a strategic intervention to transfer knowledge on nutrition and health food habits to pupils and members of the local communities, contributing to a wider adoption of improved food habits. The implementation of the PAA Africa in Malawi has been in the districts of Mangochi and Phalombe, hosted within the country's HGSF programme in a total of 10 schools – 5 of them in the Mangochi district, and 5 in the Phalombe district.
25. There are two key government ministries involved in the implementation of PAA Africa in Malawi: the Ministry of Education, Science and Technology (MoEST) and Ministry of Agriculture, Irrigation and Water Development (MoAIWD). While the MoAIWD is responsible for Farmers' Organizations identification, mobilization and capacity building in collaboration with CSOs, the MoEST is responsible for the overall coordination and monitoring of the initiative at the district level through the District Education Managers (DEM), which carry out regular visits to the project sites. The MoAFS, in cooperation with FAO, provides technical assistance to schools through the District Agriculture Development Office (DADO), especially with respect to the intervention's school garden component. In addition, the Ministry of Health is in charge of complementary health and nutrition interventions such as de-worming, hygiene, water and sanitation⁶, while The Ministry of Industry and Trade implements initiatives to strengthen farmer organizations and register cooperatives. At school level, the project is coordinated by three different committees formed by school staff and representatives of the local communities: a Food Procurement Committee, a School Garden Committee, and a School Feeding Committee⁷.
26. The practical implementation of WFP's SMP in Malawi works as follows: for the implementation of the HGSF programme through PAA Africa, WFP transfers funds to the beneficiary schools via district councils, so that the schools can purchase food for their school feeding programmes. The schools then have the option to purchase food from local FOs (the preferred modality under the PAA Africa initiative) or to directly procure food from local markets (an alternative way of assuring an adequate supply if local FOs are unable to provide the schools with the desired quantity and quality of products). When the schools purchase food from FOs, the price of the products is determined through negotiations between the school managers and the FOs. On the demand side, PAA Africa makes an explicit attempt to link local

⁶PAA Africa: Malawi Phase I Country Report

⁷ibid.

institutional buyers (schools) with local suppliers (farmer organizations). Food is not only sourced domestically, but is produced by smallholder farmers in the immediate proximity of the beneficiary schools. Furthermore, the programme has a stronger supply side focus and supports the productive capacity of smallholder farmers through technology transfer, extension services and the provision of inputs. On the other hand, the centralised model McGovern-Dole through USDA support involves provision of internationally procured CSB+ to schools. In addition, cooking equipment (fuel efficient stoves, pots, plates, spoons etc.) is provided for the preparation of porridge for the learners. Furthermore, school feeding structures (mainly kitchens, storerooms and feeding shelters) are erected with community contribution. Preparation of porridge is done by community members on voluntary basis. McGovern- Dole’s HGSF pilot model involves building production and market access capacity of local FOs, link these to schools and train both in negotiation. Moreover, school staff is mentored to assess local food sourcing and funding options, and procurement, to graduate ownership to them. This is closely linked to training for school administrators in leadership and managing the program.

27. The final evaluation of the SMP will assess the potential impact/effect of both the PAA Africa and the McGovern-Dole programmes. The PAA Africa logical framework and the USDA McGovern-Dole results framework, which shall both serve as a reference for the evaluation, can be found in the annexes 6 and 7, respectively.

4 Evaluation Approach

4.1 Scope

28. The evaluation shall focus on the second phases of both, the PAA Africa (improved pilot phase) and the McGovern-Dole projects, with a period of focus from January 2014 to December 2016. For the PAA Africa the 10 schools and all supported FOs will be assessed while a sample will be drawn from USDA McGovern-Dole targeted schools in the 13 districts. Both projects shall be evaluated separately, while a comparison when feasible, may yield valuable information for both programmes’ future phases.

4.2 Evaluation Criteria and Questions

29. **Evaluation Criteria:** The evaluation will apply the international evaluation criteria of relevance, effectiveness, efficiency, and sustainability and shall also evaluate the outcomes of the second phase of both PAA Africa and McGovern-Dole supported SMP. Upon data availability, an impact evaluation shall be performed for the McGovern-Dole project, while due to budgetary and time constraints, it is not foreseen for PAA Africa.

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 both PAA Africa and McGovern-Dole programmes, which could inform future strategic and operational decisions. Gender concerns shall be mainstreamed throughout the evaluation and a gender-sensitive approach shall be taken with regards to all of the below-mentioned evaluation criteria and questions (even if not mentioned explicitly). The evaluation questions have been presented in three components taking into account the difference in PAA Africa and McGovern-Dole approaches: (1) General – for the overall project level; (2) School feeding component – applicable to both PAA Africa and McGovern-Dole and (3) Institutional demand / productive support component – applicable for PAA Africa supported component only.

Table 2: Criteria and evaluation questions

Criteria	Evaluation Questions
Relevance/ Appropriateness	<p>General</p> <ul style="list-style-type: none"> ● Is the project’s strategy relevant to the beneficiaries’ needs, and were the adequate individuals targeted? ● Is the project aligned with national government’s education and school feeding policies and strategies, as well as other policies and strategies, such as the National Social Support Programme and the Malawi Growth and Development Strategy (MGDS II) and the National Education Sector Plan (NESP)? ● Does the project complement other donor-funded and FAO, WFP and other government initiatives?

	<ul style="list-style-type: none"> Was the intervention in line with WFP, FAO, USDA, GoB, DFID and United Nations Development Programme (UNDP) main goals and strategies in Malawi?
Effectiveness	<p>General</p> <ul style="list-style-type: none"> To what degree has (and has not) the project resulted in the expected results and outcomes? Have student literacy, attendance, retention, attentiveness, and student health improved? If yes, to what extent? Did assistance reach the right beneficiaries in the right quantity and quality at the right time? How many of the beneficiaries (schools and/or farmers) have received training as per project implementation plan? To what degree were targets in terms of schools and/or farmers met? <p><u>School-feeding component</u></p> <ul style="list-style-type: none"> Is the initiative in a position to regularly provide school meals to children in the beneficiary schools? Are such meals adequate, following any dietary guidelines and assuring food safety (handling and preparation, water availability, minimum infra-structure for school canteens, hygiene practices and related trainings)? Does the community actively participate in the school-feeding programme activities? How has PAA Africa's HGSF approach influenced the food basket diversity of school meals in beneficiary schools in Malawi? <p><u>Institutional demand / productive support component</u></p> <ul style="list-style-type: none"> Is the intervention in a position to reach male and female smallholder farmers and provide them with stable markets for their products? What is the percentage of the beneficiary schools' food purchases which were supplied by FOs? What is the percentage of food which was purchased through other channels? Were there any significant barriers for farmers' unions and smallholder farmers to participate in the programme? In particular: <ul style="list-style-type: none"> Was the payment mechanism effective? Was there any time delay in payments to beneficiary farmers? Why? Were the contractual mechanisms effective? Was there any legal barrier for the participation of targeted beneficiaries?
Efficiency	<p><u>School-feeding component</u></p> <ul style="list-style-type: none"> What were the costs of providing one meal per day under each project (per beneficiary)? How have school meals contributed to the enrolment and regular participation of students by project? How do the prices paid under the PAA Africa food procurement differ from market prices? How does the intervention's efficiency compare to other SMP or social protection programmes? <p><u>Institutional demand / productive support component</u></p> <ul style="list-style-type: none"> What were the annual costs of increasing the productivity of different crops and total production of farmers (USD needed to increase productivity by 1 ton/ha, total production by 1 ton)? How does the intervention's efficiency compare to institutional demand programmes and other agricultural interventions (e.g. input subsidy, extension programmes)?
Outcomes	<p>General</p> <ul style="list-style-type: none"> To what degree has the project made progress toward the results in the project-level framework? Have there been any unintended outcomes, either positive or negative? To what extent have the outcomes been achieved? What were the major factors influencing their achievement or non-achievement? <p><u>School feeding component</u></p> <ul style="list-style-type: none"> What are the outcomes on school participation, enrolment and educational performance? Are outcomes different for boys, girls and orphans? What are the effects on dietary diversification of PAA Africa's approach and how does school meals satisfaction and child nutrition compare in both projects? How has the programme improved the situation of the families of the participating school?

	<p>children? Have eating habits been changed at home?</p> <ul style="list-style-type: none"> • Have the PAA Africa schools improved their fund management capacity? <p><u>Institutional demand / productive support component</u></p> <ul style="list-style-type: none"> • How has the programme affected the socioeconomic situation, agricultural production and marketing capacity of the beneficiary farmers? • How has the programme affected the associative life in the beneficiary FOs? • Analysis of the prices received by farmers/farmers' unions for institutional purchases: Were the prices higher/similar/lower than market prices? Were prices linked to a higher required quality? Have farmers received a better market price outside the programme? Have this impacted their income? <p><u>Cross-cutting outcomes:</u></p> <ul style="list-style-type: none"> • Is the intervention in a position to strengthen/empower local institutions and facilitate the capacity development of local leaders? • To which extent has the project changed attitudes towards gender? Is the intervention in a position to empower girls/women? • To which extent has the programme contributed to the development/change of attitudes, values and norms in the participating districts, in particular in relation to gender? • Is the perceived social inclusion different among individuals participating in each project?
Sustainability	<p>General</p> <ul style="list-style-type: none"> • Have farmers and/or FOs built capacity in a sustainable way to participate in institutional and non-institutional markets even with a reduced external support in terms of training and inputs? • What progress has the government made toward developing a nationally owned SMP and what remains to be addressed? • Is the program sustainable in the following areas: strategy for sustainability; sound policy alignment; stable funding and budgeting; quality program design; institutional arrangements; local production and sourcing; partnership and coordination; community participation and ownership? <ul style="list-style-type: none"> ○ Will PAA Africa schools continue buying from local smallholder farmers after the end of the initiative? ○ Will the agricultural improvements related to PAA Africa be sustained, even after the end of programme activities? ○ Will it be possible to sustain possible socioeconomic improvements due to the social protection function of PAA Africa?
Governance	<p>General</p> <ul style="list-style-type: none"> • To which extent has the programme addressed lessons learned from the midterm evaluation findings and recommendations? Is there potential for improvement and in which respect? • Has the WFP and FAO partnership strategy for PAA Africa been appropriate and effective? What are the current limitations of the partnership? If there are, how could a better partnership arrangement/coordination be achieved? • Has the involvement of the Government of Malawi been appropriate and effective? Is there potential for improvement and in which respect? • What civil society organizations have participated and in which levels they are engaged on the project?
General	<ul style="list-style-type: none"> • What are lessons learned from the project? • How can WFP and FAO improve future programming, in the context of these lessons learned?

4.3 Data Availability

31. The evaluation team can draw on data from the Education Management and Information System (EMIS) and the District Education Management and Information System (DEMIS) of the Malawian Ministry of Education, Science and Technology. EMIS includes information on a whole range of educational indicators, such as enrolment and drop-out rates, gender composition, and repetition rates⁸.

⁸The following background document by the MoEST provides more details on the system: <http://www.equip123.net/docs/e2-MalawiEducationStatistics2004.pdf>

In 2014, EMIS and DEMIS have covered 98.5% of all Malawian primary schools, implying a high probability that the system is also present in the PAA Africa and USDA McGovern-Dole beneficiary schools and a sufficiently large sample of non-beneficiary schools⁹. Collecting, evaluating and correcting the raw data from EMIS will be a crucial task of the outcome evaluation. If EMIS is not properly implemented or absent in the intervention schools, the evaluation team will suggest alternative ways to collect indicators relating to the programme's educational outcomes and agree on alternative data sources together with the evaluation committee (WFP, FAO, and IPC-IG).

32. As for the agricultural indicators of the PAA Africa components, the evaluation can draw on baseline data documenting the situation of smallholder farmers in intervention areas, which had been collected in 2012 and 2013. In addition, monitoring systems have been put in place during the pilot stage in order to collect quantitative data for the project's logical framework indicators. Both WFP and FAO, as well as implementing partners, gather information on the activities related to food procurement, technical assistance and HGSP. Data sources include reports on field visits to project sites, implementing partners' reports, school records, FAO and WFP procurement records and expenditure reports. In March 2016 the PAA Africa programme organized a monitoring mission to Malawi in order to systematise data on Phase 2 and conduct a series of interviews with key stakeholders involved in project implementation, including beneficiary groups such as FOs and school committees. PAA Malawi Phase 2 Monitoring Report (2014- 2016) summarizes this information.
33. Concerning the quality of data and information, the evaluation team should:
- 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;
 - 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. In order to answer these research questions, the evaluation team shall evaluate both the **process of implementation's outputs**, and the **outcomes of the intervention**. In addition, an **impact evaluation** shall be assessed upon data availability for the McGovern-Dole project.
35. A **process evaluation** will assess the implementation of the school meals activity by both USDA McGovern-Dole and PAA Africa projects in Malawi through the analysis of indicators, review of programme documents, monitoring reports, case studies as well as interviews and FGDs with key informants among the different layers of stakeholders. The FGDs will be organized among farmers, school staff, parents and government officials to clarify details of the implementation as well as to get a better understanding of the challenges faced by the programme and how corrective mechanisms were adopted (or not) and why. They shall also inquire about the perception of participants' regarding their roles in the SMP, which may provide comparative data between both projects.
36. An **outcome analysis** will assess both projects performance as well as the perceived impacts or effects of the programmes among key stakeholders.
37. In order to measure the effectiveness, efficiency, and outcomes of both projects in Malawi, the evaluation shall collect qualitative and quantitative data in both intervention schools/districts and non- intervention areas. As previously mentioned, all PAA Africa beneficiaries will be assessed, while a sample will be drawn from USDA McGovern-Dole beneficiaries. Collecting data from non-intervention areas is crucial in order to construct a counterfactual, against which the outcomes of the programme can be compared. This approach will help to disentangle changes, which can be attributed to the projects, from changes that have occurred due to external factors.
38. Collecting data from non-intervention areas is also crucial for the process evaluation. Indicators on the effectiveness and efficiency need to be compared to other contexts in order to investigate on the programme's improvement against the status quo and its relative performance as compared to other interventions (both qualitative and quantitative data collections are expected). The evaluation team shall

⁹ See <http://www.fhi360.org/sites/default/files/media/documents/EQUIP2%20LL%20EMIS%20AAR.pdf>

propose a strategy to assess comparable non-intervention areas, to be reviewed for acceptance by WFP, FAO and IPC-IG.

39. The **process evaluation** will draw on both the analysis of quantitative indicators and on qualitative methods. While quantitative results provide progress as per logical framework indicators, the qualitative methods will complement and provide explanation to the quantitative results as well as assessing the evaluation questions. The evaluation team shall develop a list of indicators which are going to be collected in order to answer the research questions listed in section 2.1. The list of indicators will be an important part of the evaluation plan (deliverable 1) and need to be approved by FAO/WFP before the beginning of the field work.

40. Moreover, the process evaluation will draw on FGDs with the following stakeholders:

- Parents of school children who are involved in the food preparation
- Teachers
- Farmers who are members of the beneficiary farmer organizations
- Members of the beneficiary school's Food Procurement Committee, School Garden Committee, School Feeding Committee and Financial Management Committee

Lastly, key informant interviews shall be conducted with:

- School directors
- Heads of the school-level Food Procurement Committees (if a different person than the school director is responsible)
- Heads of the School Feeding Committees
- Heads of FOs
- FAO staff responsible for the training activities
- Heads of the School Garden Committees
- Ministry of Education officials involved in the coordination of the project
- Officials from the Ministry of Agriculture, Irrigation and Water Development involved in the implementation of the project
- Representatives of the District Councils (responsible for transferring funds for the procurement of food to the schools)
- WFP and FAO staff who are involved in the management of the project at both headquarter and country office level
- IPC-IG staff involved in the monitoring of PAA Africa

41. The **outcome evaluation** shall be based on the analysis of quantitative indicators, as well as on qualitative methods.

42. Difference-in-Difference Analysis of educational indicators

In order to answer the research questions relating to the educational outcomes of the programme, the evaluation team will conduct a difference-in-difference (DiD) analysis, comparing changes in educational indicators in beneficiary schools, with changes in similar schools that have not benefited from the programme. It is expected that this DiD analysis can be based on data from the EMIS of the Malawian Ministry of Education, Science and Technology. If EMIS is not properly implemented or absent in the intervention schools, the evaluation team will propose alternative measures to collect indicators relating to the programme's educational outcomes.

43. Before-and-After comparisons of agricultural indicators

It is expected that the evaluation can draw on baseline data documenting the situation of smallholder farmers in intervention areas, which had been collected in 2012 and 2013.

44. The evaluation team shall collect similar data describing the current situation of these farmers. A before-and-after comparison of the data shall give a sense of how the situation among smallholder farmers has changed during the PAA Africa intervention.

45. Qualitative Evaluation on the perceived outcomes

The qualitative part of the outcome evaluation shall draw on FGDs with key stakeholders (beneficiary farmers, non-beneficiary farmers beneficiary school children, non-beneficiary school children, parents of the children, teachers), as well as on key informant interviews with persons involved in the management of the project (school directors, heads of farmer organizations, etc.).

46. FGDs shall be conducted with the following stakeholders:

- Pupils, 2nd grade (possibly for boys and girls separately in order to capture possible gender- specific impacts)
- Pupils, 6th grade (possibly for boys and girls separately in order to capture possible gender- specific impacts)
- Mothers of school children
- Fathers of school children
- Teachers
- Local community leaders
- Farmers who are a member of the beneficiaryFOs
- Female farmers who area member of the beneficiaryFOs
- Farmers who are not members of the beneficiaryFOs
- Female Farmers who are not members of the beneficiaryFOs
- Inhabitants of the intervention communities who do not directly benefit from the programme

47. Key informant interviews shall be conducted with the following actors:

- School directors
- Managers of the food procurement at school level / Heads of the school-level Food Procurement Committees (if a different person than the school director is responsible)
- Heads of the school-level School Feeding Committees
- Heads of farmer organizations
- FAO staff responsible for the training activities at school gardens / Heads of the School Garden Committees
- WFP staff
- Ministry of Education officials involved in the coordination of the project
- Officials from the Ministry of Agriculture, Irrigation and Water Development involved in the implementation of the project
- NGO partner staff (CRECOM, We Effect, AECD)
- Representatives of the District Councils (responsible for transferring funds for the procurement of food to the schools).

48. It would be of great interest for the stakeholders' future SMP plans to include a comparative dimension of PAA Africa and the USDA McGovern-Dole projects across several areas, such as:

- Their cost effectiveness;
- Nutritional diversity of meals provided;
- Satisfaction of beneficiaries' role played in the programmes;
- General satisfaction of beneficiaries with the programmes;
- Child's nutrition and school performance outcomes,
- HGSF model's cost effectiveness;
- Local FOs productivity.

49. In this regard, the evaluation team shall develop a proposal of areas where a comparison is both feasible and relevant within the inception report, as a basis for discussion with FAO, WFP and IPC-IG.

50. In the case of the PAA Africa, FGDs and key informant interviews are to be conducted in each of the 10 intervention schools in Phalombe and Mangochi districts, which have been part of the pilot phase. Moreover, FGDs with the same stakeholders shall also be conducted in 10 comparable non-intervention schools so that the evaluation can benchmark the statements from the FDGs in intervention areas with those in non-intervention areas. For the case of the USDA McGovern-Dole project, a sample from all intervention schools will be drawn to conduct in which the FGDs and key informant interviews will take place. A similar sample should be drawn of non-intervention schools to conduct FGDs in non- intervention areas.
51. The evaluation team shall develop a catalogue of questions to be posed during the different FGDs and key informant interviews in the evaluation plan, which should also be approved by FAO/WFP before the beginning of the fieldwork.
52. **[Endline survey details:** desired sample size, questions included in endline survey, responsibility for the data collection (external company or internalized by WFP), budget for the data collection, expectations for the evaluation team of how they should use the collected data.]
53. Cultural Sensitivity of the Evaluation: The evaluation shall address cultural sensitivities to the greatest possible extent. In particular, during the FGDs and data collection in the field, the evaluation shall draw on local personnel speaking Chichewa and being familiar with local traditions and particularities.
54. The methodology will be refined by the evaluation team during the inception phase. It should:
- Employ the relevant evaluation criteria above;
 - 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.
55. The following mechanisms for independence and impartiality will be employed: the multi-stakeholder character of Evaluation Committee shall be established in order to oversee the implementation of the evaluation and guarantee its impartiality. This committee will be composed of representatives of WFP, FAO and the IPC-IG.
56. The following potential risks to the methodology have been identified: A limited availability of quantitative data might pose a risk to the envisaged semi-experimental evaluation component described above (difference-in-difference estimation). In case the proposed evaluation methodology is not considered feasible by the evaluating team, it shall provide a suggestion for an alternative methodology to the evaluation committee (FAO, WFP, and IPC-IG). The evaluating institution and the evaluation committee shall collaboratively decide how to proceed.

4.5 Quality Assurance

57. 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.
58. 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 Step by Step Process Guide](#) and for conducting a rigorous quality control of the evaluation products ahead of their finalization.

59. 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.
60. In addition, to enhance the quality and credibility of this evaluation, an external reviewer directly managed by WFP's Office of Evaluation in Headquarter will provide:
- a. systematic feedback on the quality of the draft inception and evaluation reports; and
 - b. recommendations on how to improve the quality of the evaluation.
61. This quality assurance process 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.
62. 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.
63. Corresponding to the multi-stakeholder Committee shall be established in order to oversee the implementation of the evaluation and assure its quality. This committee will be composed of representatives of WFP, FAO and IPC-IG.
64. IPC-IG and FAO are responsible for quality assurance of the evaluation activities related to PAA Africa exclusively.

5 Phases and Deliverables

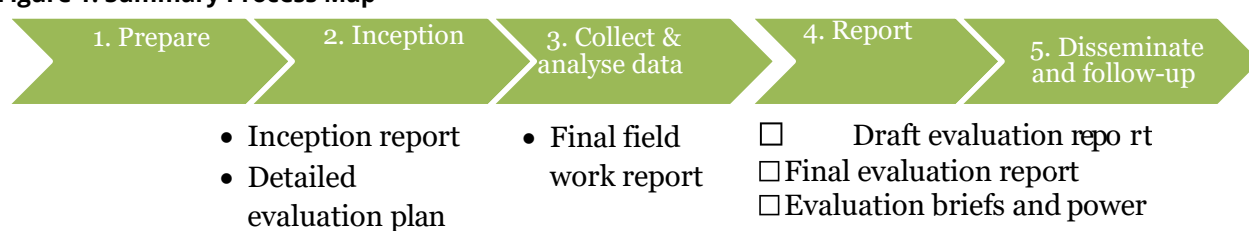
65. The evaluation will proceed through the following phases:
- a. **Desk Review and elaboration of an inception report comprising an evaluation plan (2 weeks):** Review of relevant Programme documents, reports on data availability, the local context, and the evaluation methodology. Elaboration of an inception report and detailed evaluation plan. During this inception phase, weekly calls shall be planned with IPC-IG and the evaluation team. These calls shall provide an opportunity for IPC-IG to transfer its knowledge on the project to the evaluating team and to provide guidance and advice on the development of the evaluation plan. The inception report must be reviewed by the OEV for quality check.
 - b. **Discussion of the evaluation plan with the WFP, FAO and IPC-IG.** Incorporation of adjustments if needed (1 week)
 - c. **Field work (3 weeks for qualitative data of both PAA Africa and McGovern-Dole, 2 months for endline survey for McGovern-Dole)**
Collection of the quantitative and qualitative data foreseen in the evaluation plan. In case that parts of the data cannot be collected as foreseen in the evaluation report, the evaluation team shall report back to FAO, WFP and IPC-IG in order to discuss possible alternatives/solutions.
 - d. **Debriefing session (1 week)** an initial impression of the of the evaluation team's findings to be presented to the ERG, and to WFP and FAO representatives.
 - e. **Elaboration of a draft evaluation report (4 weeks):** WFP, FAO and IPC-IG shall review the first draft evaluation report to ensure that the evaluation meets the required quality criteria and planned objectives. Further drafts will be reviewed by IPC-IG to provide technical support and quality assurance.
 - f. **Discussion of the draft evaluation report with evaluation committee. (2 weeks)**
 - g. **Elaboration of the final evaluation report and evaluation brief. (2 weeks)**
 - h. **Elaboration of an impact evaluation of the McGovern-Dole project (4 weeks).**
66. The deliverables and deadlines for each phase are as follows:
1. **Inception Report** (2 weeks after the start of the evaluation activities): Based on the desk review, an inception report shall be prepared, detailing the evaluators' understanding of what is being evaluated and why, showing how each evaluation question will be answered by way of: proposed methods, suggested sources of data and data collection procedures. The report should include a proposed schedule of tasks, activities and deliverables, designating a team member with the lead responsibility for each task or product. Moreover, it shall include a list of indicators

that the evaluation team aims at collecting during the fieldwork and a list of questions to be posed for each of the FDGs and key informant interviews.

The inception report provides the evaluation committee and the evaluating institution with an opportunity to verify that they share the same understanding about the evaluation and clarify any misinterpretation at the beginning. Upon approval of the inception report, the evaluating institution can start the data collection in the field.

2. **Final fieldwork report** (1 week after the end of the fieldwork): The final field work report shall describe the data collection process in detail. In particular, it shall provide a list of all indicators which have been collected , and also include information on the FDGs and key informant interviews (time and date, number of participants, unforeseen circumstances, an appendix with summaries of all FDGs and interviews)
3. **Debrief session** (1 week after the end of the fieldwork): After the fieldwork, the evaluation team shall present initial findings and impression from the fieldwork. The results shall be presented to the ERG and other WFP and FAO members for initial inputs.
4. **Draft Evaluation Report** (4 weeks after the end of the fieldwork): The evaluation report shall answer the evaluation questions listed in this ToR. Moreover, the report shall include a detailed description of each programme in Malawi, a description and justification of the adopted evaluation methodology, and a detailed presentation and discussion of the evaluation results.
5. **Final Evaluation Report** (8 weeks after the end of the fieldwork)
6. **Evaluation Brief** (8 weeks after the end of the fieldwork)
7. **Power Point Presentation on the Evaluation Results** (8 weeks after the end of the fieldwork)
8. **Impact Evaluation Report for McGovern-Dole project** (4 weeks after the end of the endline survey fieldwork)

Figure 1: Summary Process Map



6 Organization of the Evaluation

6.1 Evaluation Conduct

67. The evaluation team will conduct the evaluation under the direction of its team leader and in close communication with the evaluation committee (FAO, WFP, and IPC-IG) and the evaluation manager. The team will be hired following agreement with WFP, FAO and IPC-IG on its composition.
68. 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.
69. The evaluation shall respect the evaluation schedule in annex 3. Changes to the timeline are subject to the consent of WFP, FAO and IPC-IG.

6.2 Team composition and competencies

70. The evaluation team is expected to include 4 members, including a team leader, an evaluation expert and an evaluation assistant. 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.

71. The team will be multi-disciplinary and include members who together include an appropriate balance of expertise and practical knowledge in the following areas:
- Agriculture (particularly in the evaluation of policies/programme/projects with a view to support smallholder farmers)
 - Education (particularly in the evaluation of home-grown school feeding policies/programmes – including procurement processes)
 - Food security and nutrition
 - Economics
 - Gender expertise / good knowledge of gender issues
 - All team members should have strong analytical and communication skills, and evaluation experience
 - At least one team member should speak at least one of the local languages from where the field work will take place
72. The evaluation shall address cultural sensitivities to the greatest possible extent. In particular, during the FGDs and data collection in the field, the evaluation shall draw on Malawian personnel speaking Chichewa and being familiar with local traditions and particularities.
73. 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 presentation skills.
74. 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.
75. The other team members, namely, the evaluation expert and the evaluation assistant will bring together a complementary combination of the technical expertise as per paragraph 68 and have a track record of written work on similar assignments.
76. Team members will: i) contribute to the methodology in their area of expertise based on a document review; ii) conduct field work; iii) participate in team meetings and meetings with stakeholders; iv) contribute to the drafting and revision of the evaluation products in their technical area(s).

6.2 Security Considerations

77. **Security clearance** where required is to be obtained from UN Department of Safety & Security (UNDSS) in Lilongwe.
- 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 UNDSS system for UN personnel.
 - Consultants hired independently are covered by the 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.²⁹
78. 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

79. The WFP CO Malawi in collaboration with FAO
- a-** The WFP HQ / PAA coordination unit and Malawi WFP CO will share responsibility to:
- Assign an Evaluation Manager for the evaluation.

- 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
- Organize and participate in two separate debriefings, one internal and one with external stakeholders
- Oversee dissemination and follow-up processes, including the preparation of a Management Response to the evaluation recommendations

b- Evaluation Manager:

- Manages the evaluation process through all phases including liaising with IPC-IG who was responsible to draft this ToR and with FAO PAA Africa/Coordination Unit and FAO OED in the case of the evaluation of PAA Africa;
- Ensure quality assurance mechanisms are operational;
- Consolidate and share comments from evaluation committee on draft ToR, inception and evaluation reports with the evaluation team;
- Ensures expected use of quality assurance mechanisms;
- Ensure that the evaluation team has access to all documentation and information necessary to the evaluation; facilitate the team's contacts with local stakeholders; set up meetings, field visits; provide all logistic support during the fieldwork; including to evaluate FAO's implemented activities; and arrange for interpretation, if required.
- Organize security briefings for the evaluation team and provide any materials as required

c- An internal Evaluation Committee has been formed as part of ensuring the independence and impartiality of the evaluation composed of PAA/FAO, PAA/WFP and IPC- IG. Refer to annex 4 where a complete list of members is available.

80. **An ERG** has been formed, as appropriate, with representation from the key internal stakeholders (WFP/FAO: Office of Evaluation/HQ, RB M&E advisor/School Meals Programme advisor, two programme officers or M&E officers in the COs (one in FAO and one in WFP), an independent and external national expert of rural development or nutrition and food security policy; FAO Office of Evaluation/HQ and external stakeholders (a representative of the GoB, a representative of DFID/Brazil, two representatives of the Government of Malawi, one from the Ministry of Education and one from the Ministry of Agriculture and a representative of the African Union) for the evaluation. For details please refer to annex 4 where a complete list of members is available. The ERG will review the evaluation products as further safeguard against bias and influence.

81. **The RB** management will take responsibility to:

- Assign a focal point for the evaluation. The Monitoring and Evaluation (M&E) Advisor at the Regional Bureau in Johannesburg (RBJ) will be the focal point for this evaluation
- Participate in discussions with the evaluation team on the evaluation design and on the evaluation subject as relevant.
- Provide comments on the draft ToR, Inception and Evaluation reports
- Support the Management Response to the evaluation and track the implementation of the recommendations.

82. **Relevant WFP-FAO HQ divisions** will take responsibility to:

- Discuss WFP and FAO strategies, policies or systems in their area of responsibility and subject of evaluation.
- Comment on the evaluation ToR and draft report.

83. **The Offices of Evaluation (OEV & OED)**. OEV and OED will advise the Evaluation Manager and provide support to the evaluation process where appropriate. It is responsible to provide access to independent quality support mechanisms reviewing draft inception and evaluation reports from an evaluation perspective. It shall also ensure a help desk function upon request from the Regional Bureaus.

84. **Other stakeholders:** The FAO will co-supervise the evaluation given its role as a partner on equal footing.

8 Communication and budget

8.1 Communication

85. 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. In particular, the evaluating institution shall provide bi-weekly email updates to the evaluation committee in order to inform about the state of the evaluation. Emails and inquiries from evaluation committee members shall be answered as soon as possible, with a maximum delay of three working days.

86. 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 concerning PAA Africa, the report will possibly be translated into French, Portuguese and other languages as the PAA Africa coordination deems appropriate.

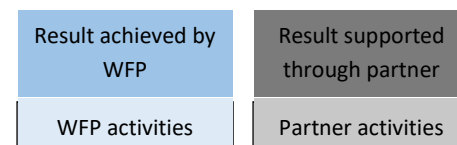
8.2 Budget

87. **Budget:** For the purpose of this evaluation, the budget will be based on:

- The hire of individual consultants through Human Resources (HR) action, in which case budget will be determined by "HR regulations on consultancy rates".

Annex 2: Results Framework - USDA McGovern-Dole SMP

Key

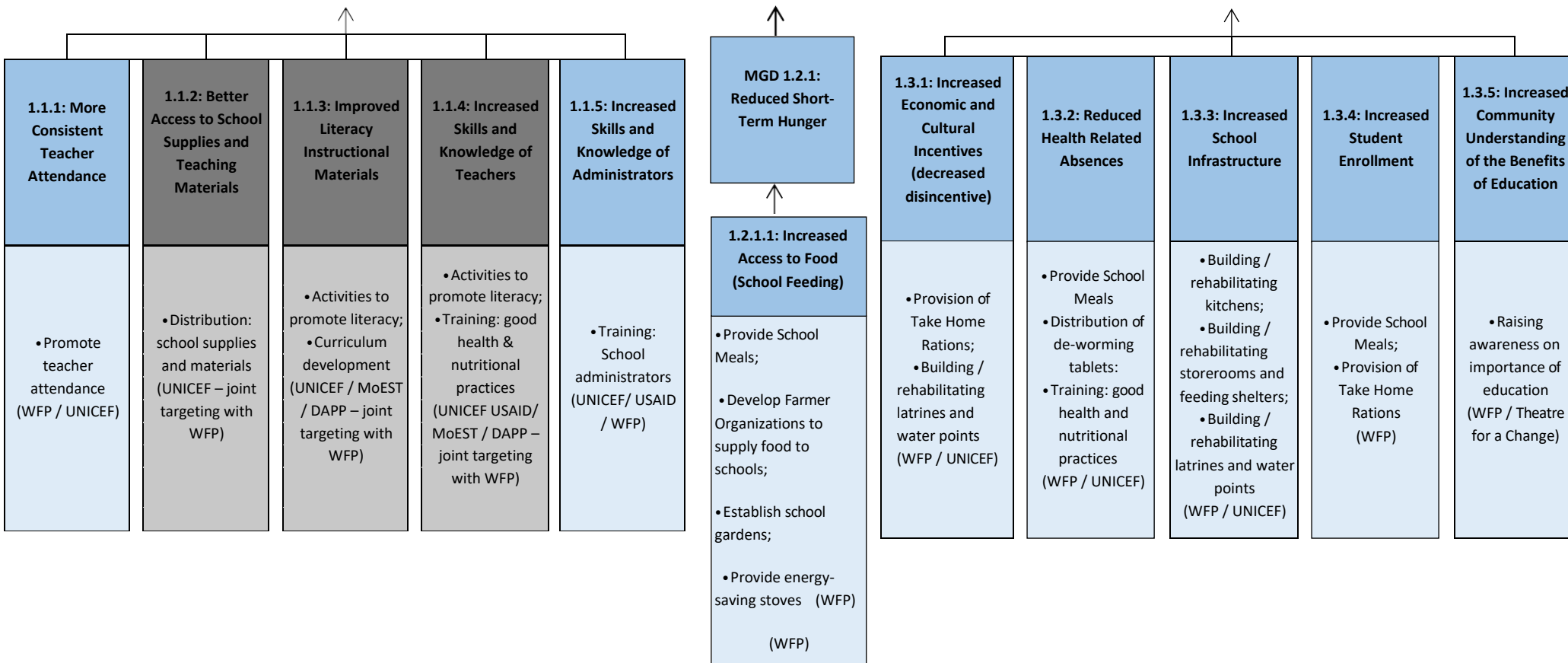


MGD SO1: Improved Literacy of School Aged Children

MGD 1.1: Improved Quality of Literacy Instruction

MGD 1.2: Improved Attentiveness

MGD 1.3: Improved Student Attendance



For Foundational Results, please see below

MGD 1.4.1: Increased Capacity of Government Institutions (including schools)

Capacity-building: local, regional and national (WFP)

Develop partnerships with Farmer Organizations to supply food to schools (WFP)

Curriculum development (UNICEF/DAPP)

Distribution: school supplies and materials (UNICEF/World Vision)

Building / rehabilitating kitchens (WFP)

Building / rehabilitating storerooms and feeding shelters (WFP)

Building / rehabilitating latrines and water points (UNICEF)

Training: School administrators (WFP / UNICEF / USAID)

MGD 1.4.2/ 2.7.2: Improved Policy and Regulatory Framework

Capacity-building: local, regional and national (WFP)

MGD 1.4.3: Increased Government Support

Capacity-building: local, regional and national (WFP)

MGD 1.4.4: Increased Engagement of Local Organizations and Community Groups

Develop partnerships with Farmer Organizations to supply food to schools (WFP)

Raising awareness on importance of education (WFP/Theatre for a Change)

MGD SO2: Increased Use of Health and Dietary Practices

Result achieved by WFP

Result supported through partner

WFP activities

Partner activities

MGD 2.1: Increased

MGD 2.2: Increased

MGD 2.3:

MGD 2.4: Increased

MGD 2.5: Increased

MGD 2.6: Increased Access

For Foundational Results, please see below

SO2 Foundational Results

**MGD 2.7.1: Increased
Capacity of Government
Institutions**

Capacity-building: local, regional and
national (WFP / UNICEF / GIZ / DAPP
/ World Vision)

**MGD 2.7.2: Improved
Policy and Regulatory
Framework**

Capacity-building: local, regional and
national (WFP / UNICEF / GIZ /
MoEST)

Annex 3: Logical Framework – PAA Africa SMP

Design	Indicator	Means of verification	Assumptions
Goal			Risks and assumptions
1. The Government of Malawi has a viable school meals sustaining model which can be replicated at national scale.	1.1 Guidance for the replication of the HGSF containing methodology (specifically on local food procurement modalities), lessons learnt from the support project phase and implementation plan for replication of the model, elaborated in collaboration with stakeholders, mainly Government of Malawi.	Document: guidance for the replica/scale up of the HGSF model.	The targeted schools and farmer organizations in the support project are a representative average of the existing schools and farmer organizations in other areas of the country. No major events such as natural hazards affect the areas in which the support project is implemented during the implementation period, or if they occur, their effects are mitigated so as not to affect results of the support project Political commitment remains.
Outputs and activities			
Result	Indicator	Data source	Risks and assumptions
Outcome 1.1. Community aware of local production, food and nutrition and how these can be applied at public policy level (through institutional local food procurement for school feeding), community level, school and household level.	1.1.1 Lessons learnt identified by community members at the end of the support project phase, to support the construction of the replicable model. 1.1.2. Average percentage of farmers' increased earning reinvested in the community. Target at least 56% (as per average data of last of CFSVA 2010). 1.1.3. Number of local initiatives carried	- Case studies elaborated during the life of the support project - Lessons learnt workshops to be carried out at community level as part of the final evaluation of the support project - Household survey – farmers' part. - Monitoring data	No major political or social events disrupt the internal dynamic of the community during the implementation of the support project. Community and/or implementing partners identify additional resources to support the schools/farmer organizations
	out to support the schools. Target at least 1, as per support project plan. 1.1.4. Number of school gardens in place and supported by the community. 1.1.5 Lessons learnt identified by community members about the potentiality of the different levels (government, community and households) to leverage the local production linked to food and nutrition (school feeding) as a replicable and human rights based model.		during the implementation period.
Output 1.1.1. Community members actively participate in the support project by collaborating in the school management committee or volunteer activities related to HGSM	1.1.1.1 Number of people participating in the school management committee or volunteering in HGSM related activities as percentage of increase related to the baseline. Targeted at least an increase of 50% respect the latest number or estimation available	- Case studies elaborated during the life of the support project - School activities records or parallel project (such as FFA) records	
Output 1.1.2. Smallholder farmers enrol in farmer organizations thanks to the HGSM market opportunity.	1.1.2.1 Number of farmers – disaggregated by gender and age – registered in farmer organization at the end of the implementation period of the support project as a percentage of the number registered at the beginning. Target to be set specifically per each farmer organization in collaboration with support side partner.	- Farmer organizations baseline and data collection over the period.	

Activities Sensitization with community members – parents and farmers Lectures and practical activities with school students Reception of contributions from the community to the school and communal works such as cooking, committees and school garden work Sensitization meetings within the community and dissemination of information of market opportunities.			
Outcome 1.2. Purchasing modalities of school meals programme have been adapted to suit school capacities and local procurement constraints.	1.2.1. At least two local procurement models – similar to direct purchase and soft tender- tested in school are included in the model documentation	-Records of procurement processes -Document: guidance for the replica/scale up of the HGSF model	Community involvement is the adequate mechanism to ensure transparency and accountability at local level.
Output 1.2.1. Schools committees have built on their fund management capacity and are able to carry out purchase in local market and negotiations with farmer organizations or others, including pipeline management.	1.2.1.1. Number of procurement processes of each type carried out by the schools, including quantity and value purchased. 1.2.1.2. Number of pipeline breaks and subsequent adjustments occurred per schools year, per school, during the duration of the support project. Target: a maximum of two per schools	- Financial records of the schools and farmer organizations - Stock records of the schools	
Output 1.2.2. Farmer organizations have the capacity to produce, aggregate and prepare sale plans, including price calculation and negotiation with school feeding programme.	1.2.2.1. % of increase in quantities aggregated prior to the signature of contract by farmer organizations, per harvest, during the implementation period of the support project. 1.2.2.2. % of quantities effectively delivered as percentage of the contracted	- Financial records of the schools and farmer organizations - Contracts between schools and farmer organizations. - Stock records of the farmer	

	per contract per school, per farmer organization, during the implementation period of the support project, and reason for default, if an 1.2.2.3 Kind of agricultural techniques and new products adopted by farmer organization or individual farmers following agricultural extension linked to the school gardens.	organizations and the schools	
Activities: Joint training sessions with school committee members and farmer organization members, including contractual obligations, price determination, cost calculation, budgeting and funds management. Contract negotiation between schools and farmer organizations Aggregation and delivery of food products, including food quality and quantity control activities. Training of trainers for agriculture extension workers (NGO's staffs, public extension workers, leader farmers, staff of contracted farmer's organizations) in terms of diversification, production and productivity, post-harvest management, crop conditioning, and cultivation plan, giving emphasis to contracted food products.			
Outcome 1.3 Support access to education and human capital development in assisted schools through local procured food.*	1.3.1. Average annual rate of change in number of boys and girls enrolled in WFP-assisted primary and pre-primary schools. 1.3.2. Attendance rate in WFP primary and pre-primary schools by gender 1.3.3. Dropout rate for boys and girls in	Statistics from School Register, Ministry of Education	No major changes in MoEST policy in the long term affect negatively the school meals policy framework in country. Additional resources for the MoEST support structure are identified and allocated by the GoM.

	<p>WFP assisted primary schools by gender</p> <p>1.3.4. Pass rate for boys and girls in WFP assisted primary schools</p> <p>1.3.5. Ratio of boys and girls enrolled in WFP assisted pre-primary and primary schools</p>		
<p>Output 1.3.1. Wet feeding and the home rations provided to pupils in WFP assisted schools through local food purchases.</p>	<p>1.3.1.1 Number of boys and girls receiving food as % of planned in WFP assisted primary schools</p> <p>1.3.1.2. Percentage of food distributed vs. planned.</p> <p>1.3.1.3. Number of months of take home rations distributed per year.</p> <p>1.3.1.4 Number of WFP assisted primary schools</p>	<p>Monthly Output Reports/M & E database</p> <p>Sample survey, Ministry of Education Statistics (EMIS)</p>	
<p>Output 1.3.2. Training MoEST on monitoring and management of the school feeding programme provided</p>	<p>1.3.2.1. Number of MoEST staff trained in project management (i.e. food management in terms of quantity and quality, beneficiary targeting etc).</p> <p>1.3.2.2. Percentage of reports submitted on time by district education managers as a percentage of planned.</p>	<p>Monthly Output Reports /M & E database</p> <p>Sample survey, Ministry of Education Statistics (EMIS), ECD annual reports</p>	
<p>Activities</p> <p>Storing and handling of food at school level, including produce from school garden.</p>			

<p>Provision of NFIs for food preparation and consumption.</p> <p>Water management at school level</p> <p>Training with MoEST, community and school staff in record keeping and management.</p>			
<p>Outcome 1.4. Increased revenue of smallholder farmers from the sales to HGSM programme**</p>	<p>1.4.1. % of increased income from agricultural sales – directly or indirectly attributable to HGSM – as change from the data at the beginning of the implementation</p>	<p>- Farmer organizations records</p> <p>-Household survey</p>	<p>No major events in the regional/international market of cereals affect local prices or integration of markets in the regions of the support project.</p>
<p>Output 1.4.1. Farmers have individually and collectively increased the quantity of product sold to HGSM or others</p>	<p>1.4.1.1. Increased quantity of food sold to HGSM or others as percentage of the baseline data. Target to be defined after collection of baseline data.</p>	<p>- Farmer organizations records</p> <p>-Household survey</p>	
<p>Output 1.4.2. Farmers have individually and collectively received better prices of their food products following improvement in quality /added value</p>	<p>1.4.2.1. Increase in the prices – related to the market – on the food sold to HGSM. Target to be defined after collection of baseline data.</p>	<p>- Farmer organizations records</p> <p>-Household survey</p>	
<p>Output 1.4.3. Farmers have increased and diversified their production, reduced the post-harvest losses and improved their stock management</p>	<p>1.4.3.1. Adoption of adequate agricultural practices, modification of existing practices or adoption of new products by farmer organizations.</p> <p>1.4.3.2. Decrease in the post-harvest losses as percentage of total yield compared to the baseline data. Target to be defined after collection of baseline data.</p>	<p>- Farmer organizations records</p> <p>-Household survey</p>	
<p>Activities:</p> <p>Training and facilitation sessions with farmer organizations through school garden and farmers' fields.</p>			

Annex 4: Education donors in Malawi

Malawi has been receiving aid from the following international donor countries and development agencies in education.

Donor Support to education sector (Malawi)		
	Country/Agencies	Type of Education Assistance
1	WFP	School Meals Programme
2	Britain (DfID)	School Meals Programme, Community Mobilization and Governance, construction
3	USA (USAID among others)	Early Grade Reading Activity (EGRA), School Meals Programme
4	Federal Republic of Germany (GIZ among others)	School Meals Programme, Basic Education (Teacher Education)
5	Government of Brazil	School Meals Programme
6	Government of Japan (JICA)	Secondary school construction and Strengthening Mathematics and Science Secondary Education (SMASSE)
7	World bank (as executing entity for Global Partnership in Education(GPE))	Basic Education, Malawi education Sector Improvement Programme(MESIP)
8	European Union	Secondary Education, Improving Secondary Education in Malawi (ISEM)
9	Arab Development Bank , Arab Bank for Economic Development in Africa (BADEA)	Teacher Education (Basic)
10	UNICEF	WASH, Governance, Girls Education, Quality - Basic Education,construction
11	UNFPA	Girls Education, Sexual and Reproductive health
12	FAO	School Feeding Programme

Source: Ministry of Education, Science and Technology 2016 SHN Draft Policy

Annex 5: Key additional education, equity and budgetary and expenditure data for Malawi (2012-2016)

Table 1: Enrolment trends by year and proprietorship					
Year	2012	2013	2014	2015	2015
Public	4,154,427	4,441,907	4,603,941	4,724,186	4,813,883
Private	34,250	55,634	66,338	80,008	87,126
Total	4,188,677	4,497,541	4,670,279	4,804,194	4,901,009

Source: Ministry of Education, Science and Technology 2016 Education Statistical Bulletin

Table 2: Summary of Primary Education Statistical Indicators			
	Access Indicator	2014/15	2015/16
1	Total primary School Enrolment	4,804,194	4,901,009
2	Boys	2,398,605	2,439,605
3	Girls	2,405,589	2,461,404
4	New Entrants into Primary (standard 1)	776,631	737,107
5	Boys	380,967	372,534
6	Girls	395,664	364,573
7	Gross Intake rate Primary	211	203
8	Boys	210	204
9	Girls	212	204
10	Net Intake rate Primary	95	87
11	Boys	91	85
12	Girls	100	88
13	Gross enrollment rate Primary	133	131
14	Boys	134	131
15	Girls	132	131
16	Net enrollment rate Primary	102	97.9
17	Boys	101	97
18	Girls	103	98.9
19	Total Number of Primary schools	5,738	5,864
20	Public	5,415	5,470
21	Private	323	394
22	Total Teacher Training College (TTC) Enrollment Initial Primary Teacher Education(IPTE)	10,194	7,373
23	Males	4,304	3,402
24	Females	5,890	3,971
Quality Indicators			
1	Pupil to Teacher Ratio- Primary	67	74.3
2	Pupil to Qualified Teacher Ratio- Primary	75	79.5
3	Pupil to permanent classroom ratio- Primary	109	116
4	Primary Completion Rate	51	50.9
5	Boys	56	54.9
6	Girls	47	47
Efficiency Indicators			
1	Drop-out proportion	3.8	3.9
2	Boys	3.6	3.8

3	Girls	4.0	4.0
4	Transition rate to secondary	36	35
5	Boys	35	33.5
6	Girls	37	36.4
7	Repetition rate- Primary	21.9	23.4
8	Boys	22.4	24.1
9	Girls	21.3	22.7
Equity Indicator			
1	Gender Parity Index (GPI) Ratio of boys to girls for primary enrolment	1.002	1.01
2	Percentage of Special Needs Education(SNE) students (Primary)	2.4	2.4
Budgetary and Expenditure Indicators			
1	Education Budget as a percentage of National Budget	23	29
2	Primary Education Budget as a percentage of total education budget	49	52

Source: Ministry of Education, Science and Technology 2016 Education Statistical Bulletin

Annex 6: Recommendations from the previous McGovern-Dole SMP evaluations and from PAA monitoring reports

Recommendations of the MTR of the McGD project (March 15, 2015)

- Government to finalize, launch and implement the National School Health and Nutrition (SHN) policy; and dedicate a budget line for SMP in the national budget and ring force the school meals budget for sustainability of the programme.
- WFP to continue building the capacity of government and other key stakeholders at all levels to ensure effective management of the school meals programme and increased ownership of the programme by the government and communities
- WFP, MoEST should continue creating awareness among community members about the importance of education including the SMP.
- WFP should continue working collaboratively with MoEST in order to explore how the Education Management Information System (EMIS) can effectively capture data on the SMP as currently this data is not captured.
- Strengthen linkages with the Ministry of Agriculture for support to Farmer Organizations for adequate supply of diversified commodities to the schools for HGFS and with Ministry of Health for health interventions such as de-worming and Ministry of Forestry energy for establishment of woodlots and other energy serving technologies.
- WFP to continue fundraising efforts through advocacy for continued investment (government budget allocation) and more donor support for effective program delivery and smooth transition to more government ownership.

Recommendations of the PAA Africa Malawi – Phase II Midterm monitoring report draft

- Negotiations between schools and farmers should be monitored regularly in order to ensure fairness in the process. In light of the current food price crisis in Malawi it is important for the PAA to consider strategies to protect schools from price increases such as buying non-perishable items in bulk and making purchases immediately after harvest.
- Strengthen the role of government in project implementation and oversight.
- A specific PAA forum could expand opportunities for government to become involved in decision- making regarding the project strengthening national ownership.
- It would be beneficial for PAA to find strategies to simplify this process, as well as strengthen the capacity of stakeholders to manage resources and produce financial reports.
- There is an issue with double counting of beneficiary farmers in some of the data collected, which should be avoided in future so the monitoring is able to provide exact figures on production support activities.
- It is important for PAA Malawi to evaluate the role of civil society in the project in order to ensure that farmers and communities have a voice in deliberation spaces involving PAA.

Recommendations of the PAA Africa Phase II Final Monitoring and Narrative Report December 2016

- PAA Africa procurement processes should be further adapted in order to cater for smallholder farmers' needs and capacities
- Delays in the transfer of school feeding resources could also be addressed by providing additional support to schools and districts governments in financial management and reporting
- PAA Africa production support activities must be strengthened so as to promote not only increases in productive capacity but also help farmers comply with institutional food quality and safety requirements.
- PAA should examine the specific issues facing women farmers and develop strategies that meet their needs. In addition the project could establish targets for gender inclusion at the project level.
- The project must strengthen civil society participation in decision -making processes

Annex 7: Evaluation matrix

EVALUATION OF SCHOOL MEALS PROGRAMME IN MALAWI WITH SUPPORT FROM McGOVERN DOLE AND PURCHASE FROM AFRICANS TO AFRICAN (PAA)

Criteria	Evaluation Questions	Methodology
Relevance/Propriateness	<p>General</p> <ul style="list-style-type: none"> Is the project's strategy relevant to the beneficiaries' needs, and were the adequate individuals targeted? Is the project aligned with national government's education and school feeding policies and strategies, as well as other policies and strategies, such as the National Social Support Programme and the Malawi Growth and Development Strategy (MGDS II) and the National Education Sector Plan (NESP)? Does the project complement other donor-funded and FAO, WFP and other government initiatives? Was the intervention in line with WFP, FAO, USDA, GoB, DFID and United Nations Development Programme (UNDP) main goals and strategies in Malawi? 	<p>KIIs, IDIs/GIs with UN Country Team, Donors (WFP, FAO), NGOs and Government (national and district levels of relevant ministries such as Education, Social Services) and implementors of the MCD and PAA projects.</p> <p>Desk Review of key documents: Examples are 2014 Malawi Human Development Index, Malawi Vulnerability Assessment Report 2015/6, Agriculture Sector Wide Approach (ASWAP), Growth and Development Strategy II; WFP models including Home Grown School Feeding (HGSPF); Project Proposals, Log frames and Mid Term Reviews and Reports, for McGovern Dole and PAA; EMIS and DEMIS</p> <p>Testimonials from FGDs, KIIs, IDIs/GIs with stakeholders and beneficiaries drawn from the TOR such as parents, teachers and male and female farmers</p>
Effectiveness	<p>General</p> <ul style="list-style-type: none"> To what degree has (and has not) the project resulted in the expected results and outcomes? Have student literacy, attendance, retention, attentiveness, and student health improved? If yes, to what extent? Did assistance reach the right beneficiaries in the right quantity and quality at the right time? How many of the beneficiaries (schools and/or farmers) have received training as per project implementation plan? To what degree were targets in terms of schools and/or farmers met? <p>School-feeding component</p> <ul style="list-style-type: none"> Is the initiative in a position to regularly provide school meals to children in the beneficiary schools? Are such meals adequate, following any dietary guidelines and assuring food safety (handling and preparation, water availability, minimum infra-structure for school canteens, hygiene practices and related trainings)? Does the community actively participate in the school-feeding 	<p>Survey of sampled schools, ECDs, Farmer Associations/Cooperatives and Farming Households, compared with control site and 2015 baseline survey.</p> <p>Desk Review of projects' logical and results framework and mid term reviews (or reports), Reports on dietary diversity, Training records.</p> <p>KIIs, IDI/GIs with Stakeholders involved in school feeding and institutional support, such as those from national and district government ministries of Agriculture, Irrigation and Water Development, Education and Health; School staff involved in school feeding activities; Donors such as FAO</p> <p>FGDs with school heads and community leaders in each of 10 intervention schools in Phalombe and Mangochi districts (pilot phase) and other sampled schools.</p>

	<p>programme activities?</p> <ul style="list-style-type: none"> • How has PAA Africa's HGSF approach influenced the food basket diversity of school meals in beneficiary schools in Malawi? <p><u>Institutional demand / productive support component</u></p> <ul style="list-style-type: none"> • Is the intervention in a position to reach male and female smallholder farmers and provide them with stable markets for their products? • What is the percentage of the beneficiary schools' food purchases which were supplied by FOs? What is the percentage of food which was purchased through other channels? • Were there any significant barriers for farmers' unions and smallholder farmers to participate in the programme? In particular: <ul style="list-style-type: none"> • Was the payment mechanism effective? Was there any time delay in payments to beneficiary farmers? Why? • Were the contractual mechanisms effective? Was there any legal barrier for the participation of targeted beneficiaries? 	<p>Testimonials drawn from KIIs, FGDs, IDIs/GIs of stakeholders and Beneficiaries</p>
Efficiency	<p><u>School-feeding component</u></p> <ul style="list-style-type: none"> • What were the costs of providing one meal per day under each project (per beneficiary)? • How have school meals contributed to the enrolment and regular participation of students by project? • How do the prices paid under the PAA Africa food procurement differ from market prices? • How does the intervention's efficiency compare to other SMP or social protection programmes? <p><u>Institutional demand / productive support component</u></p> <ul style="list-style-type: none"> • What were the annual costs of increasing the productivity of different crops and total production of farmers (USD needed to increase productivity by 1 ton/ha, total production by 1 ton)? • How does the intervention's efficiency compare to institutional demand programmes and other agricultural interventions (e.g. input subsidy, extension programmes)? 	<p>Desk Review of project budgets, records on procurements, other studies on social protection and school feeding programs, Farm production records from onset of program in January 2014 to July 2016.</p> <p>Survey and Data Analysis (Difference-in-Difference analysis of educational indicators, DEMIS and EMIS</p> <p>KIIs, FGDs, IDIs/GIs with government staff involved in the program, especially in procurement and financial management.</p>
Outcomes	<p>General</p> <ul style="list-style-type: none"> • To what degree has the project made progress toward the results in the project-level framework? • Have there been any unintended outcomes, either positive or negative? • To what extent have the outcomes been achieved? What were the 	<p>Desk Review of MTR, baseline survey, proposals for the two projects to understand the context when the projects started in January 2015, logical frameworks and results frameworks</p> <p>KIIs, FGDs, IDIs/GIs and testimonials findings on positive and negative impact of the projects on different social groups, such as</p>

	<p>major factors influencing their achievement or non-achievement?</p> <p><u>School feeding component</u></p> <ul style="list-style-type: none"> ● What are the outcomes on school participation, enrolment and educational performance? Are outcomes different for boys, girls and orphans? ● What are the effects on dietary diversification of PAA Africa's approach and how does school meals satisfaction and child nutrition compare in both projects? ● How has the programme improved the situation of the families of the participating school children? Have eating habits been changed at home? ● Have the PAA Africa schools improved their fund management capacity? <p><u>Institutional demand / productive support component</u></p> <ul style="list-style-type: none"> ● How has the programme affected the socioeconomic situation, agricultural production and marketing capacity of the beneficiary farmers? ● How has the programme affected the associative life in the beneficiary FOs? ● Analysis of the prices received by farmers/farmers' unions for institutional purchases: Were the prices higher/similar/lower than market prices? Were prices linked to a higher required quality? Have farmers received a better market price outside the programme? Have this impacted their income? ● <u>Cross-cutting outcomes:</u> ● Is the intervention in a position to strengthen/empower local institutions and facilitate the capacity development of local leaders? ● To which extent has the project changed attitudes towards gender? Is the intervention in a position to empower girls/women? ● To which extent has the programme contributed to the development/change of attitudes, values and norms in the participating districts, in particular in relation to gender? ● Is the perceived social inclusion different among individuals participating in each project? 	<p>leaders, men, women, boys, girls, and orphans, such as school participation, enrolment, performance, empowerment, dietary preparation and diversification and child nutrition.</p>
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<p>Sustainability</p> <p>Governance</p>	<p>General</p> <ul style="list-style-type: none"> • Have farmers and/or FOs built capacity in a sustainable way to participate in institutional and non-institutional markets even with a reduced external support in terms of training and inputs? • What progress has the government made toward developing a nationally owned SMP and what remains to be addressed? • Is the program sustainable in the following areas: strategy for sustainability; sound policy alignment; stable funding and budgeting; quality program design; institutional arrangements; local production and sourcing; partnership and coordination; community participation and ownership? <ul style="list-style-type: none"> ○ Will PAA Africa schools continue buying from local smallholder farmers after the end of the initiative? ○ Will the agricultural improvements related to PAA Africa be sustained, even after the end of programme activities? ○ Will it be possible to sustain possible socioeconomic improvements due to the social protection function of PAA Africa? <p>General</p>	<p>KIIs, FGDS, IDIs/GIS with government, donors and local leaders</p> <p>Desk Review of evaluation team field findings on aspects of takeover, exit strategies fundraising, community in-kind contribution.</p> <p>KIIs, FGDS, IDIs/GIS with national and district government, donors and civil society organizations</p>
<p>• What are lessons learned from the project?</p>	<p>• To which extent has the programme addressed lessons learned from the midterm evaluation findings and recommendations? Is there potential for improvement and in which respect?</p> <p>• Has the WFP and FAO partnership strategy for PAA Africa been appropriate and effective? What are the current limitations of the partnership? If there are, how could a better partnership arrangement/coordination be achieved?</p> <p>• Has the involvement of the Government of Malawi been appropriate and effective? Is there potential for improvement and in which respect?</p> <p>• What civil society organizations have participated and in which levels they are engaged on the project?</p> <p>• What are lessons learned from the project?</p>	<p>Desk Review of evaluation team findings</p>
<p>• How can WFP and FAO improve future programming in the context of these lessons learned?</p>	<p>• How can WFP and FAO improve future programming, in the context of these lessons learned?</p>	

Annex 8: Evaluation schedule

Responsible Stakeholder	Activities	Key dates
Inception phase		
WFP	Briefing of the CORE Evaluation Team	TBD
Evaluation team with WFP	Review documents and draft inception report including the agreement of the methodology	January 2017
Evaluation team	Deliverable: submission of the draft inception report	January 2017
Evaluation team, DQA team of WFP	Review documents and draft inception report including the agreement of the methodology – quality assurance and feedback	Jan - Feb 2017
Evaluation team	Revise inception report	Feb - March 2017
Evaluation Reference Group	Review documents and draft inception report including the agreement of the methodology	March 2017
Evaluation team	Revise inception report	March - April 2017
Evaluation team	Deliverable: Submission of revised and final inception report	April 2017
WFP evaluation managers and evaluation team leader	Discuss and work out detailed field schedule and logistical arrangements	10 th to 14 th April 2017
Evaluation committee	Approve the final inception Report	20 th April 2017
Data collection		
Evaluation team	Survey Enumerator training and pre-testing of data collection instruments	25 th - 26 th April 2017
Evaluation team	Field work: data collection as per agreed field work schedule	29 th April to 2 th May 2017
WFP, Evaluation team	Debriefing – initial impressions/findings	7 th June 2017
Data Analysis and Reporting		
Evaluation team	Draft Evaluation Report	8 th – 22 nd June 2017

Evaluation Team leader	Submit draft 1 of the evaluation report	23 rd June 2017
WFP evaluation managers	Submit draft 1 to the Quality Support services for Feedback –	24 th June 2017
WFP evaluation managers	Receive Feedback from QS, consolidate with their comments and submit to team leader	30 th June 2017
Evaluation team	Revise Evaluation Report to produce draft 2	1 st to 5 th July 2017
Evaluation team leader	Submit Revised draft 2 Evaluation Report	6 th July 2017
WFP evaluation managers	Share Draft Evaluation Report with stakeholders for comments	10 th July 2017
Stakeholders	Review draft 2 of evaluation report and submit comments	10 th to 17 th July 2017
WFP evaluation managers	Receive comments from stakeholders, consolidate and submit to the team leader	18 th July 2017
Evaluation team	Revise evaluation report based on stakeholder comments to produce final evaluation report	19 th – 25 th July 2017
Evaluation team leader	Submit Final Evaluation Report	26 th July 2017
WFP evaluation managers	Review the final evaluation report against stakeholder comments, and if OK submit to evaluation committee for approval. If not OK return to team leader to revision	26 th to 30 th July 2017
Evaluation committee	Approve evaluation report	5 th August 2017
Dissemination and follow up		
WFP	Dissemination of the evaluation findings with stakeholders	5 th to 20 th August
WFP CO and FAO management	Prepare management response to evaluation recommendations, with actions and timelines	5 th to 10 th August 2017
WFP CO	Publish evaluation report and management response and	30 th August 2017
WFP	Prepare process for tracking implementation of evaluation recommendations	30 th August 2017

Annex 9: List of key informants

LIST OF PERSONS MET (QUALITATIVE INTERVIEWS)

November 14, 2016 – December 16, 2016 (Interviews in Lilongwe)

1. Ms. Coco Ushiyama-WFP Country Director, WFP Malawi
2. Mr. Mieczyslaw Mietek Maj, Deputy Director, Mietek.maj@wfp.org Phone. 0999972800
3. Mr. Francis R. W. Chalamanda-Ministry of Gender, Children and Community Development, National Coordinator for ECD chalamanda@yahoo.com, Cell: +265 888 607 077
4. Ms. Thokozile Chimuzu Banda- Ministry of Education, Science, Technology, Chief Director(Basic and Secondary Education) thokotama@gmail.com
5. Mr. Bernard Owadi-Head of Programs, WFP Office, Lilongwe
6. Ms. Catherine S. Mfitilodze, Technical Advisor, GIZ, Lilongwe Phone. 0884466983
7. Ms. Diana King- WFP Social Protection and Resilience diana.king@wfp.org
8. Ms. Dorothy Hector-WFP Logistics offices, Lilongwe Dorothy.hector@wfp.org Phone. 0998972801
9. Ms. Gladys T. Zimba, PO VAM- WFP VAM offices, Lilongwe Gladys.zimba@wfp.org Phone.0999972416
10. Mr. Benjamin Banda, VAM Markets- WFP VAM offices, Lilongwe
11. Mr. Kaz Fujiwara- WFP offices, Lilongwe, Kazuyuki.fujiwara@wfp.org Phone. 0999972406
12. Ms. Mpumulo Magombo- FAO, Nutrition Coordinator Mpumulo.magombo@fao.org Phone. 0884763700/0888397395
13. Mr. Gibson M. Jere, Principal food and Nutrition Officer, Ministry of Agriculture, irrigation and water Development. Lilongwe 3, Malawi. Email: gbsnjere@yahoo.com Phone.0991325409
14. Ms. Virginia C. Kachigunda-Chief Education Officer & Head of Department, department of school health nutrition, ministry of education science & Technology, Lilongwe Malawi, Email: vkjinnie5@gmail.com, Phone.0993384124
15. Ms. Jane Luxner- USDA Foreign Agricultural Service, Office of Capacity Building and Development Food Assistance Division Email: jane.luxner@fas.usda.gov, Phone. (202) 7918519
16. Mr. Holly Waeger Monster- Economic Officer, Embassy of the United States of America, Lilongwe Malawi Email: monsterHW@state.gov Phone. +265(0) 1773166 x3406
17. Ms. Lindsay G. Carter, Program Analyst, Food Assistance Division office of Capacity Building and Development Email: Lindsay.Carter@fas.usda.gov, Phone. (202) 7201008
18. Mr. Martin Mphangwe -WFP Office, Lilongwe
19. Mr. Peter Otto- WFP, Head of sub-office, Blantyre, Peter.otto@wfp.org
20. Ms. Madalo Thombozi- WFP, Sub-office, Blantyre Phone 0999984405
21. Mr. Elton Mgalamadzi- WFP, Sub-office, Blantyre Phone 0999984302
22. Mr. Aeron Mbodzola- WFP, Sub-office, Blantyre Phone 09162781
23. Ms. Florence Rolle (FAO Rep in Malawi)-FAO Office, Lilongwe Florence.rolle@fao.org, Tel 0888822853
24. Ms. Pauline -Ministry of Gender, Children and Community Development, National Coordinator for Parenting Education
25. Ms. Sanne Chipeta (Country Rep) -WE EFFECT Lilongwe Sanne.chipeta@weeffect.org,
26. Ms. Archangel Munthali (Projects coordinator)-WE EFFECT Lilongwe, archangel.munthali@weeffect.org
27. Ms. Bridget (District Coordinator for Mangochi)-WE EFFECT Lilongwe
28. Mr. Peter Nkhoma-Ministry of Agriculture, Food and Nutrition Officer, Lilongwe penkpoma@yahoo.com
29. Ms. Regina Petulo- Chimoto CCBC. Treasure for the ECD committee
30. Mr. Million Chedani-Chimoto CCBC. Secretary for the ECD committee
31. Mr. Archie Willie Malisita, Executive Director, AECDM, Limbe, Malawi Phone 0993623621
32. Mr. Dalitso Mcheka-Head of Programs, Mary's Meals Blantyre Phone. 0999276222
33. Mr. Levison Lijoni Zomba, CRECCOM, Director of Programs
34. Ms. Linice Sanga Zomba, CRECCOM, Program Manager
35. Mr. Jenner Namoto Zomba, CRECCOM, Program Officer

Field Visits December 5, 2016- December 16, 2016 (7 districts)

36. Mr. Chris Khumbanyiwa- DSMC MULANJE Phone 0999162781
37. Mr. John Khoromana- DSMC MULANJE Phone. 0995668298
38. Ms. Martha Lhulani- DSMC MULANJE Phone. 0999293798

39. Mr. John Kholomana -Deputy Head, Mulanje CCAP Primary school
40. Ms. Martha Kulani -Teacher/Stores clerk, Mulanje CCAP Primary school
41. Ms. Catherine Malisero-Teacher/Stores clerk, Mulanje CCAP Primary school
42. Mr. Million Chedani- V. Chairperson, School feeding committee, Mulanje CCAP Primary school Phone. 0881494136
43. Mr. Emmanuel JAMALI Nalinguli Primary School Headmaster, Phalombe Phone. 0999134145
44. Mr. Christopher Kbwapiwe Nalinguli Primary School, Teacher in charge of procurement Phalombe Phone. 0888577285
45. Ms. Beatrice Nasangwe- Member, School Feeding Committee, Nalinguli Primary School, Phalombe
46. Mr. Makono Gunulira- Member, School Feeding Committee, Nalinguli Primary School, Phalombe
47. Ms. Florence Klawapiwe-Member, School Feeding Committee, Nalinguli Primary School, Phalombe
48. Ms. Idah Beni-Teacher/ Chairperson of school garden committee, Phone. 0998699802
49. Ms. Mary Balunh- School Feeding Committee, Chiradzulu district
50. Ms. Grace Nkhoma- School Feeding Committee Chiradzulu district, Phone. 0998162815
51. Ms. Chritina Maxwell- School Feeding Committee Chiradzulu District
52. Ms. Esther Tambwali- School Feeding Committee Chiradzulu district
53. Ms. Maria Macheмба- School Feeding Committee Chiradzulu district
54. Mr. Daniel Chisanba, Deputy Headmaster, Nankhundi Primary School, Chiradzulu district, Phone. 0884062414
55. Mr. Alfred Montfort, Teacher in Charge of SHN and Store , Nankhundi Primary School, Chiradzulu district, Phone. 0992150686
56. Mr. Aleke Uladi -Chiradzulu. Deputy district education Manager
57. Mr. Otime Nalugwaga-Chiradzulu. School Health and Nutrition Coordinator, otinenalugwaga@gmail.com, Phone. 0999 434 670
58. Mr. William Saona- Mangochi District, Chibwerera FO headquarters
59. Mr. Paulo Kamwendo- Mangochi District, Chibwerera FO headquarters
60. Mr. Luis Tonthola- Mangochi District, Chibwerera FO headquarters, Phone. 0999140088
61. Mr. Hilary Nyadeni- Mangochi District, Chibwerera FO headquarters, Phone. 0881991542
62. Ms. Maria Afiki- Mangochi District, Chibwerera FO headquarters
63. Ms. Florence Nkwando- Mangochi District, Chibwerera FO headquarters Phone. 099318779
64. Ms. Magret Raphael- Mangochi District, Chibwerera FO headquarters
65. Ms. Ethel Mathedo- Mangochi District, Chibwerera FO headquarters
66. Ms. Rose Kamaso- Mangochi District, Chibwerera FO headquarters
67. Ms. Mary Msoosa- Mangochi District, Chibwerera FO headquarters
68. Ms. Estere Mzungu- Mangochi District, Chibwerera FO headquarters
69. Ms. Alayina- Mangochi District, Chibwerera FO headquarters
70. Mr. Joshua Lemani, Teacher Mangochi, Ching'ombe primary school, Phone. 0882897127
71. Mr. C.L. Chatutuia, Teacher Mangochi, Ching'ombe primary school, Phone. 0994338323
72. Mr. Aggrey Mfune, Mangochi, Chairperson of the TWG representing CSOs
73. Mr. Hassan Maluwa, Mangochi, TWG, Water Development, Phone. 0888050888/ 0999333979
74. Ms. Mary Kamanga,TWG,Mangochi Forestry
75. Ms. Joyce Kululanga, Mangochi Education, Phone. 0888 466 177
76. Mr. Elias Ndaza, Teacher, Stores Clerk Lifidizi Primary, Salima, McGD Converted Phone. 0999239702
77. Ms. Fatuma Aleka- School Feeding Committee, Lifidizi Primary, Salima, McGD Converted, Phone. 0992300768
78. Ms. Tawaba Ali- School Feeding Committee, Lifidizi Primary, Salima, McGD Converted
79. Ms. Tabalire Swaleyi- School Feeding Committee, Lifidizi Primary, Salima, McGD Converted
80. Ms. Chikumoutso Sundwe- School Feeding Committee, Lifidizi Primary, Salima, McGD Converted, Phone. 0997662099
81. Mr. Moffat Makuluni- Salima, DEMs Office SHN Coordinator, Salima Phone. 0995 185 681
82. Mr. Rocky Hacisi -DEM, KASUNGU, Phone. 0888340591
83. Mr. Patrick Mwandira, Head Teacher Bowe Primary School, Treatment, Kasungu Phone 0999470878
84. Mr. Gabriel Sargen, Teacher and Stores Clerk Bowe Primary School, Treatment, Kasungu, Phone. 0999702421
85. Six (6) Community Members, Bowe Primary School, Treatment, Kasungu
86. Ms. Sella Phiri-Kasungu, DEMs Office SHN Coordinator, Kasungu, Phone. 0999288364
87. Ms. Mphatso Nyemba, Teacher Vivya Sch. Kasungu Phone. 0995759911

88. Ms. Flonny Mwale -Teacher Vivya Sch. Kasungu Phone.0999063754
89. Ms. Namisita Genezesi-Chairperson, School feeding committee, Vivya Sch. Kasungu
90. Mr. Kachidowo Moyo-Treasurer, Sch. Feeding Committee,Vivya Sch. Kasungu Phone. 0995766620
91. Mr. Jobsn Kamwendo-Chairperson, Sch. Mgt Committee Vivya Sch. Kasungu (SMC), Phone. 0999081437
92. Ms. Judith Gilbert -Teacher Vivya Sch. Kasungu Phone. 0996704613
93. Ms. Ruth Manondo -Member, Sch. Feeding Vivya Sch. Kasungu
94. Mr. Robert Kanyenda-Head Teacher, Vivya Sch. Kasungu Phone. 0991152622

Annex 10: Quantitative tools

Checklist 02



FINAL EVALUATION for Purchase from Africans to Africa (PAA)

FARMERS' ORGANIZATION CHECKLIST

[Note: This Questionnaire is to be administered to the chairman/secretary of the FO that was involved in PAA between 2014 and 2016 in Phalombe and Mangochi only]

<p>My name is..... and I am part of a team carrying out a survey to gather information on the Impact of WFP's interventions in this community. We would like to ask you some questions about your farmers' organization and its involvement in the PAA Programme. The interview usually takes around 1 hour to complete. Any information that you provide will be kept strictly confidential and will not be shown to other people. This is voluntary and you can choose not to answer any or all of the questions if you want. However, we hope that you will participate since your views are important.</p> <p>Do you have any questions? May we begin now Yes <input type="checkbox"/> No <input type="checkbox"/> (go to the following questions)</p> <p>→Refused</p>				
Outcome of interview	1. Completed	2. Partially completed	3. Interview postponed	4. Others

A. IDENTIFICATION

Questionnaire number:		_ _ _ _ _ _ _
A1. District name:	1. Phalombe 2. Mangochi	
A2. Name of farmers' organization	1. Nkhulambe Rice Producers' Association (Phalombe) 2. Nanguluwe Women Club (Phalombe) 3. Chakalamba Irrigation Scheme (Phalombe) 4. Chibwelera Farmers' Association (Mangochi) 5. Masuku Smallholder Farmers' Association (Mangochi) 6. Katuli Smallholder Farmers' Association (Mangochi) 7. Nyambi Smallholder Farmers' Association (Mangochi) 8. Ntiya Smallholder Farmers' Association (Mangochi) 9. Namwera Union Smallholder Farmers' Association Ltd (Mangochi) 10. Mvumba Farmers' Organization (Mangochi) 11. Mtilamanja Farmers' Organization (Mangochi)	
A.3 Number of years FO has been involved with PAA		_ _ _ _
A4. Position of respondent 1	1. Chairperson 2. Deputy Chairperson 3. Secretary 4. Vice Secretary 5. Other executive member	
A5. Contact Phone of Respondent 1		
A6. Position of respondent 2	1. Chairperson 2. Deputy Chairperson 3. Secretary 4. Vice Secretary 5. Other executive member	
A7. Contact Phone of Respondent 2		

A8. Date of interview	__ __	__ __	20 __ __		
	Day	Month	Year		
A9. Name of supervisor/ team leader					

A10. When was the FO established?

A11. Is it registered?

A12. If yes, when was it registered? Month_____ Year_____

A13. When did your FO get involved in Home Grown School Meals Programme? Month_____ Year_____

B. MEMBERSHIP

Output 1.1.2: Smallholder farmers enroll in farmer organizations thanks to the HGSM market opportunity

	B1 2014 [Baseline]		B2 2016 [Endline]	
	Number of registered farmers by gender and age in 2014		Number of registered farmers by gender and age now (in 2016) [Endline]	
Age	Female	Male	Female	Male
<18 Years				
18-30 Yrs				
31-40 Yrs				
40-50 Yrs				
51+ Yrs				

C. PURCHASING MODALITIES

Outcome 1.2: Purchasing modalities of school meals programme have been adapted to suit school capacities and local procurement conditions

	2014	2015	2016
C1. Did your farmers organization sell directly to your local school?	0=No, 1= Yes	0=No, 1= Yes	0=No, 1= Yes
C2. Was there a contract between the FO and the school?	0=No, 1= Yes	0=No, 1= Yes	0=No, 1= Yes
C3. What was the duration/ validity of the contract (months)			
C4. With whom did the FO sign the contract?	1= School management committee 2= Head teachers 3 = District council 4= Other, specify	1= School management committee	1= School management committee
C5. How much maize (Kgs) was aggregated by the FO prior to the			

signing of the contract with the school?			
C6. Did your contract include quantities (Kgs) to be supplied to the local school?	0=No, 1= Yes	0=No, 1= Yes	0=No, 1= Yes
C7. If yes what was the quantity (in Kg) stipulated in the contract?			
C8. Did your FO manage to supply the quantity stipulated in the contract?	0=No, 1= Yes	0=No, 1= Yes	0=No, 1= Yes
C9. How much quantity of maize was actually supplied to the school (Kg)?			
C10. What was the Price/Kg that was agreed in the contract (MK)			
C11. What was the total revenue realized by the FO from sales to the school (HGSM Programme?)			
C12. How much of the revenue was re-invested in the FO or the community? (MK)			
C13. If the FO had sold the maize to local traders / local market, what would have been the average price? (MK)			
C14. If quantity supplied was less than what was agreed in the contract, why was it so?	1= FO was not able to aggregate the required quantity 2= Individual FO members were not satisfied with the price offered by the school 3= Individual FO members sold their maize to traders, 4= Other, specify.	1= FO was not able to aggregate the required quantity 2= Individual FO members were not satisfied with the price offered by the school 3= Individual FO members sold their maize to traders, 4= Other, specify.	1= FO was not able to aggregate the required quantity 2= Individual FO members were not satisfied with the price offered by the school 3= Individual FO members sold their maize to traders, 4= Other, specify.

D. FARMERS' ORGANIZATION CAPACITY DEVELOPMENT

Type of Training Provided	Did your FO receive this training?	Year Training Received?	Who facilitated the training?	How satisfied was your FO with the training
	0=No 1=Yes	(2014; 2015; 2016)	1= Govt Extension Worker 2= NGO staff, specify NGO Name 3= Lead farmer 4= Staff of FO 5= Other, specify	1= Very satisfied 2= Satisfied 3= Not satisfied

D1. Cooperative management				
D2. Agribusiness management				
D3. Contract negotiation				
D4. Price determination				
D5. Cost calculation				
D6. Budgeting				
D7. Funds management				
D8. Food quality control				
D9. Crop management (diversification, production, productivity, etc)				
D10. Post-harvest management (including storage)				

E. IMPACT

	2014	2015	2016
E1. Did the FO register increased revenue from the sales to the school (HGSM Programme)?	0=No 1=Yes	0=No 1=Yes	0=No 1=Yes
E2. Did the majority of the individual farmers register increased revenue from sales to the school (HGSM Programme)?	0=No 1=Yes	0=No 1=Yes	0=No 1=Yes
E3. Have the majority of your farmers register increased quantity of food sold to HGSM Programme?	0=No 1=Yes	0=No 1=Yes	0=No 1=Yes
E4. In your opinion, has the Programme (PAA) enabled farmers to increase and diversify their production?			0=No 1=Yes
E5. In your opinion, has the Programme (PAA) enabled farmers to reduce their post-harvest losses?			0=No 1=Yes
E6. In your opinion, has the Programme (PAA) enabled farmers to improve their stock management?			0=No 1=Yes
E7. Has the HGSM provided a stable market for the FO's food products?			0=No 1=Yes
E8. How has the participation of your FO in the HGSM programme affected your FO? [Circle all that apply]	1. It has enhanced its profitability 2. It has increased its membership 3. It has facilitated stable access to markets 4. It has enhanced the capacity of individual members It has strengthened the FO's capacity 5. Other, specify _____ 6. Other, specify _____		

F. CHALLENGES

F1. Were there significant barriers that prevented/hindered members of your FO from participating in the Programme?	0=No 1=Yes
F2. Did your FO find the payment mechanism used in the programme to be effective?	1 = Not effective 2 = Effective 3 = Very Effective
F3. Was the contractual mechanism used in the programme effective?	1 = Not effective 2 = Effective 3 = Very Effective
F4. Were there any legal barrier for the participation of some members of your FO?	0=No 1=Yes


F5. If Yes, describe the common barriers?	<ol style="list-style-type: none"> 1. 2. 3.
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G. SUSTAINABILITY

G1. Will your FO continue to sell your food to the local school (even after the end of the PAA Programme?)	0=No 1=Yes
G2. Will the members of this FO continue to use the following skills learned during PAA project implementation	
G2.1 Agribusiness management	0=No 1=Yes
G2.2 Post-harvest management	0=No 1=Yes
G2.3 Financial management	0=No 1=Yes

END OF QUESTIONNAIRE

Please thank the respondent.

		School/ECD Centre Questionnaire (Teacher/Caregiver)- Checklist 03			ID _____	
1. GENERAL INFORMATION						
1.1. Date:				1.2. Enumerator identity:		
				Name:		ID:
1.3. Primary School/ECD Centre name:						
1.5. District:				1.6. TA:		
1.7. Village:				1.7b Primay School Zone:		
1.8. Teacher's Name:				1.9. Teaching Standard (for primary only):		
1.10: Contact details:						
2. IMPROVED LEARNER/CHILD ATTENTIVENESS						
2.1. Number of children attending your class today				Total: _____ Female: _____		
2.2. Number of children coming late (this morning)				Total: _____ Female: _____		
2.3. Total Number of children in your class				Total: _____ Female: _____		
Short-term hunger						
2.4. Please estimate the number of children being hungry during classes				Daily: _____ Sometimes: _____		
				Total: _____ Female: _____		
2.4.1. Does it vary by season?				Yes: _____ No: _____		
2.4.2. If yes, please specify the month of peak lean season				_____		
2.5. Please estimate the number of children who are inattentive (sleepy, inactive) during classes				Daily: _____ Sometimes: _____		
				Total: _____ Female: _____		
2.5.1. Does it vary by season?				Yes: _____ No: _____		
2.5.2. If yes, please specify the month of peak season				_____		
2.6. Please estimate the number of children who are attentive or very attentive during class/instruction				Daily: _____ Sometimes: _____		
				Total: _____ Female: _____		
2.6.1. Does it vary by season?				Yes _____ No _____		
5.6.2. If yes, please specify the month of peak season				_____		
3. GENERAL COMMENTS: (status, successes, failures, challenges/problems etc)						
Training on school meals						

GENERAL INFORMATION

1.1. Date:	1.2. Enumerator identity:	
1.3. Primary School/ECD Centre name:	Name:	ID
1.3b Primary School EMIS ID	1.4 Sample Type: 1 = Treatment 2= Control	
1.4. Region/Division:		
1.5. District:	1.6. TA:	
1.7. Village:	1.7b Primary School Zone	
1.8. Teacher/Caregiver's Name:	1.9. Teaching Standard (for primary)/Year for ECD:	
1.10. Contact details:		
1.11 Number of children enrolled in this ECD centre/school year	Total: _____ Female: _____	
	Standard/Year 1: _____ Female: _____	
	Standard/Year 2: _____ Female: _____	
	Standard/Year 3: _____ Female: _____	
	Standard 4: _____ Female: _____	
	Standard 5: _____ Female: _____	
	Standard 6: _____ Female: _____	
	Standard 7: _____ Female: _____	
Ana onse analebetsa pa pulayimale/ mkombaphala chaka chino		Standard 8: _____ Female: _____
1.12. Total number of children enrolled in this ECD Centre/school last school year. (Ana onse analebetsa pa pulayimale/mkombaphala chaka chatha)		Total: _____ Female: _____
1.13 Total number of children who are promoted to the next grade/level at the end of last school year (Ana onse anakhoza kupita kalasi ya patsogolo chaka chatha)		Total: _____ Female: _____
1.14. Total number of children who are promoted to grade 8 (for primary)/Year 2 or 3 at the end of last school year (Ana onse anakhonza kupita ku mu sitadade 8) (pulayimale)/ chaka chachiwiri kapena chachitatu (kumkombaphala) kutha kwa chaka chatha)		Total: _____ Female: _____
1.14b Total number of children in the final year (year 3 for ECD and std 8 for primary) that either go to primary school or secondary school. (Ana amkombaphala amene anasankhidwa kupita ku pulayimale sukulu kapena aku pulayimale (Sitadade 8) kupita ku sekondale)		Total: _____ Female: _____
1.15. Total number of dropout children last school year (Ana onse anasiya sukulu mu chaka chatha)		Total: _____ Female: _____
1.16 Number of special needs children (Ana amene ali olumala)		Total: _____ Female: _____
1.17 Number of teachers/caregivers (total) (Aphunzitsi/alezi onse)		Total: _____ Female: _____
1.18 Total number of contractual teacher if any (Aphunzitsi/alezi aganyu)		Total: _____ Female: _____
1.20 Number of School/ECD Centre administrators (Oyedetsa sukulu ya pulayimale/mkombaphala)		Total: _____ Female: _____

1.21 What are the most common means of transport used in this area? (<i>Nthawi zambiri ana amayenda bwanji pobwela ku sukulu</i>)	1. Foot 2. Bicycle 3. Cart 4. Motorcycle 7. Other (Specify) _____
1.22 Approximately, how long does it take to arrive at the school or EDC centre (by the most common means of transportation) for children travelling from the longest distance to school/ECD centre. (<i>Mongoganizira, zimatenga nthawi yaitali bwanji kuti ana amene amakhala kutali kwambili afike ku sukulu yapulayimale/mkombaphala (pogwiritsira ntchito njira ya mayendedwe amene magwiritsidwa ntchito nthawi zambiri)</i>)	Hour: _____ Minute: _____
Please provide information on school mapping	
1.23 How many primary schools are within five kilometre radius of this school or within this school's catchment area/Total number of ECD centre near this centre's catchment area. (<i>Mapulayimale angati ali/mkombaphala zingati zili pafupi ndi sukulu/mkombaphala ino</i>)	
1.24 Is there any support programme being implemented at this school/ECD Centre? (<i>Pali chithandizo china chilli chonse chikuchitika kapena chimene chikukozedwa pa sukulu ya pulayimale kapena ya mkombaphala ino?</i>)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
If YES, specify the programmes (Ngati ndi chocho, chithandizo chanji?)	
1.25 Has this school/ECD Centre ever been receiving any support programme during the past year? (<i>Kodi sukulu ya pulayimale/mkombaphala ino yalandirako thandizo lina lililonse chaka chapitachi?</i>)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
II. IMPROVED QUALITY OF LITERACY INSTRUCTION	
2.1. Number of full time equivalent teaching/caregiving staff (by grade and gender). (<i>Aphunzitsi/alezi okhazikika (potengera kalasi kapena kuti mwamuna kapena mkazi)</i>)	Total: _____ Male _____ Female: _____
	Standard/Year 1: _____ Female: _____
	Standard/Year 2: _____ Female: _____
	Standard/Year 3: _____ Female: _____
	Standard 4: _____ Female: _____
2.2. Number of teachers/educators/teaching assistants/Caregivers trained or certified last school year. (<i>Aphunzitsi kapena alezi ndi owathandizira amene anaphunzitsidwa kapena kulandira satifiketi yovomelezeka chaka chatha</i>)	Total: _____ Female: _____
2.3. Number of teachers/caregivers with recognized teacher certification credentials/ECD certificates last school year. (<i>Aphunzitsi kapena alezi amene ali ndi ma satifiketi ovomelezeka omwe analandira mchaka chatha</i>)	Total: _____ Female: _____
2.4. Number of school/ECD administrators and officials trained or certified last school year. (<i>Akuluakulu oyendetsa sukulu amene anaphunzitsidwa kapena kubvomezedwa chaka chatha</i>)	Total: _____ Female: _____
2.5. Number of school/ECD administrators and officials with recognized education/ECD-related certification credentials last school year. (<i>Akuluakulu oyendetsa sukulu ya pulayimale/mkombaphala ali ndi maphunziro ovomezeka omwe analandira chaka chatha</i>)	Total: _____ Female: _____
2.6. Number of school/ECD administrators that demonstrate use of new techniques or tools last school year. (<i>Anthu oyendetsa sukulu amene anagwiritsa ntchito njira za makono chaka chatha</i>)	Total: _____

2.7. Number of teachers/Caregivers that demonstrate use of new and quality teaching techniques or tools/Play oriented early stimulation techniques (for ECD centres) last school year. <i>Aphunzitsi/alezi amene akuonetsa kaphunzitsidwe kamakono ndi kapamwamba pa sukulu ya pulayimale /mkombaphala chaka chatha)</i>	Total:_____ Female: _____
2.8 Numbwer of teachers/caregivers using the national literacy curriculum and the related instructional materials/ECD curriculum and related instructional materials last school year. (Aphunzitsi/alezi amene ankagwiritsa nchito njira ya kaphunzitsidwe ka makono a kuwerenga chaka chatha)	Total:_____ Female: _____
2.9. Number of teachers/Caregivers who attend and teach at school/ECD Centre at least 90% of scheduled school days in last school year.	Total:_____ Female: _____
Average teacher/Caregiver attendance rates (Aphunzitsi/alezi kusajomba kwawo kuli bwanji?)	_____ %
2.10. Number of students end of grade 6 demonstrated reading equivalent to their grade level as defined by national reading standards in last school year. (Ana amene pokutha pa sitandade 6 m'chaka chamaphunziro chapitachi amene anaonetsa kuti akhonza kuwerenga molingana ndi kalasi yawo potengera mulingo umene linakhazikitsa boma)	Total:_____ Female: _____
2.11. Number of classrooms available at School/ECD centre. (Zipinda zophunziriramo pa sukulu ya primary/mkombaphala)	Total: _____
2.12. Number of classrooms currently with literacy instructional materials sufficient for effective instruction. (<i>Zipinda zophunzirira zimene pakali pano zili ndi zipangizo zokwanira zothandizira kuphunzitsa kulemba ndi kuwerenga mokwanira komanso moyenera)</i>)	Total: _____
2.13. Did the school/ECD Centre receive school/ECD material or learning package? (<i>Kodi sukulu ya pulayimale/mkombaphala inalindirapo zipangizo zophunzirira chaka chatha)</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
2.14. Did the school/ECD centre receive stationery package? (folders, hole- punchers, calculators, whiteboards, and other non-food items...). (<i>Kodi sukulu ya primary/ mkombaphala inlandirapo katundu wa stationery? (monga zoboolera mapepala, moika mapepala, ma calculator ndi zina zosadibwa)</i>)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
III. IMPROVED SCHOOL INFRASTRUCTURE	
3.1. Does the school/ECD Centre have latrines? (If no, skip to 3.6) <i>Kodi sukulu yanu yapulaimale/mkombaphala ili ndi zimbudzi?</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
3.2. Number of non functioning latrines in the school/ECD centre ground.(<i>Zimbudzi zomwe sizikugwira ntchito pa sukulu ya pulaimale/mkombaphala</i>)	Total: _____
3.3. Number of functioning latrines in the school/ECD centre ground (<i>Zimbudzi zomwe zikugwira ntchito pa sukulu ya pulaimale/mkombaphala</i>)	Total: _____
a. Are the functioning latrines separated by group of pupils each Standard/[for ECD] Are the functioning latrines age-appropriate? <i>Kodi zimbudzi zomwe zikugwira ntchito zinagawidwa potengera kalasi ya ana ku sukulu ya pulaimale kapena potengera zaka za ana ku sukulu ya mkombaphala</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
b. Are the functioning latrines separated for teachers/Caregivers and students? <i>Kodi zimbudzi zomwe zikugwira ntchito za aphunzitsi/alezi zinasiyanisidwa ndi ana ophunzira?</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
c. If yes, how many? <i>Ngati inde, ndi zingati?</i>	Total functioning latrines for children _____

	Total functioning latrines for teachers and children_____	
d. Are the functioning latrines separated for boy and girl children? <i>Kodi zimbudzi zogwira ntchito za ana amuna zinasiyaisidwa ndi za ana akazi?</i>	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> N/A
e. If yes, how many? Ngati inde, ndi zingati?	Total functioning latrines for boy child_____	
	Total functioning latrines for girl child_____	
3.4. What is the current conditions of functioning latrines? <i>Kodi zimbudzi zomwe zikugira ntchito zili bwanji pakali pano?</i>	<input type="checkbox"/> Clean and well maintained <input type="checkbox"/> Dirty, not well maintained <input type="checkbox"/> Broken but still being used <input type="checkbox"/> Does not have hand washing facilities within or near the toilets <input type="checkbox"/> Soap is always available for hand washings <input type="checkbox"/> Other, specify_____	
3.5. What is the current conditions of non functioning latrines? <i>Kodi zimbudzi zomwe sizikugwira ntchito zili bwanji pakali pano?</i>	<input type="checkbox"/> Door was broken <input type="checkbox"/> Pit latrine was broken or full <input type="checkbox"/> Washbasin was broken <input type="checkbox"/> Other, specify_____	
3.6. How did/will you manage and maintain the latrines? <i>Kodi zimbudzi zi mumadzisamalira ndi kuzikhonza bwanji?</i>	<input type="checkbox"/> Train students and take turn to clean latrines sometimes <input type="checkbox"/> Keep soap/hand washing facilities within or near the toilets sometimes <input type="checkbox"/> Lock latrines at school vacation <input type="checkbox"/> Ensure washbasin is full of water. <input type="checkbox"/> Propose users to leave shoes out of latrines. <input type="checkbox"/> Other, specify_____	
3.7. Does the school have woodlot currently in use? <i>(Kodi sukuluyi ili ndi malo a mitengo ake?)</i>	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> N/A
a. If no, why not? <i>Ngati ayi, chifukwa chani?</i>	<input type="checkbox"/> No land allocated <input type="checkbox"/> No access to water <input type="checkbox"/> Dry season	<input type="checkbox"/> No seeds available locally <input type="checkbox"/> No money to buy seeds <input type="checkbox"/> Other, specify_____
3.8. Does the school have vegetable garden currently in use? <i>Kodi sukuluyi ili ndi malo olimapo mbewu za masamba?</i>	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> N/A
a. If no, why not? <i>Ngati ayi, chifukwa chani?</i>	<input type="checkbox"/> No land allocated <input type="checkbox"/> No access to water <input type="checkbox"/> Dry season	<input type="checkbox"/> No seeds available locally <input type="checkbox"/> No money to buy seeds <input type="checkbox"/> Other, specify_____
3.9. In which months did you grow vegetables last school year? <i>Ndi miyezi iti imene munadzala mbewu za masamba mchaka cha maphunziro chapitachi?</i>	<input type="checkbox"/> October-December <input type="checkbox"/> January -March <input type="checkbox"/> April-June <input type="checkbox"/> July-September	
3.10. How did/will you manage and maintain the garden? <i>Kodi mumasamalira ndi kuwakhonza bwanji malo omwe mumalimapo mbewu za masamba wa?</i>	<input type="checkbox"/> Train learners/children on vegetable planting and handover each class to take care their plots. <input type="checkbox"/> Avoid animals entering the school compound <input type="checkbox"/> Repair fence once per year <input type="checkbox"/> Other, specify_____	
3.11. Does the school/ECD Centre have kitchen? <i>Kodi sukulu ya pulaimale yi/ mkombaphala yi ili ndi nyumba ophikirapo?</i>	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> N/A
a. If yes, what is the current condition of the kitchen? <i>Ngati ndi choncho, nyumba yophikiramo yi ili bwanji pakali pano?</i>	<input type="checkbox"/> Good condition <input type="checkbox"/> Less of kitchen utensil <input type="checkbox"/> Clean cooking and eating equipment	<input type="checkbox"/> Leaking roofs <input type="checkbox"/> Flooded at rainy season <input type="checkbox"/> Using rocks as stove <input type="checkbox"/> Others.....

3.12. How did/will you maintain the kitchen? <i>Kodi mumaisamala kapena kuikhonza motani nyumba yophikirayi?</i>	<input type="checkbox"/> Clean cooking and eating equipment after use <input type="checkbox"/> Stored knives out of reach of children <input type="checkbox"/> Ensure enough firewoods for cooking <input type="checkbox"/> Ensure the water container is full of water to avoid fire <input type="checkbox"/> Other, specify _____		
3.13. Does the school have energy-saving stoves? <i>Kodi sukulu/ili ndi mbaula zomwe sizitha nkhuni zambiri (Chitetezo mbaula)?</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A		
a. If yes, what is the condition of the energy-saving stoves? <i>Ngati ndi choncho kodi mbaulazi zili bwanji?</i>	<input type="checkbox"/> Good condition and function well <input type="checkbox"/> Poor condition but still work <input type="checkbox"/> Broken, not functioning <input type="checkbox"/> Other, specify _____		
3.13. How did/will you manage and maintain the energy-saving stoves? <i>Kodi mbaulazi mumazisamalira kapena kuzikhonza bwanji?</i>	<input type="checkbox"/> Try to maintain to avoid broken <input type="checkbox"/> Community and school to contribute firewood <input type="checkbox"/> Other, specify _____		
3.14. Does the school/ECD Centre have storeroom? <i>Kodi sukulu ya pulaimale/mkombaphala ili ndi chipinda chosungiramo katundu?</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A		
a. If yes, what is the condition of the current storerooms? <i>Ngati ndi choncho, zipinda zosungira katunduzi zili bwanji pakali pano?</i>	<table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 50%;"> <input type="checkbox"/> Good cleaning <input type="checkbox"/> Floor is dry <input type="checkbox"/> Pallets for food storage <input type="checkbox"/> Door is locked well <input type="checkbox"/> Security guard at night time/school vacation <input type="checkbox"/> Foods are stored in order </td> <td style="vertical-align: top; width: 50%;"> <input type="checkbox"/> Leaking roofs <input type="checkbox"/> Broken windows/door <input type="checkbox"/> Damaged walls <input type="checkbox"/> No walls <input type="checkbox"/> Food was stored off ground <input type="checkbox"/> Others..... </td> </tr> </table>	<input type="checkbox"/> Good cleaning <input type="checkbox"/> Floor is dry <input type="checkbox"/> Pallets for food storage <input type="checkbox"/> Door is locked well <input type="checkbox"/> Security guard at night time/school vacation <input type="checkbox"/> Foods are stored in order	<input type="checkbox"/> Leaking roofs <input type="checkbox"/> Broken windows/door <input type="checkbox"/> Damaged walls <input type="checkbox"/> No walls <input type="checkbox"/> Food was stored off ground <input type="checkbox"/> Others.....
<input type="checkbox"/> Good cleaning <input type="checkbox"/> Floor is dry <input type="checkbox"/> Pallets for food storage <input type="checkbox"/> Door is locked well <input type="checkbox"/> Security guard at night time/school vacation <input type="checkbox"/> Foods are stored in order	<input type="checkbox"/> Leaking roofs <input type="checkbox"/> Broken windows/door <input type="checkbox"/> Damaged walls <input type="checkbox"/> No walls <input type="checkbox"/> Food was stored off ground <input type="checkbox"/> Others.....		
3.15. How did/will you maintain the storeroom? <i>Kodi mumasamalira ndi kukhonza bwanji zipinda zosungiramo katundu zi?</i>	<input type="checkbox"/> Close windows and lock properly before leaving <input type="checkbox"/> Keep storeroom clean <input type="checkbox"/> Damaged foods were taken away from storeroom <input type="checkbox"/> Recorded all foods in and out <input type="checkbox"/> Set up schedule for storeroom security <input type="checkbox"/> Other, specify _____		
3.16. Does the school/ECD Centre have an eating place (dining hall)? <i>Kodi sukulu ya pulaimale/mkombaphala ili ndi chipinda chodyera?</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A		
a. If yes, what is the condition of the current dining hall? <i>Ngati ndi choncho, chipinda chodyera chili bwanji pakali pano?</i>	<table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 50%;"> <input type="checkbox"/> Good cleaning <input type="checkbox"/> Floor is dry <input type="checkbox"/> Pallets for food storage <input type="checkbox"/> Door is locked well <input type="checkbox"/> Security guard at night time/school vacation <input type="checkbox"/> Foods are stored in order </td> <td style="vertical-align: top; width: 50%;"> <input type="checkbox"/> Leaking roofs <input type="checkbox"/> Broken windows/door <input type="checkbox"/> Damaged walls <input type="checkbox"/> No walls <input type="checkbox"/> Food was stored off ground <input type="checkbox"/> Others..... </td> </tr> </table>	<input type="checkbox"/> Good cleaning <input type="checkbox"/> Floor is dry <input type="checkbox"/> Pallets for food storage <input type="checkbox"/> Door is locked well <input type="checkbox"/> Security guard at night time/school vacation <input type="checkbox"/> Foods are stored in order	<input type="checkbox"/> Leaking roofs <input type="checkbox"/> Broken windows/door <input type="checkbox"/> Damaged walls <input type="checkbox"/> No walls <input type="checkbox"/> Food was stored off ground <input type="checkbox"/> Others.....
<input type="checkbox"/> Good cleaning <input type="checkbox"/> Floor is dry <input type="checkbox"/> Pallets for food storage <input type="checkbox"/> Door is locked well <input type="checkbox"/> Security guard at night time/school vacation <input type="checkbox"/> Foods are stored in order	<input type="checkbox"/> Leaking roofs <input type="checkbox"/> Broken windows/door <input type="checkbox"/> Damaged walls <input type="checkbox"/> No walls <input type="checkbox"/> Food was stored off ground <input type="checkbox"/> Others.....		
3.17. How did/will you maintain the dining hall? <i>Kodi mumasamalira ndi kukhonza bwanji chipinda chodyera?</i>	<input type="checkbox"/> Close windows and lock properly before leaving <input type="checkbox"/> Keep storeroom clean <input type="checkbox"/> Damaged foods were taken away from storeroom <input type="checkbox"/> Recorded all foods in and out <input type="checkbox"/> Set up schedule for storeroom security <input type="checkbox"/> Other, specify _____		
3.18. Does the school/ECD Centre have year round access to a clean and safe water source for drinking? <i>Kodi sukulu ya pulaimale/ mkombaphala yi ili ndi malo omwe mumatungapo madzi okumwa a ukhondo ndi otetezeka chaka chonse?</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A		
a. If yes, what are they? And How many? <i>Ngati ndi chocho, tchulani malowa ndipo ndi angati?</i>	<input type="checkbox"/> Drilled well _____ <input type="checkbox"/> Rain water catchment _____		

3.19. How many percent of students use safe drinking water? <i>Kodi ndi ophunzira ngati mwa ophunzira hundred ali wonse omwe amamwa madzi otetezedwa?</i>		<input type="checkbox"/> 0% <input type="checkbox"/> <50% <input type="checkbox"/> 51% - 70% <input type="checkbox"/> 71 - 100%
3.20. Number of non functioning drilled wells or rain water catchments stalled on the school ground? <i>Nambala ya zitsime zomwe zinakumbidwa koma sizikugwira ntchito kapena malo osunga madzi amvula pasukulu ya pulaimale/mkombaphala pano.</i>		Total non functioning drilled well: _____ Total non functioning water catchments: _____
a. What is the condition of the non functioning drilled wells/ rain water catchments? <i>Kodi zitsime zokumbidwazi zomwe zili zosagwira ntchitozi / malo osungira madzi amvula ali bwanji pakali pano?</i>		<input type="checkbox"/> Functioning only at rainy season <input type="checkbox"/> Water is used for animals only <input type="checkbox"/> Arsenic <input type="checkbox"/> handpump/rain water catchment was brokend <input type="checkbox"/> Other _____
3.21. Number of functioning drilled wells or rain water catchments stalled on the school ground? <i>Nambala ya zitsime zokumbidwa zogwira ntchito/ malo osungira madzi amvula pa sukulupa.</i>		Total functioning drilled well: _____ Total functioning water chatchements: _____
a. What is the condition of the functioning drilled wells? <i>Kodi zitsime zokumbidwazi zomwe zili zogwira ntchitozi / malo osungira madzi amvula ali bwanji pakali pano?</i> rain water catchments?		<input type="checkbox"/> Functioning well in year round <input type="checkbox"/> Water is used for human consumption <input type="checkbox"/> Platform is clean <input type="checkbox"/> System collection the waste water from wells <input type="checkbox"/> Other, specify _____
3.20. How did/will you manage and maintain the drilled wells/water stations? <i>Kodi mumasamala ndi kukhonza bwanji zitsimezi ndi malo osungirapo madzi wa?</i>		<input type="checkbox"/> Repaire by own staff with local spareparts by using PB or community contribution. <input type="checkbox"/> Remind learners/children to regularly to put wastes in bins <input type="checkbox"/> Take turn to each class to clean the compound. <input type="checkbox"/> Lock handpump/ water station at night time/school vaction <input type="checkbox"/> Other, specify _____
3.22 Does the school/ECD Centre have suitable facilities accessed by children/learners with special needs? <i>Kodi sukulu ya pulaimale/mkombaphala yi ili ndi zipangizo zoyenerera kwa ana/ ophunzira olumala?</i>		<input type="checkbox"/> Yes <input type="checkbox"/> No
a. If yes, what facilities? <i>Ngati ndi choncho, tchulani</i>		<input type="checkbox"/> Latrines for children with special needs <input type="checkbox"/> Well for children with special needs <input type="checkbox"/> Building/library/classroom <input type="checkbox"/> Other, specify _____
3.23 Are teachers/stakeholders able to explain the concept of disability? <i>Kodi aphunzitsi ndi anthu ena okhuzidwa amatha kulongosola zokhuzana ulumali?</i>		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
a. If yes, what is the concept about? <i>Ngati ndi choncho, amakamba za ulumali wanjji?</i>		<input type="checkbox"/> Physical <input type="checkbox"/> Mental
IV. Local Organization and community groups		
4.1. Does the school/ECD Centre have functioning PTAs, School Support Committee (SSCs)/ECD Centre Committees? <i>Kodi sukulu ya pulaimale/mkombaphala yi ili ndi komiti ya makolo ndi aphunzitsi(PTA), Komiti yothandiza pa sukulu ya pulaimale/mkombaphala (SSCs)</i>		PTA : <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A School support Committee: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A Food Committee: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

4.2. What is the number of parents in target communities that are members of Parent-Teacher Association (PTAs) School Support Committee (SSCs)/ECD Centre Committees? <i>Kodi ndi makolo angati omwe akuchokera mmidzi yomwe amachokera ana amene ali mamembala a PTA/ SSC/ komiti ya sukulu ya mkombaphala?</i>	PTA: _____ Total: _____ Female: _____ School Support Committee: _____ Total: _____ Female: _____ Food Committee: _____ Total: _____ Female: _____
4.3. Is the school/ECD centre and PTAs/SSC/ECD Centre Committee aware of the importance of education/ECD to community? <i>Kodi makomiti a PTA/SSC/ Mkombaphala akudziwa za ubwino wamaphunziro a pulaimale/mkombaphala kwa anthu amdera?</i>	PTA : <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A School support Committee: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A Food Committee: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
4.4. How many times were awareness-raising events conducted (per school year) in the past 12 months? And when? <i>Kodi zochitika-chitika zowazindikiritsa anthu za ubwinowu, zinachitika kangati muchaka cha maphunziro chapitachi? Zochitika-chitikazi zinachitika liti?</i>	<input type="checkbox"/> Once <input type="checkbox"/> Twice <input type="checkbox"/> More than three <input type="checkbox"/> At beginning of the school year <input type="checkbox"/> During village meetings /middle of the year/ end of the year <input type="checkbox"/> Other _____
4.5. How much did community/parents contribute to the school/ECD Centre in the last school year? <i>Kodi ndi ndalama zingati zomwe anthu amdera lino kapena makolo anapereka kusukulu ya pulaimale/mkomaphala ino mchaka cha maphunziro chapitachi?</i>	<input type="checkbox"/> In cash MK/year <input type="checkbox"/> In kind..... MK/year

V. IMPROVED STUDENT ATTENTIVENESS

5.1. How many learners/children were absent from school/ECD Centre due to illness within 200 school days?	Total: _____ Female: _____
5.2. Total number of school days missed by all students due to illness in last school year	Total: _____ school days
5.3. How many learners/children had diarrhea disease in last school year?	Total: _____ Female: _____
5.4. Total Number of school days last school year	Total: _____ school days
5.5. Number of learners/children absent from school/ECD Centre more than (0.2* Number of school days) days last school year (20% of school days)	Total: _____ Female: _____
5.6. Total number of learners/children last school year	Total: _____ Female: _____
5.7. Total Number of school days last month, this school year	Total: _____ school days
5.8. Number of learners/children absent from school/ECD centre more than (0.2* Number of school days) days last month (20% of school days)	Total: _____ Female: _____

VI. NUTRITION, HEALTH AND DIETARY PRACTICES

6.1 Did the school/ECD Centre receive the training on good health and nutrition practices? <i>Kodi sukulu ya pulaimale/mkombaphala yi inalandira maphunziro a za umoyo wabwino ndi madyedwe a thanzi?</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
6.2 Can teachers/Caregivers and other stakeholders identify six food groups, nutrition and food hygiene information? <i>Kodi aphunzitsi/alezi ndi anthu ena okhuzidwa akhoza kutchula magulu a zakudya zopasa thanzi ndi kasamalidwe ka chakudya?</i>	<input type="checkbox"/> Yes/ <input type="checkbox"/> No: three groups of food (energy, building, protection food) <input type="checkbox"/> Yes/ <input type="checkbox"/> No: Food cooking management (Before, during and after) <input type="checkbox"/> Yes/ <input type="checkbox"/> No: Food storage (meat, vegetable, cook meal...etc) <input type="checkbox"/> Other, specify _____
6.3. Does the school have soap and water at a hand washing station/facility? <i>Kodi sukulu yi ili ndi sopo ndi madzi pamalo osambira mmanja?</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
a. If yes, it commonly used by students? <i>Ngati ndi choncho, kodi zimagwiritsidwa ntchito kawirikawiri ndi ophunzira?</i>	<input type="checkbox"/> Yes, regularly <input type="checkbox"/> Yes, sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never

6.4 Do learners/children wash their hands with soap in three critical times? <i>Kodi ophunzira/ana amasamba mmanja ndi sopo mu nthawi zitatatu zofunikira kambiri?</i>		YES/NO <input type="checkbox"/> 0 - 10% <input type="checkbox"/> 11 - 30% <input type="checkbox"/> 31 - 60% <input type="checkbox"/> 61 - 100%	
6.5. How many months does the school/ECD centre have soap supply (hand and/or dish soap)? <i>Ndi miyezi ingati pamene sukulu ya pulayimale/mkombaphala inali ndi sopo muchaka cha maphunziro chapitachi (sopo wosambira mmjanja kapena wotsukira ziwiya)</i>		<input type="checkbox"/> <1 month <input type="checkbox"/> 1 to 3 months <input type="checkbox"/> 4 to 6 months <input type="checkbox"/> Whole school year <input type="checkbox"/> No soap	
6.6. Who provided soaps for hand washing to school? <i>Kodi sopo yu anaperekedwa ndi ndani</i>		<input type="checkbox"/> School <input type="checkbox"/> WFP <input type="checkbox"/> PLAN <input type="checkbox"/> Charity persons <input type="checkbox"/> Other NGOs <input type="checkbox"/> Company <input type="checkbox"/> UNICEF <input type="checkbox"/> Other, specify _____	
6.7. Did the school/ECD Centre have clean cooking and eating equipments, consistent with acceptable standards prior to use? <i>Kodi asanazigwiritsire ntchito ziwiya zophikira ndi zodyera pa sukuluyi zimakhala pamulingo wa ukhondo ovomorezeka?</i>		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
6.8. Did the school/ECD centre receive kitchen utensil packages? <i>Kodi sukuluyi inlandira ziwiya zophikira?</i>		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
a. If yes, what are they? And How many? <i>Ngati ndichoncho, ndiziwiya zANJI ndipo zingati?</i>		<input type="checkbox"/> Cooking pots _____ <input type="checkbox"/> Serving pots _____ <input type="checkbox"/> Storage equipment _____ <input type="checkbox"/> Spoon and Plat _____ <input type="checkbox"/> Cooking equipment _____ <input type="checkbox"/> Other _____	
b. If yes, who provided kitchen utensil packages? <i>Ngati ndichoncho, adapereka ziwiya ndani?</i>		<input type="checkbox"/> School <input type="checkbox"/> WFP <input type="checkbox"/> PLAN <input type="checkbox"/> Charity persons <input type="checkbox"/> Other NGOs <input type="checkbox"/> Company <input type="checkbox"/> Other, specify _____	
6.9. Did the school receive hygiene packages for a yearly supply? <i>Kodi sukuluyi inlandira zinthu zothandizira ukhondo zoperekedwa pachaka?</i>		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
a. If yes, what are they? And how many? <i>Ngati ndichoncho, ndizinthu zANJI ndipo zingati?</i>		<input type="checkbox"/> Soap _____ <input type="checkbox"/> Water filters _____ <input type="checkbox"/> bowls _____ <input type="checkbox"/> combs _____ <input type="checkbox"/> Toothpastes and brushes _____ <input type="checkbox"/> Hand towel _____ <input type="checkbox"/> Nail cutter _____ <input type="checkbox"/> Other _____	
b. If yes, who provided hygiene packages for yearly supply? <i>Ngati ndi choncho anapereka ziwiya ndani?</i>		<input type="checkbox"/> School <input type="checkbox"/> WFP <input type="checkbox"/> PLAN <input type="checkbox"/> Charity persons <input type="checkbox"/> Other NGOs <input type="checkbox"/> Company <input type="checkbox"/> Other, specify _____	
6.10. Did the school receive the training on food preparation and storage practices? <i>Kodi sukuluyi inlandira maphunziro a kakonzedwe ndi kasungidwe ka chakudya?</i>		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
6.11. What did the school implement for food preparation and storage practices ? <i>Kuchokera ku maphunzirowa, ndizinthu ziti zimene sukuluyi imatsata pakakonzedwe ndi kasungidwe ka chakudya?</i>		<input type="checkbox"/> Clean cooking area <input type="checkbox"/> Store food at the appropriate temperatures (not in plastic pan, petrol tank) <input type="checkbox"/> Cover cooked food and store in safe place <input type="checkbox"/> Wash hand before cooking <input type="checkbox"/> Other _____	
6.12. Number of cooks/storekeepers at this school/ECD Centre who achieve a passing score on a test on good nutrition and dietary practices		Total: _____ Female: _____	
VII. PROTECTION AND ACCOUNTABILITY OF CHILDREN			
7.1 Have any of the children experience safety or protection issues on their way to and from school?		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	

7.2 If yes, where exactly did the children experience these issues?		1. On their way to school 2. On their way home from school 3. While at school	
7.3 Did the incident result in the children not being able to come to school?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
7.4 Which standard/year by gender are mostly affected?	Standard/year 1	<input type="checkbox"/> Girls	<input type="checkbox"/> Boys
	Standard/year 2	<input type="checkbox"/> Girls	<input type="checkbox"/> Boys
	Standard/year 3	<input type="checkbox"/> Girls	<input type="checkbox"/> Boys
	Standard 4	<input type="checkbox"/> Girls	<input type="checkbox"/> Boys
	Standard 5	<input type="checkbox"/> Girls	<input type="checkbox"/> Boys
	Standard 6	<input type="checkbox"/> Girls	<input type="checkbox"/> Boys
	Standard 7	<input type="checkbox"/> Girls	<input type="checkbox"/> Boys
	Standard 8	<input type="checkbox"/> Girls	<input type="checkbox"/> Boys
Any other Comments			
Thank you for your cooperation			

B1.3. Alternative work	Refers to children who -provide regular or seasonal help on family farm or business -domestic work, taking care of siblings...etc... -seasonal wage work outside family	
B1.4. Scholarships	Refers to situation where parents receive cash conditional to children's school/ECD Centre participation	
B1.5. FFE programme	School feeding programme is implemented in school/ECD Centre	
B1.6. Parents' negative attitude towards the value of education	The benefit from sending boys and girls to school/ECD Centre is not valued by parents.	
B1.7. Costs of schooling	This refers to the costs of schooling (fees, uniforms and books) being a significant burden to the family and hence resulting into withdrawal of children from school/ECD Centre	
B1.8. Security	Refers to situations in which the accessibility of school/ECD Centre by school-aged/ECD-aged children causes some personal security risks, as a result of ethnic conflict, civil disturbances as well as physical violence at school (harassment, rape, corporal punishment, etc).	
B1.9. Sickness/health	This refers to absenteeism of boys and girls due to sickness/chronic illness as well as other health reasons	
B1.10. Others (please specify)		

<p>B2. Please identify 3 benefits of primary education? *Do not read the options first. Record the right answers.</p> <p>1. Can read and write 2. Basic Literacy 3. Life Skills 4. Prepare for Adulthood 5. Gain Opportunities (to find job) 6. Others (specify) _____ 98. Don't know</p>	<p>1. _____ 2. _____ 3. _____</p>
<p>B3. How do you travel to primary school /ECD Centre (the most often)?</p> <p>1. Foot 2. Bicycle 3. Carts 4. Motorcycle 5. Others (specify).....</p>	<p>_____</p>
<p>B4. Distance of household to primary school (min):</p> <p>1. Less than 15min 2. 15min to 30 min 3. 30min to 45min 4. 45min to 1hr 5. More than 1 hr</p>	<p>_____</p>

SECTION C1 - FOOD CONSUMPTION PART 1(Yesterday)			
	C1.1	C1.2	C1.3
	# of meal	This # compared to usual time over the last 6 months	Quantity eaten compared to usual time over the last 6 months
<i>Codes for C1.2&C1.3: 1= Less 2= Same 3= more</i>			
01. Average meal eaten by adults (aged >=15) living in your household yesterday			
02. Average meal eaten by children (aged less than 15) living in your household yesterday			

SECTION C2 - FOOD CONSUMPTION PART 2	
Please tell me how many days in the past week (beginning from yesterday) your household has eaten the following foods and what was the source of these foods.	
	codes for C2.2&C2.3

<p>Record "0" for items not eaten over the last 7 days.</p> <p>Record "99" for second source if only one source.</p> <p>NB: If less than 15g of fish or meat shared by household, record as Condiments</p>	1= Own production	6= Exchange of items for food	
	2= Fishing, hunting, gathering	7= Received as gift	
	3= Purchase	8= Food aid as part of the SMP /THR	
	4= Borrowed	9= Other (specify)	
	5= Exchange of labour for food		
C2.0. Food items	C2.1. # of days eaten over the last 7 days	C2.2. Main source	C2.3. Second source
01. Bread			
02. Maize, nsima, porridge			
03. Other cereal (rice, millet, sorghum)			
04. Cassava			
05. Sweet potato, potato, yam			
06. Pulses (Beans, pigeon peas, peas, groundnuts, round nuts, cow peas)			
07. Fish			
08. Poultry (chicken, pigeons)			
09. Meat (beef, goat, pork or other red meat)			
10. Wild meat			
11. Eggs			
12. Vegetables (incl. leafy, preserved)			
13. Fruits			
14. Sugar/sweet and other sugar products			
15. Fats and oils (added to food)			
16. Dairy (Milk and milk products eg chambiko, yogurt)			
17. Condiments or seasoning			
18. Likuni phala (CSB)			

SECTION C3 - FOOD CONSUMPTION PART 3 (DIETARY DIVERSITY)

[Respondent: child who was picked in school (standard 1-8)/ECD Centre through the random sampling process helped by head of the household, mother or other adult women]

Please tell us the food (meal or snack) that you ate **yesterday during day and night** whether at home or outside the home.

Please start with morning meal. **C3.1.** Please, insert day of week (see codes below): _____

1- Monday 2- Tuesday 3- Wednesday 4- Thursday 5- Friday 6- Saturday
7- Sunday

Was the food they ate part of SMP or THR or HGSM?

C3.2. Id code of children (from SECTION A01): _____

Source	C3.3a. Breakfast	C3.3b. Snack	C3.3c. Lunch	C3.3d. Snack	C3.3e. Dinner
1. it was not part of SMP or THR					
2. It was part of SMP or THR					

After finishing answering the above question, please fill info about group of food depending on the above answer. For group of food that is not mentioned please ask the question :

C3.4 Did the children eat this kind of food yesterday?

1. Yes (it was not part of SMP or THR) 2. Yes (it was part of SMP or THR) 3. Both SMP and THR 4. No
98. Don't know

Food Group	Description	C3.4
------------	-------------	------

C3.4.1. Staples (Zakudya)	<i>Buledi, bisiketi, mchewere, mapira, chimanga cha mtunduuliwonse, mpunga, tirigu, nsima, phala, thobwa, mawere, chikondamoyo, mikate, sikono, chitumbuwa, mandasi, cake, tondido/mbanjiwa, mbatata, koko (yam),</i>	
C3.4.2. Food from animals sources (Zakudya zochokera kunyama)	<i>Nyama za mtundu uliwonse monga izi: nyamayang'ombe, nkhumba, nkhusa, mbuzi, kalulu, gwape, nguluwe, nkuku, bakha, nkhang, khukundembo, nkunda, mbira, mbewa, nsanasana, mazira, nsombazawisi/zowuma, mphalabungu, inswa(gumbi) mafufufute, nkululu, bwanoni, matondo, mabwabwa, malasankhuli, sesenya, dzombe, ziboli, nkungu, bobo/numkhadala, nkunguni, mkaka, cheese, yorghut, chambiko, ice cream</i>	
C3.4.3. Legumes (zakudya za nyemba)	<i>Nyemba/mbwanda, nandolo, khobwe, nseula, nzama, mtedza, khungudzu, chitowe, soya, mphodza, ntchana, nsawawa, kamumpanda, kalongonda</i>	
C3.4.4. Vegetables (Ndiwo za masamba)	<i>Maungu, kaloti, mphonda, masambaobiliwiramonga: Bonongwe, chisoso/kazota, luni, mwamunaaligone, chigwada, kholowa, nkhwani, khwanya, chitambe, kamuganje, mpuru, lepu, chayinizi, kamwamba/sagowa, kadzulo, denje, nsendeka, mnadzi, matimati, anyezi, mabiligano/mabilunjala, kabichi, thererebala/chithanda, kadzinje/kalire, bowa, nkaka, kayimbi,</i>	
C3.4.5. Fruits	<i>Mango, mavembe, mapapaya, masuku, madimu, maolanje,</i>	
C3.4.6. Fats and oils (Mafuta)	<i>Majarini, butter, kovo, kazinga, kukoma, mapeyala, coconut</i>	
C3.4.7. Other foods PLEASE WRITE DOWN OTHER FOODS IN THIS BOX THAT RESPONDENT MENTIONED BUT ARE NOT IN THE LIST ABOVE		
C3.4.8. Condiments PLEASE WRITE DOWN ANY FOODS USED IN SMALL AMOUNT OR AS A SEASONING OR CONDIMENT		

SECTION C3: DIETARY DIVERSITY (Continue)

For Control Group only

C3.5. Do your children have breakfast every day?

1. Yes 2. No

3.5a. If yes, what do your children eat for breakfast?

Benefit Received (for treatment group only, and if you are asking control group please skip to section E1)

(Complete below table if respondent receive benefit from WFP)

[Respondent: Head of the household or mother of the child who was picked in school/ECD centre through the random sampling process]

C3.6. How many years have you received school meals or THRs? (# of years)

C3.6a. SMP _____ **C3.6b.** THR _____

[Only if they receive THR]

How many household members benefit from THR? (#)	Monthly quantity of food received (taking into account THR only) (in kg)			Who do you share your THR with? (See Code below)	Do you sell any of your THR? (See Code below)	If you sell your THR, what do you use that money for? (See Code)	Do you use iodised salt for your family? 1. Yes 2. No	If yes, do you have it now? 1. Yes 2. No	Do you use vitamin A fortified oil for your family? 1. Yes 2. No	If yes, do you have it now? 1. Yes 2. No
	Rice	Oil	Beans							
C3.8	C3.9a	C3.9b	C3.9c	C3.10	C3.11	C3.12	C3.13	C3.14	C3.15	C3.16

Code of C3.10. Who do you share your THR?	Code of C3.11. Do you sell any of your THR?	Code of C3.12. If you sell your THR, what do you use that money for?
1. Other household members 2. Family outside the household 3. Friends/neighbours/other 4. I don't share my THR	1. Yes, usually 2. Yes, sometimes 3. No, never	1. To buy food 2. To buy nonproductive assets 3. To buy clothes 4. Health expenditures 5. To buy other things 6. To invest in a productive activity 7. Education expenditures

[Only if they receive SMP]	Answer
C3.17. Do you eat all your school meal every school day? 1. Yes 2. No. It's not available everyday 3. No, it's not offered to me 4. No, I don't like it 5. No, I don't have time to eat 6. No, I'm not hungry 7. No, I like to take some of it home to my family 8. Other (specify).....	
C3.18. How often do you bring home your school meal (not THR) to your family) 1. Everyday 2. 3-4 days a week 3. 1-2 days a week 4. Rarely 5. Never	

SECTION D1 – FOOD AND SMALL NON FOOD EXPENDITURES

How much did your household approximately spend on the following items in the last 30 days?

Items	Approximate value in '000 Kwacha (in cash) Not include your own product	Approximate value in '000 Kwacha (in credit)
D1.a	D1.b	D1.c
D1.1 Maize/ Rice		
D1.2 Other cereals & staples		
D1.3 Pulses/beans/nuts		
D1.4 Vegetables		
D1.5 Fruits		
D1.6 Meat, fish, eggs		
D1.7 Cooking oil		
D1.8 Other food items		
D1.9 Firewood /cooking fuel		
D1.10 Energy (e.g., battery, gas)		
D1.11 Cigarettes/Alcohol		
D1.12 Drinking water		
D1.13 Personal care (e.g. soap, toothpaste, razor, sanitary napkins, hair cut)		
D1.14 Communication (cell phone, phone card)		
D1.15 Total		

SECTION D2 – NON FOOD EXPENDITURES

How much did your household approximately spend on the following items in the last 6 months? N

Items	Approximate value in '000 Malawi Kwacha (in cash) Not include your own product	Approximate value in '000 Malawi Kwacha (in credit)
D2.a	D2.b	D2.c

D2.1 Education (school fees, books, uniforms)		
D2.2 Health for adults and child. > 5years		
D2.3 Health for children < 5 years		
D2.4 Transportation (maintenance and repair, gasoline and diesel for own transportation, moving fee)		
D2.5 Clothing and footwear		
D2.6 Debt repayment		
D2.7 Sending remittances		
D2.8 House construction/maintenance including electricity & water		
D2.9 Shop/trade/commerce		
D2.10 Farming (seeds, fertilizers, labor costs...), Livestock breeding (vaccines, fodder...)		
D2.11 Fish breeding, fishing		
D2.12 Celebrations/social events/donation		
D2.13 Total		
D3.1 Have you ever encountered difficulties covering the expense?	1. Yes, usually never	2. Yes, sometimes 3. No,

SECTION E1 – REDUCED COPING STRATEGIES INDEX	
During the last 7 days , how many days did your household have to employ one of the following strategies to cope with a lack of food or money to buy it? <i>(READ OUT EACH STRATEGY)</i>	Frequency (# of days from 0 to 7)
E1.1 Relied on less preferred, less expensive food	
E1.2 Borrowed food or relied on help from friends or relatives	
E1.3 Reduced the number of meals eaten per day	
E1.4 Reduced portion size of meals	
E1.5 Reduction in the quantities consumed by adults/mothers for young children	
E1.6 Not able to eat the kinds of foods preferred because of a lack of resources	

SECTION F – LIVELIHOOD COPING STRATEGIES	
F1. During the past 30 days , did anyone in your household have to engage in any of the following activities because there was not enough food or money to buy food?	1= Yes 2 = No, because I do not have the possibility to engage in this activity. 3 = No, because I <i>did not face a shortage of food that require me to do this</i>
F2. Sold household goods (radio, furniture, refrigerator, television, jewelry, clothes, utensils etc.)	
F3. Sold productive assets or means of transport (sewing machine, wheelbarrow, bicycle, ploughing tools, seeds etc.)	
F4. Sold livestock (e.g. goats, cattle, chickens, pigs)	
F5. Reduced essential non-food expenditures such as education, health, etc.	
F6. Spent savings	
F7. Borrowed money / food from a formal lender / bank	
F8. Sold house or land	
F9. Withdrew children from school	
F10. Illegal income activities (theft, prostitution, etc.)	
F11. Sent an adult household member sought work elsewhere (regardless of the usual seasonal migration)	
F12. Begged	

SECTION g – HOUSEHOLD HUNGER SCALE	
G1a. In the past 30 days , was there ever no food to eat of any kind in your house because of lack of resources to get food?	0 = No (Skip to F3.2) 1 = Yes
G1b. How often did this happen in the past 30 days?	1 = Rarely (1–2 times) 2 = Sometimes (3–10 times) 3 = Often (more than 10 times)
G2a. In the past 30 days , did you or any household member go to sleep at night hungry because there was not enough food?	0 = No (Skip to F3.3) 1 = Yes
G2b. How often did this happen in the past 30 days?	1 = Rarely (1–2 times) 2 = Sometimes (3–10 times) 3 = Often (more than 10 times)
G3a. In the past 30 days , did you or any household member go a whole day and night without eating anything at all because there was not enough food?	0 = No (Skip to Section G) 1 = Yes
G3b. How often did this happen in the past 30 days ?	1 = Rarely (1–2 times) 2 = Sometimes (3–10 times) 3 = Often (more than 10 times)

SECTION H: OTHER EFFECTS OF SCHOOL FEEDING	
H01. When your children go to school, does anyone in your household save time?	1. Yes 2. No (Skip to I02)
H01a. If yes, who?	1. Men 2. Women 3. Both
H01b. If yes, from which activity? (More than 1 answer possible)	1. Preparing food 2. Taking care of children 3. Both 4. Other _____
H01c. If yes, how much time do you save?	(Hours per day)
H01d. If yes, how do you use this time? (You can choose 2 activities) 1 = Household chores 2 = Rest/Leisure 3 = Income-earning activity 4 = Farm/livestock work 5 = Child care 6 = Other	1 st _____ 2 nd _____
H02. When your children attend school, is it time consuming for anyone in your household?	1. Yes 2. No (finish the interview)
H02a. If yes, who?	1. Men 2. Women 3. Both
H02b. If yes, from which activity must be done? (choose 2 activities) 1. Taking the child to school 2. Helping the child with the home work 3. Meeting with the teachers/school staff 4. Preparing school material (books/clothes) 5. Doing tasks that are usually done by the child 6. Others.....	1 st _____ 2 nd _____
H02c. If yes, how much time do you consume?	(Hours per day)

SECTION I: HOUSEHOLD-LEVEL IMPACT OF THE PAA PROGRAMME

[Note: These questions should only be asked to household heads in PPA schools (in Phalombe and Mangochi)]

11. Is anyone within your household a member of a farmer organization that has been between involved in the HGSM Programme (PPA)?	0. No; 1. Yes
12. If yes, what is the name of the farmer organization?	12. Nkhulambe Rice Producers' Association (Phalombe) 13. Nanguluwe Women Club (Phalombe) 14. Chakalamba Irrigation Scheme (Phalombe) 15. Chibwelera Farmers' Association (Mangochi) 16. Masuku Smallholder Farmers' Association (Mangochi) 17. Katuli Smallholder Farmers' Association (Mangochi) 18. Nyambi Smallholder Farmers' Association (Mangochi) 19. Ntiya Smallholder Farmers' Association (Mangochi) 20. Namwera Union Smallholder Farmers' Association Ltd (Mangochi) 21. Mvumba Farmers' Organization (Mangochi) 22. Mtilamanja Farmers' Organization (Mangochi)
13. If Yes, how long has he or she been a member of the FO? (Years)	_____ Years
14. If the membership is for less than 3 years, did the member enroll because of the HGSM market opportunity of other benefits from the programme?	0. No; 1. Yes
15. Is there anyone within this household who is a member of the school management committee?	0. No; 1. Yes
16. Is there anyone within this household who is a volunteer in the HGSM related activities?	0. No; 1. Yes

		2014	2015	2016
17. How much food (of your own) did you sell to the school through your FOs under the HGSM program?				
18. How much revenue was realized from the sale of the food to the school?				
19. What was the average price offered under the HGSM Programme? (Price/Kg)				
110. If you were to sell through other channels (e.g. local market) what price would you have sold your food?				
111. Have you participated in any agricultural extension linked to school gardens?		0. No; 1. Yes	0. No; 1. Yes	0. No; 1. Yes
112. Has your household adopted any of these following agricultural extension linked to the school gardens?				
112.1 Diversification				0. No; 1. Yes
112.2 Improved productivity				0. No; 1. Yes
112.3 Post-harvest management				0. No; 1. Yes
113. Type of Training Provided	Did your FO receive this training?	Year Training Received?	Who facilitated the training?	How satisfied was your FO with the training

	0=No 1=Yes	(2014; 2015; 2016)	1= Govt Extension Worker 2= NGO staff, specify NGO Name_ 3= Lead farmer 4= Staff of FO 5= Other, specify	1= Very satisfied 2= Satisfied 3= Not satisfied
I13.1. Cooperative management				
I13.1. Agribusiness management				
I13.1. Contract negotiation				
I13.2. Price determination				
I13.3. Cost calculation				
I13.4. Budgeting				
I13.5. Funds management				
I13.6. Food quality control				
I13.7. Crop management (diversification, production, productivity, etc)				
I13.8. Post-harvest management (including storage)				

	31-45						
	46 and over						
	Total						
AB10. How many household members are working (Based on AB9 above)?MalesFemales						
AB11. How many of your school aged children attend primary school ?BoysGirls						
AB12. How many of your school aged children are not attending school (dropped out)?BoysGirls						
AB13. Which school(s) do your Children attend? What is the distance from your home to the school in Kms?	1=Tharu (Phalombe) Kms 2=Namikango Primary (Phalombe) Kms 3=Nanyowa primary (Phalombe) Kms 4=Nkhulambe (Phalombe) Kms 5=Nalingula (Phalombe) Kms..... 6.Chingombe primary school (Mangochi) Kms 7=Thema 1(Mangochi) Kms 8=Mtinjintinji Primary (Mangochi) Kms 9=Kankhande(Mangochi) Kms..... 10=Malenga primary school (Mangochi) Kms..... 11=Other School (Specify)..... Kms..... 12=Other School (specify)..... Kms.....						
B: MEMBERSHIP							
B1. Which FO are you a member of?	1. Nkhulambe Rice Producers' Association (Phalombe) 2. Nanguluwe Women Club (Phalombe) 3. Chakalamba Irrigation Scheme (Phalombe) 4. Chibwerera Farmers' Association (Mangochi) 5. Mvumba Farmers' Organization (Mangochi) 6. Mthilamanja Farmers' Organization (Mangochi) 7. Other (Specify)						
B2. What is your position on the FO ? (More than one category may be ticked)	Position	Yes	No				
	Executive Level						
	Management Level						
	General membership						
	Lead farmer						
Other (Specify)							
B3. Which school committees are you a member of? (More than one category may be ticked)	School committee type	Yes	No	Date when you became a member			
	School Management Committee						
	School Feeding Committee						
	School Procurement Committee						
	School Garden Committee						
	Mothers Union						
Other Voluntary Activities (Specify)							
C. FARMING AND SELLING MODALITIES							
C1. Did you receive farm inputs (Equipment, Seeds, Fertilizer etc.) from the FO/Project?						0=Yes 1=No	
C2. If yes, Farm Inputs Received from the FO(s)/ Project	Asset/ Equipment	Units	Qty	Quality(Tick)			Date Received Month/year
				Good	Average	Poor	
	Hoes with handles	Pcs					
	Large forks	Pcs					
	Shovels	Pcs					
	Rakes	Pcs					
	Hand forks	Pcs					
	Watering Cans	Pcs					
Hose Pipe	Pcs						

	Wheel barrow	Pcs					
	Panga Knives	Pcs					
	Tape Measure	Pcs					
	Food/grain store	Pcs					
	Other.....	Pcs					
	Other.....	Pcs					
	Seeds	Units	Qty	Quality(Tick)			Date received
				Good	Average	Poor	
	Rape	Grams					
	Bonongwe	Grams					
	Okra	Grams					
	Mustard	Grams					
	Onions	Grams					
	Tomatoes	Grams					
	Carrots	Grams					
	Marigold	Grams					
	Chinese	Grams					
	Kamuganje	Grams					
	Egg plants	Grams					
	Other	Grams					
	Other	Grams					
	Seedlings	Units	Qty	Quality(Tick)			Date Received
				Good	Average	Poor	
	Lemon Grass	Bundles					
	Granadilla	Bundles					
	Pawpaw	Bundles					
	Mangoes	Bundles					
	Bananas	Bundles					
	Other.....	Bundles					
	Other.....	Bundles					

C3. Do you own land? 0=Yes 1=No Number of Acres owned.....	C4. Do you rent land?	0=Yes 1=No
	Number of Acres rented	
	Rental amount KWM	0=Payable per month 1=Payable per season

C4. What crops are you growing, harvesting and selling?	Type of Crop	Acreage planted	Harves t (KG/ MT)	Sold to FO							
				2014		2015		2016		2017	
				Kg/MT	Mwk	Kg/MT	Mwk	Kg/MT	Mwk	Kg /MT	Mwk
		Maize									
		Rice									
		Cassava									
		Sweet Potato									
		Groundnuts									
		Beans									
		Pigeon peas									
		Soya									
		Millet									
		Green vegetables									
		Tomatoes									
		Onions									
	Fruits										
	Fish										
	Sorghum										
	Green bananas										
	Irish Potatoes										

	Other.....										
	Other.....										
C5. Who helps you with cultivation?	Land preparation	1=FO members 2=Neighbours 3=Family 4=Hired workers									
	Planting	1=FO members 2=Neighbours 3=Family 4=Hired workers									
	Weeding	1=FO members 2=Neighbours 3=Family 4=Hired workers									
	Harvesting	1=FO members 2=Neighbours 3=Family 4=Hired workers									
	Storage	1=FO members 2=Neighbours 3=Family 4=Hired workers									
C6. What Means do you use to transport your farm produce to the FO?	Means of Transport										
	1=Motor vehicle 2=Motorcycle 3=Bicycle 4=Foot 5=Other (Specify)										
C7. What Properties/Assets do you own?	Asset/ Equipment	Units	Value (MWK)	Date Asset obtained							
				Purchased by self	Received from FO/ Project						
	Cows	Number/Pcs									
	Pig										
	Goats										
	Sheep										
	Donkey										
	Chicken										
	Hand hammer mill										
	Plough										
	Hoe										
	Axe										
	Cart										
	Water pump										
	Hand tractor										
	Tractor										
	Sewing machine										
	Hoes with handles										
	Large forks										
	Shovels										
	Rakes										
Hand forks											
Watering Canes											
Hose Pipe											
Wheel barrow											
Panga Knives											
Tape Measure											
Food/Grain Store											

	Water Pumps				
	Other.....				
	Other.....				
	Other.....				
C8. What is your main water source?	No	Water Source			
	1	Piped water			
	2	Protected Spring			
	3	Hand dug wells			
	4	Borehole			
	5	River			
	6	Dam			
7	Other (specify)				
C9. How reliable is your main water source?		1=Very Reliable	2=Reliable	3=Unreliable	
C10. Did you experience any crop losses in the last harvest(s)?		0=Yes 1=No			

C11. Did you receive training (organized by your FO/We Effect/ Other)?				0=Yes	1=No
C12. Type of Training Received	Did your FO give this training?	If Yes, Year Training Received?	Who facilitated the training?	How satisfied were you with the training?	How did you apply the training?
D1. Cooperative management	0=No 1=Yes	1=2014 2=2015 3=2016 4=2017	1= Govt Extension Worker 2= NGO staff, specify NGO Name_____ 3= Lead farmer 4= Staff of FO 5= Other, specify_____	1= Very satisfied 2= Satisfied 3= Not satisfied	
D2. Cooperative strategic planning	0=No 1=Yes	1=2014 2=2015 3=2016 4=2017	1= Govt Extension Worker 2= NGO staff, specify NGO Name_____ 3= Lead farmer 4= Staff of FO 5= Other, specify_____	1= Very satisfied 2= Satisfied 3= Not satisfied	
D3. Cooperative training	0=No 1=Yes	1=2014 2=2015 3=2016 4=2017	1= Govt Extension Worker 2= NGO staff, specify NGO Name_____ 3= Lead farmer 4= Staff of FO 5= Other, specify_____	1= Very satisfied 2= Satisfied 3= Not satisfied	
D4. Cooperative leadership	0=No 1=Yes	1=2014 2=2015 3=2016 4=2017	1= Govt Extension Worker 2= NGO staff, specify NGO Name_____ 3= Lead farmer 4= Staff of FO 5= Other, specify_____	1= Very satisfied 2= Satisfied 3= Not satisfied	
D5. Agribusiness management	0=No 1=Yes	1=2014 2=2015 3=2016 4=2017	1= Govt Extension Worker 2= NGO staff, specify NGO Name_____ 3= Lead farmer 4= Staff of FO 5= Other, specify_____	1= Very satisfied 2= Satisfied 3= Not satisfied	
D6. Contract negotiation	0=No 1=Yes	1=2014 2=2015 3=2016 4=2017	1= Govt Extension Worker 2= NGO staff, specify NGO Name_____ 3= Lead farmer 4= Staff of FO 5= Other, specify_____	1= Very satisfied 2= Satisfied 3= Not satisfied	
D7. Price determination	0=No 1=Yes	1=2014 2=2015 3=2016 4=2017	1= Govt Extension Worker 2= NGO staff, specify NGO Name_____ 3= Lead farmer 4= Staff of FO	1= Very satisfied 2= Satisfied 3= Not satisfied	

			5= Other, specify_____		
D8. Cost calculation	0=No 1=Yes	1=2014 2=2015 3=2016 4=2017	1= Govt Extension Worker 2= NGO staff, specify NGO Name_____ 3= Lead farmer 4= Staff of FO 5= Other, specify_____	1= Very satisfied 2= Satisfied 3= Not satisfied	
D9. Budgeting	0=No 1=Yes	1=2014 2=2015 3=2016 4=2017	1= Govt Extension Worker 2= NGO staff, specify NGO Name_____ 3= Lead farmer 4= Staff of FO 5= Other, specify_____	1= Very satisfied 2= Satisfied 3= Not satisfied	
D10. Funds management	0=No 1=Yes	1=2014 2=2015 3=2016 4=2017	1= Govt Extension Worker 2= NGO staff, specify NGO Name_____ 3= Lead farmer 4= Staff of FO 5= Other, specify_____	1= Very satisfied 2= Satisfied 3= Not satisfied	
D11. Warehouse receipt system	0=No 1=Yes	1=2014 2=2015 3=2016 4=2017	1= Govt Extension Worker 2= NGO staff, specify NGO Name_____ 3= Lead farmer 4= Staff of FO 5= Other, specify_____	1= Very satisfied 2= Satisfied 3= Not satisfied	
D12. Food quality control	0=No 1=Yes	1=2014 2=2015 3=2016 4=2017	1= Govt Extension Worker 2= NGO staff, specify NGO Name_____ 3= Lead farmer 4= Staff of FO 5= Other, specify_____	1= Very satisfied 2= Satisfied 3= Not satisfied	
D13. Crop management (diversification, production, productivity, etc)	0=No 1=Yes	1=2014 2=2015 3=2016 4=2017	1= Govt Extension Worker 2= NGO staff, specify NGO Name_____ 3= Lead farmer 4= Staff of FO 5= Other, specify_____	1= Very satisfied 2= Satisfied 3= Not satisfied	
D14. Post-harvest management (including storage)	0=No 1=Yes	1=2014 2=2015 3=2016 4=2017	1= Govt Extension Worker 2= NGO staff, specify NGO Name_____ 3= Lead farmer 4= Staff of FO 5= Other, specify_____	1= Very satisfied 2= Satisfied 3= Not satisfied	
D15. Micronutrient deficiency disorder and control of malnutrition to lead farmers and community	0=No 1=Yes	1=2014 2=2015 3=2016 4=2017	1= Govt Extension Worker 2= NGO staff, specify NGO Name_____ 3= Lead farmer 4= Staff of FO 5= Other, specify_____	1= Very satisfied 2= Satisfied 3= Not satisfied	
D16. Food processing nutrition and preparation	0=No 1=Yes	1=2014 2=2015 3=2016 4=2017	1= Govt Extension Worker 2= NGO staff, specify NGO Name_____ 3= Lead farmer 4= Staff of FO 5= Other, specify_____	1= Very satisfied 2= Satisfied 3= Not satisfied	
D17. Training of trainers on school gardening concept	0=No 1=Yes	1=2014 2=2015 3=2016 4=2017	1= Govt Extension Worker 2= NGO staff, specify NGO Name_____ 3= Lead farmer 4= Staff of FO 5= Other, specify_____	1= Very satisfied 2= Satisfied 3= Not satisfied	
D18. Crop Production	0=No 1=Yes	1=2014 2=2015 3=2016 4=2017	1= Govt Extension Worker 2= NGO staff, specify NGO Name_____ 3= Lead farmer 4= Staff of FO	1= Very satisfied 2= Satisfied 3= Not satisfied	

			5= Other, specify_____		
D19. Sustainable Agricultural Production	0=No 1=Yes	1=2014 2=2015 3=2016 4=2017	1= Govt Extension Worker 2= NGO staff, specify NGO Name_ 3= Lead farmer 4= Staff of FO 5= Other, specify_____	1= Very satisfied 2= Satisfied 3= Not satisfied	
D20. Seasonal Food Calendar Mapping	0=No 1=Yes	1=2014 2=2015 3=2016 4=2017	1= Govt Extension Worker 2= NGO staff, specify NGO Name_____ 3= Lead farmer 4= Staff of FO 5= Other, specify_____	1= Very satisfied 2= Satisfied 3= Not satisfied	
D21. Soil and water conservation	0=No 1=Yes	1=2014 2=2015 3=2016 4=2017	1= Govt Extension Worker 2= NGO staff, specify NGO Name_____ 3= Lead farmer 4= Staff of FO 5= Other, specify_____	1= Very satisfied 2= Satisfied 3= Not satisfied	
D22. Seed loan scheme	0=No 1=Yes	1=2014 2=2015 3=2016 4=2017	1= Govt Extension Worker 2= NGO staff, specify NGO Name_____ 3= Lead farmer 4= Staff of FO 5= Other, specify_____	1= Very satisfied 2= Satisfied 3= Not satisfied	
D23. Seasonal Food calendar mapping	0=No 1=Yes	1=2014 2=2015 3=2016 4=2017	1= Govt Extension Worker 2= NGO staff, specify NGO Name_____ 3= Lead farmer 4= Staff of FO 5= Other, specify_____	1= Very satisfied 2= Satisfied 3= Not satisfied	
D24. Leadership and group dynamics	0=No 1=Yes	1=2014 2=2015 3=2016 4=2017	1= Govt Extension Worker 2= NGO staff, specify NGO Name_ 3= Lead farmer 4= Staff of FO 5= Other, specify_____	1= Very satisfied 2= Satisfied 3= Not satisfied	
D25. Business plan development	0=No 1=Yes	1=2014 2=2015 3=2016 4=2017	1= Govt Extension Worker 2= NGO staff, specify NGO Name_____ 3= Lead farmer 4= Staff of FO 5= Other, specify_____	1= Very satisfied 2= Satisfied 3= Not satisfied	

SECTION D – FOOD CONSUMPTION PART 1

USE YOUR CALCULATORS

Please tell me how many days in the past week (beginning from yesterday) your household has eaten the following foods and what was the source of these foods.

		Food Source codes
<p>Record "0" for items not eaten over the last 7 days.</p> <p>NB: If less than 15g of fish or meat shared by household, record as 'Condiments'</p>	<p>1= Own production</p> <p>2= Fishing, hunting, gathering</p> <p>3= Purchase</p> <p>4= Borrowed</p> <p>5= Exchange of labour for food</p>	<p>6= Exchange of items for food</p> <p>7= Received as gift</p> <p>8= Food aid as part of the SMP /THR</p> <p>9= Other (specify)</p>

D1. Food items (Circle all that apply, then list those you circled in next column as 'type of food')		Type of Food	Main source	Second source
Staples (Zakudya Zokhutitsa)-	Bread, biscuit, pear millet, sorghum, any type of maize, rice, wheat, <i>nsima</i> (Hard porridge made from maize flour, a staple food in Malawi just like Ugali), porridge, <i>Thobwa</i> (nonalcoholic brew made from fermented maize, millets or sorghum), Millet, <i>Chikondamoyo</i> (Whole maize flour cake), <i>naan/Chapatti</i> , scones, flitters, cake, sweetpotato, Yam,			

	Cassava, Irish potato, other edible tubers, Unripe banana and <i>grains</i>			
Food from animals sources (Zakudya zochokera kunyama)	Any type of meat like; beef, pork, mutton, goat meat, game meat (Kalulu, gwape, Nguluwe), chicken and any poultry meat, eggs, fish (dried or fresh), grasshoppers and other edible insects, milk, cheese, yorghut, sour milk, ice cream			
Legumes (zakudya za nyemba)	Beans, Pigeon peas, cowpeas, Bambara nuts, hyacinth beans, Mucuna, ground/pea nuts, sesame, soybeans, grams, chick pea, green peas and other types of legumes			
Vegetables (Ndiwo za masamba)	Pumpkins, carrot, squash/gourd, green vegetables like: amaranthus, black jack leaves, cassava leaves, pumpkin leaves, Sweetpotato leaves, bean leaves, cowpea leaves, mustard, rape, Chinese cabbage, moringa leaves and other indigenous green leaf vegetables, onions, egg plants, cabbage, okra, mushrooms, cucumber, green beans			
Fruits (Zipatso)	Mangoes, Water melon, pawpaw, sugar plum, lemons, Oranges, tangerines, Tamarind, Baobab fruit, grape fruit, African custard apple, Mobola plum, apple, peaches, guava, plums, jujube/Chinese dates, pine apple, ripe banana			
Fats and oils (Mafuta ophikira)	Margarine, butter, cooking oil, avocado pears, coconut			
Sugar/sweet and other sugar products				
Condiments or seasoning	Please write down any foods used in small amount or as a seasoning or condiment			
Likuni phala (CSB)				
Other foods	Please write down other foods in this box that respondent mentioned but are not in the list above			

E. IMPACT

E1. Have you increased quantity of food sold through the FO from 2014?	2014	2015	2016	2017
	0=No 1=Yes	0=No 1=Yes	0=No 1=Yes	0=No 1=Yes
E2. Have you registered increased quantity of food for your own Household consumption?		0=No 1=Yes	0=No 1=Yes	0=No 1=Yes
E3. Has the diversified school diet in the PAA school motivated you to diversify what you eat at home?		0=Yes	1=No	
E4. Has the School PAA diversified menu, improved the health of your school age children?		0=Yes	1=No	

F. CHALLENGES

F1. Were there significant barriers that prevented/hindered you as a member of your FO?	0=No 1=Yes
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G: SUSTAINABILITY

G1. Will you continue selling your food to the FO even after the end of the PAA Programme?	0=Yes 1=No
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END OF QUESTIONNAIRE

Please thank the respondent.

RAPID MARKET ASSESSMENT CHECKLIST

[Note: This Questionnaire is to be administered to 2 or more markets situated in the vicinities of the 10 PAA schools (Phalombe and Mangochi districts)]

My name is and I am part of a team carrying out a survey to gather information on the Impact of WFP's interventions in this community. We would like to ask you some questions about prices of some commodities. This interview usually takes around 1 hour to complete. Any information that you provide will be kept strictly confidential and will not be shown to other people. This is voluntary and you can choose not to answer any or all of the questions if you want. However, we hope that you will participate since your views are important.

Do you have any questions? May we begin now Yes ↓ (go to the following questions) No → Refused

Outcome of interview	1. Completed	2. Partially completed	3. Interview postponed	4. Others
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B. IDENTIFICATION

Questionnaire number:		_ _	_	
A1. District name:	3. Phalombe 4. Mangochi			
A2. Name of the market/shop				
A3. Name of Village				
A4. Which PAA schools are near your market/shop?	1=Tharu (Phalombe) Kms 2=Namikango Primary (Phalombe) Kms 3=Nanyowa primary (Phalombe) Kms 4=Nkhulambe (Phalombe) Kms 5=Nalingula (Phalombe) Kms..... 6.Chingombe primary school (Mangochi) Kms 7=Thema 1(Mangochi) Kms 8=Mtinjimtinji Primary (Mangochi) Kms 9=Kankhande(Mangochi) Kms..... 10=Malenga primary school (Mangochi) Kms..... 11=Other School (Specify)..... Kms..... 12=Other School (specify)..... Kms.....			
A5. Name of Respondents	Title/Position	Gender		Mobile Contact Number
		Male(Tick)	Female(Tick)	
A6. Date of interview	_ _	_ _	20 _ _	
	Day	Month	Year	
A7. Name of survey Supervisor/ Team leader				
A.8 How many years has your shop/market been operating?	_ _	_ _	20 _ _	
	Day	Month	Year	
A9. What do you charge for the following items?	Asset/ Equipment	Units	Cost per Unit (MWK)	
	Hoes with handles	Pcs		
	Large forks	Pcs		
	Shovels	Pcs		
	Rakes	Pcs		

	Hand forks	Pcs		
	Watering Canes	Pcs		
	Horse Pipe	Pcs		
	Wheel barrow	Pcs		
	Panga Knives	Pcs		
	Tape Measure	Pcs		
	Drip irrigation set	Pcs		
	Other.....	Pcs		
	Other.....	Pcs		
	Seeds	Units		
			Cost per Unit (MWK)	
	Rape			
	Bonongwe			
	Okra			
	Mustard			
	Onions			
	Tomatoes			
	Carrots			
	Marigold			
	Chinese			
	Kamuganje			
	Egg plants			
	Other			
	Other			
	Seedlings	Unit		
			Cost MWK	
	Lemon Grass			
	Granadilla			
	Pawpaw			
	Mangoes			
	Bananas			
	Other.....			
	Other.....			
A10. Is there a payment plan for buyers?			Deposit amount	
			No of Instalments	
			Instalment Amount	
A11. Is there a special payment plan for schools?			Deposit amount	
			No of Instalments	
			Instalment Amount	

END OF QUESTIONNAIRE

Please thank the Respondent



FINAL EVALUATION for Purchase from Africans to Africa (PAA)

FARMERS' ORGANIZATION CHECKLIST

Survey 02b

[Note: This Questionnaire is to be administered to the Chairman/Secretary of the FO (Phalombe and Mangochi districts only)]

My name is and I am part of a team carrying out a survey to gather information on the Impact of WFP's interventions in this community. We would like to ask you some questions about your farmers' organization and its involvement in the PAA Programme. The interview usually takes around 1 hour to complete. Any information that you provide will be kept strictly confidential and will not be shown to other people. This is voluntary and you can choose not to answer any or all of the questions if you want. However, we hope that you will participate since your views are important. Do you have any questions? May we begin now Yes (go to the following questions) No →Refused

Outcome of interview	1. Completed	2. Partially completed	3. Interview postponed	4. Others
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C. IDENTIFICATION

Questionnaire number:		_ _ _ _ _ _ _	
A1. District name:		5. Phalombe 6. Mangochi	
A2. Name of farmers' organization		23. Nkhulambe Rice Producers' Association (Phalombe) 24. Nanguluwe Women Club (Phalombe) 25. Chakalamba Irrigation Scheme (Phalombe) 26. Chibwerera Farmers' Association (Mangochi) 27. Mvumba Farmers' Organization (Mangochi) 28. Mthilamanja Farmers' Organization (Mangochi)	
A3. Names of PAA Schools and other Schools you provided foodstuffs to (2014 to date) and distance in Kms for your FO to reach them?		1=Tharu (Phalombe) Kms 2=Namikango Primary (Phalombe) Kms 3=Nanyowa primary (Phalombe) Kms 4=Nkhulambe (Phalombe) Kms 5=Nalingula (Phalombe) Kms..... 6.Chingombe primary school (Mangochi) Kms 7=Thema 1(Mangochi) Kms 8=Mtinjimtinji Primary (Mangochi) Kms 9=Kankhande(Mangochi) Kms..... 10=Malenga primary school (Mangochi) Kms..... 11=Other School (Specify)..... Kms..... 12=Other School (specify)..... Kms.....	
A4. Means used to transport foodstuffs to PAA School(s). If more than 3 schools identified in question A3, add more rows.		Names of schools from A3 above	
		Means of Transport	
		School 1:	1=Motor vehicle 2=Motorcycle 3=Bicycle 4=Foot 5=Other (Specify)
		School 2:	1=Motor vehicle 2=Motorcycle 3=Bicycle 4=Foot 5=Other (Specify)
		School 3:	1=Motor vehicle 2=Motorcycle 3=Bicycle 4=Foot 5=Other (Specify)
A5. Condition of Roads to reach each school (If more than 3 schools, add more rows)		Name of schools identified in A3 above	
		Conditions of the Road	
		School 1:	1=Good 2=Average

			3=Poor							
	School 2:		1=Good 2=Average 3=Poor							
	School 3:		1=Good 2=Average 3=Poor							
A6. Number of years FO has been involved with PAA program:			_ _ _							
A7. FO Respondents	Title/Position	Gender		Mobile Contact Number						
		Male(Tick)	Female(Tick)							
	Chairperson									
	Deputy Chairperson									
	Secretary									
	Vice Secretary									
	Other executive member									
A8. Date of interview	_ _ _	_ _ _	20 _ _ _							
	Day	Month	Year							
A9. Name of survey Supervisor/ Team leader										
A10. When was the FO established?	_ _ _	_ _ _	20 _ _ _							
	Day	Month	Year							
A11. Number of members in the FO.	Less than 50			51-100			Over 100			
	M	F	Total	M	F	Total	M	F	Total	
Executive Level										
Management Level										
General membership										
Total										
A12. Is the FO registered/ Licensed?				0=Yes	1=No					
A13. Which government bodies is the FO licensed/registered with?										
A14. When did your FO get involved in the Home Grown School Meals Programme (HGSM) ?				Month	_____			Year	_____	
A15. Does the FO own land? (There may be cases where the FO owns and rents land)	0=Yes (If yes, no of Acres).....					1=No (if no, Do you rent land and what is the size of the rented land? No. of Acres rented.....				
	(Add more rows if the FO owns more than one piece of land)					Rentalper month. (Add more rows if more than one piece of rented land)				
A16. Does the FO have barren land (Land not being cultivated)?				0=Yes, 1=No.						
A17. Did you plant crops in the last season (2016-2017) ? 0=Yes 1=No	If yes, Crops planted on both FO owned and rented land						Acreage planted per crop			
	Maize									
	Rice									
	Cassava									
	Sweet Potato									
	Groundnuts									
	Beans									
	Pigeon peas									
	Soya									
	Millet									
Green vegetables										

	Tomatoes					
	Onions					
	Fruits					
	Fish					
	Sorghum					
	Green bananas					
	Irish Potatoes					
	Other.....					
	Other.....					
A18. What assets does the FO own (e.g Equipment, Seeds, Seedlings)?	Asset/ Equipment	Units	Qty	Value (MWK)	When was Asset / Equipment purchased/received?	
					Purchased	Received from PAA
	Hoes with handles	Pcs				
	Large forks	Pcs				
	Shovels	Pcs				
	Rakes	Pcs				
	Hand forks	Pcs				
	Watering Canes	Pcs				
	Horse Pipe	Pcs				
	Wheel barrow	Pcs				
	Panga Knives	Pcs				
	Tape Measure	Pcs				
	Warehouse					
	Other.....	Pcs				
	Other.....	Pcs				
	Seeds	Qty Grams	Value (MWK)	Dates when were the Seeds		
				Grown	Purchased	Received from PAA
	Rape					
	Bonongwe					
	Okra					
	Mustard					
	Onions					
	Tomatoes					
	Carrots					
	Marigold					
	Chinese					
	Kamuganje					
	Egg plants					
	Other					
	Other					
	Seedlings	Qty (Bundles)	Value (MWK)	When were the Seedlings		
				Planted	Purchased	Received from PAA
Lemon Grass						
Granadilla						
Pawpaw						
Mangoes						
Bananas						

	Other.....					
	Other.....					

B. MEMBERSHIP

B1. Output 1.1.2 (Number of Smallholder farmers enrolled in your FO)						
	B1 2014 [Baseline]		B2 2016 [Endline]		B3 Now (2017)	
	Number of registered farmers by gender and age in 2014		Number of registered farmers by gender and age by 2016		Number of registered farmers by gender and age by now (2017)	
Age	Female	Male	Female	Male	Female	Male
<18 Years						
18-30 Yrs						
31-40 Yrs						
40-50 Yrs						
51+ Yrs						

C. PURCHASING MODALITIES

Outcome 1.2 (Purchasing modalities of school meals programme have been adapted to suit school capacities and local procurement conditions) Which food stuffs did you supply to the HGSM/PAA schools?					
	Type of food	Qty of food supplied by the FO (In Kgs or MT)-Tick Unit of Measure			
		2014	2015	2016	2017
C1. Food types (Indicate for each year the Types and quantity of foodstuffs supplied by the FO)	Maize				
	Rice				
	Cassava				
	Sweet Potato				
	Groundnuts				
	Beans				
	Pigeon peas				
	Soya				
	Millet				
	Green vegetables				
	Tomatoes				
	Onions				
	Fruits				
	Fish				
	Sorghum				
	Green bananas				
	Irish potatoes				
	Beef/goat meat				
	Vegetable oil				
	Sugar				
Salt					
Other (Specify) ...					
Other (Specify) ...					
Other (Specify) ...					
Other (Specify) ...					

D. FARMERS' ORGANIZATION CAPACITY DEVELOPMENT

Type of Training Received	Did your FO receive this	If Yes, Year Training Received ?	No by Gender attending each training		Who facilitated the training?	How satisfied was your FO with the training provided?
			M	F		

	trainin g?					
D1. Cooperative management	0=No 1=Yes	1=2014 2=2015 3=2016 4=2017			1= Govt Extension Worker 2= NGO staff, specify NGO Name 3= Lead farmer 4= Staff of FO 5= Other, specify_____	1= Very satisfied 2= Satisfied 3= Not satisfied
D2. Cooperative strategic planning	0=No 1=Yes	1=2014 2=2015 3=2016 4=2017			1= Govt Extension Worker 2= NGO staff, specify NGO Name_ 3= Lead farmer 4= Staff of FO 5= Other, specify_____	1= Very satisfied 2= Satisfied 3= Not satisfied
D3. Cooperative training	0=No 1=Yes	1=2014 2=2015 3=2016 4=2017			1= Govt Extension Worker 2= NGO staff, specify NGO Name 3= Lead farmer 4= Staff of FO 5= Other, specify_____	1= Very satisfied 2= Satisfied 3= Not satisfied
D4. Cooperative leadership	0=No 1=Yes	1=2014 2=2015 3=2016 4=2017			1= Govt Extension Worker 2= NGO staff, specify NGO Name_ 3= Lead farmer 4= Staff of FO 5= Other, specify_____	1= Very satisfied 2= Satisfied 3= Not satisfied
D5. Agribusiness management	0=No 1=Yes	1=2014 2=2015 3=2016 4=2017			1= Govt Extension Worker 2= NGO staff, specify NGO Name_ 3= Lead farmer 4= Staff of FO 5= Other, specify_____	1= Very satisfied 2= Satisfied 3= Not satisfied
D6. Contract negotiation	0=No 1=Yes	1=2014 2=2015 3=2016 4=2017			1= Govt Extension Worker 2= NGO staff, specify NGO Name_ 3= Lead farmer 4= Staff of FO 5= Other, specify_____	1= Very satisfied 2= Satisfied 3= Not satisfied
D7. Price determinatio n	0=No 1=Yes	1=2014 2=2015 3=2016 4=2017			1= Govt Extension Worker 2= NGO staff, specify NGO Name_ 3= Lead farmer 4= Staff of FO 5= Other, specify_____	1= Very satisfied 2= Satisfied 3= Not satisfied
D8. Cost calculation	0=No 1=Yes	1=2014 2=2015 3=2016 4=2017			1= Govt Extension Worker 2= NGO staff, specify NGO Name_ 3= Lead farmer 4= Staff of FO 5= Other, specify_____	1= Very satisfied 2= Satisfied 3= Not satisfied
D9. Budgeting	0=No 1=Yes	1=2014 2=2015 3=2016 4=2017			1= Govt Extension Worker 2= NGO staff, specify NGO Name_ 3= Lead farmer 4= Staff of FO 5= Other, specify_____	1= Very satisfied 2= Satisfied 3= Not satisfied
D10. Funds management	0=No 1=Yes	1=2014 2=2015 3=2016 4=2017			1= Govt Extension Worker 2= NGO staff, specify NGO Name_ 3= Lead farmer 4= Staff of FO 5= Other, specify_____	1= Very satisfied 2= Satisfied 3= Not satisfied
D11. Warehouse receipt system	0=No 1=Yes	1=2014 2=2015 3=2016 4=2017			1= Govt Extension Worker 2= NGO staff, specify NGO Name_ 3= Lead farmer 4= Staff of FO 5= Other, specify_____	1= Very satisfied 2= Satisfied 3= Not satisfied
D12. Food quality control	0=No 1=Yes	1=2014 2=2015 3=2016			1= Govt Extension Worker 2= NGO staff, specify NGO Name_ 3= Lead farmer	1= Very satisfied 2= Satisfied 3= Not satisfied

		4=2017			4= Staff of FO 5= Other, specify_____	
D13. Crop management (diversification, production, productivity etc)	0=No 1=Yes	1=2014 2=2015 3=2016 4=2017			1= Govt Extension Worker 2= NGO staff, specify NGO Name_ 3= Lead farmer 4= Staff of FO 5= Other, specify_____	1= Very satisfied 2= Satisfied 3= Not satisfied
D14. Post-harvest management (including storage)	0=No 1=Yes	1=2014 2=2015 3=2016 4=2017			1= Govt Extension Worker 2= NGO staff, specify NGO Name_ 3= Lead farmer 4= Staff of FO 5= Other, specify_____	1= Very satisfied 2= Satisfied 3= Not satisfied
D15. Micronutrient deficiency disorder and control of malnutrition to lead farmers and community	0=No 1=Yes	1=2014 2=2015 3=2016 4=2017			1= Govt Extension Worker 2= NGO staff, specify NGO Name_ 3= Lead farmer 4= Staff of FO 5= Other, specify_____	1= Very satisfied 2= Satisfied 3= Not satisfied
D16. Food processing nutrition and preparation	0=No 1=Yes	1=2014 2=2015 3=2016 4=2017			1= Govt Extension Worker 2= NGO staff, specify NGO Name_ 3= Lead farmer 4= Staff of FO 5= Other, specify_____	1= Very satisfied 2= Satisfied 3= Not satisfied
D17. Training of trainers on school gardening concept	0=No 1=Yes	1=2014 2=2015 3=2016 4=2017			1= Govt Extension Worker 2= NGO staff, specify NGO Name_ 3= Lead farmer 4= Staff of FO 5= Other, specify_____	1= Very satisfied 2= Satisfied 3= Not satisfied
D18. Crop Production	0=No 1=Yes	1=2014 2=2015 3=2016 4=2017			1= Govt Extension Worker 2= NGO staff, specify NGO Name_ 3= Lead farmer 4= Staff of FO 5= Other, specify_____	1= Very satisfied 2= Satisfied 3= Not satisfied
D19. Sustainable Agricultural Production	0=No 1=Yes	1=2014 2=2015 3=2016 4=2017			1= Govt Extension Worker 2= NGO staff, specify NGO Name_ 3= Lead farmer 4= Staff of FO 5= Other, specify_____	1= Very satisfied 2= Satisfied 3= Not satisfied
D20. Seasonal Food Calendar Mapping	0=No 1=Yes	1=2014 2=2015 3=2016 4=2017			1= Govt Extension Worker 2= NGO staff, specify NGO Name_ 3= Lead farmer 4= Staff of FO 5= Other, specify_____	1= Very satisfied 2= Satisfied 3= Not satisfied
D21. Soil and water conservation	0=No 1=Yes	1=2014 2=2015 3=2016 4=2017			1= Govt Extension Worker 2= NGO staff, specify NGO Name_ 3= Lead farmer 4= Staff of FO 5= Other, specify_____	1= Very satisfied 2= Satisfied 3= Not satisfied
D22. Seed loan scheme	0=No 1=Yes	1=2014 2=2015 3=2016 4=2017			1= Govt Extension Worker 2= NGO staff, specify NGO Name_ 3= Lead farmer 4= Staff of FO 5= Other, specify_____	1= Very satisfied 2= Satisfied 3= Not satisfied

D23. Seasonal Food calendar mapping	0=No 1=Yes	1=2014 2=2015 3=2016 4=2017			1= Govt Extension Worker 2= NGO staff, specify NGO Name_ 3= Lead farmer 4= Staff of FO 5= Other, specify _____	1= Very satisfied 2= Satisfied 3= Not satisfied
D24. Leadership and group dynamics	0=No 1=Yes	1=2014 2=2015 3=2016 4=2017			1= Govt Extension Worker 2= NGO staff, specify NGO Name_ 3= Lead farmer 4= Staff of FO 5= Other, specify _____	1= Very satisfied 2= Satisfied 3= Not satisfied
D25. Business plan development	0=No 1=Yes	1=2014 2=2015 3=2016 4=2017			1= Govt Extension Worker 2= NGO staff, specify NGO Name_ 3= Lead farmer 4= Staff of FO 5= Other, specify _____	1= Very satisfied 2= Satisfied 3= Not satisfied

E. IMPACT

E1. What was the total revenue/year realized by the FO from sales to the PAA schools?.	2014		2015		2016		2017	
	Qty in Kg/MT	Value (KWM)	Qty in Kg/MT	Value (KWM)	Qty in Kg/MT	Value (KWM)	Qty in Kg/MT	Value (KWM)
E2. Did the FO experience any crop losses (2014 – 2017)?	0=Yes 1=No		0=Yes 1=No		0=Yes 1=No		0=Yes 1=No	
E3. How much revenue did the FO gain last year from new FO member registrations?								
E4. How much revenue did the FO gain last year from annual member fees?								

E5. (Number of national workshops / consultative meetings (including participating in government fora). Which workshops/meetings did members of your FO attend?

No	Type of workshop/meeting	Number of meetings	Number of participants		
			Male	Female	Total
1	Home Grown School Feeding Review Meeting (2014)				
2	Joint PAA Planning Meeting (2014)				
3	Home Grown School Feeding Review Meeting (2015)				
4	School Health and Nutrition Technical Working Group				
5	National Nutrition Coordinating Committee				
6	District Nutrition Coordinating Committee				
7	Home Grown School Feeding Committee				
8	End of Term Review Meeting				
9	Exchange visit between districts				
10	Other(Specify)				
11	Other (Specify)				
	TOTAL				

E6. (Number of international knowledge sharing events participating in, by gender and institution) Which international events did your FO attend from 2016, funded by the project?

Year	Event	Country	Participating Institution	No of participants		
				M	F	Total
2014						
2015						

2016						
2017						

E7. (Number of dissemination / communication materials produced (background papers/ external reports), advocacy papers, etc.).Did you receive the following communication materials?

Type of material	Received-Yes/No	Number received
Home Grown school Feeding Brochure		
PAA Africa Banners		
WFP Annual reports		
PAA Malawi and Mozambique Workshop web press release		
Other		
Total		

F. CHALLENGES

F1. Were there significant barriers that prevented/hindered your FO's success in the PAA programme?	0=No 1=Yes
F2. How effective did your FO find the payment mechanism (Local Council) used in the Programme to be?	1 = Very Effective 2 = Effective 3= Not effective
F3. How effective was the contractual mechanism between your FO and PAA schools?	1 = Very Effective 2 = Effective 3= Not effective
F4. Were there any legal barriers for the participation of some members of your FO?	0=No 1=Yes

G. SUSTAINABILITY

G1. Will your FO continue to sell your food to the local PAA schools even after the end of the PAA Programme? G2. Please indicate reasons for your response in G1	0=No 1=Yes
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END OF QUESTIONNAIRE

Please thank the respondent.

EVALUATION OF SCHOOL MEALS PROGRAM IN MALAWI WITH SUPPORT FROM MC GOVERN DOLE AND PAA**Key Informant Interview Checklist for WFP Program Staff (SMP & P4P)**

1. Was the intervention in line with WFP, USDA and United Nations Development Program (UNDP) main goals and strategies in Malawi?
2. Is the project aligned with national government's education and school feeding policies and strategies, as well as other policies and strategies, such as the National Social Support Program and the Malawi Growth and Development Strategy (MGDS II) and the National Education Sector Plan (NESP)?
3. Does the project complement other donor-funded and government initiatives?
4. Was the project designed to reach the right people with the right type of assistance?
5. To what degree have (and have not) the interventions resulted in the expected results and outcomes?
6. Have student literacy, attendance, attentiveness, and student health improved?
7. Did assistance reach the right beneficiaries in the right quantity and quality at the right time?
8. Have there been any unintended outcomes, either positive or negative?
9. What internal and external factors affected the project achievement of intended results?
10. To which extent has the program addressed lessons learned from the midterm evaluation findings and recommendations?:
 - Advocate for a stable budget line for SMP to support government agenda of universal coverage
 - Strengthen M&E system to ensure data on SMP is included in DEMIS and EMIS
 - Develop National school meals strategy to provide direction on how government can manage the SMP
11. Is the program sustainable in the following areas: strategy for sustainability; sound policy alignment; stable funding and budgeting; quality program design; institutional arrangements; local production and sourcing; partnership and coordination; community participation and ownership?
 - Will PAA Africa schools continue buying from local smallholder farmers after the end of the initiative?
 - Will it be possible to sustain possible socioeconomic improvements due to the social protection function of PAA Africa?
12. Has the WFP and FAO partnership strategy for HGSM been appropriate and effective?
 - Is there potential for improvement and in which respect?
 - What are the current limitations of the partnership?
13. Were there any significant limitations/barriers within different stakeholders in the coordination and implementation of the program in Malawi? If yes, how a better partnership arrangement/coordination could be achieved?
14. Has the involvement of the Government of Malawi been appropriate and effective? Is there potential for improvement and in which respect?
15. Were any civil society organizations involved in the design and/or implementation of the program? What civil society organizations have participated and in which levels they are engaged on the project?
16. What are lessons learned from the project?
17. How can WFP improve future programming, in the context of these lessons learned?

EVALUATION OF SCHOOL MEALS PROGRAM IN MALAWI WITH SUPPORT FROM MC GOVERN DOLE AND PAA

Key Informant Interview Checklist for WFP Head of Logistics

1. How is the WFP logistics Unit supporting the school meals program?
2. What is the supply chain for the SMP?
3. Who are the key stakeholders involved in the logistics to ensure uninterrupted supply of food stuff for the SMP?
4. What is the role of government in the supply chain? Have they been effective to support the supply chain. What more support would be required?
5. Does the unit have the required capacity to handle the total quantities of commodity required for SMP in a year. What additional support is required?
6. What challenges have you encountered in moving the food stuff used for the SMP?
7. How have you addressed such challenges to ensure program efficiency?
8. What are the lessons learned handling logistics for the SMP?

KII Guide 04

EVALUATION OF SCHOOL MEALS PROGRAM IN MALAWI WITH SUPPORT FROM MC GOVERN DOLE AND PAA

Key Informant Interview Checklist for FAO

1. What was the design of the PAA program and how is it coordinated. What is the role of FAO in the program?
2. Was the intervention in line with FAO main goals and strategies in Malawi?
3. Is the program aligned with national government's agriculture and small holder farmers policies?
4. Who are the other stakeholders involved in the program and how do these different players complement each other?
5. How is the FAO collaborating with the ministry of Agriculture in implementing the program?
6. To what extent are farmers able to consistently produce the right quality and quantity of food for school meals program? What additional support is required?
7. Is the intervention in a position to reach male and female smallholder farmers and provide them with stable markets for their products?
8. How is the school gardens initiative implemented and how is the initiative helping to transfer agricultural technologies to the communities. What technologies are being promoted and in how many of the PAA Africa beneficiary schools have school gardens been implemented?
9. How has the program improved smallholder farmers that are participating in the program? Productivity, access to market, use of improved technologies etc. Have there been significant improvements among female farmers as compared to male farmers?
10. How does the intervention's efficiency compare to other agricultural interventions (e.g. input subsidy programmes, extension programmes)?
11. Did the program implement specific intervention targeting female farmers? What are these interventions and what impact have they had on the female farmers?
12. Were there any significant barriers for farmers' unions, smallholder farmers and female farmers to participate in the program?
13. Is the program sustainable in the following areas: strategy for sustainability; sound policy alignment; stable funding and budgeting; quality program design; institutional arrangements; local production and sourcing; partnership and coordination; community participation and ownership?
 - Will PAA Africa schools continue buying from local smallholder farmers after the end of the initiative?
 - Will the agricultural improvements related to PAA Africa be sustained, even after the end of program activities?
14. Have farmers and/or farmers organizations built capacity in a sustainable way to participate in institutional and non-institutional markets even with a reduced external support in terms of training and inputs?
15. Has the WFP and FAO partnership strategy for HGSM been appropriate and effective?
 - Is there potential for improvement and in which respect?
 - What are the current limitations of the partnership?
16. Were there any significant limitations/barriers within different stakeholders in the coordination?

and implementation of the program in Malawi? If yes, how a better partnership arrangement/coordination could be achieved

17. Has the involvement of the Government of Malawi been appropriate and effective? Is there potential for improvement and in which respect?
18. Were any civil society organizations involved in the design and/or implementation of the program? What civil society organizations have participated and in which levels they are engaged on the project?
19. What are lessons learned from the project?
20. How can FAO improve future programming, in the context of these lessons learned?

EVALUATION OF SCHOOL MEALS PROGRAM IN MALAWI WITH SUPPORT FROM GOVERN DOLE AND PAA

KII Guide 05

Key Informant Interview Checklist for the Ministry of Education

1. What is the role of the ministry of education science and technology in the management and implementation of the school meals program?
2. Who are the other stakeholders involved in the school meals program and how does the ministry ensure complementarity among the various players in school meals
3. Is the program aligned with national government's education and school feeding policies and strategies, as well as other policies and strategies, such as the National Social Support Programme and the Malawi Growth and Development Strategy (MGDS II) and the National Education Sector Plan (NESP)
4. Does the program complement other donor-funded and government initiatives?
5. To what degree have (and have not) the interventions resulted in the expected results and outcomes? (enrolment rates, dropout rates, attendance rates among girls and boys)
6. Is the initiative in a position to regularly provide adequate school meals to children in the beneficiary schools?
7. What capacity building activities have been provided to the ministry staff and how has the capacity building enhanced monitoring and management of the school-feeding programme?
8. Have there been any unintended outcomes from the implementation of the program, either positive or negative?
9. What internal and external factors affected the program achievement of intended results?
10. What monitoring system has been put in place to collect data on the school meals program and what is the role of the ministry in the M&E system
11. What needs remain in order to achieve a full handover and nationally-owned school feeding program?
12. What progress has the government made toward developing a nationally owned school feeding program?
13. What is the current government allocation to the school meals program
14. What strategies have been put in place to ensure active participation by the community in the school-feeding programme activities?
15. In the eyes of the main stakeholders and programme managers, what are the steps that could be taken to improve the programme's effectiveness, efficiency, and sustainability?
16. To which extent has the programme addressed lessons learned from the midterm evaluation findings and recommendations?:
 - Finalize, launch and implement the national school health and nutrition (SHN) policy
 - Dedicate a budget for SMP in the national budget for sustainability of the program
 - Ensure that the Education Management Information System (EMIS) and DEMIS is effectively capturing data on the SMP

EVALUATION OF SCHOOL MEALS PROGRAM IN MALAWI WITH SUPPORT FROM MC GOVERN DOLE AND PAA

Key Informant Interview Checklist for the Ministry of Gender & Child Development

1. What is the role of the ministry of gender in the management and implementation of the school meals program?
2. Who are the other stakeholders involved in the school meals program and how does the ministry ensure complementarity among the various players in school meals
3. Is the program aligned with national government's gender and child development policies and strategies? Please explain
4. Does the program complement other donor-funded and government initiatives?
5. To what degree have (and have not) the SMs interventions resulted in the expected results and outcomes?
 - Early child development in Malawi
 - Increased enrolment of boys and girls in the supported schools
 - Regular attendance by boys and girls
 - Child capacity to concentrate and learn
 - Smooth transitioning of boys and girls from preschool to primary school at the right age
6. How do you ensure that issues of gender and early child development are incorporated in the SM program
7. Do you provide capacity building activities to stakeholders who are managing SM program? What capacity building activities have been provided and how has the capacity building enhanced incorporation of gender and child development issues the school-feeding programme?
8. Are you satisfied with the way the program is currently implemented? What are the steps that could be taken to improve the programme's effectiveness, efficiency, and sustainability?

EVALUATION OF SCHOOL MEALS PROGRAM IN MALAWI WITH SUPPORT FROM GOVERN DOLE AND PAA

Key Informant Interview Checklist for PAA steering committee & HGSM/ SHN Technical working group

1. How has HGSM programme approach impacted the nutritional diversity of school meals in beneficiary schools in Malawi? (Specific HGSM by PAA)
2. Has the school meals met the national dietary standards if these exist (specific for HGSM by PAA)?
3. Is the intervention in a position to reach male and female smallholder farmers and provide them with stable markets for their products?
4. Are there any significant barriers for farmers' unions and smallholder farmers to participate in the programme? In particular:
5. Was the payment mechanism effective? Was there any time delay in payments to beneficiary farmers? Why?
6. Were the contractual mechanisms effective? Was there any legal barrier for the participation of targeted beneficiaries?
7. Is the intervention in a position to strengthen/empower local institutions and facilitate the capacity development of local leaders?
8. To which extent has the project changed attitudes towards gender? Is the intervention in a position to empower girls/women?
9. Is the program sustainable in the following areas: strategy for sustainability; sound policy alignment; stable funding and budgeting; quality program design; institutional arrangements; local production and sourcing; partnership and coordination; community participation and ownership?
 - a. Will PAA Africa schools continue buying from local smallholder farmers after the end of the initiative?
 - b. Will the agricultural improvements related to PAA Africa be sustained, even after the end of programme activities?
 - c. Will it be possible to sustain possible socioeconomic improvements due to the social protection function of PAA Africa?
10. Have farmers and/or farmers organizations built capacity in a sustainable way to participate in institutional and non-institutional markets even with a reduced external support in terms of

training and inputs?

11. In the eyes of the main stakeholders and programme managers, what are the steps that could be taken to improve the programme's effectiveness, efficiency, and sustainability?
12. Were there any significant limitations/barriers within different stakeholders in the coordination and implementation of the program in Malawi? If yes, how a better partnership arrangement/coordination could be achieved?

EVALUATION OF SCHOOL MEALS PROGRAM IN MALAWI WITH SUPPORT FROM MC GOVERN DOLE AND PAA

KII Guide 08

Key Informant Interview Checklist for the Association of Early Child Development

1. Who are the members of the association
2. Why was the association formed and what are some of the objectives and activities of the association
3. What is the role of the association of early child development in the management and implementation of the school meals program?
4. Is the SM program aligned with the association's strategies and objectives
5. How many ECD centres are under the association. How many of these are supported with the school meals programs by which organisations. What is the percentage contribution of WFP to the SM program in EDC centres
6. To what degree have (and have not) the interventions resulted in the expected results and outcomes?
 - Increased enrolment of boys and girls in the supported schools
 - Regular attendance by boys and girls
 - Child capacity to concentrate and learn
 - Smooth transitioning of boys and girls from preschool to primary school at the right age
7. Is the initiative in a position to regularly provide adequate school meals to children in the beneficiary schools?
8. What capacity building activities have been provided to the association members and how has the capacity building enhanced monitoring and management of the school-feeding programme?
9. Have there been any unintended outcomes from the implementation of the program, either positive or negative?
10. What internal and external factors affected the program achievement of intended results?
11. What strategies have been put in place to ensure active participation by the community in the school-feeding programme activities?
12. How is the association working to ensure complementary services like feeding structures, WASH facilities are provided in the ECD centres
13. What are the main challenges and lessons from the SM programs in the ECD centres and what steps could be taken to improve the programme's effectiveness, efficiency?
14. How best can the SM program be sustained, and what strategies have been put in place by the association to ensure sustainability of the program?

EVALUATION OF SCHOOL MEALS PROGRAM IN MALAWI WITH SUPPORT FROM MC GOVERN DOLE AND PAA

KII Guide 09

Key Informant Interview Checklist for the District & School procurement committees

1. What is the role of the District/school procurement committee in the management and implementation of the school meals program?
2. How do funds move to the districts and schools for the HGSP program
3. From which farmer organisations and or markets do you procure the school meals commodities
4. What are the main commodities that are procured by the committee
5. Please explain the procurement modality that is followed at the school for the commodities used in the HGSP program
6. Are the farmers organizations able to supply all the commodities that you require for the program? If not, how do you make up for the shortfalls
7. What is the percentage of the beneficiary schools' food purchases which were supplied by farmer organizations? What is the percentage of food which was purchased through other channels?

8. What are the contractual requirements for the farmer organizations to supply commodities to the schools.
 - Are the contractual mechanisms effective?
 - Are there any legal barrier for the participation of targeted beneficiary farmers?
9. What are the payment mechanisms to the FOs for the commodities supplied to the schools?
 - Is the payment mechanism effective?
 - Are there any time delay in the payments to the beneficiary farmers? Why?
10. What are the challenges and lessons from the HGSF modality and what are the steps that could be taken to improve the programme's effectiveness, efficiency, and sustainability?

KII Guide 10

EVALUATION OF SCHOOL MEALS PROGRAM IN MALAWI WITH SUPPORT FROM MC GOVERN DOLE AND PAA

Key Informant Interview Checklist for CRECCOM

1. What is CRECCOM and what are your organisation's goals and objectives
2. What type of programs are you implementing in Malawi
3. What would you say are the main challenges in the education sector of the country. What factors have aggravated these challenges (cultural, economic, social etc)
4. What do think can be done to address these challenges. What specific activities is your organisation implementing to address these challenges. Is it working? Please explain
5. Do you think the Government of Malawi and other stakeholders including civil society organisations are doing enough to address the challenges related to education in Malawi? What are the potential improvements that could be made?
6. Do you think provision of school meals is contributing to addressing some of the challenges affecting education in Malawi? How is the SM program helping to promote education for all and quality of education in the country
7. To what extent is your organisation involved in the school meals program in Malawi. What are your specific roles in the SM program?
8. What is your perception in the way the SM program is being implemented? what are the steps that could be taken to improve the programme's
 - Effectiveness
 - Efficiency
 - sustainability?
9. What are the key lessons that you would like to share from your involvement in the school meals program?

KII Guide 11

EVALUATION OF SCHOOL MEALS PROGRAM IN MALAWI WITH SUPPORT FROM MC GOVERN DOLE AND PAA

Key Informant Interview Checklist for Mary Meals & other providers of school meals

1. What is the role of your organization in the provision of school meals in Malawi?
2. In which districts are you working in and what type of schools do you support
3. What criteria do you use to enroll schools in your school meals program?
4. Who are the stakeholders that you are working with in the provision of school meals. Do you also collaborate with WFP in school meals? In what ways do you collaborate
5. Would you please briefly explain the model that your organization is using in the provision of school meals?
6. What are the challenges and lessons from the school meals program that you are implementing
7. How are you dealing with these challenges to improve the programme's effectiveness, efficiency, and sustainability?
8. What monitoring system do you use to collect data on the school meals program
9. Are community members involved in your model for the school meals? What strategies have been put in place to ensure active participation by the community in the school-feeding programme activities?
10. How do incorporate gender and WASH activities in your SM program
11. What are the strategies that you have put in place to ensure sustainability of the SM program

being implemented by your organization

EVALUATION OF SCHOOL MEALS PROGRAM IN MALAWI WITH SUPPORT FROM MC GOVERN DOLE AND PAA

Key Informant Interview WE Effect and other NGOs working with farmer organizations

KII Guide 12

1. What are the goals and objectives of your organization
2. What type of programs are you implementing in Malawi
3. What would you say are the main challenges in the agriculture sector, and specific for small holder farmers.
4. What do think can be done to address these challenges. What specific activities is your organization implementing to address these challenges. Is it working? Please explain
5. Do you think the Government of Malawi and other stakeholders including non-governmental organizations are doing enough to address the challenges related to small holder farmers in Malawi? What are the potential improvements that could be made?
6. What do you know about the PAA HGSF program? To what extent is your organization involved in the PAA's HGSF program in Malawi. What are your specific roles in the program?
7. How is the PAA program on HGSF contributing to address some of the challenges affecting small holder farmers in Malawi? (low productivity, agriculture technologies, markets, aggregation capacity)
8. Is the program's strategy relevant to the beneficiaries' needs?
9. Is the intervention in a position to reach male and female smallholder farmers and provide them with stable markets for their products? Please explain
10. What is your perception in the way the PAA's HGSF program is being implemented? what are the steps that could be taken to improve the programme's
 - Effectiveness
 - Efficiency
 - sustainability?
11. How does the intervention's efficiency compare to other agricultural interventions (e.g. input subsidy programmes, extension programmes)?
12. Have farmers and/or farmers organizations built capacity in a sustainable way to participate in institutional and non-institutional markets even with a reduced external support in terms of training and inputs?
13. What are the key lessons that you would like to share from your involvement in the HGSF program?

EVALUATION OF SCHOOL MEALS PROGRAM IN MALAWI WITH SUPPORT FROM MC GOVERN DOLE AND PAA

Key Informant Interview Checklist for School Feeding Committee

KII Guide 13

1. When did your school start participating in the school meals program
2. How do you get the commodities used in the school meals. (Do you receive directly from WFP or procured locally as the case with HGSF)
3. How frequently do you get stocks for the SM commodities
4. What is the role of the school feeding committee in the implementation of the SM program
5. Are representatives of the beneficiary pupils involved in the management of the program, please explain their involvement
6. What type of meals do you prepare at the school, do the pupils like the meals that are prepared? How do you get feedback from the pupils
7. Has the program helped to diversify diets among the students and the communities? Are communities adopting the menus prepared in the school?
8. **For HGSF schools:** Do the school meals meet the national dietary standards (The six food groups for the case of Malawi)
9. What measures do you put in place to ensure quality of the of the meals prepared
 - a. Is food safety assured adequately (handling and preparation, water availability, minimum infra- structure for school canteens and general hygiene practices)?

10. Have the committee received any training on monitoring and management of the school-feeding programme? What type of training and who mostly provide the training?
11. To what degree have (and have not) the interventions resulted in the expected results and outcomes?
 - a. Have student enrolment, attendance, attentiveness, and student health improved?
 - b. How about dropout rates?
 - c. Has the female pupil benefitted as much as the male pupil in the program? How about orphaned children? Please explain
12. Does the community actively participate in the school-feeding program activities?
 - a. What is the contribution of the community towards the implementation of the school feeding program
 - b. What is the contribution of the school feeding committee towards the implementation of the school feeding program
13. What other programs is the committee implementing at the school to support the school feeding program
14. How does the school feeding committee in collaboration with the community plan to sustain the school feeding program. Are you able to complement part of the costs? How

EVALUATION OF SCHOOL MEALS PROGRAM IN MALAWI WITH SUPPORT FROM MC GOVERN DOLE AND PAA

Key Informant Interview School Garden Committee

KII Guide 14

1. When was the school garden established
2. What are the objectives of establishing a school garden at this school
3. How is the school gardens initiative implemented and how is the initiative helping to transfer agricultural technologies to the communities.
4. What are the main crops and grown and agriculture technologies being promoted in the school gardens?
5. How many students/local farmers could benefit from a training / technology transfer within the school gardens?
6. What is the frequency of trainings/seminars for farmers/students that are carried out in these school gardens?
7. How does the intervention's efficiency compare to other agricultural extension interventions?
8. How are local communities involved in and contributing toward school gardens? Who provides labour to the activities happening in the school gardens
9. How do the school gardens complement the SM program? How do you use the proceeds/harvest from the school gardens. Do you use some of the crops, fruits & vegetables to supplement school meals?
10. What are the lessons learned from the school garden initiative?
11. What are the strategies put in place by the committee to ensure sustainability of the school garden initiative

Annex 12: Detailed description of evaluation methodology and sampling

1. Introduction

The evaluation adhered to the seven evaluation criteria listed in the TOR. These are: Relevance/Appropriateness; Effectiveness; Efficiency; Outcomes; Sustainability; Governance; and General. The evaluation questions shown in the evaluation matrix below, have been further developed into questions shown in the annex as question guides. The questions were expected to draw out key lessons and performance for the two projects. For each evaluation category, the questions are general (for the overall project level); School feeding component (applicable to both projects); and, Institutional demand/productive support component which applies only to the PAA component.

- **Relevance** questions in the TOR and the annexed evaluation question guides of this annex relate to the validity of the centralized and decentralized approaches to school feeding and to the consistency of the HGSF program and school feeding in general to the GoM strategies. The evaluation team will explore Relevance as an evaluation criteria, through interviews with stakeholders at national levels and documentary evidence.
- **Effectiveness** refers to the degree to which the objectives of the two projects were attained as set for Phase 2 and the extent to which they can be met in the next phase. To study this criteria, the team relies on the qualitative and quantitative survey questionnaires and question guides, administered to operational staff. These tools were developed after scrutiny of logical frameworks for the two projects and a review of available databases.
- The **Efficiency** criteria is directed at a comparison of the activity inputs against the project outputs. Both projects set targets for their activities. The team will verify the veracity of the project M & E reporting, and reports which summarize them, against other reliable databases such as EMIS and DEMIS. The study survey and interviews, as well as a budget review, will compare the cost aspects of the decentralized versus the centralized models of school feeding. The team notes questions of importance under 'Efficiency' in the TOR, such as comparing food procurement costs compared to market prices.
- The evaluation criteria refers to the likelihood of the benefits of the activities of both projects continuing if and when donor funding is withdrawn. The TOR questions provided in the TOR make reference to this criteria when they refer to the involvement and participation of local communities. The study will bring out the issues of participation and contribution in both the survey and the qualitative study guides.
- The study also evaluated **Governance** as a criteria to get an understanding of how the government and donors can improve the effectiveness of the school feeding programs in Malawi and where policy, implementation and monitoring by the government can be improved by engaging partners such as civil society. The team administered qualitative question guides to government stakeholders who are in a position to change policies.
- Finally, the TOR includes general questions on **Lessons learned** which the team notes and will include in the evaluation report section on 'Lessons Learned'. In terms of reliability and availability of data, the team places heavy reliance on the UNEG evaluation model and the WFP gender HR report. The DAC/OECD evaluation criteria are globally accepted so will be relied on. At the same time, the team will make use of the EMIS annual reports and the DEMIS monthly reports, the proposal logical frameworks and the MTR of McGovern Dole, to name a few.

- Gender is integrated in the methodological approaches, evidenced in the FGDs separating males from females, and also in the attention in the question guides towards the theory of change of school feeding as it relates to the Girl Child and orphan boys.

Site mapping process

The team has selected seven of the 13 districts where the school feeding programs have been implemented by McGovern Dole and the PAA. To select, the team has taken note of the timing and funding available to the evaluation exercise. Most important, the study has relied on the baseline survey instrument used to study McGovern Dole in 2015, studying the same schools and control sites, so as to make comparisons. The districts covered will be 125 schools and catchment ECDs, households and FOs, in Chikhwawa in the south west division, Mangochi in the south east, Phalombe, Mulanje and Chiradzulu situated in the Shire Highlands, and Salima and Kasungu in the central eastern part of education divisions. The schools identified for donor support were selected due to their general vulnerability and education factors such as poor enrolment, which fell far below the national average.

The beneficiaries in the seven sample districts are primary school boys and girls as follows:

- i) Mangochi district: There are 79 schools comprised of 91,972 students (45,240 boys and 46, 732 girls). The evaluation team will sample 12 schools of which 5 will be PAA schools;
- ii) Chiradzulu district: There are 47 schools comprised of 61,502 students (30,687 boys and 30,815 girls). The evaluation team will sample 14 schools;
- iii) Mulanje district: There are 69 schools comprised of 103, 168 students (50,893 boys and 52,275 girls). The evaluation team will sample 20 schools;
- iv) Phalombe district: There are 59 schools comprised of 98,794 students(48,491 boys and 50, 303 girls). The evaluation team will sample 22 schools, of which 5 will be PAA schools;
- v) Chikwawa district: There are 74 schools comprising 88, 491 students (45, 672 boys and 42, 819 girls). The evaluation team will sample 22 schools;
- vi) Kasungu district: There are 108 schools comprised of 88, 191 students (43, 503 boys and 44, 688 girls). The evaluation team will sample 30 schools;
- vii) Salima district: There are 52 schools comprised of 52, 875 students (26,350 boys and 26, 525 girls). The evaluation team will sample 12 schools.

As per the evaluation stakeholder analysis the team expected to meet the key stakeholders listed in each school site. At the same time, the team interviewed the Primary Education Advisor (PEA) from the District Ministry of Education; the Social Welfare Officer within the District Ministry of Agriculture, Irrigation and Water Development. Two NGOs based in Zomba and Blantyre (CRECCOM and Mary's Meals), would also be interviewed.

Data Collection Methods and Tools

1.1. Introduction: The evaluation utilized both quantitative and qualitative data collection methods. These methods as well as information from databases such as EMIS and DEMIS and documents studied, will be triangulated against each other to ensure validity of the report finding.

1.2. Quantitative study: The quantitative methodology focused on the use of two surveys and a checklist instruments administered by 45 research assistants in seven sampled districts of Malawi over a two week period. These instruments follow the format of the 2015 Baseline survey in that they are directed at schools / ECDs, Households and Teachers / caregivers as in 2015. However the instruments were expanded with additional questions and a new survey checklist was introduced for farmer organizations linked specifically to the PAA schools. The surveys and checklists are shown below. The 45 research assistants (including supervisors) were accompanied by the consultants and visited the seven sampled districts as a team.

1.3. Qualitative study: Qualitative fieldwork for this evaluation included 14 complementary set of interviews and discussions with key informants and project beneficiaries living in the districts around the schools. There was also site visits to sampled schools and surrounding ECDs and FOs. Qualitative fieldwork such as KIIs, FGDs and IDIs/GIs were directed towards stakeholders such as government and beneficiaries such as orphans, as well as implementers and key stakeholders in the community. The team will use KII and IDI/GI interview guides as well as interactive methods such as FGDs for data collection, and will identify testimonials from beneficiaries on site. In terms of procedures, four of the trained research assistants will work with the consultants and administer Focus Group discussions (FGDs) questionnaires will be administered to learners, teachers, and parents, in separate groups for boys, girls, men and women. The qualitative study will also include key informant and in-depth interviews with internal and external stakeholders. These guides are attached. The questions in the guides have been aligned with the questions provided to the team in the TOR.

In order to ensure the mixed methods methodology is effective and gender-responsive, the research assistants underwent a three day training (inclusive of pre-testing) before going in the field. The training included methods of communication, and the importance of being gender sensitive, to ensure marginalized groups, such as women, feel confident enough to respond. The team of research assistants and consultants travelled as a unit to ensure that accurate and complete information was collected. After data collection was completed per district, the team met together to discuss issues and findings from the field.

1.4. Overview of Field Methodologies

i. Surveys

The evaluation utilized school, ECD and household surveys identified from a non-random list of primary schools, and early childhood centres, already in place. A purposive or intentional sample was drawn from the list of these institutions, that would capture the seven regions, the PAA schools, control schools and ECDs that had been surveyed in the past (in some cases) and could be visited again in the time period allotted to the study. Surveys have an advantage in that they help generalize findings on different subjects in different locations, but they are time consuming and costly. In this case as there was a pre-existing McGovern Dole survey and a May 2016 PAA Monitoring Mission, it was decided that a survey was necessary. As a new small group of subjects was to be interviewed (FOs) , a simple checklist was designed to respond to this in the shortest time period and by the same research assistants. Information was entered directly into android tablets provided by WFP, so that the research assistants could interview a minimum of surveys and the checklist daily and time was allowed for supervisors to check the results.

ii. Face to Face Interviews

The qualitative interviewing focussed on the use of face to face interviews, such as Focus Group Discussions (FGDs), where men and women and boys and girls were separated from each other, given a list of discussion points so they could bring out the issues of importance to them and identify a way forward. The evaluation also utilized key informant interviews (KIIs) and in some cases in-depth interviews (IDIs) and group interviews (GIs). They have the advantage in that they can provide valuable information on context, process and lessons learned. Face to face interviews make it easier to push for clearer responses, but they are time consuming and depend on experienced interviewers.

iii. Control Groups

There were school, ECD and household control groups identified in advance of the field work. These enabled comparison between the targeted population and populations which did not receive assistance. It can identify differences between the two populations. In this case, the use of control groups was largely successful, except for a few cases where schools had been assisted with school meals by other donors.

iv. Documentation search

The bibliography for the evaluation is annexed to the report and shows the extent of documents on strategies, evaluations, reviews and also global studies on school feeding. There were also databases. These were valuable as they enabled comparison with survey and face to face interviewing results.

Annex 13: Planned and actual evaluation samples

FINAL EVALUATION WFP SMP PROGRAMME (June 2017) PLANNED VS ACTUAL SAMPLE											
District	FO	Total		Treatment (Farmers)				Control			
		Female	Male	Female (P)	Female (A)	Male (P)	Male (A)	Female (P)	Female (A)	Male (P)	Male (A)
Mangochi	Mvumba	201	71	40	35	14	7	40	0	14	0
	Mthiramanja	52	40	10	4	8	7	10	0	8	0
	Chibwerera	26	19	5	8	4	5	5	0	4	0
	None								52		13
Sub-total		279	130	55	47	26	19	55	52	26	13
Phalombe	Nkhulambe	17	13	4	9	3	8	4	0	3	0
	Chakalamba	17	31	4	10	6	13	4	0	6	0
	Nanguluwe	46	8	9	29	2	3	9	0	2	0
	Other FO				1				1		2
	None								64		17
Sub-total		80	52	17	49	11	24	17	65	11	19
Grand total		359	182	72	96	37	43	72	117	37	32
Total both Male and Female (Planned)			541			109				109	
Total both Male and Female (Actual)							139				149

FINAL EVALUATION WFP SMP (December, 2016) : ACTUAL VERSUS PLANNED SAMPLE DECEMBER 2016 (McGD and PAA)

No	Status of District	Name of District	No of FGDs				No of Schools				ECD				No of Households			
			Program		Control		Program		Control		Program		Control		Program		Control	
			P	A	P	A	P	A	P	A	P	A	P	A	P	A	P	A
1	Program has been relatively successful	Salima	4	4	4	2	12	12	6	6	0	0	0	0	91	68	47	44
2	Program has been relatively successful	Mulanje	0	2	0	3	20	20	10	10	0	0	0	0	117	106	59	63
3	Mixed	Kasungu	4	3	4	3	30	30	15	15	0	0	0	0	88	142	44	44
4	Program has been relatively unsuccessful	Chiradzulu	0	3	0	3	14	14	7	7	0	0	0	0	74	79	37	30
5	Program has been relatively unsuccessful	Chikwawa	4	5	4	3	20	20	10	11	11	11	6	6	94	199	47	129
6	PAA (5 schools)	Phalombe	4	3	4	3	17	17	9	9	0	0	0	0	105	96	52	39
7	PAA (5 schools)	Mangochi	4	2	4	3	12	12	6	6	0	0	0	0	69	72	34	20
	TOTAL		20	22	20	20	125	125	63	63	11	11	6	6	638	762	320	369

Annex 14: Details of SMPs implemented in Malawi by other agencies and donors

From 2002, Mary's Meals' has applied a centralized SMP approach. It supplies monthly CSB for daily porridges to 769 schools¹⁰. In addition, Mary's Meals delivers NFIs (schoolbags, stationary, soap dispensers, stoves and utensils). They procure CSB locally via agents in Malawi who themselves procure maize and soya from farmers. The agents process the CSB and deliver it to the schools. The Mary's Meals procurement, processing, logistics and delivery system may be cheaper than importing CSB from outside the country, but supplying schools on a monthly basis would be more costly than the WFP approach of supplying once a term. Mary's Meals is now conducting logistics management training for a new district level government cadre. This training has been designed to expedite handover of procurement and processing of CSB to the government. In-country grain processing is also negatively affected by regular country blackouts.¹¹ This can slow processing, and delivery time¹². Mary's Meals faces some of the same challenges as the two SMP projects under evaluation, with respect to male volunteerism. Currently they have 104,000 volunteers of which only 11,000 are men.

The German Federal Ministry for Economic Cooperation and Development (GIZ) funds the "Nutrition and Access to Primary education"(NAPE) utilizing a combination of models, including a centralized one, where they deliver CSB, build kitchens and provide inputs similar to the McGovern-Dole funded SMP project. They mostly use the HGSM approach providing one-term financial grants to the schools they support. The schools must then generate funds on their own for the other two terms. According to GIZ, a single tranche cash grant may be more efficient than the 'per term' approach of the McGovern-Dole funded and PAA projects, but there is the risk of loss of funds and poor accountability. Changing from centralized school feeding to decentralized feeding (HGSM) takes the Nutrition and Access to Primary Education (NAPE) project a year to achieve. NAPE targets schools in seven districts: Chitipa, Karonga, Mzimba North and South, Nkhotakota, Nkhata Bay, Kasungu and Mulanje. These districts were selected as they are within agro geological zones can support diverse crops. NAPE only works in the southern districts where there is an emergency.

NAPE only promotes green vegetables in the rainy season, as they are available and affordable at that time. Their approach to distribution of seeds and other inputs to farmers is also quite cost effective, as the farmers must give 40% of the harvest back to schools for distribution to other beneficiaries. However, the approach is also subject to cheating. Chiefs participate in school and community gardens and have rosters on who must plant and weed gardens at each school. NAPE does not work with FOs, preferring instead to work with individual farmers. This approach may be efficient in that the farmers are committed to their boys and girls eating one meal per day in the supported schools, but NAPE states that they miss the opportunity to work with registered FOs who could expand to wider markets and develop farming beyond subsistence levels¹³.

¹⁰ Mary's Meals works in Mwanza, Neno, Likoma Island, Blantyre and other districts. It overlaps with WFP schools in Mangochi district, but the DEM and SHN Mangochi ensure that they do not serve in close proximity to WFP and other donors.

¹¹ RAB processors and export trading company (RAB) currently supply CSB, procuring inputs from farmers, processing it and then delivering it to the schools.

¹² KII, 08.12.16, Mary's Meals HQ, Lilongwe, and GI, 08.12.16, Mary's Meals field staff, Blantyre

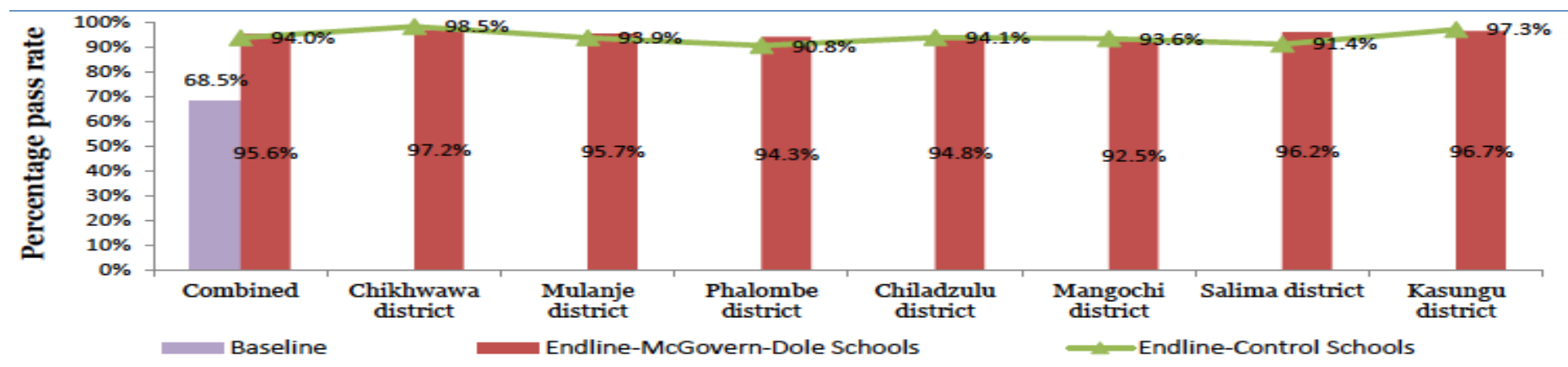
¹³ KII, GIZ, Technical Advisor, 17.12.16.

Annex 15: Additional findings on the McGovern-Dole supported SMP

Final Evaluation - McGD schools dropout rate by district and gender (Average dropout rate for McGD schools=4.4%)										
No	District	Enrolled learners	Boys Enrolment	Girls enrolment	Total Drop outs / district	Boys Drop out	Girls Drop out	Boys drop out %	Girls Dropout %	Total dropout rate (Both Boys and Girls)
1	Chikhwawa	22409	11583	10826	627	304	323	2.6%	3.0%	2.8%
2	Mulanje	33478	16835	16643	1446	727	719	4.3%	4.3%	4.3%
No	District	Enrolled learners	Boys Enrolment	Girls enrolment	Total Drop outs / district	Boys Drop out	Girls Drop out	Boys drop out %	Girls Dropout %	Total dropout rate (Both Boys and Girls)
3	Phalombe	16261	8147	8114	920	527	393	6.5%	4.8%	5.7%
4	Chiladzulu	13983	7000	6983	723	383	340	5.5%	4.9%	5.2%
5	Mangochi	10269	5372	4897	768	383	385	7.1%	7.9%	7.5%
6	Salima	10023	5173	4850	380	186	194	3.6%	4.0%	3.8%
7	Kasungu	21565	10716	10849	705	349	356	3.3%	3.3%	3.3%

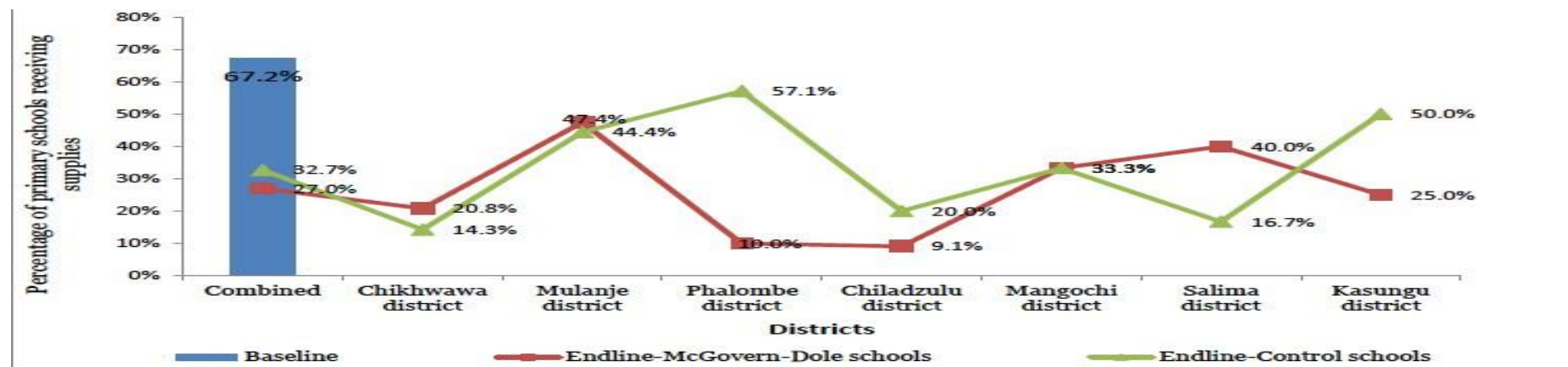
Source: Final Evaluation 2016 to 2017, Mid-Term Evaluation Report -The McGovern-Dole International Food for Education and Child Nutrition in Malawi March 2016, Baseline Survey Report - McGovern-Dole Supported School Feeding Programme in Malawi February 2015.

Percentage pass rates in McGovern-Dole supported schools



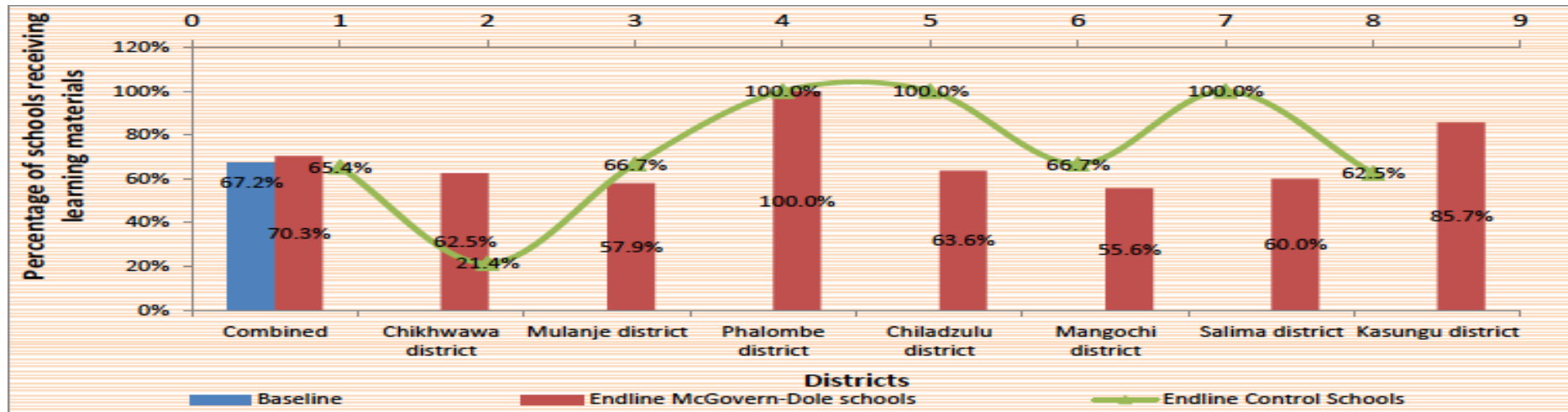
Source: Final evaluation survey 2016 and McGovern-Dole baseline survey 2015. Note: MoEST regulations require each school to collect monthly information on pass rates, absenteeism, dropouts etc. The datasheets were available at each of the sampled schools.

Percentage of schools receiving stationery supplies



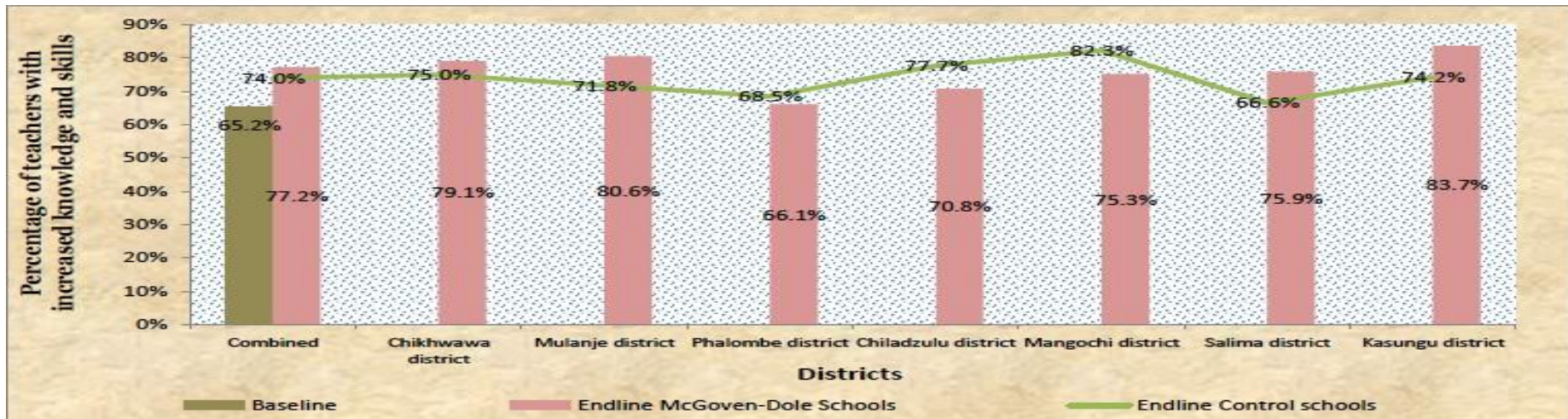
Source: Final evaluation survey 2016 and McGovern-Dole baseline survey 2015.

Percentage of schools receiving learning materials



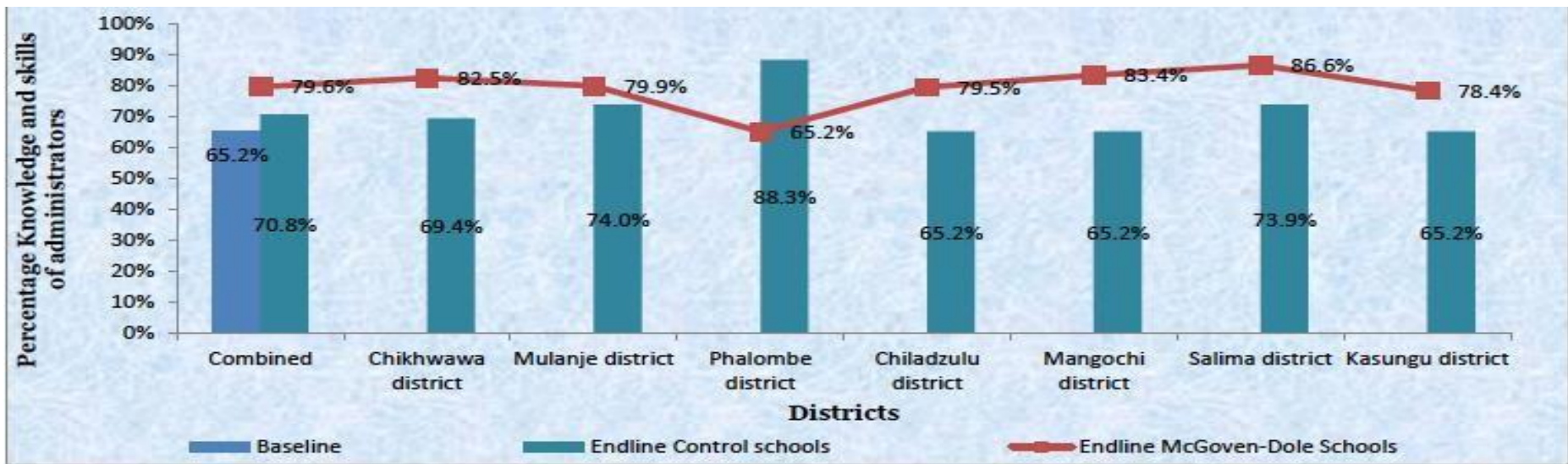
Source: Final evaluation survey 2016 and McGovern-Dole baseline survey 2015.

Percentage of teachers reporting increased knowledge and skills



Source: Final evaluation survey 2016 and McGovern-Dole baseline survey 2015.

Percentage of school administrators reporting increased knowledge and skills



Source: Final evaluation survey 2016 and McGovern-Dole baseline survey 2015

Annex 16: Difference-in-difference analysis through mean tests

1. Total enrollment

Group Statistics

	A1#4_Sample_Type	N	Mean	Std. Deviation	Std. Error Mean
Total enrollment	1	120	1216.69	666.116	60.808
	2	52	1050.27	858.047	118.990
Female	1	120	605.63	327.657	29.911
	2	52	538.17	448.858	62.245

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Total enrollment	Equal variances assumed	2.441	.120	1.375	170	.171	166.422	121.035	-72.503	405.348
	Equal variances not assumed			1.245	78.813	.217	166.422	133.627	-99.565	432.410
Female Enrollment	Equal variances assumed	4.111	.044	1.103	170	.271	67.460	61.135	-53.222	188.142
	Equal variances not assumed			.977	75.546	.332	67.460	69.059	-70.096	205.017

The table above shows the difference in means of the total enrollment and female enrollment of the students between treatment and control schools.

In total enrollment, the t-test significance is .171, so there does not appear to be a difference in means. The null hypothesis (no difference) is supported.

In Female enrollment, the t-test significance is .271, so there does not appear to be a difference in means. The null hypothesis (no difference) is supported.

2. Total number of children enrolled in this ECD Centre/school last school year.

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Total enrolled	Equal variances assumed	3.028	.084	1.080	170	.282	130.254	120.594	-107.802	368.309
	Equal variances not assumed			.968	77.316	.336	130.254	134.510	-137.572	398.079
Total enrolled female	Equal variances assumed	3.612	.059	.715	170	.476	43.156	60.379	-76.032	162.345
	Equal variances not assumed			.638	76.615	.526	43.156	67.679	-91.621	177.933
Group Statistics										
		A1#4_Sample_Type		N	Mean	Std. Deviation	Std. Error Mean			
Total enrolled		1		120	1146.60	656.089	59.892			
		2		52	1016.35	868.504	120.440			
Total enrolled female		1		120	566.98	326.607	29.815			
		2		52	523.83	438.131	60.758			

In total enrollment, the t-test significance is .282, so there does not appear to be a difference in means. The null hypothesis (no difference) is supported.

In Total enrollment female, the t-test significance is .476, so there does not appear to be a difference in means. The null hypothesis (no difference) is supported.

3. Total number of children who are promoted to the next grade/level at the end of last school year

Group Statistics							
		A1#4_Sample_Type		N	Mean	Std. Deviation	Std. Error Mean
Total promoted		1		120	706.26	772.499	70.519
		2		52	629.25	592.005	82.096
Total promoted female		1		120	332.00	230.124	21.007
		2		52	301.08	291.579	40.435

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Total promoted	Equal variances assumed	.232	.631	.641	170	.522	77.008	120.052	159.976	313.992

	Equal variances not assumed			.712	124.887	.478	77.008	108.225	137.185	291.202
Total promoted female	Equal variances assumed	2.235	.137	.745	170	.458	30.923	41.531	-51.060	112.906
	Equal variances not assumed			.679	79.757	.499	30.923	45.566	-59.761	121.607

In Total enrollment, the t-test significance is .522, there does not appear to be a difference in means. The null hypothesis (no difference) is supported.
 In Total Promoted Female, the t-test significance is .458, so there does not appear to be a difference in means. The null hypothesis (no difference) is supported.

Total number of children who are promoted to grade 8 (for primary)/Year 2 or 3 at the end of last school year

Group Statistics					
	A1#4_Sample_Type	N	Mean	Std. Deviation	Std. Error Mean
Promoted to grade8/ yr. 2 or 3	1	120	50.03	34.014	3.105
	2	52	48.75	58.393	8.098
Promoted to grade 8 female/ yr. 2 or 3	1	120	25.15	19.448	1.775
	2	52	21.35	24.793	3.438

Independent samples test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Promoted grade8/ yr. 2 or 3	Equal variances assumed	5.632	.019	.181	170	.857	1.283	7.108	-12.747	15.314
	Equal variances not assumed			.148	66.484	.883	1.283	8.673	-16.030	18.596
Promoted grade 8 female/ yr. 2 or 3	Equal variances assumed	.280	.597	1.081	170	.281	3.804	3.519	-3.142	10.750
	Equal variances not assumed			.983	79.403	.329	3.804	3.870	-3.898	11.505

Those who promoted to grade 8 (for primary)/Year 2 or 3 at the end of last school, the t-test significance is .857, there does not appear to be a difference in means. The null hypothesis (no difference) is supported.

Those female children who promoted to grade 8 (for primary)/Year 2 or 3 at the end of last school, the t-test significance is .281, so there does not appear to be a difference in means. The null hypothesis (no difference) is supported.

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Final year	Equal variances assumed	1.909	.169	.642	170	.522	3.219	5.014	-6.679	13.118
	Equal variances not assumed			.697	118.487	.487	3.219	4.616	-5.921	12.360
Final year female	Equal variances assumed	.002	.961	.524	170	.601	-1.091	2.081	-5.199	3.017
	Equal variances not assumed			-.511	91.508	.611	-1.091	2.136	-5.333	3.151

4. Total number of children in the final year (year 3 for ECD and std 8 for primary) that either go to primary school or secondary school

Group Statistics					
	A1#4_Sample_Type	N	Mean	Std. Deviation	Std. Error Mean
Final year	1	120	31.70	31.894	2.911
	2	52	28.48	25.829	3.582
Final year female	1	120	12.72	12.281	1.121
	2	52	13.81	13.107	1.818

Independent sample test

Number of children in final year, the t-test significance is .522, there does not appear to be a difference in means. The null hypothesis (no difference) is supported.

Number of female children in final year, the t-test significance is .601, so there does not appear to be a difference in means. The null hypothesis (no difference) is supported

5. Total number of dropout children last school year

Group Statistics					
	A1#4_Sample_Type	N	Mean	Std. Deviation	Std. Error Mean
Dropout children	1	120	52.53	56.490	5.157
	2	52	53.50	76.300	10.581
Female dropout children	1	120	25.34	26.660	2.434
	2	52	27.25	36.500	5.062

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Dropout children	Equal variances assumed	.944	.333	-.092	170	.927	-.967	10.474	-21.643	19.710
	Equal variances not assumed			-.082	76.261	.935	-.967	11.771	-24.409	22.475
Female dropout children	Equal variances assumed	2.600	.109	-.384	170	.702	-1.908	4.973	-11.725	7.908
	Equal variances not assumed			-.340	75.575	.735	-1.908	5.616	-13.095	9.279

Independent Samples Test

Number of children who dropout last school year, the t-test significance is .927, there does not appear to be a difference in means. The null hypothesis (no difference) is supported.

Number of female children who dropout last school year, the t-test significance is .702, so there does not appear to be a difference in means. The null hypothesis (no difference) is supported.

Annex 17: Completed PMP - McGovern-Dole SMP

INDICATOR TABLE 1: MCGOVERN DOLE PROJECT INDICATORS (n=Number of sampled respondents)					
No	INDICATOR	INDICATOR TARGET	BASELINE	MID TERM	ENDLINE RESULTS (Note: The endline results will provide baseline values for the Malawi SMP under the fiscal year 2016 – 2018)
1	Improved literacy of school age children	Primary school pass increase from 68.5% - 70%	68.5% No details of number (n)	No details	TARGET MET 95.6% (increment of 27%) n=244,838
2	Better access to school supplies and teaching materials	Increase of supplies of stationery from 67.2% to 100%	67.2% No details of number (n)	No details	TARGET NOT MET 27% of schools received stationary package (Decline of 40.2% from baseline) n=30. (Total sample size =111 responses)
		Increase of supplies of learning materials from 67.2% to 100%	67.2% No details of number (n)	No details	TARGET NOT MET 70.3% of schools received learning materials n=78 (Increment of 3.1% from midterm) (Total sample size =111 responses)
3	Improved quality of literacy instructional materials	Schools currently using improved literacy instructional materials (No target set)	67.2% No details of number (n)	No details	77.5% (Increment of 10.3% from baseline) n=86 schools of 111 responses (50% of all classrooms n=503 of 1006 classrooms)
4	Increased knowledge and skills of teachers	Targeted teachers trained (At baseline 65.17% knew about SMP and 60.6% knew about HGSM) (No target set)	63.7%- 65.17% knew about SMP and 60.6% knew about HGSM	No details	77.2% (Increment of 13.1%) n=1,351 (Total teachers 1,751) Training was on national primary school instructional materials/ECD curriculum and related instructional materials
		81.6 % of teachers attending school. No details of number (n)	83% No details of number (n)	No details	TARGET MET 94.5% (Increment of 11.5% from baseline) Total teachers 1,751 n=1,655 teachers attending
5	Increased knowledge and skills of administrators	Targeted administrators trained (At baseline 65.17% knew about SMP and 60.6% knew about HGSM) (No target set)	63.7%- 65.17% (Average – 64.45%) knew about SMP and 60.6% knew about HGSM	No details	79.6 % (Increment of 15.2%) n=274 (total administrators =309) who stated use of new quality techniques

6	Improved attentiveness	97% No details of number (n)	82% No details of number (n)	No details	TARGET NOT MET 83.9% (Increment of 1.9 percentage points from baseline) n=8,608 learners have improved attentiveness Total pupils 10,260)
7	Reduced short-term hunger 0-1=little to no household hunger; 2- 3=moderate hunger in the household; 4-6=severe hunger in the household	0-1 Little to no household hunger on household hunger scale (HHS)	2.7 Moderate hunger in the household (Household hunger scale)	No details	TARGET MET 1.88 Little to no household hunger
8	Increased access to food (School feeding).	Number of meals consumed on a daily basis at target schools - 742,121 to increase to 100% from 61%	61% No details of number (n)	No details	TARGET NOT MET 72.9% (Increment of 11.9%) n=886,901 learners in project
9	Improved student attendance.	School attendance increases to 90% from 77% at baseline	77% No details of number (n)	90.5%	TARGET MET 92% of 10,260 (Increment of 15%) n=9,440 learners
		School Enrolment (no target set)	88% No details of number (n)	92% n=120,398	97.8% compared to midterm (5.8% increment) Learners enrolled 2016=135,466 Learners enrolled 2015 =127,988
		School drop-outs (See Indicator Table 1.2. below) (no target set)	6% No details of number (n)	5% No details of number (n)	4.4% (Improvement of 1.6% from midterm) n=738 Learners
10	Increased economic and cultural incentives (THR).	14.8% of girls and OVCs at target schools who regularly receive take home rations (no target set)	14.8% No details of number (n)	No details	20.9% of girls and OVC (Increment of 6.1% from baseline)

11	Reduced health related absences.	School days missed due to illness declines from 25% to Target=Nil days missed	25% No details of number (n)	No details	TARGET NOT MET 14% (Improvement of 11% from baseline)
12	Increased school infrastructure.	681 kitchens rehabilitated increased from 577 at baseline.	577	681	TARGET MET n=703 (Target surpassed by 22 structures) 3.2% increment of kitchens rehabilitated from baseline
13	Increased community understanding of the benefits of education	Parents able to name three benefits of education increased from 65% to 90%	72.4% No details of number (n)	No details	TARGET MET 99% (Increment of 16.6% from baseline) n=700 parents

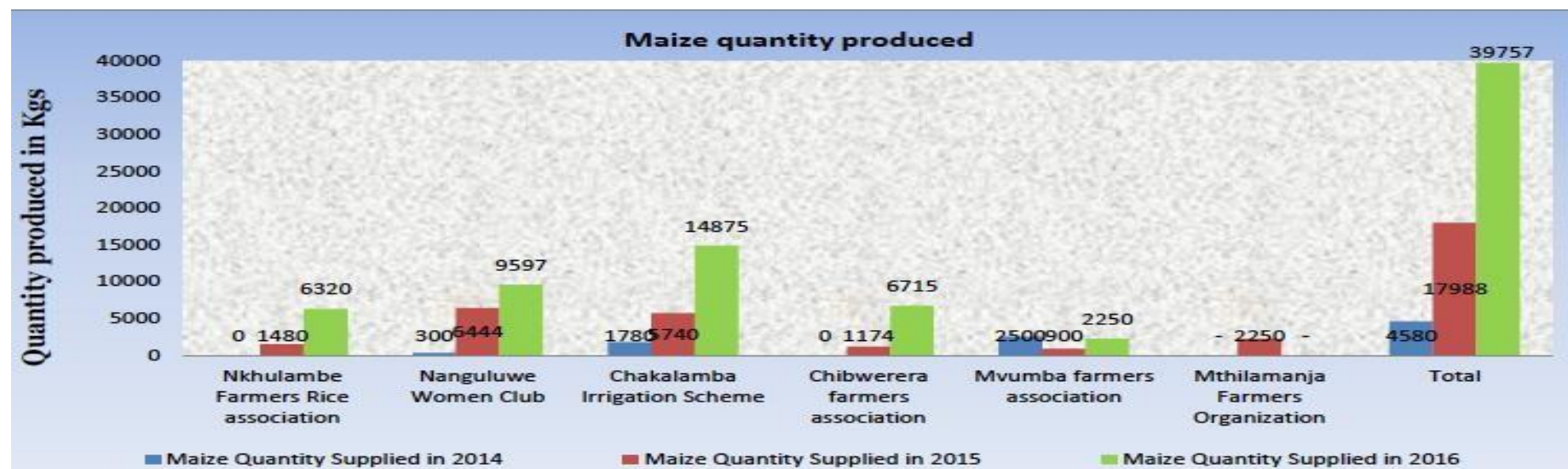
Annex 18: Additional findings on the PAA SMP

PAA dropout rates for each school (Average dropout rate for PAA =6.7%)			
NOTE: SHARP DIFFERENCES IN DROP OUT RATES	STUDENTS DROP OUT RATES FOR EACH PAA SCHOOL		
	PHALOMBE SCHOOLS		MANGOCHI SCHOOLS
	Chingombe Primary school	2.5% = 4 boys and 0.58% n=1 girl Total n=5 learners	
	Khankhade	0% n= 0 boys and 1.2% n=1 girl Total n=1 learners	
	Tharu	16.9% n=61 boys and 11.8% n=79 girls Total n=140 learners	
	Mtinjimtinji	2.7% n=7 boys and 2.3% n=9 girls Total n=16 learners	
	Nalingula	0.3% n=1 boy and 0.5% n=2 girls Total n=3 learners	
	Malenga		10.9% n= 56 boys and 36 n=4.9% girls Total n=92 learners
	Namikango		10.2% n=52 boys and 1.4% n=9 girls Total n=61 learners
	Nanyoya		9.2% n= 65 boys and 7.5% n=52 girls Total n=117 learners
	Nkhulande		6.4% n=68 boys and 5.8% n=62 girls Total n=130 learners
	Thema 1		14.5% n= 91 boys and 10% n=82 girls Total n=173 learners

Source: Final Evaluation 2016 to 2017, PAA Africa Malawi-Phase II Midterm Monitoring Report Draft (2014 to 2015), PAA Africa Phase II Final Monitoring and Narrative Report, December 2016.

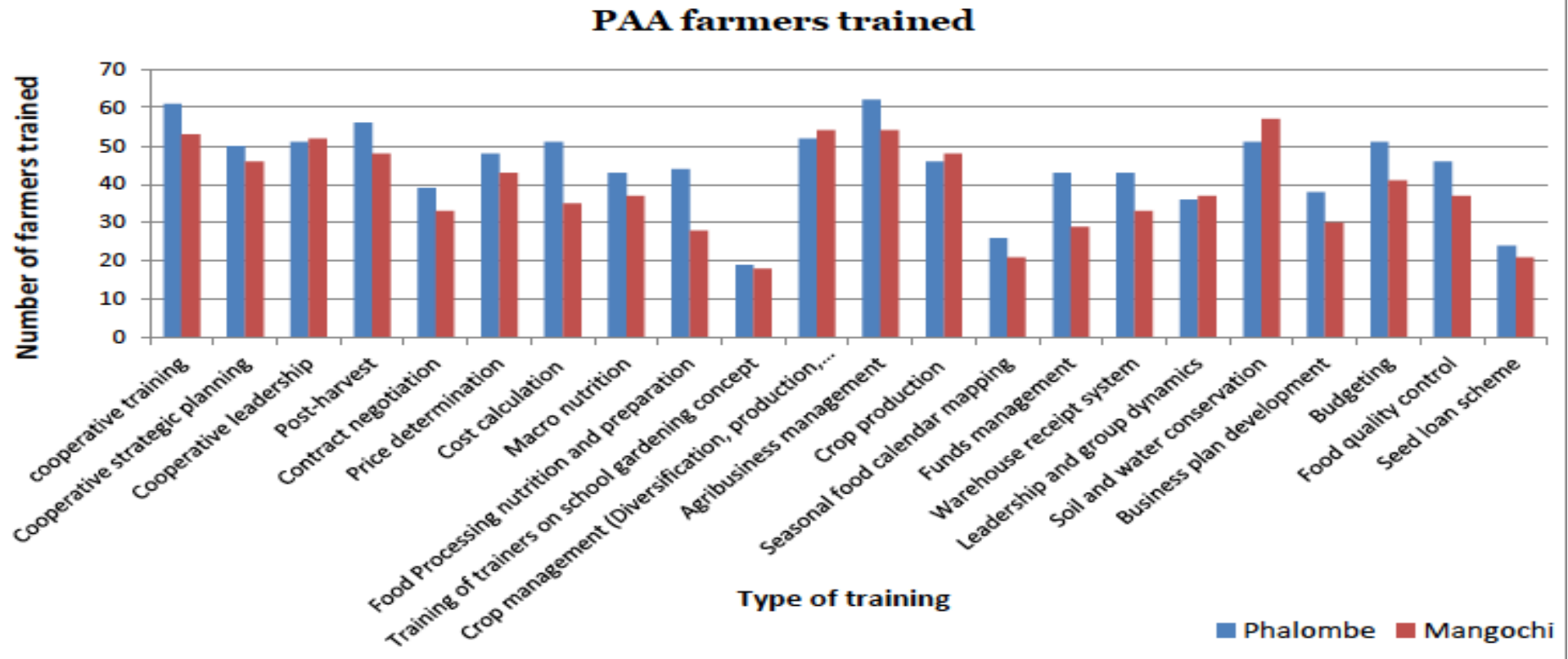
Miscellaneous PAA statistics on education (Extrapolated from HH and school surveys)			
No	Description	Percentage	Remarks
1	Literacy Level	90%	
2	Supply of stationery	40%	
3	Access to learning materials	80%	
4	Use of Improved quality of literacy instructional materials	59.3%	
5	Increased knowledge and skills of teachers	90%	
6	Increased knowledge and skills of administrators	82.6	
7	Household Hunger Score	1.70	
8	Reduced health related absences	80%	
9	Parents who can name benefits of education	80%	

Quantity of maize produced by PAA supported farmers (2014-2016)



Source: Final evaluation survey 2016-2017

Number of farmers benefiting from the PAA SMP training



Source: Final evaluation survey 2016-2017

Annex 19: Completed indicator table – PAA SMP

PAA Project Outcome Indicators ¹⁴									
PAA INDICATORS		2014 Assessments ¹⁵		2017 Final Evaluation					
NO	INDICATOR	D I S T R I C T		D I S T R I C T				Totals	
		PHALOMBE	MANGOCHI	PHALOMBE		MANGOCHI		PAA	Control
PAA	Control			PAA	Control				
1	Enrolment of school pupils at assisted schools by gender	2014 boys results 49.1% n=2,793 boys	2014 boys results 48.5% n=1,875 boys	45.8% n=3,277 boys	45.2% n=4,003 boys	44.8% n=1,472 boys	48% n=3,391 boys	10,436 learners	15,888 learners
		2014 girls results 50.9% n=2,896 girls	2014 girls results 51.5% n=1,988 girls	54.2% n=3,871 girls	54.8% n=4,850 girls	55.2% n=1,816 girls	52% n=3,644 girls		
		2014 combined results Total=5,689 learners	2014 combined results Total=3,863 learners	Total =7,148 learners	Total n=8,853 learners	Total n=3,288 learners	Total n=7,035 learners		
NO	INDICATOR	D I S T R I C T		D I S T R I C T				Totals	
		PHALOMBE AND MANGOCHI		PHALOMBE		MANGOCHI		PAA	Control
PAA	Control	PAA	Control						
2	Attendance of school pupils at assisted schools by gender	2014 boys results 78.9% n=2,203 boys		99.5% n=3,260 boys	96% n=3,842 boys	75% n=1,104 boys	78.7% n=2,668 boys	92.8% n=9,687 learners	87.3% n=13,877 learners
		2014 girls results 82.6% n=2,392 girls		100% n=3,871 girls	88.2% n =4,277 girls	80% n=1,452 girls	84.8% n =3,090 girls		
		2014 combined results Total n=4,595 learners		Total n=7,131 learners	Total n=8,119 learners	Total n=2,556 learners	Total n =5,758 learners		
		Data available for 2014 did not separate results by district							

¹⁴Note: The PAA project is a pilot. It does not have benchmarks and targets for every indicator. The results are presented against controls to enable future setting of benchmarks

¹⁵"Assessments" in this case refers to three studies, namely the PAA Africa Malawi-Phase II, Midterm Monitoring Report, May 2016, the PAA Africa Phase II, Final Monitoring and Narrative Report, December 2016 and the Progress Report of the Purchas from Africans for Africa, Malawi Report, 2013 – 2015. The statistics provided were used as reliable reference points for comparison with the evaluation, with the exception of Indicator 6 "quantity of food purchased by PAA schools from FOs by types" which was found not to be reliable.

3	Drop- out rates (See Table 2.2. below)	Phalombe	Mangochi	Phalombe	Control	Mangochi	Control
		5.3% boys	1% boys	9.3% n=337 boys	9.8% n=391 boys	11.4 % n=68 boys	7.4% boys n=251
		5.5% girls	2.5% girls	1.9% n=284 girls	7.1% n=347 girls	7.3% n=49 girls	6% girls n=221
				Total n= 621 learners	Total n=738 learners	Total n= 117 learners	Total n= 472 learners
						(Average 6.7%)	
4	Number of school gardens in place in the 10 PAA schools, supported by the community	3 Previous Assessments and Reports		Evaluation-Phalombe		Evaluation-Mangochi	
		No details of number (n)		100% n=5 Schools		60% n=3 Schools The reasons for lack of gardens in 40 % of the schools (n=2) was due to lack of land allocated for school gardens	
5	Number of people participating in the school management committees or other HGSM related committees in the 10 schools	3 Previous Assessments and Reports		Evaluation--Phalombe		Evaluation--Mangochi	
		No details of number (n)		Parents in School Support committees=47 38% n=18 are men and 62% n=29 are women		Parents in School Support committees=105 41% n=43 are men and 59% n=62 are women	
				Parents in school food committees=49 45% n=22 are men and 55% n=27 are women		Parents in school food committees=100 39% n=39 are men and 61% n=61 are women	
				Number of parents in PTAs=48 56% n=27 are men and 44% n=21 are women		Number of parents in PTAs=92 56% n=49 are men and 47% n=43 are women	
		Total people in school committees=144		Total people in school committees=297			

6	Quantity of food purchased by PAA schools (sold by FOs) from FOs by types ¹⁶ (and over three years)	No.	Crop	Evaluation results (Phalombe) in Kgs			Evaluation results (Mangochi) in Kgs			Combined districts (Phalombe and Mangochi) in Kgs		
				2014	2015	2016	2014	2015	2016	2014	2015	2016
		1	Maize	2,500	4,324	8,965	2,080	13,664	30,792	4,580	17,988	39,757
		2	Rice	0	929	1,462	1,885	9,252	19,005	1,885	10,181	20,467
		3	Cassava	0	264	200	0	0	1,233	0	264	1,433
		4	Sweet potatoes	2,800	3,339	5,042	100	1,159	11,176	2,900	4,498	16,218
		5	Groundnuts	0	416	202	0	600	3,881	0	1,016	4,083
		6	Beans	0	1,094	450	140	1,952	4,274	140	3,046	4,724
		7	Pigeon peas	0	0	200	5,000	2,822	1,808	5,000	2,822	2,008
		8	Soya	0	329	642	0	0	671	0	329	1,313
		9	Millet	0	0	30	0	0	370	0	0	400
		10	Green vegetables	336	736	888	0	560	5,497	336	1,296	6,385
		11	Tomatoes	195	264	248	0	790	1,666	195	1,054	1,914
		12	Onions	40	86	73	210	150	549	250	236	622
		13	Fruits	0	1,540	3,400	0	0	140	0	1,540	3,540
		14	Sorghum	0	0	0	0	0	0	0	0	0
		15	Green bananas	2,315	2,995	3,726	0	879	3,560	2,315	3,874	7,286
		16	Irish potatoes	0	0	0	0	0	0	0	0	0
		17	Fish	0	0	0	0	0	0	0	0	0
		18	Beef	252	852	645	0	330	1,910	252	1,182	2,555
		19	Vegetable oil	0	14	0	0	0	0	0	14	0
		20	Sugar	0	0	0	0	0	0	0	0	0
		21	Salt	0	0	0	0	0	0	0	0	0
		22	Others	0	0	0	0	0	0	0	0	0

¹⁶"Quantity of food purchased" in this cases is proxy for "Quantity of foodstuffs produced by the FOs" as the results were the same.

7	Number of farmers who have benefitted from PAA inputs by type and gender	No	Type of input	Unit of measure	Previous assessment/Report 2015 ¹⁷			Evaluation 2017 (Note: Change in type of inputs provided) ¹⁸		
					Phalombe	Mangochi	Total	Phalombe	Mangochi	Total
		1	Cowpeas	Kg	0	100	100			
		2	Groundnuts	Kg	112	144	256			
		3	Soya	Kg	135	125	260			
		4	Beans	Kg	55	145	200			
		5	Pigeon peas	Kg	124	125	249			
		6	Cassava	Bundles	41	95	136	13	25	38
		7	Potato	Kg	11	178	189			
		8	Bananas	Bundles				1	0	1
		9	Bonongwe (greens)	Kgs				10	0	10
		10	Chinese	Kgs				5	3	8
		11	Fertilizer	Kgs				552	370	922
		12	Food grain store	Kgs				8	1	9
		13	Hoes with handles	Number				0	2	2
		14	Hose pipe	Number				5	0	5
		15	Maize	Kgs				99	66	165
		16	Mustard	Kgs				776	0	776
		17	Panga knives	Number				0	3	3
		18	Rape	Packets				59	0	59
		19	Shovels	Number				0	10	10
		20	Tomatoes	Grams				256	0	256
		21	Watering cans	Number				2	10	12

¹⁷ PAA Africa Malawi-Phase II, Midterm Monitoring Report, May 2016.

¹⁸ Note: We Effect explained that there were fewer farmers receiving inputs in 2016 and 2017, as these were distributed in 2014 – 2015.

Summary of inputs	In Phalombe 478 farmers benefited. 51.7% n=247 were men and 48.3% n=231 were women In Mangochi, 912 farmers benefited. Out of this 49.3% n=450 were men and 50.7% n=462 were women	In Phalombe, out of sample size of 158 farmers, 30.4% n=48 received inputs. 41.7% n=20 were men and 58.3% n=28 were women In Mangochi, out of sample size of 130 farmers, 17.7% n=23 benefited. Out of these, 30.4% n=7 were men and 69.6% n=16 were women
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9	Number of farmers who have benefitted from PAA training by type and gender	Type of training	Participants Previous assessment and Report ¹⁹ (Both Districts Combined)	Evaluation Phalombe (N=158)			Evaluation - Mangochi (N=130)			Total both districts
				Male	Female	Total	Male	Female	Total	
		1 Cooperative management	100	31.1% n=19	68.9% n=42	38.6% n=61	30.2% n=16	69.8% n=37	40.8% n=53	11 % n=114 increase
		2 Cooperative strategic planning	96	32% n=16	68% n=34	31.6% n=50	34.8% n=16	65.2% n=30	35.4% n=46	n= 96 No change
		3 Cooperative leadership	295	35.3% n=18	64.7% n=33	32.3% n=51	28.8% n=15	104	40.0% n=52	34% n=103 Decline
		4 Post-harvest handling	93	32.1% n=18	67.9% n=38	35.4% n=56	22.9% n=11	77.1% n=37	36.9% n=48	10% n=104 increase
		5 Contract negotiation	NA	35.9% N=14	64.1% N=25	24.7% N=39	30.3% N=10	69.7% n=23	25.4% n=33	n=72
		6 Price determination	127	35.4% n=17	64.6% n=31	30.4% n=48	30.2% n=13	69.8% n=30	33.1% n=43	25% n=91 Decline
		7 Cost calculation	NA	33.3% n=17	66.7% n=34	32.3% n=51	34.3% n=12	65.7% n=23	26.9% n=35	n=86
		8 Micronutrient deficiency disorder	56	34.9% n=15	65.1% n=28	27.2% n=43	27.0% n=10	73.0% n=27	28.5% n=37	30% n=80 increase
		9 Food Processing nutrition and preparation	NA	29.5% n=13	70.5% n=31	27.8% n=44	17.9% n=5	82.1% n=23	21.5% n=28	n=72
		10 Training of trainers on school gardening concept	NA	31.6% n=6	68.4% n=13	12.0% n=19	16.7% n=3	83.3% n=15	13.8% n=18	n=37

¹⁹PAA Africa Malawi-Phase II, Midterm Monitoring Report, May 2016..

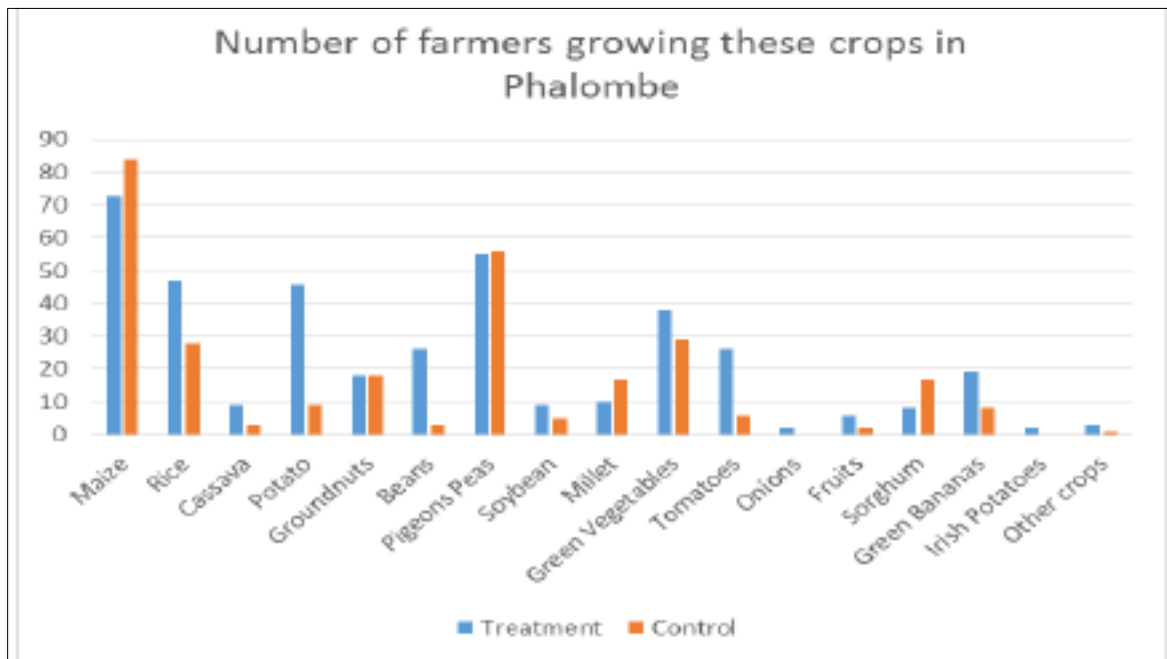
	11	Crop management (Diversification, production, productivity, etc.)	NA	34.8% n=18	65.2% n=34	32.9% n=52	24.1% n=13	75.9% n=41	41.5% n=54	n=106
	12	Agribusiness management	NA	30.6% n=19	69.4% n=43	39.2% n=62	29.6% n=16	70.4% n=38	41.5% n=54	n=116
	13	Crop production	96	34.8% n=6	65.2% n=30	29.1% n=46	27.1% n=13	72.9% n=35	36.9% n=48	n=94 Slight decline
	14	Seasonal food calendar mapping	89	34.6% n=9	65.4% n=17	16.5% n=26	23.8% n=5	76.2% n=16	16.2% n=21	52% n=47 decline
	15	Business plan development	90	31.0% n=13	69.0% n=29	26.6% n=42	31.0% n=13	69.0% n=29	32.3% n=42	n=84 Slight decline
	16	Funds management	NA	30.2% n=13	69.8% n=30	27.2% n=43	27.6% n=8	72.4% n=21	22.3% n=29	72
	17	Warehouse receipt system	402	37.2% n=16	62.8% n=27	27.2% n=43	36.4% n=12	63.6% n=21	25.4% n=33	76 189% decline
	18	Leadership and group dynamics	216	38.9% n=14	61.1% n=22	22.8% n=36	32.4% n=12	67.6% n=25	28.5% n=37	95% n=73 decline

	Type of training		Participants Previous assessment and Report ²⁰ (Both Districts Combined)	Evaluation Phalombe (N=158)			Evaluation -Mangochi (N=130)			Total both districts
				Male	Female	Total	Male	Female	Total	
	19	Soil and water conservation	64	29.4% n=15	70.6% n=36	32.3% n=51	26.3% n=15	72.7% n=42	43.8% n=57	59% increase
	20	Business plan development	NA	31.6% n=12	68.4% n=26	24.1% n=38	33.3% n=10	66.7% n=20	23.1% n=30	n=68
	21	Budgeting	NA	35.3% n=18	64.7% n=33	32.3% n=51	31.7% n=13	68.3% n=28	31.5% n=41	n=92
	22	Food quality control	NA	32.6% n=15	67.4% n=31	29.1% n=46	29.7% n=11	70.3% n=26	28.5% n=37	n=83
	23	Seed loan scheme	383	25.0% n=6	75.0% n=18	15.2% n=24	23.8% n=5	76.2% n=16	16.2% n=21	117% n=45 decline
	TOTAL		2,107	327	685	1022	257	707	964	

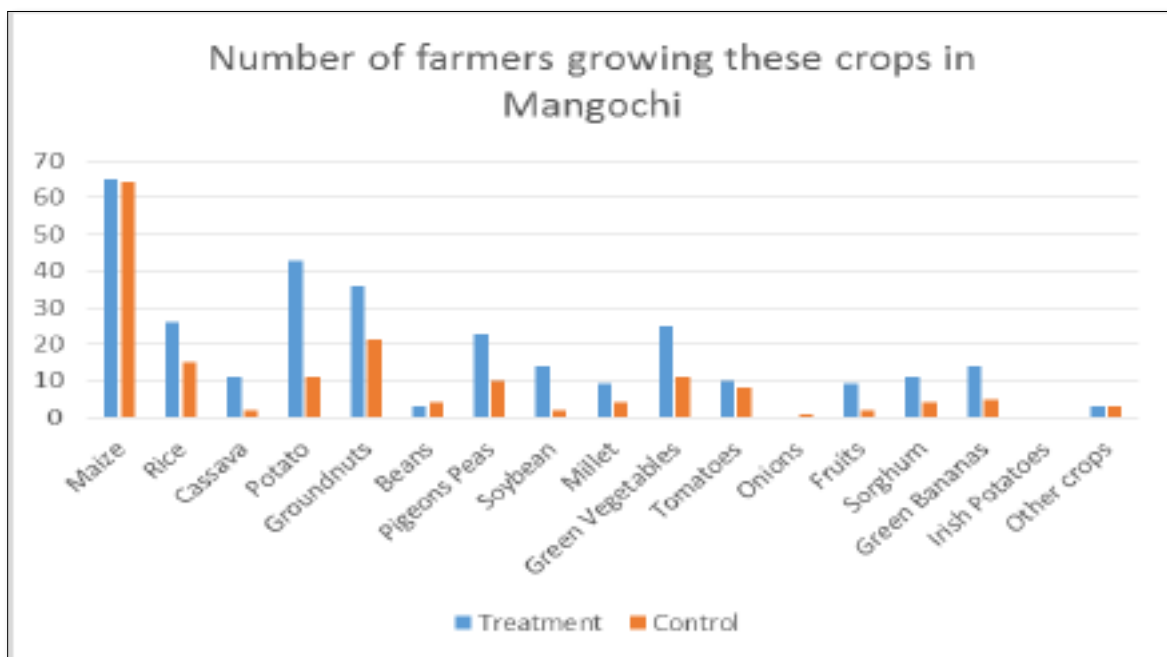
10	Number of school staff trained on handling and preparation of diversified food basket or nutrition education by gender (Note- results by gender not gathered)	Previous assessments and reports (Information on gender not provided)		Evaluation - Phalombe	Evaluation-Mangochi
		Total Staff (N)	Staff trained (n)		
		131	53% n=70	80% n=4 schools Nalingula School did not receive this training	80% INCREASED FROM 53% n=4 schools Malenga School did not receive this training

11	Number of FOs registered as cooperatives by year	Year FO Registered	Phalombe FOs	Mangochi FOs
		2004	1 (Nanguluwe FO)	
		2007	1 (Nkulambe FO)	
		2009		1 (Chibwalera FO)
		2016		1(Mthilamanja FO)
		2017	1 (Chalalamba FO)	1 (Mvumba FO)
		Total	Total 3 FOs	Total 3 FOs

Annex 20: Results of the Agricultural Productive Estimate Surveys (APES) – Phalombe and Mangochi Districts



Source: APES surveys of 2013/14 up to 2015/16. Y axis = number of farmers



Source: APES surveys of 2013/14 up to 2015/16. Y axis = number of farmers

Annex 21: School infrastructure in McGovern-Dole and PAA supported schools and in control schools

□ Access to safe drinking water in schools

Access to safe drinking water in sampled primary schools in 7 districts, Malawi				
No	Indicator	McGovern- Dole schools	PAA schools	Control
1	School children NO access to safe drinking water	4.5%	5.8%	10%
2	School children < 50% access to safe drinking water	5.4%	15.4%	20%
3	School children 51-70% access to safe drinking water	21.6%	9.6%	30%
4	School children 71-100 % access to safe drinking water	68.5%	69.2%	40%

Source: Final Evaluation 2016 to 2017

□ Access to latrines

Access to separate functioning latrines for teachers and boys and girls in sampled primary schools in 7 districts				
No.	Indicator	McGovern-Dole schools	PAA schools	Control
1	Teachers have separate latrines	86.5%	100%	75%
2	Boys and girls have separate latrines	66%	5.6%	28.4%

Source: Final Evaluation 2016 to 2017

□ Miscellaneous characteristics of schools

Characteristics of sampled primary schools in 7 districts				
No	Indicator	McGovern-Dole schools	PAA schools	Control
1	Teachers able to explain the concept of disability	94.6%	100%	94.2%
2	School has facilities for special needs children (Yes)	16.2%	40%	26.9%
3	Number of special needs children attending primary schools	1844/125 schools 14:1	308/10 schools 30:1	889/63 schools 14:1

Source: Final Evaluation 2016 to 2017

Annex 22: Recommended roles and responsibilities of key Government of Malawi ministries in future SMP

- The Ministry of Agriculture, Irrigation and Water Development, Departments for Food Security, Crop Production, Animal Health Extension and Fisheries supports school meals with technical advice and equipment so that woodlots, school gardens and orchards can be set up in primary schools, early childhood development centres and communities;
- The Ministry of Finance, Economic Planning and Development (Poverty reduction and Social protection) role has to be strengthened to support monitoring and evaluation, including design of monitoring and evaluation tools. It is understood that the Malawi National Social support program which is directed towards school meals programmes, falls under this ministry. Amongst its components are interventions directed towards improvement of infrastructure and income generation²¹.
- The Ministry of Energy and Mines, Chief forestry officers' have to take a strong role in providing technical information and equipment for forestry and energy use;
- The Ministry of Gender, Women and Child Development should ensure there is expansion of more early childhood development centres and the setting up of education programmes directed at the first two standards of primary school;
- The Ministry of Civic Education, Culture and Community Development, Community Development officers' need to have an expanded leadership role in mobilization of communities. Non-governmental organizations should work closely under their direction;
- The Ministry of Health, Environmental health department has to take up a stronger role in food inspection, and the Community Health Services Unit role in disease surveillance. At the same time, the Ministry of Health should organise nutrition, education and health campaigns in early childhood development centres and primary schools to sensitize the public and address common medical conditions such as vitamin A deficiency and worm infestation.
- The role of the Ministry of Industry and Trade (Cooperative development division) has to be defined. This ministry has had a role in training and registration of the farmer organizations into cooperatives through training and registration. Finally, to make the school health nutrition committees' leadership role a reality, WFP and other donors' budgets should address resource allocation at different levels (government, community in-kind donation and support from local non-governmental organizations and businesses) in order to factor in equipment (tools and seeds for school garden, woodlots and orchards) and logistics (motorcycles, petrol). The recommended timing for this recommendation is medium term.

²¹ KII, 02.06.17, Ministry of Finance Economic Planning and Development, Poverty reduction and social protection. The MNSSP (Now in its second phase) has five key pillars- Public works, School meals, Cash transfer, Village savings and loans and Microfinance.